

Lenaneo la go Kaonafatša Thuto  
ya Dipalo Mphatong wa R

Grade R Mathematics  
Improvement Programme

# Pukutlhahlo ya Mešongwana: 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**.

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

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

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

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

## ACKNOWLEDGEMENTS

Special thanks to:

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

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Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R ke morero wa Kgoro ya Thuto ya Gauteng (**Gauteng Department of Education**) le badirišanimmogo ba bohlokwa e lego **Gauteng Education Development Trust**.

Tšweletšo le kgatišo ya tlhahlo le dithuſathuto tša phapoši tša Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R e kgontšhitšwe ke thušo ka mašelang go tšwa go **United States Agency for International Development** le **Zenex Foundation**.

Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le laolwa ke **JET Education Services** gammogo le **Schools Development Unit** ya **UCT** le **Wordworks** bjalo ka badirišani ba sethekniki.

**Schools Development Unit (SDU)** kua **University of Cape Town (UCT)** ke badirišani ba sethekniki ba dipalo go Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R. SDU ke uniti ya UCT ya School of Education yeo e hlokometšego tlhahlo le kgodišo ya dithuto tša Dipalo, Saense, Bokgoni bja go ngwala le go bala/Polelo le Mabokgoni a Bophelo go tloga go Mphato wa R go fihla go wa 12. SDU e aba dithuto tša tlhahlo ya barutiši le mangwalo a UCT a dithuto tše kopana tša tlaleletšo, tlhahlo ya mošomo yeo e ka dirwago sekolong, bongwadi bja dipuku le go dira dinyakišišo tšeo di thekgago go ithuta le go ruta mabakeng a go fapana dikolong tša Afrika Borwa.

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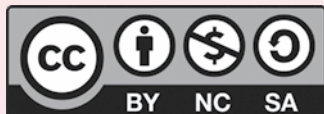
## DITEBOGO

Di lebišwa go:

- ★ Bašomi ba Kgoro ya Thuto ya Gauteng Lefapha la Lenanethuto, Tlhahlo ya Barutiši le bašomedi ba Lefapha la Thuto ya go Ikgetha, ka maele a bona phetagatšong ya setšweletšwa se sa rena.
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- ★ Bašomi ba Western Cape Education Department (WCED) le barutiši ka maele a bona tšweletšong le tsentšhotirišong ya Grade R Mathematics Programme (*R-Maths*) profenseng ya Kapa Bodikela magareng ga mengwaga ya 2016 le 2019.
- ★ Sehlopha sa bangwadi ba *R-Maths*: Bašomi le baeletši ba SDU, le bašomi ba WCED.

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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.

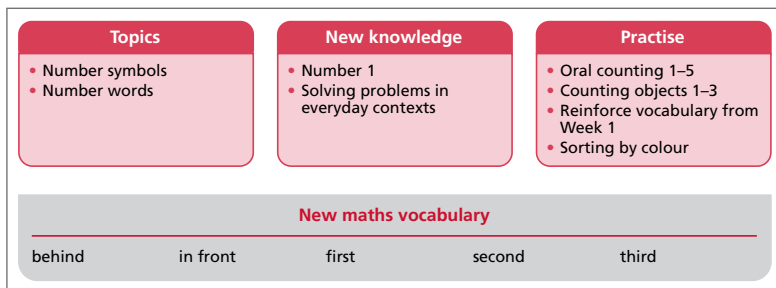
The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first term of Grade R by:

- 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.



- 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:

# Matseno

Lenaneo la go Kaonafatša Thuto ya Dipalo Mphatong wa R (*Grade R Maths*) le theilwe tsebong ye botse ya dipalo, le kwešišong ya tšwelopele ka go lenaneothuto la Mphato wa R, le go lemoga gore mekgwa ye mengwe ya go ruta ke ye e swanelago kgodišo ya go ithuta le dipoelo.

*Pukutlhahlo ya Mešongwana ya Grade R Maths: Kotara ya 1* e neelana ka mokgwa wa go ruta dipalo kotareng ya mathomo ya Mphato wa R ka:

- go latelanya diteng tša Karolo ya Diteng ya Dipalo ye nngwe le ye nngwe mo dibekeng tše lesome
- go neelana ka tšwetšopele le tšhepedišano ka gare ga Dikarolo tša Diteng tše hlano
- go nepiša Karolo ya Diteng e kgolo e tee ka beke (Le ge go le bjalo, dihlogotaba go tšwa go Dikarolo tša Diteng tše dingwe di ka tsebišwa le go ikatiša tšona bekeng yeo. Go ruta le go ithuta go go tswalanego le dinomoro go direga letšatši le lengwe le le lengwe gape go amantšwe le Dikarolo tša Diteng ka moka ga tšona.)
- go šišinya mešongwana ya mphato ka moka, ya go hlahlwa ke morutiši le mošomo wa sehlopha sa go ikemela.

## Tše di ikadilego ka go Pukutlhahlo ya Mešongwana: Kotara ya 1

Tše di ikadilego tša go latela ke karolo ya *Pukutlhahlo ya Mešongwana: Kotara ya 1*:

- Kakaretšo ya diteng e bontšha nepišo ya tsebo ye mpsha le nepišo ya katišo ka beke.
- Kotara, beke le Nepišo ya Karolo ya Diteng di laeditšwe gabotse mathomong a beke ye nngwe le ye nngwe.
- Dihlogotaba, Tsebo ye mpsha le Mapokisana a Go ikatiša a bontšha seo se tlogo dirwa mo bekeng.
- Tlotlontšu ye mpsha ya dipalo ye e tlogo rutwa e ngwalwa ka beke.
- Lenaneo la se o swanetšego go se beakanya le fiwa beke ye nngwe le ye nngwe.
- Mapokisi a dikeletšo a neelana ka dikgopolo le digopotši.
- Mapokisi a tswalanyo a šišinya ka fao dipalo di ka gatelela dithutong tše dingwe le mešongwaneng ya letšatši lenaneong la tšatši-ka-tšatši la Mphato wa R.
- Mapokisana a 'Lekola gore barutwana ba kgona go' a hlhla tlhokomelo le kelotšweledi.
- Letlakala la kelotšweledi le theilwe go mešongwana ya kotara.
- Dithušathuto le dithempoleiti di akareditšwe mafelelong a tlhahlo.



## *Grade R Maths* lenaneong la tšatši-ka-tšatši

Go itlwaetša ditlwaelo go bohlokwa gomme barutwana ba ipshina ka poeletšo gape ba ikwa ba šireletšegile ge ba tseba se ba swanetšego go se dira le se se lebeletšwego go bona.

Go beakanya gape go bohlokwa go kgonthiša gore go itlwaetšwa ditlwaelo go sepela gabotse. Bala diteng tša beke gomme o beakanye didirišwa ka moka tše o di hlokago tšatši-ka-tšatši e sa le nako. Beakanya didirišwa tša tšatši-ka-tšatši e sa le nako gore mesong e be e le gore tšohle di lokile.

*Grade R Maths* e šišinya tatelano ya mešongwana ye e boeletšwago tšatši-ka-tšatši bekeng ya matšatši a mahlano. Peakanyo ya Phapoši le mešongwana ye e ka dirišwago go ruta le go gatelela mareo a dipalo di šišinywa ka beke. Yona e akaretša:

## 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

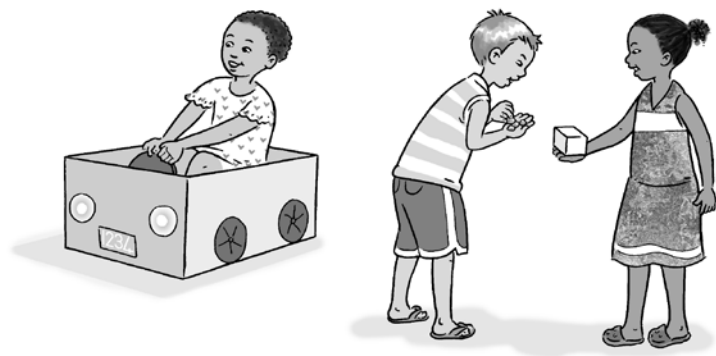
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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





## Mešongwana ya barutwana ka moka ka letšatši

- Sereto goba koša
- Go balela godimo
- Go bala dilo tša go swarega
- Mešongwana le dipotšišo tša go tswalelana le dihlogotaba tša Karolo ya Diteng

Mafelelong a mošongwana wa barutwana ka moka, bontšha barutwana seo ba tlo swanelago go se dira mafelong a go šomela. Didirišwa ka moka tše ba tlo di hlokago di swanetše go beakanywa gore ba kgone go thoma mošongwana.



## Diphetogo: go fetola mešongwana

Go sepela gare ga mmete le mafelo a go šomela ke nako ye botse ya go ikatiša morethethopalo le boipshino, ditsela tša boitlhamelo tša mosepelo, mohlala, ka go nanya bjalo ka dikhudu, ka go tlola bjalo ka mebutla, ka setu bjalo ka magotlo, ka o tee ka o tee ka dikarata tša maina/maswao a diswantšho.

## Mešomo ya dihlopha tše nnyane

- Go na le mošomo o tee ka letšatši wa go hlahlwa ke morutiši.
- Go na le mešomo e mene ka letšatši ya sehlopha se sennyane. Dihlopha tše nne tše di ikemetšego (goba mešongwana ya ka thoko) e swanetše go dirwa **mafelong a go šomela** a mane ka phapošing – e ka ba tafoleng moo barutwana ba emego goba ba dutše, mo mmeteng, goba ka ntle. Dihlopha di tla šielana go ya **lefelong la go šomela** nako ya beke, go ya le ka fao morutiši a beakantšego mešongwana ka gona. Gopotša barutwana go šiedišana go abelana didirišwa le go thušana ge ba šoma.

## Nako ya go hlwekiša

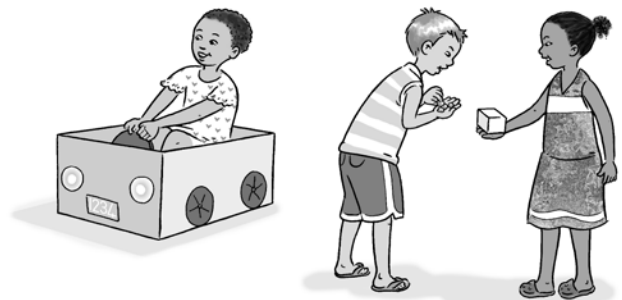
Barutwana ba swanetše go tseba gore didirišwa ke tša mo kae. Šelefo goba tafola ye e beetšwego ditlabakelo tša dipalo e tlo thuša barutwana go kgona go beakanya. Hlohleletša barutwana go thušana ka nako ya go hlwekiša. Mathomong barutwana ba tlo hloka thušo gomme o swanetše go ba gopotša gore ba bee dilo kae, efela e se kgale ba tlo itlwatšha ditlwaelo tša go bea dilo mo di swanetšego go dula gona.

Kgetha baetapele ba dihlopha le bathuši go hlwekiša beke ye nngwe le ye nngwe. Ba fe mešomo ye itšego le maikarabelo.

## Mešongwana ya go ikgethela

Beakanya mešongwana ya boitlhamelo ya go kgahliša yeo barutwana ba tlo kgethago go yona ge ba feditše mošomo wa bona wa lefelong la go šomela. Tše di ka akaretša:

- dipoloko goba dithalokiša tše dingwe tša kago
- marara
- tlhama
- dipuku tša ka khutlong ya dipuku
- thaloko ya boithabišo, mohlala, go reka
- puku ya mešongwana goba maphephe a mešongwana.



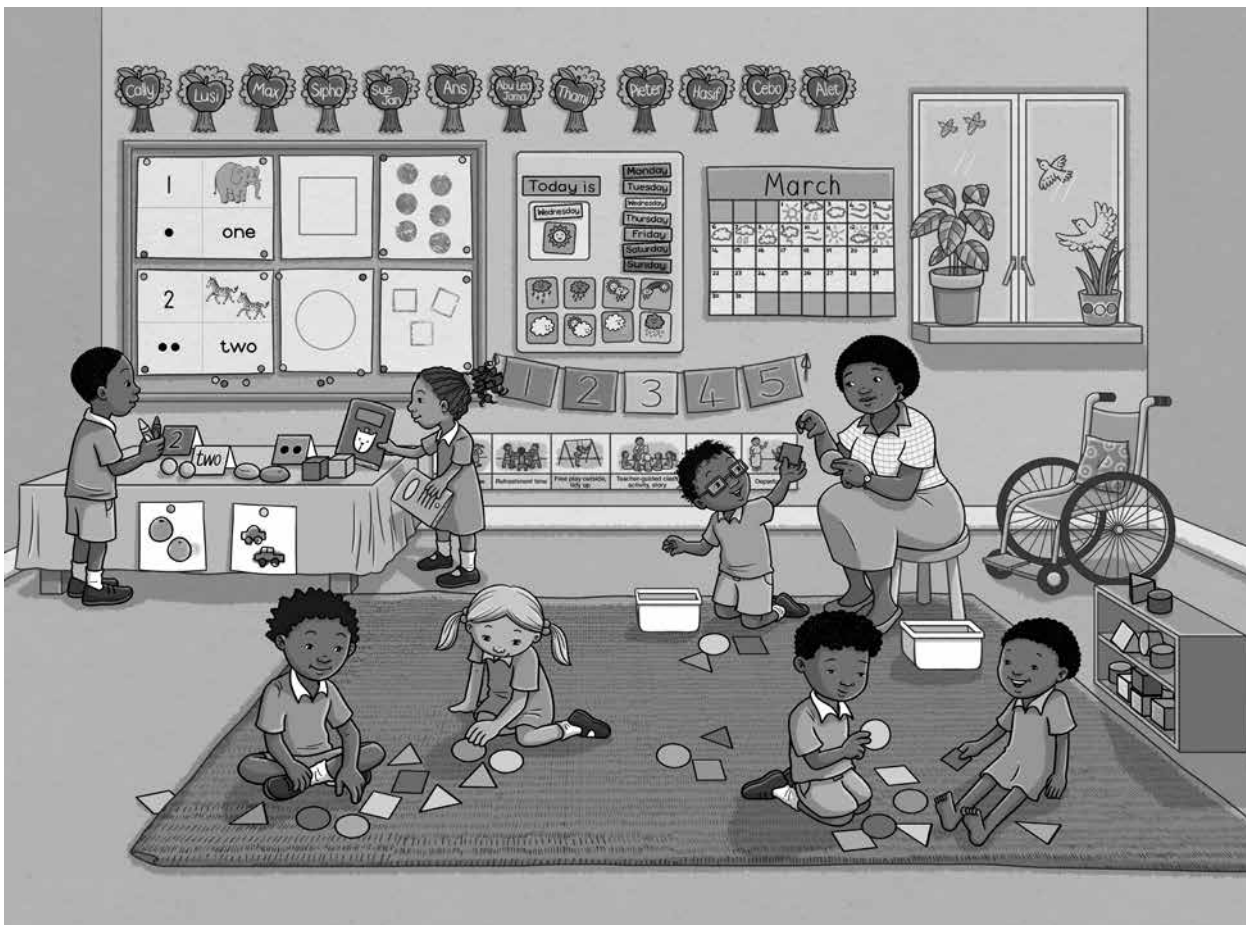
## Assessment

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.



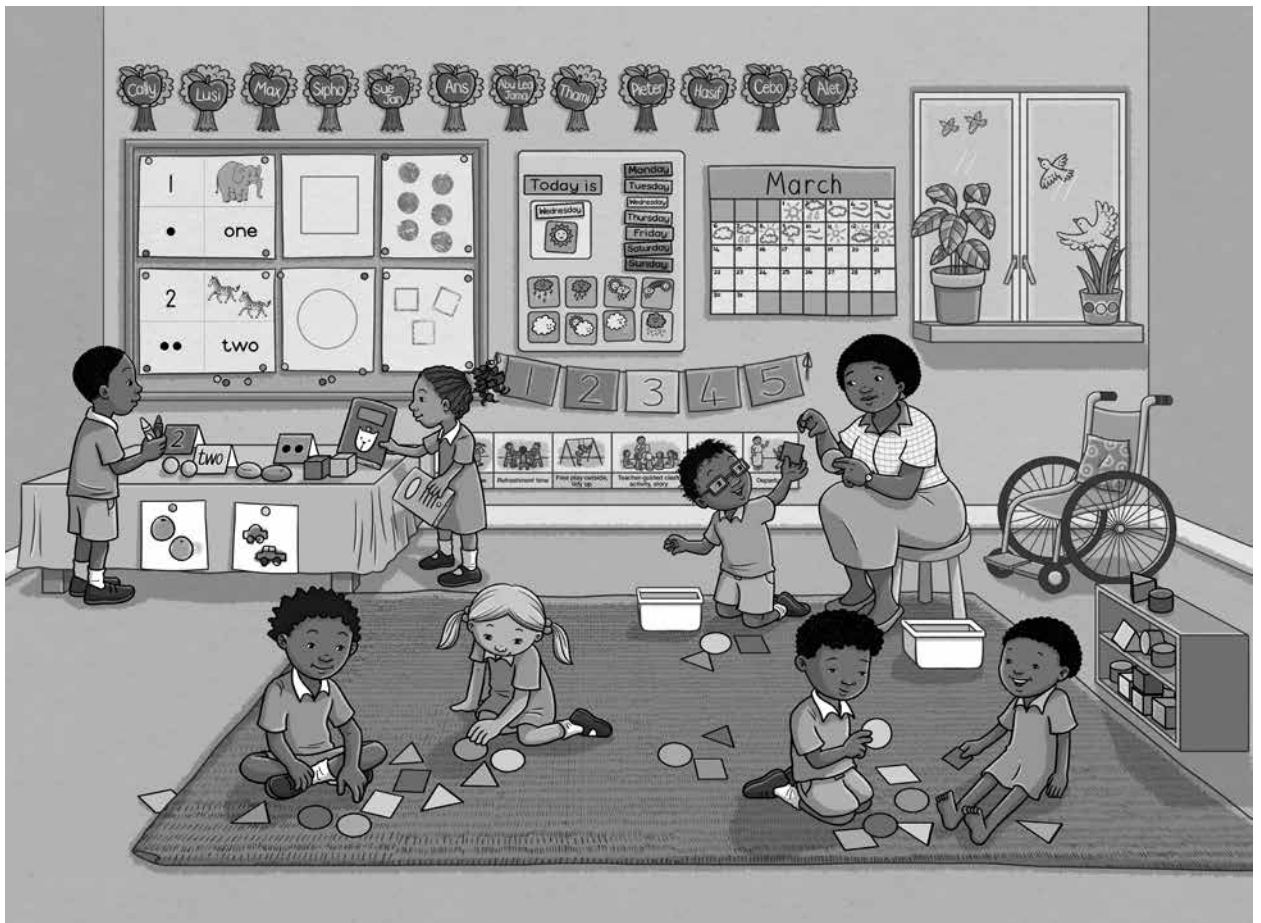
## Tekolo

Tlhokomelo le kelotšweledi ka nako ya mešomo ya go hlahlwa ke morutiši le mešongwana ya barutwana ka moka di neelana ka menyetla ya kwešišo le ya kakaretšo ye botse ya tšwelopele ya morutwana yo mongwe le yo mongwe. Tshedimošo ye e bohlokwa tlhahlong ya thuto go ya pele le ditsenogare go barutwana. Lenaneo la tše di swanetšego go hlokomelwa la kelotšweledi letlakaleng la 191 le 193 la tlhahlo ye le theilwe go diteng tše di rutilwego ka Kotara ya 1. Thempoleiti ye e ka dirišwa go rekhota tšwelopele ya morutwana yo mongwe le yo mongwe mo kotareng.

## Grade R Maths ka phapošing

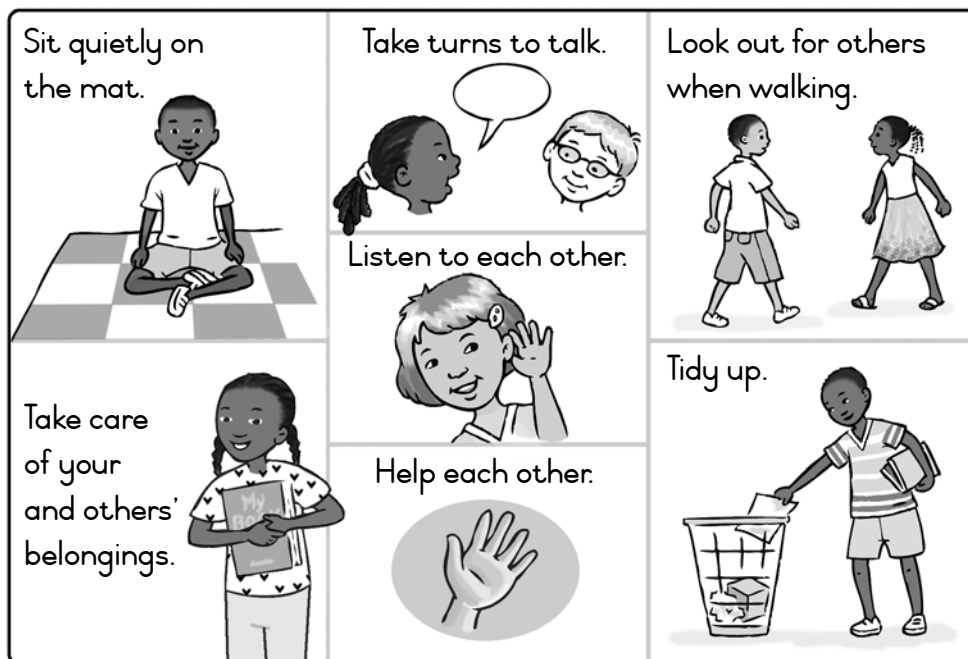
Beakanya lefelo la go direla dipalo ka phapošing kgauswi le mmete. Le ke lefelo la bohle fao barutwana ba ka neelanago le go bolela ka hlogotaba ye ba ithutago ka yona. Lefelo la maleba le tla akaretša:

- tafola ye nnyane kgauswi le leboto
- mothalopalo wa go dirwa ka thapo le diphekese
- tšhate ya boso ya tšatši ka tšatši
- khalentara ya kgwedi ye nngwe le ye nngwe le dipoloko tša letšatši le lengwe le le lengwe
- tšhate ya go ba le maina a matšatši a beke
- lenanephethagatšo la tšatši ka tšatši le diswantšho tša go tšwa mešongwaneng ya go fapana
- dikarata tša maina a barutwana le maswao tša go beakanywa go ya ka maina a dihlopha tša bona
- maswao a mothuši gore a kgone go sepela gare ga maina a barutwana go ya ka letšatši le lengwe le le lengwe la beke
- tšhate ya mothuši.



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

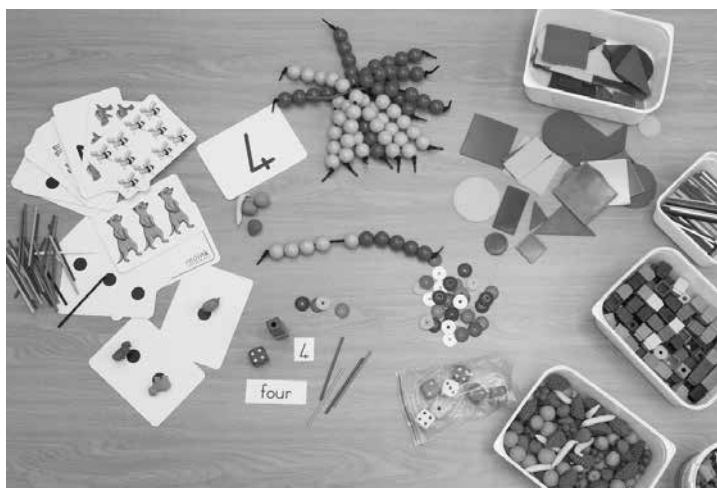


## Resources for Grade R Maths

### 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:

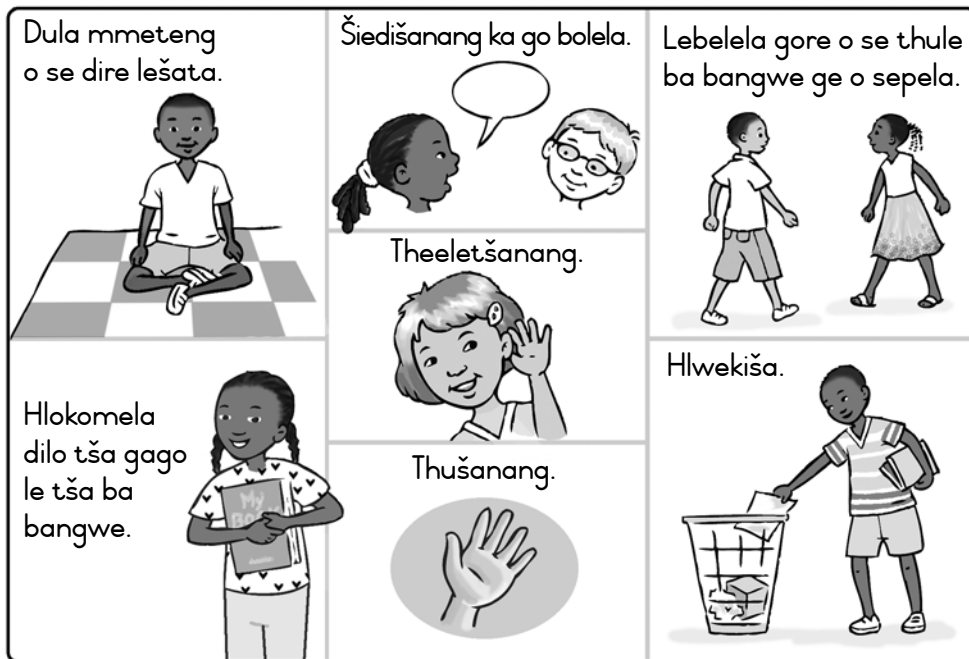
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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.

Dira phoustara ya 'melao ya phapoši' le barutwana. E bee fao ba tla e bonago gabonolo. Go se be le melao ya go feta ye tshela goba šupa.

## Melao ya phapoši ya rena

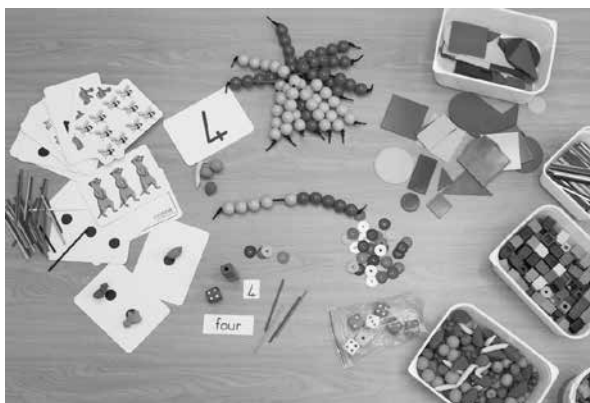


## Dithušathuto tša *Grade R Maths*

### Dithušathuto tša Phapoši tša *Grade R Maths*

*Grade R Maths* e neelana ka dithušathuto tša go ithuta le go ruta dipalo tša go neelana ka diaparata tša go šomišwa ke sehlopha se sennyane sa barutwana ba tshela go ya go ba seswai. Dithušathuto di akaretša dilo tše di latelago:

- didirišwa tša go bala, mohlala, didiski le dikotana tša mebala, dibaledi tša dienywa le tša diphoofolo le dipoloko tša *Unifix*
- letaese le legolo
- lenti la dipheta tše lesome
- dikarata tša marontho
- dikarata tša dinomoro: maswao a dinomoro (0–10) le maina a dinomoro (lefeela–lesome)
- dipoloko tše di ka dirišwago go hlaola.



Barutiši la barutwana ba se diriše didirišwa tše fela ka nako ya mešongwana ya dipalo. Dilo tša go dirišwa ka mehla ka gae di ka dirišwa go hlaola, go bala le go hlohloliša dibopego.

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Didirišwa tša go dirwa leswa

Boloka didirišwa tša go dirwa leswa ka gare ga ditšhelo tše di ngwadilwego tša go ba le dikhurumelo (bjalo ka: diphuthelo tša dienywa le merogo, dikotlolo tša asekherimo tša 2-litara le seswaro sa tšhese sa 500-ml). Bea dikotlolo šelefong goba fao barutwana ba tlo di fihlelelago. Hlohleletša barutwana go tloša dilo ka nako ya go hlwekiša ge e le gore ba be ba di diriša mafelong a bona a go šomela ka nako ya mešongwana ya go ikgethela. Fa ke dikgopolo ka ga didirišwa tša dipalo:

- dikhurumelo tša mabotlelo (diboepo, bogolo le mebala ya go fapana)
- mapokisi a go fapana ka bogolo (sesepe sa meno, lepokisi la metšhese, serele, dihlare, diphuthelo)
- ditšhelo tša polasetiki (mabotlelo a 500-ml le 1-litara, diswaro tša matšerine, diswaro tša yokate tša 250-ml le 500-ml, dikotlolo tša asekherimo, sephuthelo sa merogo)
- ditšhupu le disilintere (rolo ya ka gare ga pampiri ya tshwamare ya khatepote, rolo ya ka gare ga toulo ya pampiri, rolo ya ka gare ga foile, dithini)
- mapokisi a mae
- dikonopi, dinotlelo tša kgale, mahwana a polasetiki, dikotana tša asekherimo, ditheke tša phakethe ya borotheo
- dikgwele tša mehutahuta, mekotla ya dinawa le dihula hupu.



## Dithušathuto tše dingwe

Dithušathuto tše dingwe tša mohola tša phapoši tša go ruta tša *Grade R Maths* di akaretša:

- dikherayone, pente, sekgomaretši, dikero
- tlhama goba tege
- dipuku tša go dirišwa ge go bolelwa ka dipalo
- dipoloko tša go aga le dibapadišwa tša go aga (kgoboketša dikota tša go ripiwa ge go hlokega)
- mehutahuta ya marara le meraloko, mohlala, ditomino, Dinoga le Dillere, *Ludo*, *Lotto*

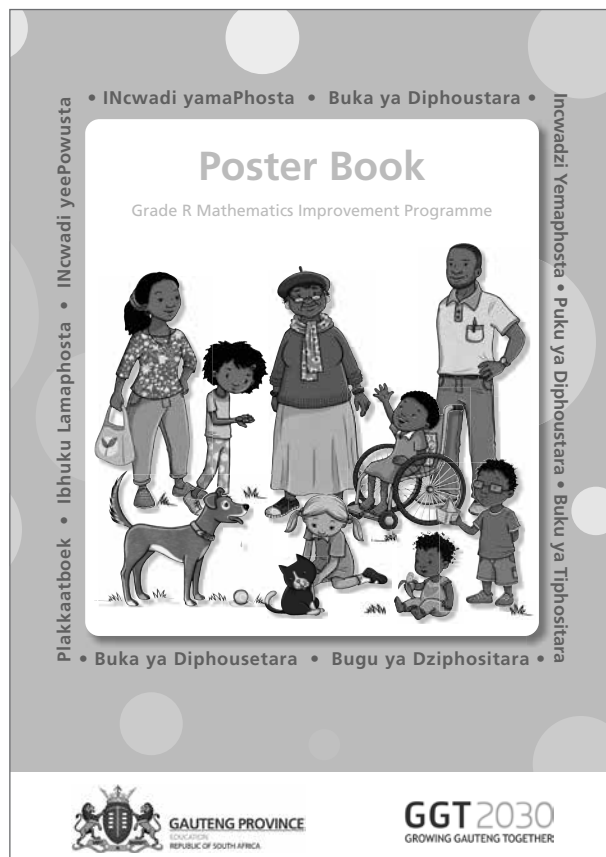
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## 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?





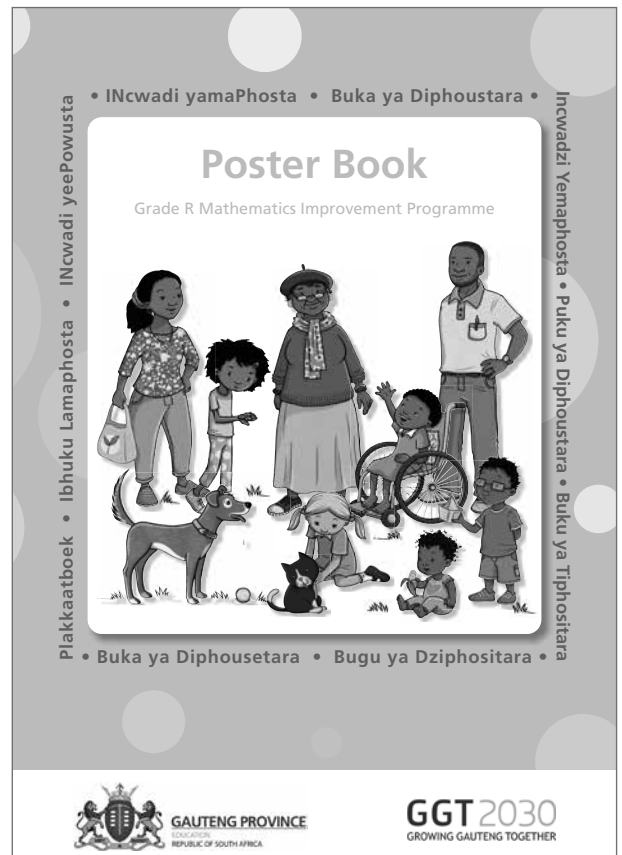
- tšhate ye telele
- dikarata tše dikgolo
- tšhelete ya go bapala: ya tšhipi le ya pampiri (go diriša lebenkeleng leo bana ba tlo rekago go lona)
- watšhe ya leboteng ya manakana
- sekala sa tekanyetšo
- dipheta tša go hlaola, go loga le go dira dipatrone
- sebakadišwa sa santa le meetse
- dibakadišwa tša go namela le go fologa, dikompromae/meswinki ya go kgorometšwa le go taboga.

## Puku ya Diphoustara ya *Grade R Maths*

Go na le diphoustara tše lesometee ka go *Puku ya Diphoustara ya Grade R Maths*. Diphoustara di emela dikamano tša go tlwaelega tšeo barutwana ba ka di didirišago tša go ama dipalo, mohlala, ka phapošing, lepatlelong la go bapalela, le ka khitšhining. Maikemišetšo a diphoustara ke go hlaboša kgahlego le poledišano ka ga dihlogotaba tša dipalo, go akaretšwa: nomoro, dipatrone, sekgoba, sebopego, tatelano ya nako le kelo. Diphoustara di ka dirišwa go dira gore barutwana ba nagane ka go sekaseka le go fa mabaka. Di loketše go tlihabolla mabokgoni a go rarolla mathata le dinyakišišo tša dipalo.

Barutiši ba ka hlohleletša barutwana go boledišana ka diphoustara le go abelana dikgopolo ka go ba botšiša dipotšišo tša go ba hlahla go nepiša selo se sengwe phoustareng, mohlala:

- O bona eng seswantšhong?
- O nagana gore bana/batho ba kae?
- Go direga eng seswantšhong?
- O ka nkanegela kanegelo ka ga seswantšho?
- O bona ... tše kae? Ge nkabe go na le ye nngwe gape/goba tše mmalwa ...?
- ... e kae?
- Go tlo direga eng ge ...?
- O nagana gore go tlo direga eng sa go latela?
- O nagana gore ... ba tlo kgona go bona eng mo ba emego?
- O bona patrone efe? Hlaloša patrone.
- O kgona go bona dibopego dife?
- Ke ... efe ye telele ka go fetiša/kopana ka go fetiša?
- Go na le mantšu a dipalo ao o ka a dirišago go hlaloša se sengwe mo seswantšhong?



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

# Kakaretšo ya diteng: Kotara ya I

ELA TLHOKO: Nepišo ya Karolo ya Diteng le Tsebo ye mpsha di ka bohwiwidu. Diteng tše dingwe tše di tlo akaretšwago bekeng ke tše dipududu.

| Nepišo ya Karolo ya Diteng  | Beke ya 1  | Beke ya 2  | Beke ya 3  | Beke ya 4  | Beke ya 5   |
|---|--|--|--|--|---|
| 1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano') | Go balela godimo 1–5<br>Go bala dilo 1–3<br>Tee-ka-tee tša go swana  | Nomoro 1<br>Go rarolla mathata kamegong ya letšatši le lengwe le le lengwe<br>Go balela godimo 1–5<br>Go bala dilo 1–3<br>Go gatelela tlotlontšu go thoma ka Beke ya 1 | Go bala dilo 1–5<br>Go balela godimo 1–5<br>Go gatelela 1  | Nomoro 2<br>Go balela godimo 1–5<br>Nomoro 1<br>Go bala dilo 1–5 | Mareo a dinomoro 1 le 2<br>Go balela godimo 1–5<br>Go bala dilo 1–5   |
| 2. Dipatrone, Difankšene le Altšebra                                      |  |  |  |  |   |
| 3. Sekgoba le Sebopego (Tšeometri)  | Tšhate ya go hlwekiša<br>Maswao a barutwana<br>Tšhate ya mothuši<br>Aga marara a diripa tše tshela<br>Go laetša ka tlhama/tege<br>Go aga ka dipoloko |  | Dipharologantšho tša dikgwele le mapokisi<br>Dilo tša go kgokologa goba go thetha<br>Maemo: ka gare le ka ntle<br>Kgolo le nnyane<br>Kgolo ka go fetiša le nnyane ka go fetiša | Sediko<br>Lekanela<br>Marara a diripa tše tshela                 | Dibopego tša 2-D: sekwere<br>Tšhupetšo: pele le morago<br>Maemo: ka gare, ka ntle<br>Sediko<br>Mapokisi le dikgwele<br>Marara a diripa tše tshela |
| 4. Kelo   | Go latelanya ditiragalo tša tšatši ka tšatši<br>Tšhate ya letšatši la matswalo   |  |  |  |   |
| 5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')                            | Go hlaola go ya ka mmala<br>Go thala   | Go hlaola go ya ka mmala   | Go hlaola go ya ka bogolo  |  |   |

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

| Nepišo ya Karolo ya Diteng  | Beke ya 6   | Beke ya 7  | Beke ya 8   | Beke ya 9  | Beke ya 10  |
|---|---|--|---|--|---|
| 1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano') | Nomoro 3<br>Go latelanya dinomoro 1-3<br>Go balela godimo 1-5<br>Go bala dilo 1-5<br>Go gatelela mareo a dinomoro 1 le 2<br>Tharollo ya mathata ka go diriša dilo | Go balela godimo 1-10<br>Go bala dilo 1-5<br>Go gatelela mareo a dinomoro 1-3<br>Go latelanya dinomoro 1-3   | Go balela morago 5-1<br>Go balela godimo 1-10<br>Go latelanya dinomoro 1-3<br>Go bala dilo 1-5<br>Go gatelela 1-3 | Lefeela Akanya<br>Tharollo ya mathata<br>Dinomoro ka kamano ya go tlwaelega<br>Go balela pele 1-10<br>Go balela morago 5-1<br>Go bala dilo 1-5<br>Go latelanya 1-3<br>Morero wa dinomoro 1-3 | Go balela godimo 1-10<br>Go bala dilo 1-5<br>Go latelanya dinomoro 1-3<br>Temogopalo 1-3<br>Tharolla ya mathata                     |
| 2. Dipatrone, Difankšene le Altšebra                                      | Hlatha dipatrone<br>Kopolla dipatrone   |  |   |  | Pele le ka morago<br>Kopolla dipatrone  |
| 3. Sekgoba le Sebopego (Tšeometri)  |   | Dibopego tša 2-D: khutlotharo<br>Temogo<br>Maemo: pele ga le ka morago<br>Sediko, sekwere<br>Lekanela<br>Kgolo, nnyane<br>Marara a diripa tše tshela | Maemo: go, ka tlase, godimo ga, ka tlase, kgauswi le, gare  | Tšhupetšo: godimo le tlase<br>Sediko, sekwere le khutlotharo<br>Marara a diripa tše tshela   |   |
| 4. Kelo   |   |  | Go latelanya nako: mosegare le bošego, seetša le leswiswi<br>Botelele: tšhate ye telele                           |  |   |
| 5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')                            |   | Hlaola go ya ka sebopego   |   |  | Kgoboketša, hlaola o be o emele mekgobo ya dilo tše di hlaotšwego<br>Bolelang le be le bege ka ga mekgobo ya dilo tše di hlaotšwego |

# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Oral counting
- Counting objects

## New knowledge

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

## Practise

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

## New maths vocabulary

|       |       |      |        |      |      |
|-------|-------|------|--------|------|------|
| count | two   | four | before | next | sort |
| one   | three | five | after  | last |      |

## Getting ready

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

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

## Whole class activities

### Day 1

#### What you need

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

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

# Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

## Dihlogotaba

- Go balela godimo
- Go bala dilo

## Tsebo ye mphsa

- Go balela godimo 1–5
- Go bala dilo 1–3
- Tee-ka-tee tša go swana
- Go latelanya ditiragalo tša tšatši ka tšatši
- Tšhate ya letšatši la matswalo
- Tšhate ya go hlwekiša
- Maswao a barutwana
- Tšhate ya mothuši
- Aga marara a diripa tše tshela

## Go ikatiša

- Go hlaola go ya ka mmala
- Go laetša ka tlhama/tege
- Go thala
- Go aga ka dipoloko

## Tlotlontšu ye mphsa ya dipalo

|      |       |       |              |              |        |
|------|-------|-------|--------------|--------------|--------|
| bala | pedi  | nne   | pele ga      | sa go latela | hlaola |
| tee  | tharo | hlano | ka morago ga | mafelo       |        |

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- dira mepopi ya menwana ya baanegwa ba *Grade R Maths* (letlakala la 216)
- leswao la seswantšho la morutwana yo mongwe le yo mongwe
- dikarata tša diswantšho tša mešongwana ya lenaneo la tšatši ka tšatši
- ripa disekwere tše dinnyane tša pampiri gore morutwana yo mongwe le yo mongwe a thale sefahlego sa gagwe go sona (tšhate ya letšatši la matswalo)
- kopolla o be o khalare diswantšho tša moanegwa yo mongwe le yo mongwe wa *Grade R Maths* (lehlakore la ka gare la letlakala la ka morago la *Puku ya Diphoustara*)
- beakanya leboto la go bea dilo (lebelela Letšatši la 5, letlakala la 31)
- dira marara a diripa tše tshela 6 (letlakala la 220)
- kgoboketša dipoloko (goba o di dire ka diripana tša dikotana).

## Mešongwana ya barutwana ka moka

### Letšatši la 1

#### Tše o di hlokago

- Phoustara ya melao ya ka phapošing (lebelela letlakala la 13)
- Dikarata tša diswantšho tša lenaneophethagatšo la tšatši ka tšatši
- Maswao a barutwana

1. **Matseno:** Bolelang ka ga ka fao re theeletšanago, šiedišanago le go thušana.

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. **Maswao a barutwana:** Efa morutwana yo mongwe le yo mongwe leswao la gagwe la seswantšho gore le dirišwe bjalo ka 'theke ya gagwe ya leina' ka phapošing, mohlala, folaga ya Afrika Borwa, tshepe, tlou, lebitsi, serurubele, tau, leloba, sefatanaga. Kgopela barutwana gore ba hlathe le go hlaloša leswao le lengwe le le lengwe la seswantšho.
3. **Go latelanya ditiragalo tša tšatši ka tšatši:** Bontšha barutwana dikarata tša diswantšho tša lenaneophethagatšo la tšatši ka tšatši. Ahlaahlang tatelano ya mešongwana ya tšatši ka tšatši le šupa diswantšho tša maleba. Bea dikarata tša diswantšho tša lenaneophethagatšo la tšatši ka tšatši fao mahlo a barutwana a tlo di bonago.

**Dipotšišo tša go hlahla:**

- ★ O dirile eng *pele* o etla sekolong?
- ★ Re dira eng *pele* re eja seneke ... le *ka morago* ga ge re jele seneke?
- ★ Re dira eng *sa go latela*?
- ★ Ke eng selo sa *mafelelo* se re se dirago *pele* re eya gae?



**KELETŠO**

Ka nako ya sediko, boelang ka boso le mešongwana yeo barutwana ba e dirilego pele ba etla sekolong.

4. **Tsebišo ya mešomo ya dihlopha tše nnyane:** Hlaloša gore barutwana ba tlo šoma ka dihlopha tše dinnyane letšatši le lengwe le le lengwe. Bontšha barutwana mafelo a go šomela a mahlano. Hlaloša sediko sa tšatši ka tšatši. Gopotša barutwana maina a dihlopha. Ba gopotše melao ya mphato. Hlaloša o be o bontšhe lefelo le lengwe le le lengwe la go šomela mošongwana. Hlaloša mošomo wa go hlwekiša.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** tatelano ya ditiragalo tša tšatši ka tšatši; melao ya ka phapošing.

**Letšatši la 2**

**Tše o di hlokago**

- *Puku ya Diphoustara*, bokagare bja letlakala la ka morago
- *Mepopi ya menwana*
- *Sereto: Hlano ka lapeng la gešo* (letlakala la 195)
- Phoustara ya melao ya ka phapošing (letlakala la 13)
- *Tšhate ya go hlwekiša*
- *Tšhate ya mothuši*
- *Maswao a barutwana*

1. **Matseno:** Gopotša barutwana melao ya ka phapošing.
2. **Tšhate ya bathuši:** Boledišanang ka mešomo ya dihlopha le ya phapoši. Tsebiša tšhate ya bathuši le tšhate ya go hlwekiša. Diriša maswao a barutwana tšhateng ya bathuši le tšhateng ya go hlwekiša.
3. **Sereto:** Tsebiša sereto, *Hlano ka lapeng la gešo*, o bontšha mepopi ya menwana, o tee ka nako.



**KELETŠO**







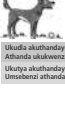

Gopola go bolela ka lenanephethagatšo la tšatši ka tšatši, tšhate ya bathuši le tšhate ya go hlwekiša letšatši le lengwe le le lengwe.

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

**Guiding questions:**

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

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

|  |  |
|--|--|
|  <p><b>Mom/Mamma/UMama/UMama</b><br/>Occupation: teacher<br/>Favourite colour: orange<br/>Favourite activity: walking on the beach or the mountains<br/>Bingo: oonswayor<br/>Gunstelingkeur: orange<br/>Gunstelingkwitwit: stap langs die strand of in die berg<br/>Unisebenzi: uMama<br/>Umbala azeuthandayo: ocazolintshi<br/>Athanda ukukwenzeka: ukukhamba ebhishi noma ezintaba<br/>Unisebenzi athanda ukukwenzeka: ukukhambabamba ngasawande okanye ezintaba</p>  |  <p><b>Dad/Dad/Pappa/UBaba/UTata</b><br/>Occupation: supermarket manager<br/>Favourite colour: blue<br/>Favourite activity: reading about other countries<br/>Bingo: besuuster van 'n supermark<br/>Gunstelingkeur: blou<br/>Gunstelingkwitwit: lees oor ander lande<br/>Unisebenzi: umphuhl'wesaphamakhe<br/>Umbala azeuthandayo: oluhlaza okwesibhakaba<br/>Athanda ukukwenzeka: ukufunda ngamanye amazwe<br/>Unisebenzi: ngumhangala wewenkile<br/>Umbala azeuthandayo: izulu<br/>Unisebenzi athanda ukukwenzeka: ukufunda ngamanye amazwe</p>   |
|  <p><b>Mali/Mali/UMali/UMali</b><br/>Age: 5 Grade: R<br/>Favourite food: ice cream<br/>Favourite colour: red<br/>Favourite activity: making things that float<br/>Outdoors: R Grade: R<br/>Gunstelingkeur: rooi<br/>Gunstelingkwitwit: maak goed wat kan dryf<br/>Inteyipaka: R Bango: R<br/>Ukufunda akuthandayo: ayisikhimbu<br/>Umbala azeuthandayo: obomvu<br/>Athanda ukukwenzeka: ukwakha izinto ezintantayo<br/>Unisebenzi: ukukwenzeka izinto ezintantayo</p>   |  <p><b>Laylah/Laylah/ULaylah/ULaylah</b><br/>Age: 8 Grade: 2<br/>Favourite food: pizza<br/>Favourite colour: yellow<br/>Favourite activity: climbing to the top of everything<br/>Outdoors: R Grade: 2<br/>Gunstelingkeur: geel<br/>Gunstelingkwitwit: klouer tot bo-op alles<br/>Inteyipaka: R Bango: 2<br/>Ukufunda akuthandayo: ipiza<br/>Umbala azeuthandayo: ophuzi<br/>Athanda ukukwenzeka: ukukhetha ama phezu kwentlo<br/>Unisebenzi: ukukhetha ama phezu kwentlo<br/>Ukufunda akuthandayo: ipiza<br/>Umbala azeuthandayo: umhlaba<br/>Unisebenzi athanda ukukwenzeka: ukugcencela aye kutsho phezu kwentlo jonke</p> |
|  <p><b>Eranny/Eranny/UGogo/UMakshulu</b><br/>Occupation: retired<br/>Favourite colour: purple<br/>Favourite activity: singing with a local jazz band<br/>Bingo: oonswayor<br/>Gunstelingkeur: pers<br/>Gunstelingkwitwit: sing saam met 'n plaaslike jazz-band<br/>Unisebenzi: ukumbhalephansi<br/>Umbala azeuthandayo: okuhlwebezane<br/>Athanda ukukwenzeka: ukucula naband'oyedi jensweneni<br/>Unisebenzi: ukumbhalephansi<br/>Umbala azeuthandayo: umfusa<br/>Unisebenzi athanda ukukwenzeka: ukucula nepela lomculo wejaz bokuhlala</p> |  <p><b>Thami/Thami/UThami/UThami</b><br/>Age: 1<br/>Favourite food: bananas<br/>Favourite colour: green<br/>Favourite activity: putting things in her mouth<br/>Outdoors: 1<br/>Gunstelingkeur: oesango<br/>Gunstelingkwitwit: sit alles in haar mond<br/>Inteyipaka: 1<br/>Ukufunda akuthandayo: ibhanana<br/>Umbala azeuthandayo: oluhlaza okotshani<br/>Athanda ukukwenzeka: ukufaka izinto emlonyeni<br/>Unisebenzi: ukufaka izinto emlonyeni<br/>Ukufunda akuthandayo: ibhanana<br/>Umbala azeuthandayo: oluhlaza<br/>Unisebenzi athanda ukukwenzeka: ukufaka izinto emlonyeni walthe</p>                                |
|  <p><b>Dash/Dash/UDash/UDash</b><br/>Occupation: retired<br/>Favourite food: sandwiches<br/>Favourite activity: running fast<br/>Bingo: oonswayor<br/>Gunstelingkeur: toebroodjies<br/>Gunstelingkwitwit: hardoop wining<br/>Ukufunda akuthandayo: ukugijima kukhulu<br/>Ukufunda akuthandayo: iandethi<br/>Unisebenzi athanda ukukwenzeka: ukubakika ngamandla aphezu</p>   |  <p><b>Pepper/Pepper/UPepper/UPepper</b><br/>Age: 1<br/>Favourite food: fish<br/>Favourite activity: sleeping in boxes<br/>Outdoors: 1<br/>Gunstelingkeur: vis<br/>Gunstelingkwitwit: slap in bokse<br/>Ukufunda akuthandayo: imizila<br/>Ukufunda akuthandayo: imizila<br/>Unisebenzi athanda ukukwenzeka: ukubakika ezibhokisini</p>   |

English • Afrikaans • isiZulu • isiXhosa

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

**Day 3**

**What you need**

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

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

4. **Kanegelo ya lapa ya Grade R Maths:** Bontšha barutwana bokagare bja lekgata la ka morago la *Puku ya Diphoustara*. Bolela ka moanegwa yo mongwe le yo mongwe le go bala tshedimošo ka ga bona. Balang maloko a lapa mmogo.

**Dipotšišo tša go hlahlala:**

- ★ O bona eng?
- ★ O bona batho ba bakae? (šupa o bale.)
- ★ O gopola eng ka batho ba?
- ★ Ke bomang maina a bona?
- ★ Go na le basetsana/ bašemane ba bakae fale?
- ★ Ba na le mengwaga ye mekae?
- ★ Ba fapana bjang? (mohlala, kopana/telele, nnyane nnyane)
- ★ Ke batho ba bakae bao ba aperego marokgo/ dieta, bj.bj?

Kopana le baanelwa • Kopana le baphetwa  
Kopana le baanegwa

|  |  |
|--|--|
| <p><b>Mme/Mme/Thimo</b></p> <p>Thimo: morutwana<br/>Mmele o a o ratang: mmala wa lamane<br/>Se a ratang go se die: boratšana ya mo lobopošo tšona mo thabeng<br/>Mmashele: tšhane<br/>Mmele o a o ratang: wa lamane<br/>Katsulo o a o ratang: ho utlola maoto<br/>Molomo: moutši<br/>Mmele wa mamonate: wa natano<br/>Molongwana wa mamonate: go sepele<br/>Molongwana wa mamonate: go sepele<br/>Molongwana wa mamonate: go sepele</p>  | <p><b>Rre/Ntate/Toto</b></p> <p>Rre: morutwa wa morutwana<br/>Mmele o a o ratang: totota jwa kogi<br/>Se a ratang go se die: go bala ka ga ditšaga<br/>Mmashele: morutwana wa suphamakha<br/>Mmele o a o ratang: totota<br/>Katsulo o a o ratang: ho bala ka dithata ba ditšo<br/>Molomo: morutwa wa suphamakha<br/>Mmele wa mamonate: tototata<br/>Molongwana wa mamonate: go bala ka ga ditšaga ba ditšaga</p>   |
| <p><b>Makasi/Makasi/Makasi</b></p> <p>Dipoleiti: 5    Mphato: 8<br/>Dipo tše a di ratang: boratšana<br/>Mmele o a o ratang: boratšana<br/>Se a ratang go se die: go die ditšo tše<br/>Dipoleiti: 5    Kamele: 8<br/>Sejo seo se a ratang: boratšana<br/>Mmele o a o ratang: boratšana<br/>Katsulo o a o ratang: ho die ditšo tše<br/>Molongwana wa mamonate: boratšana<br/>Molongwana wa mamonate: boratšana<br/>Molongwana wa mamonate: go die ditšo tše<br/>Molongwana wa mamonate: go die ditšo tše</p> | <p><b>Laylah/Laylah/Laylah</b></p> <p>Dipoleiti: 8    Mphato: 2<br/>Dipo tše a di ratang: totota<br/>Mmele o a o ratang: boratšana<br/>Se a ratang go se die: go palama kwa godimo<br/>Dipoleiti: 8    Kamele: 2<br/>Sejo seo se a ratang: totota<br/>Mmele o a o ratang: boratšana<br/>Katsulo o a o ratang: ho palama hodina<br/>Molongwana wa mamonate: go palama<br/>Molongwana wa mamonate: go palama<br/>Molongwana wa mamonate: go palama<br/>Molongwana wa mamonate: go palama</p> |
| <p><b>Vhako/Vhako/Vhako</b></p> <p>Tšo o tšona tšo<br/>Mmele o a o ratang: boratšana<br/>Se a ratang go se die: go opela le serthopha sa serthopha sa mmino wa jwa<br/>Mmashele: boratšana mo tšona<br/>Mmele o a o ratang: boratšana<br/>Katsulo o a o ratang: ho bala mmoho le boratšana<br/>Molomo: o tšona mmoho<br/>Mmele wa mamonate: boratšana<br/>Molongwana wa mamonate: go opela le serthopha sa serthopha</p>   | <p><b>Thami/Thami/Thami</b></p> <p>Dipoleiti: 1<br/>Dipo tše a di ratang: dipanana<br/>Mmele o a o ratang: totota<br/>Se a ratang go se die: go hupa ditšo<br/>Dipoleiti: 1<br/>Sejo seo se a ratang: dipanana<br/>Mmele o a o ratang: totota<br/>Katsulo o a o ratang: ho lanya ditšo ka hanong<br/>Molongwana wa mamonate: dipanana<br/>Molongwana wa mamonate: dipanana<br/>Molongwana wa mamonate: go muma ditšo ka mdomong wa gage</p>  |
| <p><b>Dashi/Dashi/Dashi</b></p> <p>Dipo tše a di ratang: boratšana<br/>Se a ratang go se die: go bala ka labelo<br/>Sejo seo se a ratang: boratšana<br/>Katsulo o a o ratang: ho mma ka labelo<br/>Sejo seo se a ratang: boratšana<br/>Molongwana wa mamonate: go bala ka labelo</p>   | <p><b>Pepper/Pepper/Pepper</b></p> <p>Dipo tše a di ratang: totota<br/>Se a ratang go se die: go robala mo mabokong<br/>Sejo seo se a ratang: totota<br/>Katsulo o a o ratang: ho robala ka hata<br/>Molongwana wa mamonate: totota<br/>Molongwana wa mamonate: totota<br/>Molongwana wa mamonate: go robala ka mabokong</p>   |

Setswana • Sesotho • Sepedi

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya lefelong le lengwe le le lengwe la go šomela. Hlaloša o be o bontšhe mošongwana lefelong le lengwe le le lengwe la go šomela. Gopotša barutwana ka go hlwekiša.

**Letšatši la 3**

**Tše o di hlokago**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Phoustara ya melao ya ka phapošing (letlakala la 13)</li> <li>• Mepopi ya menwana</li> <li>• Sereto: <i>Hlano ka lapeng la gešo</i> (letlakala la 195)</li> <li>• <i>Puku ya Diphoustara</i>, Phoustara ya 4</li> </ul> | <ul style="list-style-type: none"> <li>• Kanegelo ya lapa ya <i>Grade R Maths</i> (letlakala la 195)</li> <li>• Tšhate ya mothuši</li> <li>• Tšhate ya go hlwekiša</li> <li>• Maswao a barutwana</li> <li>• Dipoleiti tša pampiri</li> <li>• Mosebo wa poleiti ye nngwe le ye nngwe</li> </ul> |
|--|--|

1. **Tšhate ya bathuši:** Gopotša barutwana dihlopha tša bona. Ba gopotše gape le ka mešomo le melao ya ka phapošing. O diriše poleiti ya pampiri ye e fapanego sehlopheng se sengwe le se sengwe, kgomaretša maswao a barutwana poleiting ya pampiri o bee mosebo go yona. Barutwana ba sware le go bala maswao a dinomoro poleiting ye nngwe le ye nngwe. Mosebo o swanetše go šupa go morutwana yo e lego moetapele sehlopheng se sengwe le se sengwe.
2. **Lenaneo la go hlwekiša:** Bea leswao la morutwana kgauswi le tiro ye nngwe le ye nngwe ya go hlwekiša gomme o hlaloše gore ke tiro ye e dirwago ke morutwana.
3. **Sereto:** Reta sereto, *Hlano ka lapeng la gešo*. Bontšha mepopi ya menwana, o tee ka nako gomme o tsenye ditiro.

- 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.
- 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.

- 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

- Rhyme:** Say the rhyme, *Five in my family*. Learners show the correct number of fingers each time they say a number word.
- Oral counting 1–5:** Count from 1 to 5, stamping your foot on each number. Let learners count and stamp with you.
- 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.
- 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?

- Go balela godimo 1–5:** Bala go thoma ka 1 go fihla ka 5, o ope diatla nomorong ye nngwe le ye nngwe. E re barutwana ba bale le go phaphatha diatla le wena. Boeletša ge o bolela leina la morutwana yo mongwe le yo mongwe ka go phaphatha diatla ge o bolela nako ye nngwe le ye nngwe.
- Kanegelo ya lapa ya *Grade R Maths*:** Bontšha barutwana Phoustara ya 4.

**Dipotšišo tša go hlahla:**

- ★ O bona eng?
- ★ Ke bana ba bakae bao ba khutilego?
- ★ Ke bana ba bakae ka morago ga lebati?
- ★ Ke bana ba bangwe ba bakae bao ba ka lekanago ka tlase ga tafola?
- ★ Ke ka lebaka la eng o nagana gore Koko ga se a uta ka tlase ga tafola?
- ★ A ka uta kae?
- ★ Go na le diruiwaratwa tše kae?

Mmogo, šupang le be le bale batho ba bagolo, bana le diphoofolo tše di lego phoustareng. Anega kanegelo ya lapa ya *Grade R Maths* gomme o e diragatše le barutwana.

- Mešomo ya dihlopha tše nnyane:** Boledišananag ka mešongwana ya lefelo le lengwe le le lengwe la go šomela. Gopotša barutwana ka ga go hlwekiša.

**Letšatši la 4**

**Tše o di hlokago**

- Sereto: *Hlano ka lapeng la gešo* (letlakala la 195)
- *Puku ya Diphoustara, Phoustara* ya 4
- Diripa tše dinnyane tša pampiri
- Dipoleiti tša pampiri tše 12

- Sereto:** Reta sereto, *Hlano ka lapeng la gešo*. Barutwana ba bontšha palo ya go nepagala ya menwana nako le nako ge ba bolela leina la nomoro.
- Go balela godimo 1–5:** Bala go thoma ka 1 go fihla ka 5, o dire modumo ka leoto ge o bala nomoro ye nngwe le ye nngwe. E re barutwana ba bale le go dira modumo ka leoto le wena.
- Go bala dilo 1–3:** Bontšha barutwana Phoustara ya 4. Šupa o be o bale dilo tše tharo tša go fapana phoustareng (mohlala, puku, setulo, mpša) le barutwana.
- Go latelanya ditiragalo tša tšatši ka tšatši:** Botšiša barutwana gore ba dirile eng ge ba tsoga. Ba botšiše gore ba dirile eng ge ba fihla sekolong. Kgopela morutwana go šupa seswantšho sa go swana mo go lenanephethagatšo la tšatši ka tšatši. Botšiša dipotšišo ka ga tatelano ya mešongwana mo go lenanephethagatšo la tšatši ka tšatši.

**Dipotšišo tša go hlahla:**

- ★ Re be re dira eng *pele* re dira dipalo?
- ★ Re tlo dira eng *sa go latela*?
- ★ Re tlo dira eng mafelelong a letšatši?
- ★ Go tlo direga eng *morago* ga seo?

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. **Matšatši a matswalo:** Efa morutwana yo mongwe le yo mongwe seripa se sennyane sa pampiri. E re barutwana ba thale difahlego tša bona pampiring. Dudiša barutwana methalading go ya ka dikgwedi tše ba belegilwego ka tšona.

**Dipotšišo tša go hlahla:**

- ★ Ke kgwedi efe ye e nago le palo ye ntši/nnyane ka go fetiša ya matšatši a matswalo?
- ★ Ke dikgwedi dife tša go ba le matšatši a go lekana a matswalo? Bea dipoleiti tša pampiri tše 12 mo di bonalago. Ngwala leina la kgwedi poleiting ye nngwe le ye nngwe. Kgomaretša diswantšho tša difahlego tša barutwana dipoleiting tša pampiri go ya ka dikgwedi tša matswalo a bona.

6. **Mešomo ya dihlopha tše nnyane:** Bolelang ka mešongwana ya lefelo le lengwe le le lengwe la go šomela. Gopotša barutwana ka go hlwekiša.

**Letšatši la 5**

**Tše o di hlokago**

- Sereto: *Hlano ka lapeng la gešo* (letlakala la 195)
- Maswao a barutwana
- Lebotlo la go bontšha (lebelela ka tlase)

1. **Sereto:** Reta sereto, *Hlano ka lapeng la gešo*. Barutwana ba bontšha palo ya go nepagala ya menwana nako le nako ge ba bolela leina la nomoro.
2. **Go balela godimo 1–5:** Barutwana ba emiša matsogo a bona gomme ba bala go thoma ka 1 go fihla ka 5 nako le nako.
3. **Maswao a barutwana:** Barutwana ba hlatha maswao a bona gomme ba a bea polokong ya go bapelana lebotong.

**Dipotšišo tša go hlahla:**

- ★ Leswao la gago le kae?
- ★ Mmala wa leswao la gago ke ofe?
- ★ Mpotše ka leswao la gago.

4. **Mešomo ya dihlopha tše nnyane:** Boledišanang ka mešongwana ya lefelo le lengwe le le lengwe la go šomela. Gopotša barutwana ka go hlwekiša.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** tlhabollo ya tlotlontšu ya molomo; go šiedišana ge go boledišanwa; tlhabollo ya digoba tša diatleng.

## 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.



## Mešomo ya dihlopha tše nnyane

**KELETŠO**  
 Ga go mošomo wa go hlahlwa ke morutiši ka Beke ya 1. Sepela gare ga mafelo a go šomela gore o hlokomele le go thuša barutwana.



**Hlokomela gore barutwana ba tšea karolo bjang ka nako ya mešongwana:**

- Ba tšea karolo bjang?
- Ba kgona go latela ditaelo?
- Ba kgona go lebiša tlhokomelo mošongwaneng?
- Ba kgona go abelana?
- Ba bolela le wena le ba bangwe bjang?
- Ba swara dithušathuto bjang?

### Lefelo la go šomela la 1

#### Tše o di hlokago

- Sekotlolo sa go ba le phoofolo ya mmala wa go fapana le dibaledi tša dienywa (*Dithušathuto tša Phapoši*) sa morutwana yo mongwe le yo mongwe

Barutwana ba hlaola dibaledi go ya ka mebala.



### Lefelo la go šomela la 2

#### Tše o di hlokago

- Tlhama goba letsopa

Barutwana ba diriša tlhama goba letsopa go dira motlele.

### Lefelo la go šomela la 3

#### Tše o di hlokago

- Pampiri
- Dikherayone

Barutwana ba thala seswantšho se ba se ratago.



## 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.



 **KELETŠO**  
 Kgetha marara a go swanela mabokgoni a go fapana a barutwana.

### Lefelo la go šomela la 4

#### Tše o di hlokago

- Marara a diripa tše tshela a morutwana yo mongwe le yo mongwe (lebelela letlakala la 220)

Barutwana ba aga marara a diripa tše tshela.

### Lefelo la go šomela la 5

#### Tše o di hlokago

- Dipoloko tša go aga

Barutwana ba diriša dipoloko tša go aga go hlama dikago tša bona.



# 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



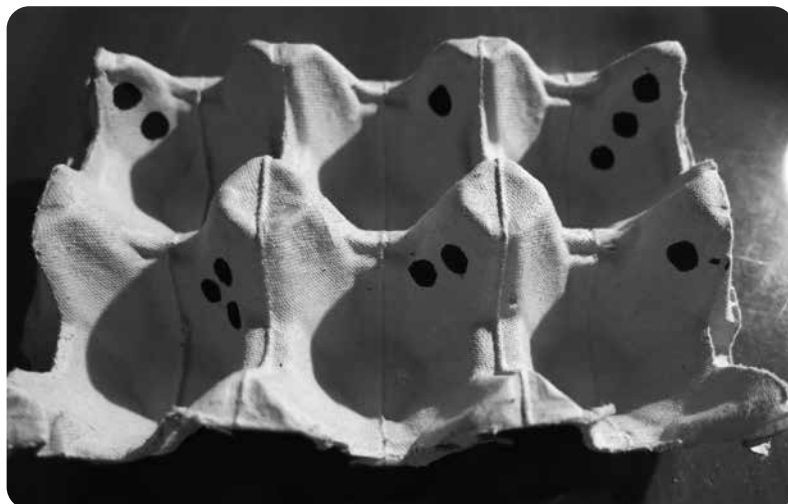
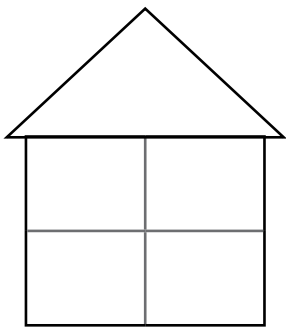
### TIP

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.)



# Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

## Dihlogotaba

- Maswao a dinomoro
- Maina a dinomoro

## Tsebo ye mpha

- Nomoro 1
- Go rarolla mathata kamegong ya letšatši le lengwe le le lengwe

## Go ikatiša

- Go balela godimo 1–5
- Go bala dilo 1–3
- Go gatelela tlotlontšu go thoma ka Beke ya 1
- Go hlaola go ya ka mmala

## Tlotlontšu ye mpha ya dipalo

ka morago

ka pele

mathomo

bobedi

boraro

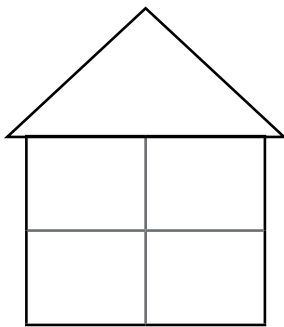
## Go itokiša



### KELETŠO

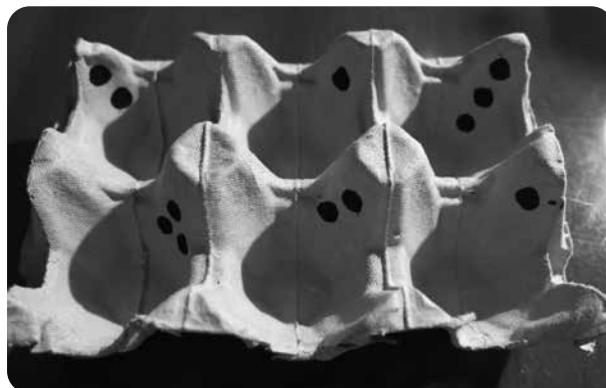
Diriša menyetla ya go itlwaetša ditlwaelo tša tšatši ka tšatši go tsebiša tlotlontšu ye mpha ya dipalo.

Gopola go bolela ka lenanephehagatšo la tšatši ka tšatši.



Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- tlatša mokotla ka dilo tše dinnyane tša go fapana tše di lekanego gore go be le selo se tee sa morutwana yo mongwe le yo mongwe
- tšhate ya tlotlontšu le dinomoro ya nomoro 1:
  - dira sebopego sa ntlo letlakaleng la A3
  - kopolla o be o khalare dithempoleiti letlakaleng la 205 – 1, tee, lerontho le tee, tlou e tee
  - kgomaretša ditlankana le diswantšho mo ntlong
- beakanya sebaka sa dipalo o nepiše '1' – nyaka diswantšho tša dilo tša go ba tee
- dira dikarata tša marontho tša nomoro '1' tše 15
- dira dikarata tša maswao tša nomoro '1' tše 15 (thempoleiti letlakaleng la 205)
- dira dikarata tša maina tša nomoro 'tee' tše 5 (thempoleiti letlakaleng la 205)
- kgoboketša mapokisi a mae a 10 (Swaya komiki ye nngwe le ye nngwe ya lee ka lerontho le tee, a mabedi goba a mararo. Lepokising le lengwe le le lengwe la mae kopanya marontho a mehutahuta.)



- 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.

- dilo tša ka mehla tše 8, mohlala, kgwele ya thenisi, mmaka, pene, poraše ya meriri, sekero, lehwana, senotlelo, sellathekeng
- dikhophi tša thempoleiti tša 'nomoro 1' tše 8 (letlakaleng la 211) tša go khabariwa ka polasetiki goba di be ka gare ga mokotla wa polasetiki
- dikhurumelo tša diswaro tše 3 morutwaneng yo mongwe le yo mongwe sehlopheng se sennyane (e ka ba dikhurumelo tše 18).

## Mešongwana ya barutwana ka moka

### Letšatši la 1

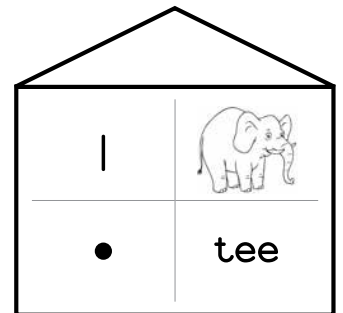


Gopotša barutwana maina a dihlopha le melao ya ka phapošing, le ka ga tshepedišo ya go hlwekiša.

#### Tše o di hlokago

- **Koša:** *Hokhi Pokhi* (letlakala la 195)
- *Kanegelo ya nomoro 1* (letlakala la 197)
- **Dikarata tša marontho tša nomoro '1' tše 15**
- **Dikarata tša maswao tša nomoro '1' tše 15**
- **Dilo tše dinnyane tša go fapana tša go lekana gore o kgone go fa morutwana yo mongwe le yo mongwe a se se tee**
- **Tšhate ya tlotlontšu le dinomoro: Nomoro 1**

1. **Koša:** Tsebiša koša, *Hokhi Pokhi*, le dire dikekišo.
2. **Go balela godimo 1–5:** Bala o be o dire modumo ka leoto nomorong ye nngwe le ye nngwe. Boeletša gomme bana le bona ba dire seo.
3. **Tsebiša nomoro '1':** Anega *Kanegelo ya nomoro 1*. Nepišo ya kanegelo ke ntlo ya phoofolo. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ge o tšwela pele ka kanegelo ya phoofolo le diswantšho tša ntlo: dikemedi tša go fapana tša nomoro 1, mohlala, seswantšho sa tlou, lerontho, leswao le leina. Bea dikarolo tša tšhate ya tlotlontšu le dinomoro ka ntlong ya diphoofolo lebotong mo sebakeng sa dipalo.
4. **Ditho tša mmele:** Bolela ka ditho tša mmele tšeo re nago le se tee fela, mohlala, nko e tee, molomo o tee, hlogo e tee, leleme le tee.
5. **Go hlatha selo se tee:** Bea dilo tše dinnyane tša go fapana tše di lekanego ka mokotleng gore morutwana yo mongwe le yo mongwe a tšee selo se tee. Barutwana ba šiedišana ka go ntšha selo se tee. Ba hlaloša selo gomme ba bolela gore ba tlo se diriša bjang. Hlohleletša tirišo ya lentšu 'tee', mohlala, 'Ke na le poraše e tee ya meriri.' Bjale bea dilo tafoleng. Barutwana ba bahlano ba bea karata ya marontho ya nomoro 1 le karata ya maswao ya nomoro 1 kgauswi le dilo tše hlano tše di lego tafoleng. Boeletša se le dihlopha tše dingwe tše pedi tša barutwana ba bahlano.
6. **Mešomo ya dihlopha tše nnyane:** Bontša barutwana mafelo a go šomela a mane. Bontšha ka fao go tlo dirwago mošongwana wa lefelo le lengwe le le lengwe la go šomela. Hlaloša tshepedišo ya go hlwekiša.



#### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** go phutha go ya ka ditlankana tša diswantšho tše di lego dišelefong, mapokising le dikotlolong (tsebo ya go bala le go ngwala ye e tšwelelago); ditho tša mmele.



## TIP

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

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

## Day 2

## What you need

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

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

## Guiding questions:

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

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

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

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

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

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

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

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



## Letšatši la 2

### KELETŠO

Ka dinako tša go itlwaetša ditlwaelo le go ema methalading, diriša palokgoboko tše bjalo ka: mathomo, bobedi, boraro.

Gopola go dira khalentara, matšatši a beke, dikgwedi tša ngwaga le tšhate ya matšatši a matswalo tšatši ka tšatši.

#### Tše o di hlokago

- Koša: *Hokhi Pokhi* (letlakala la 195)
- Dikarata tša maswao a nomoro '1' le dikarata tša maina a nomoro 'tee'
- Tšhate ya tlotlontšu le dinomoro: Nomoro 1

1. **Koša:** Opelang koša, *Hokhi Pokhi*, le dire ditiro.
2. **Go balela godimo 1–5:** Barutwana ba dira ka fao e kego ke ditlou gomme ba dira modumo ka leoto ge ba bala go fihla ka 5.
3. **Tšhate ya tlotlontšu le dinomoro:** Boledišanang ka tšhate ya tlotlontšu le dinomoro le kanegelo ya Letšatši la 1.

#### Dipotšišo tša go hlahla:

- ✦ Ke ditlou tše kae tše di dulago ka ntlong?
- ✦ Go na le mehlare e mekae ka tšhengwaneng?
- ✦ Ke ka lebaka la eng o nagana gore tlou e dula e le tee?
- ✦ Ke ka lebaka la eng o nagana gore go na le panka e tee ka tšhengwaneng?
- ✦ O ipshinne ka dikarolo dife tša kanegelo? Ka lebaka la eng?

Efa barutwana dikarata tša maswao tša nomoro '1' le dikarata tša maina tša nomoro 'tee'. Ba di bapetša le '1' le 'tee' mo tšhateng ya tlotlontšu le dinomoro.

4. **Ditho tša mmele:** Bapalang moraloko. Barutwana ba swanetše go kopisa tiro ya gago ge fela e tswalana le mantšu a gago ka nepagalo:
  - ✦ Ke na le nko e tee. (Swara mahlo a gago a mabedi.)
  - ✦ Ke na le molomo o tee. (Swara ditsebe tša gago tše pedi.)
  - ✦ Ke na le molala o tee. (Swara molala wa gago.)
  - ✦ Ke na le hlogo e tee. (Swara menwana ya maoto a gago.)

Barutwana ba šupa ditho tša mmele tše ba nago le se tee fela. Ba a boeletša, 'hlogo e tee, nko e tee, molomo o tee, seledu se tee, molala o tee' ba le gare ba šupa ditho tše mebeleng ya bona.

5. **Go ikatiša nomoro '1':** Botšiša, 'Ke mang yo a bonago selo se e lego gore se tee fela ka mo phapošing?' Efa morutwana yo mongwe le yo mongwe yo a arabago karata ya maswao ya nomoro '1'. Barutwana ba bea karata selong seo.

Bontšha barutwana go 'ngwala' leswao la nomoro '1' moyeng. Barutwana ba 'ngwala' '1' moyeng, diatleng le maotong a bona, le mo mokokotlong wa mogwera.

6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana mešongwana ya mafelong a bona a go šomela le go hlwekiša.

## 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?

### Letšatši la 3

#### Tše o di hlokago

- Koša: *Hokhi Pokhi* (letlakala la 195)
- Dilo tša go fapana tša go hlophiwa ka bo1, bo2, le bo3 (mohlala, difatanaga tša go bapadiša, dipoloko, masokisi, dikgwele) tša go beiwa ka phapošing. Dihlopha tša dilo di swanetše go ba fao mahlo a barutwana a di bonago gomme di bonagale gabonolo.

1. **Koša:** Opelang koša, *Hokhi Pokhi*. Tsenya temana ye nngwe fao barutwana ba dirišago karolo ye nngwe ya mebele ya bona, mohlala, kgato goba monwana.
2. **Go balela godimo 1–5:** Barutwana ba sepela lefelong mola ba bala go fihla ka hlano.
3. **Go bala dilo 1–3:** Barutwana ba nyaka dilo ka phapošing, mohlala, kgwele e 1, dipoloko tše 2, bjalo le bjalo.  
Bapalang 'Ke ba tlhodi', mohlala, 'Ke ba tlhodi ka leihlo la ka le lennyane, selo se tee sa nkgokolo.' (kgwele e tee); 'Ke ba tlhodi ka leihlo la ka le lennyane, dilo tše pedi tše o ka di otlelago.' (difatanaga tše pedi); 'Ke ba tlhodi ka leihlo la ka le lennyane, dilo tše tharo tše nka di dirišago go aga tora.' (dipoloko tše tharo). Ge morutwana a hlatha selo/dilo gabotse, ba tliša dilo tše pele ga mphato. Di swareng le be le di bale mmogo.
4. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana mešongwana ya mafelong a bona a go šomela le go hlwekiša.

### Letšatši la 4

#### Tše o di hlokago

- Sereto: *Dipanana* (letlakala la 195)
- *Puku ya Diphoustara*, Phoustara ya 4
- Kanegelo ya lapa ya *Grade R Maths* (letlakala la 195)
- Dikarata tša marontho tša nomoro '1' tše 5
- Dikgwele tša kgwele ya maoto tše 2

1. **Sereto:** Tsebiša sereto, *Dipanana*.
2. **Go balela godimo 1–5:** Barutwana ba thwantšha menwana ba bala go fihla ka hlano.
3. **Go bala dilo 1–3:** Anega kanegelo ya Phoustara ya 4 (Kanegelo ya lapa ya *Grade R Maths* (letlakala la 195)).

#### Dipotšišo tša go hlahla:

- ★ Maina a batho ke afe gomme la mpša ke lefe?
- ★ O bona bana ba bakae?
- ★ O nagana gore ke ka lebaka la eng Tate wa bona a se gona seswantšhong?

Mmogo balang gore go na le batho ba bakae le diphoofolo tše kae.

- ★ Go na le batho ba bantši goba diphoofolo tše dintši seswantšhong?
- ★ Ke eng se o se bonago seswantšhong se e lego gore se tee fela?



- ★ 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.

- ★ O bona eng tše pedi?
- ★ Ge re ka dira sehlopha sa dilo tše tharo tša go wela lehlakoreng le tee seswantšhong se, e tlo ba dife?

Barutwana ba ka šiedišana ka go tla go šupa dilo seswantšhong. Barutwana ba bea karata ya marontho ya nomoro 1 fao go nago le selo se tee fela.

4. **Tharolla ya mathata:** Bolelang ka Phoustara ya 4.

**Dipotšišo tša go hlahla:**

- ★ O nagana gore ke mang yo a bapalago ka kgwele ya maoto?
- ★ Ge Laylah le Malusi ka bobedi ba nyaka kgwele, Mma o tlo swanela go reka kgwele tše dingwe tše kae? (Diriša barutwana ba babedi le dikgwele tše pedi go bontšha seo.)
- ★ O bona dikatse tše kae?
- ★ Go na le memaka e mekae tafoleng?
- ★ Go na le batho ba bantši goba memaka e mentši?
- ★ Go nyakega memaka e mengwe e mekae gore batho ka moka ba mo seswantšhong ba be le mmaka o tee mongwe le mongwe?

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana mešongwana ya mafelong a bona a go šomela le go hlwekiša.

## Letšatši la 5

### Tše o di hlokago

- Sereto: *Dipanana* (letlakala la 195)
- Dikarata tša maswao tša nomoro '1', dikarata tša marontho tša nomoro '1' le dikarata tša maina tša nomoro '1'
- Dilo tša ka phapošing

1. **Sereto:** Retang sereto, *Dipanana*.
2. **Go balela godimo 1–5:** Barutwana ba dumela ka dihlogo ba bala go fihla ka hlano. Ba a boeletša.
3. **Go bala dilo 1–3:** Dirang tatelano ya mosepelo le diriša ditiro tše tharo tša go fapana, mohlala, go gata gatee, go dumela ka hlogo gabedi, le go phaphatha diatla ga raro. Boeletšang ga mmalwa. Kgotela barutwana go šišinya ditiro tše tharo tša go fapana go hlama tatelano ye mpsha.
4. **Go gatelela nomoro '1':** Kgotela barutwana ba mmalwa ka nako go tšea selo ka phapošing ba se bee tafoleng ya dipalo. Efa barutwana ba bangwe leswao la nomoro '1' goba karata ya marontho gore ba e kgomaretše selong seo se lego tafoleng. Boeletšang.
5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana mešongwana ya mafelong a bona a go šomela le go hlwekiša.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** nyaka 'tee' ka dikanegelong le mešongwaneng ye mengwe.

## 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.



## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Dibaledi tša go tlala seatla tša morutwana yo mongwe le yo mongwe
- Go morutwana yo mongwe le yo mongwe, seswaro sa go ba le:
  - Dikarata tša maronho le maswao a nomoro '1'
  - Karata ya diswantšho ya go emela selo se tee
- Dibaledi tša diphoofolo tše 3
- Dilo tše 8 tša go tswalana le dikarata tša diswantšho
- Dikhurumelo tša seswaro sa yokate tša polasetiki tše 3 tša morutwana yo mongwe le yo mongwe
- Dibaledi tša diphoofolo tša tlaleletšo
- Tlhama

1. **Go bala dilo – tee-ka-tee tša go swana:** Bea mokgobo wa dibaledi tša mebala ya go fapana pele ga morutwana yo mongwe le yo mongwe. Barutwana ba a di phophola le go di bala.
2. **Go hlaola:** Barutwana ba hlaola dibaledi tša diphoofolo go ya ka mebala. Ba bala gore ba na le tše kae tša mmala yo mongwe le yo mongwe.
3. **Go ikatiša nomoro '1':** Bea dilo tše 8 tša dikarata tša diswantšho mmeteng. Kgopela morutwana yo mongwe le yo mongwe go kgetha selo se tee mokgobong mo gare ga nkgokolo sa go tswalana le karata ya gagwe ya diswantšho. Barutwana ba tswalanya karata ya leswao la dinomoro le dikarata tša bona tša diswantšho. Barutwana ba fana dikarata tša diswantšho gomme ba boeletša seo.

Efa morutwana yo mongwe le yo mongwe dikhurumelo tša seswaro sa yokate tša polasetiki tše tharo. Kgopela barutwana go bea sebaledi sa phoofolo se setee go tšwa diswarong tša bona godimo ga sekhurumelo se sengwe le se sengwe. Barutwana ba bea dikarata tša maronho, leswao la dinomoro le dikarata tša maina a dinomoro kgauswi le sekhurumelo se sengwe le se sengwe. Bea dibaledi tša diphoofolo tša tlaleletšo tše mmalwa sekhurumelong se setee sa morutwana yo mongwe le yo mongwe. Kgopela barutwana go tloša dibaledi go dira gore sekhurumelo se sengwe le se sengwe se be le se se 'tee' gape. Bopa/ngwala '1' moyeng. Efa morutwana yo mongwe le yo mongwe tlhama ye nnyane gomme o ba kgopele go dira sebopego sa leswao la nomoro '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.



**KELETŠO**

Hlokomela, thekga o be o botšiše barutwana dipotšišo. Go bohlokwa go tseba se barutwana ba tlogo ba se tseba gore o age go tsebo ye ba nago le yona. E ba le dinoutse ka botlalo ka ga morutwana yo mongwe le yo mongwe sehlopheng.



**Lekola gore barutwana ba kgona go:**

- hlaola dibaledi go ya ka mebala
- bala sehlopha sa dilo ba diriša tee ka tee tša go swana
- tswalanya selo se tee le karata ya maswao ya diswantšho le leswao la morutwana
- tswalanya leswao la nomoro '1' go leswao la karata ya diswantšho ya '1' le selo se tee

**Lefelo la go šomela la 1**

**Tše o di hlokago**

- Mapokisi a mae a 10 a go swaiwa ka dihlopha tša marontho go thoma ka tee go fihla ka tharo ka komiking ye nngwe le ye nngwe ya lee
- Mokgobo wa dibaledi tša dienywa tša morutwana yo mongwe le yo mongwe

Barutwana ba kgetha lepokisi la mae. Ba tswalanya nomoro ya dibaledi tša dienywa le palo ya marontho komiking ye nngwe le ye nngwe ya lee. Barutwana ba boeletša se ba diriša mapokisi a mae a go fapana.



**Lefelo la go šomela la 2**

**Tše o di hlokago**

- Tlhama
- Pampiri
- Dikherayone

Barutwana ba dira selo ka tlhama. Barutwana ba thala seswantšho sa selo seo.

### 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.



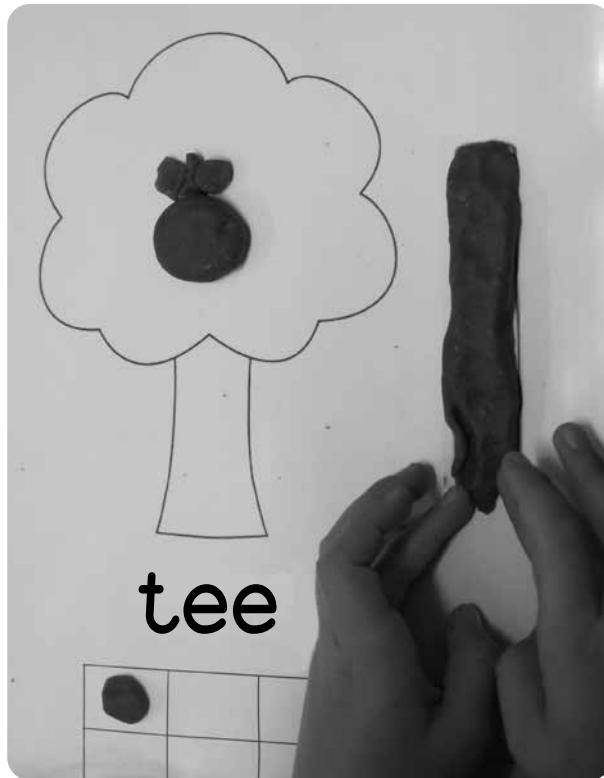
**TIP** Independent activities could include threading, peg boards, buttoning, zipping, drawing and painting.

### Lefelo la go šomela la 3

#### Tše o di hlokago

- Thempoleiti ya tlhama: Nomoro 1
- Tlhama ya morutwana yo mongwe le yo mongwe (letlakala la 211)

Barutwana ba diriša tlhama go bopa nomoro '1', go kgokološa kgwele e tee ya tlhama gore ba e bee mohlareng, le go kgokološa kgwele e tee ya tlhama gore ba e bee kriting.



### Lefelo la go šomela la 4

#### Tše o di hlokago

- Dipoloko tša go aga

Barutwana ba diriša dipoloko tša go aga go aga se sengwe le se sengwe se ba nyakago go se aga.



#### KELETŠO

Mešongwana ya boikemelo e ka akaretša go loga, papetla ya diphekese, go konopetša, go zipa, go thala le go penta.

# 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.

# Nepišo ya Karolo ya Diteng: Sekgoba le Sebopego (Tšeometri)

## Dihlogotaba

- Lemoga, hlatha le go bolela dilo tša 3-D
- Hlaloša, hlaola o be o bapetše dilo tša 3-D: dikgwele le mapokisi
- Maemo, peakanyo le pono: ka gare le ka ntle

## Tsebo ye mphsa

- Go bala dilo 1–5
- Dipharologantšho tša dikgwele le mapokisi
- Dilo tša go kgokologa goba go thetha
- Maemo: ka gare le ka ntle
- Kgolo le nnyane
- Kgolo ka go fetiša le nnyane ka go fetiša

## Go ikatiša

- Go balela godimo 1–5
- Go gatelela 1
- Go hlaola go ya ka bogolo

## Tlotlontšu ye mphsa ya dipalo

kgokologa

thetha

kgolo/kgolo ka go fetiša

nnyane/nnyane ka go fetiša

ka gare

ka ntle

ka thoko

sekhutlo

morumo

thwii

papetla

nkgokolo

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- diswantšho tša dipanana tša bogolo bja A4 tše 5
- dihlapa tša khatepote tše dinnyane tše 5
- hlapi ya khatepote ye kgolo ye 1, ya bogolo bja go lekana dihlapa tša khatepote tše dinnyane tše 5 ka gare ga yona
- mapokisi a khatepote a bogolo bja gare a 2, le letee la setlankana sa seswantšho se 'segolo' gomme le lengwe la setlankana sa seswantšho se 'sennyane'
- morotoša o monnyane wa go dirwa ka puku ya lekgata la bothata, papetla/lepolanka la kota, goba bokagodimo bja tafola bja go ba godimo ga leswika le lennyane goba lepokisi
- kuranta
- mapokisi a khatepote a mannyane a 12, mohlala, sesepe sa meno, sesepe goba mapokisi a disepaese
- mokgobo wa dikgwele tša bogolo bja go fapana.

## Mešongwana ya barutwana ka moka

### Letšatši la 1

#### Tše o di hlokago

- Sereto: *Dipanana* (letlakala la 195)
- Diswantšho tša dipanana tše 5
- Mokgobo wa mapokisi le dikgwele tša bogolo bja go fapana

1. **Sereto:** Reta sereto, *Dipanana*.
2. **Go balela godimo:** Barutwana ba phaphatha dikhuru tša bona gomme ba bala go thoma ka 1 go fihla ka 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. **Go bala dilo 1–5:** Barutwana ba tshela ba ema kua pele. Efa morutwana o tee diswantšho tša dipanana tše hlano. Barutwana ka moka ba reta sereto sa *Dipanana* mola morutwana yo a swerego diswantšho tša dipanana a efa yo mongwe le yo mongwe wa barutwana ba bahlano ba go ema kua pele panana. Boledišanang:
- ★ Morutwana yo *mongwe le yo mongwe* o swere dipanana tše kae? (Bala e tee ya morutwana yo mongwe le yo mongwe.)
  - ★ Dipanana ka moka ke tše kae? (Di bale.)

Barutwana ba babedi ba tšwela pele go ema. Ba bangwe ba ba fa diswantšho tša bona tša dipanana gomme ba dula fase. Botšiša mphato gore ke mang yo a nago le dipanana tše dintši gomme ke mang yo a nago le tše dinnyane. Balang dipanana tša morutwana yo mongwe le yo mongwe.

4. **Go utulla dipharologantšho tša mapokisi:** Bea mapokisi a bogolo bja go fapana a mahlano mmeteng. Bala mapokisi. Emiša lepokisi gomme le bolele ka lona.

**Dipotšišo tša go hlahla:**

- ★ O ka mpotša eng ka ga lepokisi le?
- ★ Go na le yo a ka mpontšhago mo a bonago sekhutlo ka mo phapošing? (Kgopela morutwana o tee gore a eme sekhutlong.)
- ★ Go na le yo a ka mpontšhang sekhutlo mo lepokising?
- ★ A re baleng dikhutlo tša lepokisi ka moka ga tšona.
- ★ O ka mpontšha lehlakore le letee la lepokisi?
- ★ O ka mpontšha lehlakore le lengwe la lepokisi?
- ★ Mahlakore ka moka ke a makae?
- ★ Morumo wa lepokisi o kae?
- ★ Re ka bala merumo ka moka ga yona?

5. **Go utulla dipharologantšho tša dikgwele:** Swara bolo gore mphato o e bone.

**Dipotšišo tša go hlahla:**


- ★ O ka mpotša eng ka ga kgwele ye?
- Kgopela barutwana go dula ka sediko gomme ba kgokološe kgwele go ya go yo mongwe. Ge e etšwa go morutwana go ya go yo mongwe ba hlaloša sebopego sa kgwele. Hlohleletša barutwana go go botša gore ke nkgokolo gomme ga e na le dikhutlo le merumo.
- ★ O ka mpotša eng ka ga bokagodimo bja kgwele?
  - ★ Kgwele e na le dikhutlo goba merumo?

6. **Go thetha le go kgokologa:** Barutwana ba kgokološa kgwele go ya go yo mongwe. Hlaloša gore kgwele e sepela bjang: re a e 'kgokološa'. Bontšha barutwana lepokisi.

**Dipotšišo tša go hlahla:**

- ★ Kgwele e sepela bjang?
- ★ Re ka kgokološa kgwele?
- ★ Tsela ye kaonekaone ya go sepetša lepokisi go putlaganya mo fase e ka ba efe? (Hlohleletša barutwana gore ba re go thetha.)

7. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka ga tshepedišo ya go hlwekiša.

 **KELETŠO**  
 Ge o šupetša ka dilo tša ka phapošing, mohlala, ditesi, dipuku goba dipoloko, diriša tlotlontšu ya dipalo ya go swana le: nkgokolo, mahlakore, dikhutlo, merumo, thwii, papetla.

## 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?

★ 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.



## 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.



## Letšatši la 2

### Tše o di hlokago

- Sereto: *Ngwana wa hlapi o tee* (letlakala la 197)
- Dihlapi tša khatepote tše 5
- Lepokisi la go se sware selo la go tsenya dihlapi
- Mokgobo wa dikgwele le mapokisi a bogolo bja go fapana
- Tamporine le tšhela

1. **Sereto le go bala dilo 1–5:** Swara dihlapi tša khatepote tše hlano o be o di bale ge ba reta sereto, *Ngwana wa hlapi o tee*. Kgopela barutwana ba bahlano gore ba eme ka maoto gomme yo mongwe le yo mongwe a sware hlapi. Barutwana ba bahlano ba bee hlapi ka lepokising mola ba bangwe ba reta sereto mmogo.
2. **Go balela godimo 1–5:** Bala go ya ka morethetho wa tamporine goba ditšhela.
3. **Tharollo ya mathata:** Diriša dihlapi tše hlano tša ka lepokising go rarolla mathata.  
**Dipotšišo tša go hlahla:**
  - ★ Ge nka ntšha dihlapi tše lekanego gore ke sware e tee ka seatleng se sengwe le se sengwe sa ka, ke tla be ke swere dihlapi tše kae?
  - ★ Ge nka ntšha hlapi ye nngwe ye tee, ke tla be ke swere dihlapi tše kae? Bala dihlapi tše 1, 2, 3 le mphato. Ntšha hlapi ye nngwe gomme o bale 1, 2, 3, 4 ka moka. Boeletša se, o bale go fihla ka 5.
  - ★ Ke tla be ke swere dihlapi tše kae ge nka bušetša hlapi e tee ka lepokising?
4. **Go hlaola le go bapetša dikgwele le mapokisi:** Bea mokgobo wa mapokisi a bogolo bja go fapana le dikgwele mmeteng. Kgopela barutwana gore ba go bontšhe selo sa go ba le dikhutlo, selo sa nkgokolo, selo sa go ba le merumo, selo seo se kgonago go kgokologa. Hlaola dikgwele le mapokisi ka dihlopha tše pedi le barutwana. Kgetha barutwana ba go šiedišana ka go tšea lepokisi goba kgwele mokgobong.  
**Dipotšišo tša go hlahla:**
  - ★ O ka mpotša ka ga lepokisi/kgwele?
  - ★ O ka e/le bea sehlopheng sefe?
  - ★ Ke ka lebaka la eng o nagana gore e/le wela sehlopheng se?
5. **Go bapetša bogolo bja mapokisi:** Barutwana ba hlatha gore ke mapokisi afe ao e lego a manyane gomme ke afe a magolo. Bapetša lepokisi le legolo le lepokisi le lennyane.
6. **Go bapetša bogolo bja dikgwele:** Barutwana ba hlatha gore ke dikgwele dife tše e lego tše dikgolo gomme ke dife tše dinnyane. Bapetša kgwele ye kgolo le kgwele ye nnyane.
7. **Go ikatiša 'kgolo' le 'nnyane':** Botšiša dipotšišo ka ga dilo tše dikgolo le tše dinnyane.  
**Dipotšišo tša go hlahla:**
  - ★ Ke mang yo a ka šupago selo se segolo ka go fetiša mokgobong?
  - ★ Ke mang yo a ka šupago selo se segolo ka go fetiša ka phapošing?
  - ★ Ke eng sa go dira gore e be se segolo ka go fetiša?
  - ★ Ke mang yo a ka šupago selo se sennyane ka go fetiša mokgobong?
  - ★ Go na le selo se sennyane ka go fetiša ka phapošing?
  - ★ Go na le yo a ka naganago ka selo se sengwe se segolwane?
  - ★ Go na le yo a ka naganago ka selo se sengwe se sennyane nnyane?
8. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le go hlwekiša.

### KELETŠO

Tlogela dibolo le mapokisi ka gare ga dikotlelo godimo ga goba kgauswi le tafola ya dipalo gore barutwana ba hlohlomiše go ya pele ka nako ya bona.

## 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?

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.

**TIP**

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



## Letšatši la 3

### Tše o di hlokago

- Sereto: *Ngwana wa hlapi o tee* (letlakala la 197)
- Dihlapi tša khatepote tše 5
- Hlapi ya khatepote ye 1
- Phrestiki
- Mokgobo wa dikgwele le mapokisi a bogolo bja go fapana
- Morotoša o monnyane
- Kgwele le lepokisi la tafola ya dipalo

1. **Sereto:** Swara hlapi ya khatepote ye tee ka nako ge o reta sereto sa, *Ngwana wa hlapi o tee*. Kgopela barutwana ba bahlano gore ba eme ka maoto gomme yo mongwe le yo mongwe a sware hlapi e tee. Barutwana ba bahlano ba tsenya dihlapi ka lepokising ge ba reta sereto mmogo.
2. **Go balela godimo:** Barutwana ba iša hlogo godimo le tlase gomme ba bala go thoma ka 1 go fihla ka 5.
3. **Go gatelela 'kgolo' le 'nyane':** Bea hlapi ye kgolo lebotong ka godimo ga tafola ya dipalo. E re, 'Hlapi ye kgolo ye e nyaka go ja hlapi ye nnyane ye e lego ka lepokising.' Efa barutwana ba bahlano dihlapi tša khatepote tše dinnyane tše hlano. Bolelang ka moka, 'E ja hlapi e tee.' 'E ja hlapi ye nngwe.' ge morutwana yo mongwe le yo mongwe a kgomaretša hlapi ye nnyane go ye kgolo. Morago ga go tsenya hlapi ye nngwe le ye nngwe, botšiša potšišo ye e latelago.

#### Dipotšišo tša go hlahla:

- ★ Hlapi ye kgolo e jele dihlapi tše dinnyane tše kae?

Tšwela pele bjalo go fihlela barutwana ba kgomaretša dihlapi tše dinnyane nnyane tše hlano ka moka. Botšiša barutwana gore hlapi ye kgolo e jele dihlapi tše dinnyane tše kae ka moka. Bala dihlapi tše dinnyane.

4. **Go bapetša dipharologantšho tša mapokisi le dikgwele:** Tswakanya mokgobo wa mapokisi le dikgwele. Barutwana ba hlaola mapokisi le dikgwele.

#### Dipotšišo tša go hlahla:

- ★ Ke ka lebaka la eng o di hlaotše ka tsela ye?
- ★ Dilo ka moka tša sehlopha se di swana ka eng? (Šupa mapokisi.)
- ★ Sehlopheng se? (Šupa dibolo.)
- ★ O ka di hlaola ka tsela ye nngwe?
- ★ Ke ka lebaka la eng o beile se sehlopheng se?
- ★ Ye e swanetše go ya kae? Ka lebaka la eng?
- ★ Ge o kgetha selo sa go ba le dikhutlo, o swanetše go se bea sehlopheng sefe?
- ★ Ge o kgetha selo sa go ba le mahlakore a papetla, o swanetše go se bea sehlopheng sefe?

5. **Go thetha le go kgokologa:** Beakanya morotoša. Barutwana ba kgetha kgwele goba lepokisi.

#### Dipotšišo tša go hlahla:

- ★ Ke efe gare ga tše ye o naganago gore e tlo thetha morotošeng?
- ★ Ke ka lebaka la eng o nagana gore e tlo thetha?
- ★ Ke efe gare ga tše ye o naganago gore e tlo kgokologa?
- ★ Ke ka lebaka la eng o nagana gore e tlo kgokologa?
- ★ Ke efe ye o naganago gore e tlo fihla botlase pele? Ka lebaka la eng?

6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.

## KELETŠO

Mošongwana wa morotoša o ka dirwa ka ntle. Efa barutwana nako ya go itemogela go thetha le go kgokologa ga mapokisi le dibolo.



## 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.



## TIP

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

## 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

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.



## 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.

## Letšatši la 4

### Tše o di hlokago

- Sereto: *Ngwana wa hlapi o tee* (letlakala la 197)
- Mokgobo wa dikgwele le mapokisi a bogolo bja go fapana a beilwe go putlaganya phapoši

1. **Sereto:** Reta sereto, *Ngwana wa hlapi o tee*. Dira ditiro. Kgetha barutwana ba bahlano bao e tlo bago dihlapu tše hlano. Boeletša se ka go fa bana ba bangwe ba bahlano sebaka.
2. **Go balela godimo:** Barutwana ba thwantšha menwana gomme ba bala go thoma ka 1 go fihla ka 5 ba eya le morethetho wa tamporine le tšhela.
3. **Go gatelela 1, go ikatiša kgolo le nnyane:** Kgetha barutwana ba mmalwa gore ba tšee selo se setee se segolo/nnyane ka phapošing gomme ba boele mmeteng. Ba botša sehlopha sa bona gore selo seo ke eng le gore ke se segolo goba se sennyane. Barutwana ba bea dilo tša bona ka dihlopha tša dilo tše dikgolo le dilo tše dinnyane.
4. **Go gatelela go thetha le go kgokologa:** Barutwana ba hlaloša seo se diragetšego ka Letšatši la 3 ka mapokisi le dikgwele morotošeng. Barutwana ba mmalwa ba tšea dikgwele le mapokisi gomme ba a kgokološa goba go a thethiša go ya go morutwana yo mongwe sedikong. Ahlaahlang gore ke dilo dife tše di kgokologago gomme ke dilo dife tše di thethago.  
**Dipotšišo tša go hlahla:**
  - ✦ Ke dilo dife tše di kgokologago? Ke ka lebaka la eng o nagana gore di a kgokologa?
  - ✦ Ke dilo dife tše di thethago? Ke ka lebaka la eng o nagana gore di a thetha?
5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.



## Letšatši la 5

### Tše o di hlokago

- Sereto sefe goba sefe goba koša go tšwa go Beke ya 1–3
- Seswantšho sa hlapi ye kgolo sa go ba le diswantšho tša dihlapu tše dinnyane nnyane tše 5 (go tšwa go Letšatši la 3)
- Dihula hupu tša go lekana seripa sa barutwana
- Mapokisi a magolo ao go tlo tsenwago ka gare ga ona
- Mekotla ya dinawa
- Dipakete goba dikotlolo tše dingwe tše dikgolo

1. **Sereto:** Reta sereto se sengwe le se sengwe goba o opele koša go tšwa go Beke ya 1 go fihla ka ya 3.
2. **Go balela godimo:** Barutwana ba hwidinya matsogo gomme ba bala go thoma ka 1 go fihla ka 5.
3. **Go bala 1–5:** Ntšha diswantšho tša dihlapu tše dinnyane nnyane ka ntle ga hlapi ye kgolo, gomme o di bale ge o di tsenya ka lepokising leo le lego godimo ga tafola.
4. **Go tsebiša 'ka gare' le 'ka ntle':** Bolela gore dihlapu di kae. Mošongwana wo ke wa mosepelo gomme o nyaka sekgoba. Barutwana ba šoma ka dihlopha gomme ba latela ditaello:
  - ✦ Fofela ka gare ga hula hupu o be o fofele ka ntle.
  - ✦ Ema ka leoto le letee ka gare ga hula hupu gomme leoto le letee le be ka ntle.
  - ✦ Namela ka gare ga lepokisi o be o fologele ka ntle.
  - ✦ Fošetša mokotla wa dinawa ka gare ga pakete o be o go ntšetše ka ntle. Barutwana ba bolela gore ba kae, goba mokotla wa dinawa o kae.



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

### Integration

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

## Small group activities

### Teacher-guided activity

#### What you need

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

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

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** bea mapokisi a mmalwa ka ntle gore barutwana ba a diriše go itemogela ka 'ka gare' le 'ka ntle'.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Kgetho ya dilo tša ka mehla tša sebopego sa kgwele le lepokisi
- Morotoša o monnyane
- Dipoloko tša go aga tše dikgolo le tše dinnyane
- Dilo tše dikgolo le tše dinnyane tše 15

1. **Go bala 1–5:** Barutwana ba emiša seatla gomme ba bala menwana ya bona go thoma ka 1 go fihla ka 5.
2. **Moraloko wa 'kgolo' le 'nnyane':** Bea kgetho ya dilo tše dikgolo le tše dinnyane tše 15 mo gare ga sehlopha. Boledišanang gore ke dife tše dikgolo ke dife tše dinnyane. Hlalošetša barutwana moraloko: Bolela leina la morutwana go latele 'kgolo' goba 'nnyane'. Ka pejana ka mo go kgonegago morutwana o tšea selo se segolo goba se sennyane. Barutwana ba a šiedišana. Mafelelong a moraloko, barutwana ba bušetša dilo gare ga mmete. Botšiša barutwana gore ba bile le selo se segolo goba se sennyane, le gore selo seo e be e le eng.
3. **Go hlaola dilo ka 'bogolo' le 'bonnyane', go bala:** Efa morutwana yo mongwe le yo mongwe dipoloko tša bogolo bja go fapana tše hlano tše di ka hlaolwago ka kgolo le nnyane. Barutwana ba bala dipoloko tša bona. Barutwana ba bontšha sehlopha selo sa bona se segolo ka go fetiša le se sennyane ka go fetiša. Barutwana ba latelanya dipoloko tša bona go thoma ka ye nnyane ka go fetiša go fihla ka ye kgolo ka go fetiša. Barutwana ba latelanya dipoloko tša bona go thoma ka ye kgolo ka go fetiša go fihla ka ye nnyane ka go fetiša.
4. **Pharologanyo ya meraloko ya dikgwele le mapokisi:** Bea kgetho ya dilo tša sebopego sa kgwele le lepokisi mmeteng. Bolela leina la morutwana le pharologantšho e tee ya lepokisi goba kgwele, mohlala, e na le dikhutlo, ke nkgokolo, e na le merumo, e na le mahlakore, e a kgokologa, e a thetha. Barutwana ba hlatha selo ka pharologantšho yeo. Barutwana ba swara selo seo ba se hlathilego. Bapetša go swana le go fapana ga dilo tša bona.

#### Dipotšišo tša go hlahlwa:

- ★ Ke dife tša go ba le dikhutlo?
- ★ Ke dife tša nkgokolo?
- ★ Ke dife tša go ba le mahlakore?

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'

## 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.



Hlaola dilo tša go thetha le go kgokologa. Kgetha dilo tše hlano.

★ O nagana gore ke dilo dife tše di tlogo kgokologa? Ka lebaka la eng?

★ O nagana gore ke dilo dife tše di tlogo thetha? Ka lebaka la eng?

Barutwana ba diriša morotoga go hlohlomiša gore dilo di a kgokologa goba go thathetha. Barutwana ba dira mekgobo e mebedi ya dilo: tša go thetha le tša go kgokologa.

★ Re na le dilo tše kae tša go thetha? Ke tše kae tša go kgokologa?

★ Ke sehlopha sefe sa go ba le tše dintši? Ke sehlopha sefe sa go ba le tše dinnyane?

### Tswalanyo

#### Leleme la Gae le Mabokgoni a Bophelo (mešongwana ya ka ntle):

- Tlhabollo ya tlotlontšu (malatodi) le go latela ditaelo.
- Barutwana ba šoma ka dihlopha go hlohlomiša gore ke dilo dife tša go kgokologa goba go thetha morotošeng.
- Go gatelela mareo a kgolo le nnyane, barutwana ba dira sebopego sa kgwele se sennyane gomme ba itaolla gore ba dire selo se segolo ka mo ba kgonago.



#### Lekola gore barutwana ba kgona go:

- hlaola le go bapetša dikgwele le mapokisi
- hlatha dipharologantšho tša dikgwele le mapokisi
- hlatha dilo tša go kgokologa le tša go thetha
- kwešiša boemo 'ka gare' le 'ka ntle' (Šetša ka nako ya mošomo wa sehlopha ka moka wa Letšatši la 5.)
- kwešiša mareo 'kgolo' le 'nnyane'

## Lefelo la go šomela la 1

### Tše o di hlokago

- Mapokisi a bogolo bja go fapana
- Meseto ya kuranta
- Sekgomaretši goba disetikara

Barutwana ba diriša mapokisi, sekgomaretši (goba disetikara) le meseto ya kuranta go aga dilo tše ba di ratago.

## Lefelo la go šomela la 2

### Tše o di hlokago

- Tlhama
- Mapokisi a 2, le letee la setlankana sa seswantšho se
- 'segolo' le le letee la setlankana sa seswantšho se 'sennyane'

Barutwana ba bopa dikgwele tša tlhama tše dikgolo le tše dinnyane gomme ba di hlaola ka go di bea ka mapokising a ditlankane tša 'kgolo' le 'nnyane'.

**TIP**

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

**Workstation 3**

**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.



### Lefelo la go šomela la 3

**KELETŠO**  
 Kgetha dikgatišo tše o tla di bontšhago gore go bolelwe ka tšona ka Beke ya 5.

- Tše o di hlokago**
- Pente ka dithereing
  - Dipontšhe tša papetla (o na le kgetho)
  - Pampiri
  - Dipoloko tša kota tša bogolo bja go fapana goba mapokisi a khatepote

Tšhela leyara ye sese ya pente ka gare ga seswaro goba therei ya polasetiki. Barutwana ba tsenya lehlakore le letee la poloko (goba lepokisi la khatepote le lennyane, mohlala, sesepe sa meno, sesepe goba lepokisi la disepaese) ka thereing ya pente. Ba pinyeletša poloko pampiring go dira dikgatišo.



### Lefelo la go šomela la 4

- Tše o di hlokago**
- Dipoloko tša go aga tša bogolo bja go fapana
  - Diphoofolo tša polaseng tša polasetiki

Bea dipoloko tša kota le diphoofolo tša polaseng tša polasetiki. Barutwana ba aga mašaka a diphoofolo.



# 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.

# Nepišo ya Karolo ya Diteng: Sekgoba le Sebopego (Tšeometri)

## Dihlogotaba

- Lemoga, hlatha le go bolela maina a dibopego tša 2-D: sediko
- Hlaloša, hlaola o be o bapetše dilo tša 3-D le dibopego tša 2-D (sediko)
- Lekanela

## Tsebo ye mphsa

- Sediko
- Nomoro 2
- Lekanela

## Go ikatiša

- Go balela godimo 1–5
- Nomoro 1
- Go bala dilo 1–5
- Marara a diripa tše tshela

## Tlotlontšu ye mphsa ya dipalo

sediko  
swana

mothaladi wa go  
kgopama

sebopego  
godimo

tlase  
gare

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- tafola ya dipalo ya nomoro '2'. Go tloša dilo le dikarata tša go dirišwa go nomoro '1'.
- tšhate ya tlotlontšu le dinomoro ya nomoro 2 o diriša magomo a ntlo letlakaleng la 37 le dithempoleiti letlakaleng la 207 (2, *pedi, marontho a mabedi, dipitsi tše pedi*)
- sete ya dikarata tša nomoro '2': leswao, leina le lerontho
- lepokisi la go swara mokgobo wa dilo tša nkgokolo tše 16, mohlala, komiki, poleiti, kane, pakete, sešupanako, sekotlolo, rolo ya ka gare ga pampiri ya tshwamare ya khatepote, dikhurumelo
- didiko tša go swaiwa tše dikgolo tše pedi
- diswantšho tša hlapi le segwagwa
- seswantšho sa lebitsi se setee (thempoleiti letlakaleng la 217)
- diswantšo tše 10 tša didiko – tša go thalwa goba go ripiwa dimakasineng goba dikuranteng
- dithempoleiti tša 'nomoro 2' tša go fothokhophiwa tše 8 (letlakaleng la 213) tša go khabariwa ka polasetiki goba di le ka mokotleng wa polasetiki
- magomo a sediko a thadilwe pampiring ya A4 ya morutwana yo mongwe le yo mongwe
- marara a diripa tše 6 (thempoleiti letlakaleng la 220)
- dipampiri, dimakasine le dikuranta tša go bapatša
- dikhurumelo tša yokate tša polasetiki tše 2
- dikarata tša diswantšho tša 1 le 2.

## Whole class activities

## Day 1



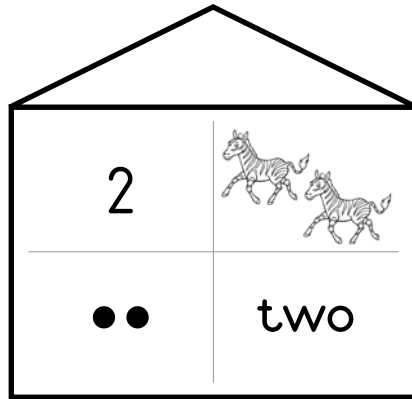
## TIP

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.

# Mešongwana ya barutwana ka moka

## Letšatši la 1

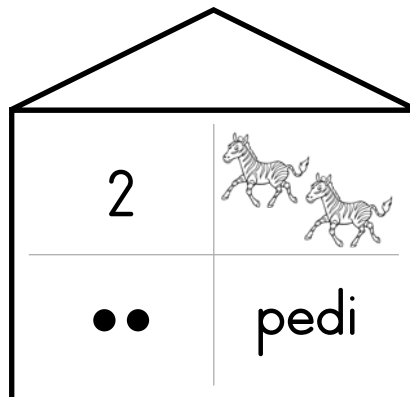
### KELETŠO

Gopola go diriša go ithuta tshwamare go ikatišetša palokgoboko (mathomo, bobedi, boraro) le maemo (ka pele ga, ka morago, gare, telele ka go fetiša, kopana ka go fetiša).

#### Tše o di hlokago

- Sereto: *Ngwana wa hlapi o tee* (letlakala la 197)
- *Kanegelo ya nomoro 2* (letlakala la 197)
- Tšhate ya tlotlontšu le dinomoro: **Nomoro 2**
- Bea diphere tše 5 tša dilo ka phapošing
- Marontho a nomoro '2' a 15, lentšu le dikarata tša maswao

1. **Sereto:** Reta sereto, *Ngwana wa hlapi o tee*.
2. **Go balela godimo:** Barutwana ba bala go thoma ka 1 go fihla ka 5 gomme ba phaphatha dikhuru tša bona. Boeletša mola barutwana ba phaphatha magetla a bona.
3. **Go tsebiša nomoro '2':** Bolela ka *Kanegelo ya nomoro 1*. Anega *Kanegelo ya nomoro 2*. Nepišo ya kanegelo ke ntlo ya diphoofolo. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ge o le gare o bopa kanegelo ya diphoofolo le diswantšho tša ntlo: ditlhagišo tša go fapana tša nomoro 2, mohlala, seswantšho, marontho, leswao le leina. Bea dikarolo tša tšhate ya tlotlontšu ka ntlong ya diphoofolo ye e lego lebotong mo sebakeng sa dipalo.



#### Dipotšišo tša go hlhla:

- ★ Go dula dipitsi tše kae ka ntlong?
  - ★ Ke eng tše dingwe tše pedi tša ka kanegelong?
  - ★ Go na le dipitsi tše kae tše dintši go feta ditlou diswantšhong?
  - ★ O ka nagana dilo tše pedi tše o ka ratago go di tsenya?
4. **Go bapetša marontho, diswantšho, maswao a dinomoro le maina a '2':** Kgopela barutwana go tswalanya seswantšho, lerontho le leswao go tšhate ya tlotlontšu le dinomoro ya Nomoro 2. Bontšha barutwana leina la nomoro gomme o bolele leina 'pedi'. Kgopela morutwana go tswalanya leina la nomoro le tšhate ya tlotlontšu le dinomoro.
  5. **Go hwetša dilo tše 2:** Kgetha barutwana bao ba tlogo hwetša dilo tše pedi tša go swana ka phapošing. Efa barutwana ba bangwe dikarata tša nomoro '2' gore ba di tswalanye le dilo. Di bee tafoleng ya dipalo.
  6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka go hlwekiša.

## 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).





## Letšatši la 2

### Tše o di hlokago

- Seswantšho sa hlapi
- Seswantšho sa segwagwa
- Sereto: *Tee, pedi, tharo, nne, hlano* (letlakala la 197)
- Kgwele ya maoto
- Matlakala a magolo a pampiri a 2 le koki
- Dilo tša nkgokolo tše 16
- Therei ye e sego ya mokoti le pente
- Pampiri
- Dipoloko tše di ka dirišwago go hlaola (*Dithušathuto tša Phapoši*)
- Didiko tša go ba le maina tše dikgolo tše 2

1. **Sereto:** Reta sereto, *Tee, pedi, tharo, nne, hlano*, ge o bontšha diswantšho tša hlapi le segwagwa. Barutwana ba reta sereto le wena.
2. **Go balela godimo:** Barutwana ba fofa bjalo ka segwagwa gomme ba bala go thoma ka 1 go fihla ka 5.
3. **Go bala dilo 1–5:** Barutwana ba emiša palo ya go nepagala ya menwana ge ba reta. Retang sereto, phaphathang diatla gatee, phaphathang diatla gatee go nomoro ye nngwe le ye nngwe. Boledišanang ka sereto.

#### Dipotšišo tša go hlhla:

★ Ngwana o swere dihlapu tše kae? Digwagwa tše kae?

4. **Go bapetša dibopego sa 2-D le dilo tša 3-D:** Boledišanang ka 'sebopego': dilo ka moka di na le sebopego. Go na le dibopego tša go fapana tše dintši, mohlala, mmele wa gago o na le sebopego, mafasetere a phapoši a na le sebopego, kgwele ya maoto e na le sebopego, seswantšho se na le sebopego.

#### Dipotšišo tša go hlhla:

★ O ka mpotša eng ka sebopego sa mafasetere?

★ O ka mpotša eng ka sebopego sa kgwele ya maoto?

★ Re bona dibopego dife tše dingwe ka phapošing?

★ O gopola dibopego tše dife, ka phapoši ya borobalelo ya gago kua gae?

5. **Go tloga go 3-D go ya go 2-D:** Kgopela morutwana o tee gore a eme ka maoto. Bontšha gore go tšwa lefelong le o emego go lona o bona pono ye e fapanego ya morutwana – go tšwa ka pele, ka morago, ka thoko le ka godimo (go namelwe setulo). Bontšha gore go a kgonega go dikološa morutwana, mo sware o be o mo gokare.

E re morutwana a robale ka mokokotlo letlakaleng la pampiri le legolo. Latišiša go dikološa mmele wa gagwe. Iša šedi ya barutwana mothalading ge o le gare o thala: 'go dikologa hlogo ya gagwe', 'ka lehlakoreng la gagwe'. Ge morutwana a emelela botšiša barutwana gore ba bona eng pampiring (seswantšho sa mmele wa morutwana).





**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.

**KELETŠO**

Bea diswantšho tša go ba le maina tše pedi lebotong ka godimo ga tafola ya dipalo.



6. **Tsebišo ya sediko:** Barutwana ba dula ka bobedi. Bea lepokisi la go swara mokgobo wa dilo tša sebopego sa sediko mmeteng. Morutwana o tee bobeding bjo bongwe le bjo bongwe a tšee selo se setee. Ka bobedi ba a šiedišana go sepetša monwana go dikologa merumo ya didiko ya dilo, mohlala, leši la komiki, morumo wa poleiti. Tšea selo se setee, mohlala, poleiti. E re, 'Go tlo direga eng ge re ka thala go dikološa morumo wa poleiti?'

Bea seripa sa pampiri mmeteng. Thala go dikološa poleiti ka koki. Botšiša barutwana ge e ba ba tseba gore sebopego seo se bitšwa eng. Ba botše gore ke sediko. Botšiša ka ga sebopego. Kgopela barutwana go lebelela mothaladi ge o thala. Bolela ka go kgopama ga mothaladi ge o dikologa selo.

Kgopela morutwana go kgetha selo se sengwe gomme o mo thuše go thala mothalo go se dikologa. Bolela ka go kgopama ga mothaladi. Botšiša barutwana ge e ba ba bona didiko tše dingwe ka phapošing.

7. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le go hlwekiša.

**Letšatši la 3**

**Tše o di hlokago**

- Sereto: Tee, pedi, tharo, nne, hlano (letlakala la 197)
- Koša: Didiko (letlakala la 197)
- Diswantšho tša didiko tše 10 (tša go thalwa goba go ripiwa dimakasineng le dikuranteng)

1. **Sereto:** Reta sereto, Tee, pedi, tharo, nne, hlano.
2. **Go balela godimo:** Barutwana ba sepetša matsogo a bona bjalo ka mafegwana a hlapi ge ba bala go thoma ka 1 go fihla ka 5.
3. **Go bala dilo 1–5:** Barutwana ba bontšha menwana ya bona ge ba bala go thoma ka 1 go fihla ka 5.
4. **Go gatelela nomoro '2':** Thala nomoro '2' ye kgolo moyeng. Barutwana ba a go kopisa gomme ba thala '2' diatleng tša bona le ka morago ga mogwera. Ba botšiše gore re na le dikarolo dife tša mmele tše e lego tše pedi (diatla, manakaila, matsogo, maoto, mahlo, ditsebe, dikgato, dikhuru, dikgokgoilane, dijabana, dinoka, magetla). Bala dikarolo tša mmele ge ba di bolela: 'seatla se 1, 2' bjalo le bjalo.
5. **Koša:** Tsebiša koša, *Didiko*. Tsenya ditiro.
6. **Go lebelela didiko:** Kgopela barutwana ba mmalwa ka nako go hwetša didiko tše pedi ka phapošing gomme ba di bee mmeteng. Botšiša barutwana ba bangwe gore e ka ba dibopego tše ka moka ke didiko. Kgopela barutwana ba mmalwa go bea didiko ka dihlopha tša tše pedi.
7. **Mešongwana ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka ga tshepedišo ya go hlwekiša.

**KELETŠO**

Diriša monyetla go bolela ka ge e ba bohle ba na le diatla, manakaila, matsogo a mabedi, bjalo le bjalo.

## 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.




## Letšatši la 4

### Tše o di hlokago

- Koša: *Didiko* (letlakala la 197)
- Dibaledi tše 5 (*Dithušathuto tša Phapoši*)
- Kgwele ye kgolo
- Diipone (o na le kgetho)

1. **Koša:** Opela koša, *Didiko*.
2. **Go balela godimo:** Barutwana ba fetiša kgwele ye kgolo go yo mongwe, ba bala go thoma ka 1 go fihla ka 5. Boeletša se go fihlela ge bohle ba bile le monyetla wa go fetiša kgwele.
3. **Go bala dilo 1–5:** Bontšha dibaledi tše hlano gomme o botšiše barutwana gore o swere tše kae. Balang dibaledi mmogo.
4. **Gatelela sediko:** Diriša tšhoko go thala mothalo go dikološa dilo tša nkgokolo tše dikgolo (mohlala, hula hupu, pakete, thaere) mo lebatong. Barutwana ba šiedišana ka dihlopha go sepela godimo ga dibopego tše di thadilwego.
5. **Lekanela:** Kgopela morutwana a eme a lebelele barutwana ba bangwe. **Dipotšišo tša go hlahla:**
  - ✦ Naa \_\_\_\_\_ o na le eng ka lehlakoreng le la mmele wa gagwe (šupa lehlakore la ngele la morutwana, mohlala, tsebe, leihlo, letsogo, leoto) ye a nago le yona ka lehlakoreng le lengwe la mmele?
  - ✦ O na le letsogo ka lehlakoreng le lengwe? Le tsebe?

Ka bobedi, barutwana ba a lebelelana gomme ba hlatha ditho tša mmele tša go tswalana ka mahlakoreng.
6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka ga tshepedišo ya go hlwekiša.

 **KELETŠO**

Ge go na le diipone, e re barutwana ba itebelele ka diponeng go hlohlomiša go lekanela mebeleng ya bona ka go hlatha dikarolo tša mmele tša go tswalana ka lehlakoreng la ngele le la go ja.

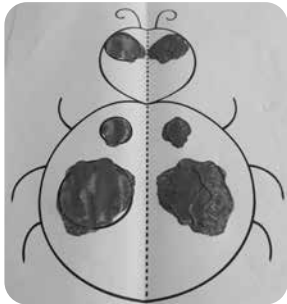
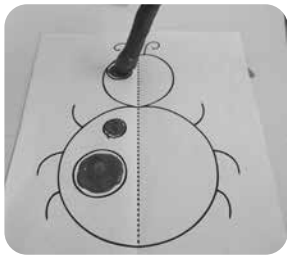
## Letšatši la 5

### Tše o di hlokago

- Sereto: *Tee, pedi, tharo, nne, hlano* (letlakala la 197)
- *Puku ya Diphoustara, Phoustara ya 8*
- Koša: *Didiko* (letlakala la 197)
- Seswantšho sa lebitsi (letlakala la 217)
- Dipoloko tše di ka dirišwago go hlaola tša nkgokolo tša mebala ya go fapana tše dikgolo tše 5 (*Dithušathuto tša Phapoši*)
- Pente le poraše ya go penta

1. **Sereto le koša:** Reta sereto, *Tee, pedi, tharo, nne, hlano*, o opele le koša, *Didiko*.
2. **Go balela godimo:** Barutwana ba phaphatha magetla a bona ka diatla tše pedi gomme ba bala go thoma ka 1 go fihla ka 5. Boeletšang go phaphatha legetla le lengwe le le lengwe ka seatla sa lehlakore le lengwe.
3. **Go bala dilo 1–5:** Efa yo mongwe le yo mongwe wa barutwana ba bahlano nkgokolo ya mebala ya go fapana ye kgolo. Di baleng mmogo. Botšiša gore ke tše kae tše dihubedu, serolane, talalerata, bjalo le bjalo.
4. **Go lebelela didiko:** Lebelela Phoustara ya 8. Barutwana ba lebelela didiko phoustareng.





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**

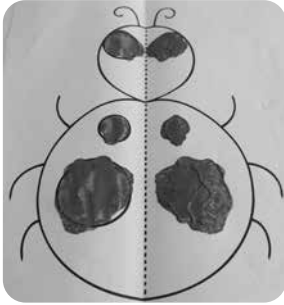
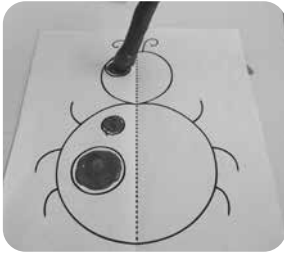
**What you need**

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



5. **Go lekanela didikong:** Bontšha barutwana seswantšho sa lebitsi. Ba botšiše gore ba bona didiko tše kae – mmele, hlogo, mafelo a mabedi le leihlo le tee. Balang didiko mmogo. Anega kanegelo ye ya Lebitsi: 'Lebitsi o a belaela ka gobane ga a swane le mabitsi a mangwe. Mebele ya bona e a swana ka mahlakoreng ka moka. Gape o nyaka go ba le marontho a mabedi ka mahlakoreng a mmele ka moka.'

**Dipotšišo tša go hlahl:**

- ★ O nagana gore re tla thuša lebitsi bjang go rarolla bothata bja gagwe? Penta mafelo a mabedi ka lehlakoreng le letee la seswantšho sa lebitsi le leihlo. Mena seswantšho sa lebitsi ka bogare go bapela le mothaladi wa gare, gore marontho a mabedi le leihlo le lengwe a tšwelele seripeng se sengwe sa lebitsi. Boledišana le barutwana o kwe ge eba ba gopola gore mahlakore a mabedi a lebitsi a a swana.
6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka go hlwekiša.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:**

- Tlhabollo ya tlotlontšu (swana/fapana).
- Mošongwana wa ka ntle ga phapoši: Diriša tšhoko goba patla o thale mothalo go dikološa mebele ya barutwana. Thuša barutwana go thala mothaladi mo gare ga dithalwa tša mebele ya bona.

**Mešomo ya dihlopha tše nnyane**

**Mošomo wa go hlahlwa ke morutiši**

**Tše o di hlokago**

- Dibaledi tša mebala ya go fapana tše 30
- Go morutwana yo mongwe le yo mongwe:
- Seswaro sa go ba le:
  - Leswao la nomoro, dikarata tša diswantšho le marontho: 1 le 2 (*Dithušathuto tša Phapoši*)
  - Dibaledi tša mebalabala tše 5 (*Dithušathuto tša Phapoši*)
- Diswantšho tša 'Didiko' (letlakala 218)
- Matlapa a manyane, matlapa a mašweu goba pampiri ya A4
- Tšhoko/dipene tša matlapa a mašweu/dikherayone
- Dikhurumelo tša yokate tša polasetiki tše 2

1. **Go ikatiša nomoro '2':** Efa morutwana yo mongwe le yo mongwe seswaro. Bolela ka diteng. Barutwana ba ntšha le go bea dikarata tša diswantšho tša 'tee' le 'pedi' mo pele ga bona.

**Dipotšišo tša go hlahl le ditaelo:**

- ★ O bona eng?
- ★ Ke eng tša go swana? Di fapana ka eng?
- ★ Karateng ye nngwe le ye nngwe ya gago ya diswantšho go na le diswantšho tše kae?
- ★ Tswalanya karata ye nngwe le ye nngwe ya marontho le karata ya diswantšho (1 le 2).
- ★ O hloka go tswalanya dibaledi tše kae le karata ye nngwe le ye nngwe ya diswantšho?
- ★ Tswalanya karata ya gago ya nomoro '2'. (Šupa tšhate ya tlotlontšu le dinomoro ya nomoro 2 ka godimo ga tafola ya dipalo.)



**TIP**

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



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



**KELETŠO**

Barutwana bao ba sa hlwago ba lokela go ngwala goba go thala ba ka diriša tlhama go bopa '2' le dilo tše pedi.



Ngwala '2' ye kgolo letlapeng, letlapeng le lešweu goba pampiring. Barutwana ba kopalla se gomme ba thala dilo tše pedi matlapeng a bona, matlapeng a mašweu goba pampiring.

2. **Go gatelela sediko:** Barutwana ba ntšhetša diswantšho tše seswai go tšwa letlakaleng la 218 ka ntle ga seswaro. Ba di bea mmeteng pele ga bona.

**Dipotšišo tša go hlahla:**

- ★ O bona eng diswatšhong tše?
- ★ O ka mpotša eng ka dibopego tše dilego seswantšhong se sengwe le se sengwe?
- ★ Šupa sebopego se e sego nkgokolo. Ke ka lebaka la eng e se nkgokolo?
- ★ Re tseba bjang gore selo ke sediko?

Swara sebaledi sa diski sa mmala.

**Dipotšišo tša go hlahla le ditaelo:**

- ★ Sebopego se se bjang?

Bea mkgobo wa dibaledi mmeteng gomme o fe ditaelo. Kgopela barutwana go:

- ★ Topa sebaledi se setalamorogo se setee.
- ★ Topa sebaledi se sehubedu se setee.
- ★ Topa sebaledi se serolane se setee.
- ★ \_\_\_\_\_, tšea sebaledi se sehubedu o se fe \_\_\_\_\_.
- ★ \_\_\_\_\_, tšea sebaledi sa mmala ofe goba ofe.
- ★ \_\_\_\_\_, hwetša sebaledi sa go swana le seo \_\_\_\_\_ a nago le sona.

Efa morutwana yo mongwe le yo mongwe dikhurumelo tša yokate tša polasetiki tše pedi.

- ★ Yo mongwe le yo mongwe a ntšhe sebaledi a se bee sekhurumelong.
- ★ Ka moka le na le se setee? A re lebeleleng.
- ★ Yo mongwe le yo mongwe a tšee dibaledi tše pedi gomme o di bea sekhurumelong sa polasetiki se sengwe.
- ★ Ka moka le swere tše pedi? A re baleng.
- ★ O ka beakanya dibaledi tša gago tše pedi ka mkgwa wo o fapanego sekhurumelong sa gago?
- ★ Bala gape.

Barutwana ba tswalanya dikarata tša bona tša marontho tša 1 le 2 go dibaledi tše di lego dikhurumelong. Hlohleletša barutwana go beakanya dibaledi go swana le tša gago.



**Lekola gore barutwana ba kgona go:**

- bapetša diswantšho tša nomoro 2 le dilo tše pedi, dikarata tša marontho le dikarata tša maswao
- lemoga, hlatha le go bolela leina la sediko

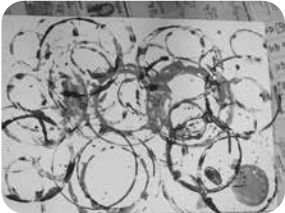
## Workstation 1

### What you need

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

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

## Workstation 2



### What you need

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

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


## Workstation 3



### What you need

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

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

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

## Workstation 4

### What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

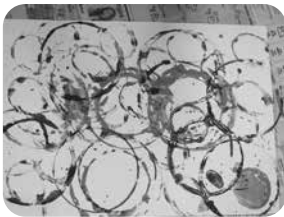
## Lefelo la go šomela la 1

### Tše o di hlokago

- Thempoleiti ya tlhama: Nomoro 2 ya morutwana yo mongwe le yo mongwe (letlakala la 213)
- Tlhama

Barutwana ba diriša tlhama go bopa nomoro '2', go kgokološa dikgwele tše pedi tša tlhama gore ba di bee mohlareng, go kgokološa dikgwele tše pedi tša tlhama gore ba di bee kriting.

## Lefelo la go šomela la 2



### Tše o di hlokago

- Pente ka dithereing tše e sego tša mokoti
- Seripa se segolo sa pampiri sa morutwana yo mongwe le yo mongwe
- Dilo tša bogolo bja go fapana le bokagodimo bja sediko (mohlala, dikotlolo tša yokate, dithini, rolo ya ka gare ga pampiri ya tshwamare, dikomiki tša go lahlwa morago ga tirišo, dikhurumelo)

Barutwana ba gatiša dilo tša sebopego sa sediko. Gatelela selo ka gare ga pente ka morago se gatelelwe pampiring go hlama kgatišo ya sediko.

## Lefelo la go šomela la 3



### Tše o di hlokago

- Diswantšho tša dijo go tšwa diphamfoleteng, dimakasineng le dikuranteng
- Sediko se segolo se 1 sa go thalwa pampiring ya A4 sa morutwana yo mongwe le yo mongwe
- Sekero le sekgomaretši

Barutwana ba ripa sediko go dira 'poleiti'. Ba ripa diswantšho tša dijo ba di kgomaretša dipoleiting tša bona.

### KELETŠO

Barutwana ba go se kgone go ripa ba ka kgeila diswantšho gape ba ka dira sebopego sa 'sosetše' ka tlhama gore ba e bee mothalading wa ka ntle wa 'poleiti'.

## Lefelo la go šomela la 4

### Tše o di hlokago

- Marara a go ba le morero wa 'mmele'

Morutwana yo mongwe le yo mongwe o aga marara.

# 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.

# Nepišo ya Karolo ya Diteng: Sekgoba le Sebopego (Tšeometri)

## Dihlogotaba

- Lemoga, hlatha o be o fe maina a diboepgo tša 2-D: sekwere
- Hlaloša, hlaola o be o bapetše dilo tša 3-D le diboepgo tša 2-D
- Tšhupetšo: pele, morago
- Maemo: ka gare, ka ntle

## Tsebo ye mphsa

- Diboepgo tša 2-D: sekwere
- Tšhupetšo: pele le morago
- Maemo: ka gare, ka ntle

## Go ikatiša

- Sediko
- Mareo a dinomoro 1 le 2
- Go balela godimo 1–5
- Go bala dilo 1–5
- Mapokisi le dikgwele
- Marara a diripa tše tshela

## Tlotlontšu ye mphsa ya dipalo

sekwere  
sekhutlo

lehlakore  
otlologa

papetla  
bokagodimo

pele  
morago

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- lepokisi le legolo la go ba le difahlego tša sekwere tše pedi
- sekwere sa khatepote se segolo le sediko
- diboepgo tša sekwere tša bogolo le mmala ofe goba ofe
- matlakala a 5 a sekwere se sehubedu le matlakala a 5 a sekwere se setalalerata
- dikwere tša mebalabala tša morutwana yo mongwe le yo mongwe
- dilo tša seboepgo sa sekwere, mohlala, dipoloko tša kota, pukwana ya sekwere ye nnyane, mokotla wa dinawa wa sekwere, letaese, diripa tša mosaike, dipoloko tše di ka dirišetšwago go hlaola
- dilo tša seboepgo sa sediko, mohlala, dikhurumelo tša mabotlelo a maswi a polasetiki, dikhurumelo tša polasetiki, dikonopi tše dikgolo, dipoloko tše di ka dirišetšwago go hlaola
- dira disete tše 2 tša dikarata tša marontho le lerontho le 1 le marontho a 2, dikarata tša diswantšho tše 2 tša diswantšho tša diphoofolo tša diswaro tša barutwana
- diswantšho tše 7 tša disekwere
- dikarata tša marontho le tša diphoofolo (*Dithušathuto tša Phapoši*).



## KELETŠO

Gopola go diriša go ithuta tshwamare go ikatiša palokgoboko: mathomo, bobedi, boraro; maemo: pele ga, ka morago, gare, telele ka go fetiša, kopana ka go fetiša.

## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

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

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

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

#### Guiding questions:

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

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

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

#### Guiding questions:

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



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

# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Dilo tša 3-D tše bjalo ka dipoloko, mapokisi a bogolo bja go fapana, dikotlolo tša sekwere tša tafola ya dipalo
- Sekwere sa khatepote se segolo se 1
- Lepokisi le legolo le 1
- Letlakala la pampiri le legolo le 1
- Koki

1. **Sereto:** Reta se sengwe le se sengwe sa direto tša go bala tša beke ya go feta.
2. **Go balela godimo:** Barutwana ba phaphatha dimpa tša bona gomme ba bala go thoma ka 1 go fihla ka 5.
3. **Go bala dilo 1–5:** Bea mapokisi le dipoloko mmeteng. Kgotela barutwana go tšea poloko e tee le lepokisi le letee.

### Dipotšišo tša go hlhla:

- ★ Re na le dilo tše kae?

Ba kgopele gore ba tšee poloko ye nngwe.

- ★ Re na le dilo tše kae?

Boeletša go fihlela le e ba le dilo tše hlano. Barutwana ba a bala ge ba swara selo se sengwe le se sengwe.

- ★ Re na le dipoloko tše dintši le mapokisi a mantši?

- ★ Ke eng tše e lego tše mmalwa fela?

4. **Go dira disekwere:** Bolela ka le lengwe la mapokisi a ka phapošing. Latišiša go dikologa lepokisi le legolo la sekwere gomme o thale sekwere. Bolela ka fao mothaladi o lego thwii, wa fapoga kudu sekhutlong gomme wa ba thwii gape, merumong ka moka.

### Dipotšišo tša go hlhla:

- ★ O tseba leina la sebopego se?

- ★ Sekwere se na le methaladi ya thwii e mekae?

- ★ Sekwere se se na le dikhutlo tše kae?

- ★ Ke mahlakore afe a mangwe ao nka a dirišago lepokising le go dira sebopego se sengwe sa sekwere pampiring?

- ★ Se tlo swana le tše dingwe? Ka lebaka la eng?

Latišiša go dikologa mahlakore a go hlathiwa ke barutwana, gomme o hlaloše methaladi ge o thala.

5. **Dipharologantšho tša sekwere:** Bontšha sekwere sa khatepote.

### Dipotšišo tša go hlhla:

- ★ Go na le yo a tsebago leina la sebopego se?

- ★ Sebopego se swana le se re fetšago go se thala? Ke lebaka la eng?

## KELETŠO

Ge o latišiša go dikologa lepokisi, nepiša gore methaladi e ba thwii go na le go kgopama (go boletšwe ka yona ge go latišišwa go dikologa sediko ka Beke 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.



## KELETŠO

Mafelelong a letšatši kgopela barutwana go tla le dibopego tša sekwere go tšwa gae gore di dirišwe ka Letšatši la 2.

Fetiša dipoloko tšeo di dirišwago go hlaola ka phapošing gore barutwana ba di phophole le go hlohlomiša dipharologantšho.

- ★ O kwa eng merumong ya dilo?
- ★ Mahlakore a lebelelega bjang? Dikhutlo tšona?
- ★ Ke eng se sengwe se o ka se bonago le go se kwa sekwereng sa gago?
- ★ Se se fapana bjang le dibopego tša didiko tše re bego re di lebeletše beke ya go feta?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelo a go šomela a mane. Gopotša barutwana ka ga tshepedišo ya go hlwekiša.

## Letšatši la 2

### Tše o di hlokago

- Sereto: *Dikhudu tša go thaba tše hlano* (letlakala la 197)
- Sekwere se segolo se 1 le khatepote ya sebopego sa sediko ye 1 ya go ripiwa go tšwa gae

1. **Sereto:** Reta sereto, *Dikhudu tša go thaba tše hlano*.
2. **Go balela godimo:** Barutwana ba ponyaponya mahlo a bona ka go nanya gomme ba bala go thoma ka 1 go fihla ka 5. Boeletšang, ba ponyaponye ka go phakiša.
3. **Go bala dilo 1–5:** Bea dilo tša sebopego sa sekwere, mohlala, puku, lepokisi, sekhurumelo, goba poloko mmeteng. Kgopela yo mongwe le yo mongwe wa barutwana ba bahlano go tšea selo gomme a eme kua pele. Balang mmogo go thoma ka 1 go fihla ka 5. Barutwana ba hlaloša dilo tša bona gomme ba bala dikhutlo, mahlakore le merumo.

### Dipotšišo tša go hlahla:

- ★ Ke eng se se dirago gore dilo tše e be disekwere?
- ★ \_\_\_\_\_ tšea selo se sengwe sa sekwere.
- ★ Ke eng sa go swana selong sa go swarwa ke \_\_\_\_\_ le sa go swarwa ke \_\_\_\_\_?
- ★ Go na le se sengwe sa sebopego sa sekwere se o naganago gore nkabe o tlile le sona go tšwa gae?

4. **Bapetša disekwere le didiko:** Bea disekwere le didiko tša khatepote tše dikgolo lebotong. Botšiša barutwana maina a dibopego. Kgopela barutwana go 'sepela' ka sekwere, go latele sediko. Kgopela barutwana go thala sekwere le sediko moyeng. Bolelang ka dilo tša go fapana le tša go swana magareng ga sekwere le sediko.

### Dipotšišo tša go hlahla:

- ★ Phapano ke efe dibopegong tše pedi?
- ★ Ke sefe sa go ba le methaladi ya thwii? (Di bale.)
- ★ Ke sefe sa go ba le methaladi ya go kgopama?
- ★ Ke sefe sa go ba le dikhutlo? (Di bale.)

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka ga tshepedišo ya go hlwekiša.

## KELETŠO

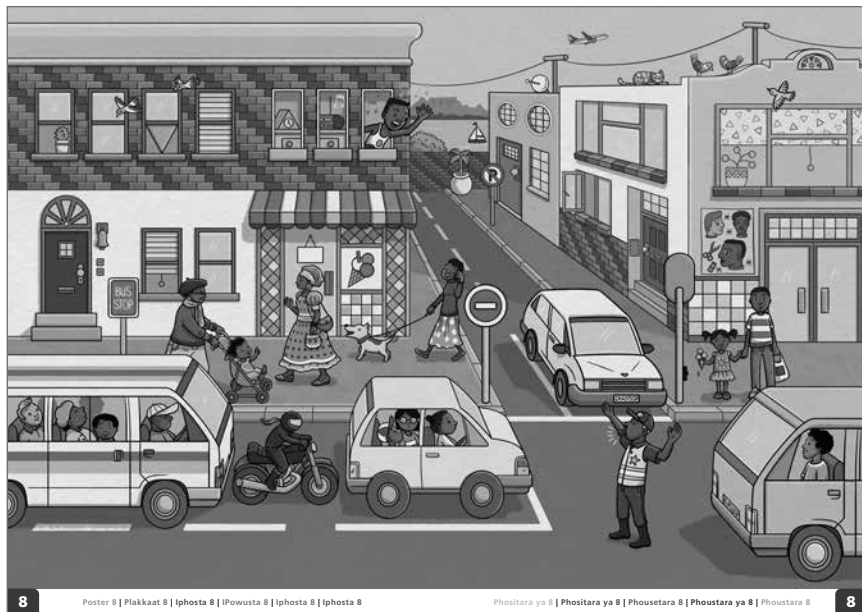
Ipeakanye go neelana ka dilo tša sebopego sa sekwere tša tlaleletšo, mohlala, dithaele, dimosaike, dikhurumelo, dipoloko, diipone, *Lego*, *Duplo*, bjalo le bjalo.

## 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:

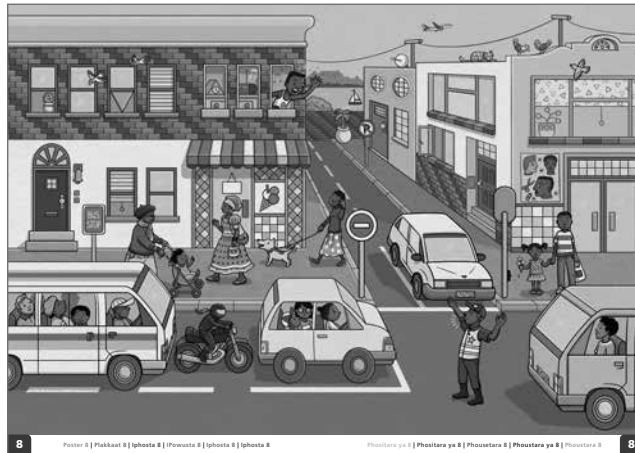
- ★ What do you see in this picture? What are the people doing?
  - ★ Can you see any squares? (Count these.)
  - ★ How do we know that these are squares?
  - ★ Can you see any circles?
  - ★ Are there more squares or more circles? How do you know? (Count them.)
  - ★ How many cars are waiting for the 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.

## Letšatši la 3

### Tše o di hlokago

- Sereto: *Dikhudu tša go thaba tše hlano* (letlakala la 197)
- Puku ya *Diphoustara, Phoustara* ya 8
- Diswantšho tša disekwere tša bogolo bofe goba bofe le mmala ofe goba ofe tše 5

1. **Sereto:** Reta sereto, *Dikhudu tša go thaba tše hlano*, dira ditiro.
2. **Go balela godimo:** Barutwana ba sepela ka go nanya gomme ba bala go thoma ka 1 go fihla ka 5.
3. **Go bala dilo 1-5:** Bea diswantšho tše hlano tša disekwere ka phapošing. Barutwana ba šiedišana ka go nyaka diswantšho tša sekwere. Barutwana ba boledišana ka gore e ka ba ba dumelelana gore diswantšho tše dihweditšego ke barutwana ke disekwere, gomme ba fa mabaka.
4. **Tharolla ya mathata:** Bolela ka Phoustara ya 8.



### Dipotšišo tša go hlaha:

- ★ Le bona eng seswantšhong? Batho ba dira eng?
  - ★ O bona disekwere? (Di bale.)
  - ★ Re tseba bjang gore dilo tše ke disekwere?
  - ★ Go na le didiko tše o di bonago?
  - ★ Go na le disekwere tše dintši goba didiko tše dintši? O tseba bjang? (Di bale.)
  - ★ Ke difatanaga tše kae tše di emetšego go laelwa ke molaodi wa sephethephethe gore di ka sepela?
  - ★ Go na le dithuthuthu tše kae?
  - ★ Ge sefatanaga se sešweu se sepela (khupetša sefatanaga se seswantšhong), go tlo šala tše kae? (Balang difatanaga mmogo.)
  - ★ O bona batho ba bakae ka gare ga sefatanaga se seserolane se sennyane?
  - ★ Ke efe ya go ba le batho ba bantši ka gare: sefatanaga se seserolane se sennyane goba thekisi?
  - ★ O bona batho ba ba bakae pheibimenteng?
  - ★ Ka gare ga meago?
5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka go hlwekiša.

## Day 4



## TIP

If space is limited, do these activities outdoors.

## What you need

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

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

## Day 5

## What you need

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

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

## Guiding questions:

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



## TIP

If space is limited, do these activities outdoors.

## Letšatši la 4

### KELETŠO

Ge sekgoba e le se sennyane, dirang mešongwana ye ka ntle ga phapoši.

#### Tše o di hlokago

- Sereto: *Dikhudu tša go thaba tše hlano* (letlakala la 196)
- Sefatanaga sa go bapadiša se segolo

1. **Sereto:** Reta sereto, *Dikhudu tša go thaba tše hlano*, o dire ditiro.
2. **Go balela godimo:** Barutwana ba šikinya magetla a bona gomme ba bala go thoma ka 1 go fihla ka 5.
3. **Go bala dilo 1–5:** Kgopela barutwana ba bararo gore ba eme mo pele. Botšiša gore go tlo ba le barutwana ba bakae ge go tsenywa yo mongwe. Morutwana yo mongwe o ema mo pele. Balang mmogo. Boeletšang go fihlela go e ba le barutwana ba bahlano mo pele.
4. **Go tsebiša 'pele' le 'morago':** Barutwana ba sepela ka go nanya bjalo ka khudu ba eya pele le morago ka ditsela tša go fapana, mohlala, ba sepela ba eya pele gomme ba boela morago ba gagaba, ba gagaba ba eya pele gomme ba fofela morago. Laetša phapano magareng ga 'go sepelela pele' le 'go sepelela morago'.  
Sepetša sefatanaga sa go bapadiša se segolo pele le morago ka ditsela tša go fapana. Kgopela barutwana go hlaloša ge eba o iša sefatanaga pele goba morago. Bolelang mantšu 'pele' le 'morago' mmogo ge le dira se. Efa barutwana ba mmalwa sebaka sa go sepetša sefatanaga se go ya pele le morago gomme le bolele gore ba se sepetša bjang.
5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka ga tshepedišo ya go hlwekiša.

## Letšatši la 5

#### Tše o di hlokago

- Sereto: *Dikhudu tša go thaba tše hlano* (letlakala la 196)
- Matlakala a 5 a dikwere tše dihubedu
- Dilo tše 30 tša ka phapošing
- Matlakala a 5 a dikwere tše ditalalerata

1. **Sereto:** Reta sereto, *Dikhudu tša go thaba tše hlano*, o dire ditiro.
2. **Go balela godimo:** Barutwana ba gwantela pele ba bala go thoma ka 1 go fihla ka 5. Boeletšang, gomme barutwana ba gwantele morago.
3. **Go bala dilo 1–5:** Bea dilo tša ka phapošing mmeteng. Balang mmogo go thoma ka 1 go fihla ka 5 ge morutwana a ntšha dilo tše hlano. Boeletšang ge barutwana ba bangwe ba dira dihlopha tša dilo tše hlano.
4. **Go gatelela sekwere o diriša patrone:** Bontšha barutwana letlakala la go ba le sekwere se sehubedu.

#### Dipotšišo tša go hlahla:

- ★ Sebopego seo se lego letlakaleng le se bitšwa eng?
- ★ Sebopego se na le mmala ofe?

### KELETŠO

Ge sekgoba e le se sennyane, dirang mešongwana ye ka ntle ga phapoši.

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

Repeat with the blue square.

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

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

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

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

### Integration

#### Home Language and Life Skills:

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

## Small group activities

### Teacher-guided activity

#### What you need

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

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

- ★ Go na le selo se o se bonago ka phapošing sa go go gopotša sekwere?
- ★ Go na le selo se o se bonago sa mmala wa go swana?

Boeletšang ka sekwere se setalalerata.

Efa yo mongwe le yo mongwe wa barutwana ba babedi sekwere se sehubedu, le yo mongwe le yo mongwe wa barutwana ba babedi sekwere se setalalerata. Di beakanye ka paterone ya hubedu, talalerata, hubedu, talalerata gore ba bangwe ba bone dibopego tša bona. Barutwana ba bolela mebala mmogo ge o šupa.

- ★ O ka mpotša eng ka peakanyo ya disekwere?
- ★ Go tla eng ka morago ga sekwere sa mathomo se sehubedu? Go latela eng?
- ★ Ke tsenye sekwere se sehubedu goba se setalalerata mafelelong a patrone?
- ★ Ke ka lebaka la eng o nagana bjalo?

Efa barutwana ba bangwe ba tshela matlakala a disekwere tše dihubedu goba talalerata o ba kgopele gore ba eme ka maoto gore ba dire patrone ye telele.

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešomo ya mafelo a go šomela le ka ga tshepedišo ya go hlwekiša.

### Tswalanyo

#### Leleme la Gae le Mabokgoni a Bophelo:

- Go boledišana ka diswantšho, tlhabollo ya tlotlontšu (dibopego).
- Papadi ya ka ntle ga phapoši: Neelana ka mehuthuta ya mapokisi a diphuthelo tša khatepote a magolo ao barutwana ba tlo bapalago ka gare ga ona le go hlohlomiša ka ona. Ba ka aga ka ona bjalo ka karolo ya papadi ya boithabišo.
- Papadi ya ka ntle ga phapoši: Go tloatlola sebopego – diriša maskhing theipi goba tšhoko go thala sekwere mo fase le bapale moraloko wa go tloatlola goba wa disekwere tša mmimo.

## Mešomo ya dihlopha tše nnyane

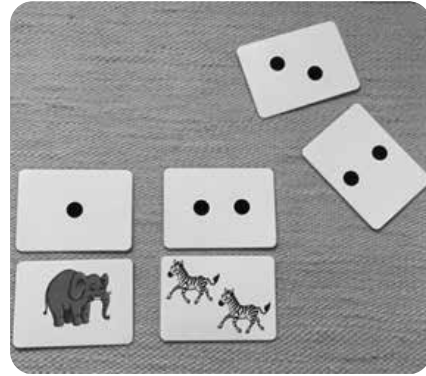
### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Go morutwana yo mongwe le yo mongwe, seswara sa go ba le:
  - Dibaledi tša diphoofolo tše 3 (1 ya mohuta wa yona le 2 ya ye nngwe)
  - Lerontho la nomoro, dikarata tša maina le maswao a 1 le 2
- Dikarata tša diswantšho tše 2 tša diphooolo tša go tswalana le dibaledi tše di kgethilwego
- Mokotla wa go phopholwa wa go ba le dikgwele le mapokisi
- Lepokisi la khatepote la sekwere le legolo le 1
- Matlakala a magolo a pampiri
- Koki

1. **Go balela godimo:** Barutwana ba phaphata lebatong ba iša diatla pele ge ba bala go thoma ka 1 go fihla ka 5. Boeletšang, le barutwana ba iša diatla morago.
2. **Go bala dilo 1–5:** Barutwana ba a lebelelana ka bobedi, gomme ba tswalanya seatla se setee le sa modirišanimmogo. Ba swara monwana o mongwe le o mongwe wa go tswalana le monwana wa mogogorupa, ba bala go thoma ka 1 go fihla ka 5 ge ba dira seo. Barutwana ba boeletša ka seatla se sengwe.

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**

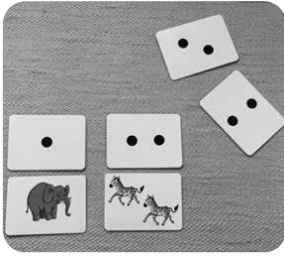
Observe the learners' progress across other Grade R Mathematics Content Areas that have been covered in previous weeks.



**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. **Go bapetša karata ya marontho a 1 le 2:** Bontšha dikarata tša marontho a 1 le 2 (go tšwa go *Dithušathuto tša Phapoši*) gomme o di beye mmeteng. Bontšha diswantšho tša tlou le pitsi. Barutwana ba tswalanya tlou le karata ya lerontho le 1, gomme dipitsi go karata ya marontho a 2.

**Dipotšišo tša go hlahla:**

- ★ O ka tswalanya pitsi le karata ye nngwe?

Barutwana ba ntšha dikarata tša bona tša marontho ba di bea mmeteng di lebeletše fase. Ba phethola karata efe goba efe gomme ba šiedišana ka go bolela gore karata ya bona ya marontho e emetše nomoro efe. Ba tswalanya palo ya go nepagala ya dibaledi tša diphoofolo le karata. Ba boeletša ka karata ye nngwe ya marontho.

- ★ O na le phoofolo e tee ya tše dife?
- ★ O na le phoofolo tše pedi tša tše dife?
- ★ O na le diphoofolo tše kae ka moka? (Di bale.)

Barutwana ba tswalanya dikarata tša bona tša diswantšho le dikarata tša marontho. Ba tswalanya dikarata tša bona tša maswao a dinomoro le tša maina a dinomoro le dikarata tša bona tša diswantšho.

4. **Go gatelela mapokisi le dikgwele:** Hlalošetša sehlopha gore se diriše mokotla wa go phopholwa bjang. Ntle le go lebelela, morutwana o phophola selo ka gare ga mokotla gomme a hlaloša gore se kwagala bjang. Barutwana ba bangwe ba bolela gore ba gopola gore ke eng. Morutwana o ntšha selo ka mokotleng gomme barutwana ka moka ba se lebelela, ba bolela ka dipharologantšho ka moka. Hlohleletša barutwana go diriša tlotlontšu ye bjalo ka: mahlakore, boreledi, sediko, dikhutlo tša bogale le mahlakore a thwii.

5. **Go hlohloliša dipharologantšho tša lepokisi mošongwana wa – 3-D:** Barutwana ba hlohloliša bokagare le bokantle bja lepokisi la khatepote le legolo. Ba tseba ka gare ga lepokisi gomme ba ema ka ntle ga lepokisi, ba sepela go le dikologa ebile ba latišiša merumo ka diatla, ba swara dikhutlo gomme ba phethola lepokisi. Balang mahlakore a lepokisi mmogo.


6. **Go hlohloliša sekwere mošongwana wa – 2-D:** Letlakaleng le legolo la pampiri, latišiša go dikologa se sengwe sa difahlego tša lepokisi le legolo.

**Dipotšišo tša go hlahla:**

- ★ O nagana gore sebopego se tlo swana le eng?
- ★ O tseba bjang gore ke sekwere?
- ★ Re ka latišiša go dikologa lehlakore le lengwe la lepokisi le ge re nyaka go dira sekwere se sengwe?
- ★ Sekwere se na le methaladi e mekae? Mpotše ka yona.

 **KELETŠO**  
Thala sefahlego ka lehlakoreng le lengwe le le lengwe la lepokisi go thuša barutwana go bala mahlakore.

 **KELETŠO**  
Hlokomela tšwelopele ya barutwana ka go Dikarolo tša Diteng tša Thuto ya Dipalo ya Mphato wa R tše di akareditšwego dibeke tša go feta.

 **Lekola gore barutwana ba kgona go:**

- lemoga, bolela leina le go hlaloša sekwere
- hlatha dipharologantšho tša lepokisi le tša sebopego sa sekwere
- latela ditaello tša go ya pele le morago
- latela ditaello tša go amana le ka gare le ka ntle
- tswalanya dilo le lerontho, seswantšho le dikarata tša maswao a dinomoro



## 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.



### TIP

Prepare squares for those learners who struggle with tracing.

## Workstation 3 (This is a group activity.)

### What you need

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

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



## 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.



### TIP

Choose puzzles based on the learners' abilities.



## Lefelo la go šomela la 1

### Tše o di hlokago

- Tlhama
- Diboto tša tlhama ya morutwana yo mongwe le yo mongwe
- Rolara le diripa tlhama (sekwere le sediko)

Barutwana ba dira dibopego tša tlhama ba diriša diripa tlhama tša sebopego sa sediko-le-sekwere. Ba diriša dibopego tše go dira dimotlele tše ba di ratago.

## Lefelo la go šomela la 2

### Tše o di hlokago

- Pampiri ya go khalaria
- Sekero le sekgomaretši
- Pampiri ya go se ngwalwe selo ya morutwana yo mongwe le yo mongwe
- Dikhubu goba dipoloko

Barutwana ba latišiša go dikologa dikhubu le dipoloko go thala sekwere. Ba ripa dikwere tša bogolo bja go fapana le mebala ya go fapana. Ba di kgomaretša pampiring ya go se ngwalwe selo go dira seswantšho.

## Lefelo la go šomela la 3 (Ke mošongwana wa sehlopha.)

### Tše o di hlokago

- Go morutwana yo mongwe le yo mongwe: dilo tša ka mehla tša sebopego sa sekwere-le-sediko
- Seripa se segolo sa pampiri sa go thalwa sediko
- Seripa se segolo sa pampiri sa go thalwa sekwere

Barutwana ba hlaola dilo ka dihlopha tša pedi – dilo tša disekwere le dilo tša didiko. Ba bea dilo seripeng sa pampiri sa go ba le sebopego sa go tswalana le sona.



## Lefelo la go šomela la 4

### Tše o di hlokago

- Marara a diripa tše tshela a morutwana yo mongwe le yo mongwe (letlakala la 220)

Barutwana ba aga marara ka diripa tša marara tše tshela bonnyane.

 **KELETŠO**  
Beakanya dikwere tša barutwana ba go palelwa ke go latišiša selo.

 **KELETŠO**  
Kgetha marara go ya ka bokgoni bja morutwana.

# Content Area Focus: Patterns, Functions and Algebra

## Topics

- Geometric patterns

## New knowledge

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

## Practise

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

## New maths vocabulary

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

## Getting ready

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

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



**TIP**

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

# Nepišo ya Karolo ya Diteng: Dipatrone, Difankšene le Altšebra

## Dihlogotaba

- Dikaelo tša tšeometri

## Tsebo ye mphsa

- Hlatha dipatrone
- Kopolla dipatrone
- Nomoro 3
- Go latelanya dinomoro 1–3

## Go ikatiša

- Go balela godimo 1–5
- Go bala dilo 1–5
- Go gatelela mareo a dinomoro 1 le 2
- Tharollo ya mathata ka go diriša dilo

## Tlotlontšu ye mphsa ya dipalo

swana le  
ga e swane le

fapana  
patrone

kopolla  
boeletša

latela  
mathomong

mafelelo

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- tšhate ya tlotlontšu le dinomoro ya nomoro 3
- sete ya maswao a dinomoro, dikarata tša maina le marontho 1–3
- didiko tša pampiri tše dihubedu tše dikgolo tše 3, didiko tša pampiri tše ditalalerata tše dikgolo tše 3 le didiko tša pampiri tše dihubedu tše dinnyane tše 3
- go kgoboketša dilo tša ka mehla – di tlo dirišwa go dira dihlopha, mohlala, dikonopi, mapokisi a metšhese, dikerese tša go lekana, dikherayone, dikhurumelo tša mabotlelo, dikomiki tša polasetiki, mahwana
- dikarata tša diswantšho, dikarata tša marontho le dikarata tša maswao a dinomoro tša 3 (sete e 1 ya morutwana yo mongwe le yo mongwe sehlopheng)
- sete ya ditempe tša sebopego sa sediko tše 3 le tša sebopego sa sekwere tše 3 tša go dirwa ka sephontšhe, kota goba khokho (sete e 1 ya morutwana yo mongwe le yo mongwe sehlopheng)
- meseto ya paterone ye 10 ya go dirwa ka ditempe
- matlakala a pampiri a go ba le sekgoba seo barutwana ba tlo gatišago menwana mmeleng wa seboko go sona (lebelela letlakala la 117)
- dikarata tša patrone tše 10 o diriša dikotana le dibaledi go tšwa go *Dithušathuto tša Phapoši* (dilo di ka boeletšwa ka palopeakanyo ya 1–3)
- thempoleiti ya tlhama: Nomoro 3 (letlakala la 215).



## KELETŠO

Gopola go diriša go ithuta tshwamare go ikatiša palokgoboko: mathomo, bobedi le boraro; maemo: pele ga, ka morago, gare, telele ka go fetiša, kopana ka go fetiša.

## 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.

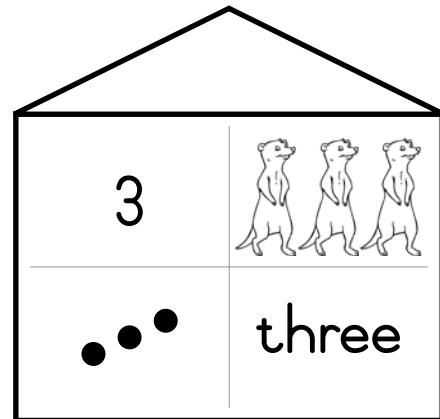
## Guiding questions:

- ★ 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.



# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Sereto: *Dikhudu tša go thaba tše hlano* (letlakala la 197)
- Dinomoro 1 go fihla ka 3
- Maswao a dinomoro 1, 2 le 3, dikarata tša maina le marontho
- *Kanegelo ya nomoro 3* (letlakala la 199)
- Dipoleiti tša pampiri tše 3 goba didiko tša pampiri tša bogolo bja go lekana (tafoleng ya dipalo)

1. **Sereto:** Reta sereto, *Dikhudu tša go thaba tše hlano* sa Beke ya 5.

2. **Go balela godimo:** Barutwana ba phaphatha diatla ge ba bala go thoma ka 1 go fihla ka 5. Dira morethetho ka lepokisi goba bokagodimo bja tafola. Thepa o dire morethetho wa tlase le wa godimo ka go šiedišana. Barutwana ba balela tlase le godimo.

#### Dipotšišo tša go hlaha:

★ O kwa patrone efe?

3. **Go bala dilo 1–5:** Kgopela barutwana go bontšha selo se setee, tše pedi, tše tharo ka phapošing. Ka moka ba bale ge ba šupa.

4. **Go tsebiša nomoro '3':** Šupa ditšhate tša tlotlontšu le dinomoro tša 'Nomoro 1' le 'Nomoro 2'.

#### Dipotšišo tša go hlaha:

★ Ke mang yo a dulago ntlong ya mathomo? (Šupa se.)

★ Go dula ditlou tše kae fao? Ke mang yo a dulago ntlong ya go latela?

★ Go dula dipitsi tše kae fao?

★ Go na le dipitsi tše dintši goba ditlou tše dintši? Go na le tše dingwe tše kae?

★ O nagana gore ntlong ya go latela go tlo dula diphoofolo tše kae?

★ Go tlo ba le tša go feta goba ka tlase ga pedi?

5. **Go tsebiša nomoro '3':** Anega *Kanegelo ya nomore 3* gape bolela tlotlontšu le nomoro 3 ya 'Nomoro 3'.

#### Dipotšišo tša go hlaha:

★ Ke mang yo nkilego a bona moswe? Meswe e dula kae?

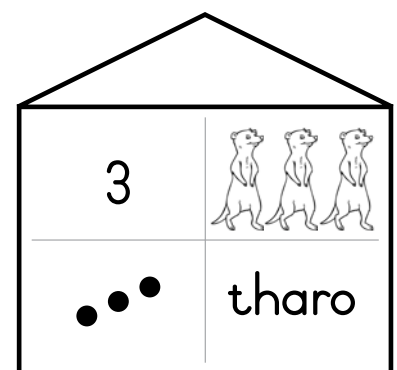
★ Go na le meswe e mengwe e mekae go feta dipitsi?

★ Phapano ke eng magareng ga ntlo ya ditlou le ya meswe?

★ Diphoofolo tša ka ntlong ya ditlou di fetwa ke tša ntlong ya meswe ka tše kae?

★ Ge moswe o tee o ka ya ntlong ya dipitsi, go tlo ba le diphoofolo tše kae ntlong ya dipitsi? Ka ntlong ya meswe?

6. **Go tswalanya dikarata tša dinomoro go tšhate ya tlotlontšu le dinomoro ya nomoro 3:** Efa barutwana leswao la dinomoro le letee, karata ya marontho le maina a 1, 2 le 3. Barutwana ba šiedišana ka go tswalanya dikarata tša bona go ditšhate tša tlotlontšu le dinomoro.



**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?



**Dipotšišo tša go hlhla:**

- ★ \_\_\_\_\_ o na le eng ka seatleng?
- ★ E tswalana le ntlo efe? Ka lebaka la eng?
- ★ Ke mang yo a swerego karata ya marontho ya go ba le marontho a mantši? Ya marontho a manyane?

Botša barutwana gore wa marontho a manyane o swanetše go tloga pele.

- ★ Ke morutwana ofe yo a swanetšego go emiša karata ya gagwe pele?
- ★ Go swanetše go latela mang? Ka lebaka la eng?

7. **Lebelela dilo tše 3:** Barutwana ba arogana ka dihlopha tša bararo. Ba ya ka ntle go lebelela dilo tše tharo gore ba di tliše ka gare. Ge ba boela ka phapošing sehlopha se sengwe le se sengwe se bontšha gore se hweditše eng.

**Dipotšišo tša go hlhla:**

- ★ Ke mang yo a hweditšego le \_\_\_\_\_? A re di baleng.

Barutwana ba bea dihlopha tša dilo tše tharo tafoleng ya dipalo gomme ba tswalanya maswao a dinomoro le dikarata tša maina.

8. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka ga tshepedišo ya go hlwekiša.

 **KELETŠO**  
Gopotša barutwana gore ba ka hlohlomiša tafola ya dipalo gomme ba fetošā dilo ka morago mo letšatšing.

**Letšatši la 2**

**Tše o di hlokago**

- **Koša:** *Ke na le kiribane ye nnyane* (letlakala la 199)
- **Didiko tša pampiri tše dihubedu tše dikgolo tše 3 le didiko tša pampiri tše di talalerata tše dinnyane tše 2**
- **Sediko sa pampiri se se talalerata se sennyane se 1 sa tlaleletšo le didiko tša pampiri tše dihubedu tše dikgolo tše 3**

1. **Koša:** Opela koša, *Ke na le kiribane ye nnyane*. Kgopela barutwana go theeletša palo ya dipete tša santa tše di tšhelwago ka kiribaneng. Opelang koša mmogo le dira ditiro.
2. **Go balela godimo:** Barutwana ba kgetha ditho tša mmele tše ba nyakago go di diriša ge ba bala go thoma ka 1 go fihla ka 5, go swana le ka Letšatši la 1. Kgopela barutwana ba mmalwa go šišinya ditho tša mmele tše di ka dirišwago.
3. **Go bala dilo 1–5:** Balang go thoma ka 1 go fihla ka 5 mmogo ge barutwana ba bahlano ba eya pele go tšea sebopego. Barutwana ba swara sebopego ba lebeletše phapoši.

**Dipotšišo tša go hlhla:**

- ★ Re bona dibopego tše kae?
- ★ Morutwana yo mongwe le yo mongwe o swere dibopego tše kae?
- ★ Dibopego di swana ka eng?
- ★ Di fapana ka eng?
- ★ O ka dira sehlopha sa didiko tše ditalalerata le didiko tše dihubedu?
- ★ Ke sehlopha sefe sa go ba le didiko tše dintši? Sa didiko tše mmalwa?
- ★ Re hloka go dira eng gore sehlopha se sengwe le se sengwe se be le palo ya go lekana ya didiko?

 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)
- *Poster Book, Poster 7*
- 3 red paper circles and 3 blue paper circles all the same size

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.

**KELETŠO**  
 Ditatelano e be tše dikopana tše bonolo gomme o nepiše bogolo goba mebala ya didiko.

4. **Go hlohloliša patrone:** Efa morutwana yo mongwe sediko se setalalerata sa go šala. Kgopela barutwana ba didiko tše ditalalerata ba tšwele pele go ema gomme ba didiko tše dihubedu ba di beye mmeteng. Efa barutwana ba bararo didiko tše ditalalerata tše dikgolo tše tharo. Beakanaya barutwana mothalading le didiko tša bona gore ba dire patrone: nnyane, kgolo, nnyane, kgolo. Botšiša mphato gore o swanetše go latela sediko sa bogolo bofe. Boeletša go fihlela barutwana ka moka ba ema mothalading ka didiko tša bona.



**Dipotšišo tša go hlahla:**

- ★ O bona patrone? Nkanegale ka ga yona.
  - ★ Patrone e thoma kae?
  - ★ Ke sediko sa bogolo bofe mathomong? Go latela sediko sa bogolo bofe?
  - ★ Ge re tsenya sediko se sengwe mafelelong a patrone, e tlo ba bogolo bofe? Gomme sa go latela?
5. **Go hlatha dipatrone ka phapošing:** Kgopela barutwana go lebelela dipatrone diaparong tša bona le/goba ka phapošing le go hlaloša dipatrone.
- Dipotšišo tša go hlahla:**
- ★ O bona patrone efe? Ke ka lebaka la eng o nagana gore ke patrone?
6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

### Letšatši la 3

#### Tše o di hlokago

- Koša: *Ke na le kiribane ye nnyane* (letlakala la 199)
- Puku ya *Diphoustara*, Phoustara ya 7
- Didiko tša pampiri tše dihubedu tše dikgolo tše 3 le didiko tša pampiri tše di talalerata tše dinnyane tše 3 gomme ka moka di lekane ka bogolo

1. **Koša:** Opela koša, *Ke na le kiribane ye nnyane*, o dire ditiro.
2. **Go balela godimo:** Bala go thoma ka 1 go fihla ka 5. Phaphatha diatla, dira modumo ka leoto, phaphatha diatla.
3. **Go bala dilo 1–5:** Hlatha dipatrone Phoustareng ya 7. Hlatha o be o bale dilo 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. **Tharollo ya mathata 1–3:** Bolela ka Phoustara ya 7.

**Dipotšišo tša go hlhla:**

- ★ O nagana gore ke nako efe ya letšatši? Ka lebaka la eng?
- ★ O nagana gore Tate o tlo reka eng sa go latela? Tše kae?
- ★ Go na le diphaeneapole tše kae? Ge re rekile e tee go tlo ba go šetše tše kae?

5. **Go gatelela patrone:** Barutwana ba bararo ba swara didiko tše dihubedu tše tharo. Botšiša gore o nyaka barutwana ba bakae ba go swara didiko tše ditalalerata. Barutwana ba dira dihlopha tše pedi, se setee se swara didiko tše dihubedu, se sengwe tše ditalalerata. Beakanya barutwana gore ba sware didiko ka tsela ye: talalerata, hubedu, talalerata, hubedu, gomme o bolele maina a mebala.

**Dipotšišo tša go hlhla:**

- ★ Nkanegele ka patrone.
- ★ Re thomile ka mmala ofe? Go latetše ofe?

Botšiša barutwana ge e ba dipatrone di ka kwewa goba di bonwa fela. Dira patrone ya modumo wa mmele, dira modumo o mongwe le o mongwe gabedi, mohlala, phaphatha diatla, phaphatha diatla, dira modumo ka leoto, dira modumo ka leoto, phaphatha diatla, phaphatha diatla, dira modumo ka leoto, dira modumo ka leoto. Boeletša patrone ye ga mmalwa.

**Dipotšišo tša go hlhla:**

- ★ O kwele eng?
- ★ Ke phaphathile diatla ga kae? (Phaphatha diatla le bale mmogo.)
- ★ Ke dirile modumo ka leoto gakae? (Dira modumo ka leoto le bale mmogo.)
- ★ Ke dirile eng sa go latela?
- ★ Medumo ye mebedi ya mathomo e be e le ya eng?
- ★ Go latetše eng morago ga seo?
- ★ Ke medumo efe ye mebedi ye e boeleditšwego?
- ★ Ke dirile patrone efe?

6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

 **KELETŠO**

E re barutwana ba bangwe ba dire patrone ya mmele ye kopana ye e ka kopišwago ke barutwana ba bangwe. Ba ka hloka tlhahlo. Mohlala, botšiša, 'O nyaka modumo ofe mathomong?', 'O nyaka go latele modumo ofe?' bjalo le bjalo.

**Letšatši la 4**

**Tše o di hlokago**

- Koša: *Ke na le kiribane ye nnyane* (letlakala la 199)
- Dibaledi tša diphoofolo
- Dinomoro 1–5 mothalopalong

1. **Koša:** Opela koša, *Ke na le kiribane ye nnyane*, o dire ditiro.
2. **Go balela godimo:** Barutwana ba kgetha ditho tša mmele tše ba nyakago go di diriša ge ba bala go thoma ka 1 go fihla ka 5, go swana le ka Letšatši la 1. Kgopela barutwana ba go fapana go šišinya ditho tša mmele tše di ka dirišwago.
3. **Go bala dilo 1–5:** Barutwana ba kgetha dibaledi tša mapidibidi tše hlano le tša dikgogo tše hlano gomme ba di bala.

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. **Go gatelela patrone:** Barutwana ba lesome ba ema pele, yo mongwe le yo mongwe a swere sebaledi sa lepidibidi goba sa kgogo. Morutwana yo mongwe le yo mongwe o bolela mohuta wa phoofolo ya polasa wo a o swerego. Ba kgopele go ipeakanya ka dihlopha tše pedi: sa dikgogo le sa mapidibidi. Diphoofolo tše di swerwego ke barutwana dihlopheng di swana ka eng, gape di fapana ka eng. Botšiša gore o ka beakanya barutwana bjang go dira patrone ba diriša diphoofolo. Mmogo le mphato, beakanya barutwana gore ba eme mothaladi wa go hlama patrone. Botšiša mphato gore go bitšwe mang wa go latela. Bolela maina a diphoofolo tše di lego patroneng, mohlala, lepidibidi, kgogo, lepidibidi, kgogo, lepidibidi, kgogo.

**Dipotšišo tša go hlaha:**

- ★ Re bea phoofolo efe ya go latela go tšwetša patrone pele?
- ★ Re ka dira patrone ye e fapanego re diriša diphoofolo tše barutwana ba di swerego? (mohlala, lepidibidi, lepidibidi, kgogo, lepidibidi, lepidibidi, kgogo)

Feleletšang patrone mmogo.

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.

**Letšatši la 5**

**Tše o di hlokago**

- Koša: *Ke na le kiribane ye nnyane* (letlakala la 199)
- Dibaledi (*Dithušathuto tša Phapoši*)
- Dihula hupu tše 2
- Dikarata tše 2 tša marontho le leswao la dinomoro 3

1. **Koša:** Opela koša, *Ke na le kiribane ye nnyane*, o dire ditiro.
2. **Go balela godimo:** Barutwana ba kgetha ditho tša mmele tše ba nyakago go di diriša ge ba bala go thoma ka 1 go fihla ka 5. Kgopela barutwana ba go fapana go šišinya ditho tša mmele tše di ka dirišwago.
3. **Go bala 1–5:** Mmogo balang barutwana ba bahlano gomme ba eme kua pele ba ekišetše koša. Opela koša ga mmalwa, barutwana ba kua pele ba dira ditiro.
4. **Tharollo ya mathata 1–3:** Bea dihula hupu tše pedi kgauswi le kgauswi mo gare ga mmete. Kgopela barutwana ba babedi gore ba eme ka gare ga hula hupu ye nngwe le ye nngwe.

**Dipotšišo tša go hlaha:**

- ★ Ke barutwana ba bakae ka gare ga dihula hupu?
- ★ Ke hloka eng go dira gore sehlopha se setee se fete se sengwe? Tsenya morutwana yo mongwe sehlopheng se setee sa dihula hupu.
- ★ Dihlopha di a swana goba di a fapana? Di fapana bjang?
- ★ Sehlopha se se na le ba bakae ba ba ntši? (Šupa sehlopha sa barutwana ba bararo.)

Count how many learners there are in each group.

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

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

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

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

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



**TIP**

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

## Small group activities

### Teacher-guided activity

#### What you need

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

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

3. **Matching dot cards and counters 1–3:** Learners use the fruit counters to count and match to each of the dot cards.

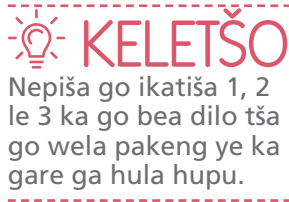
**Guiding questions:**

- ★ How many fruit counters do you need to match the first dot card?
- ★ How many more will you need for the next dot card?

4. **Matching dot cards and number symbol cards 1–3:** Learners keep their fruit counters and dot cards in order in front of them. Place a set of 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.







Bala gore go na le barutwana ba bakae sehlopheng.

★ Re hloka go dira eng gore sehlopha sa ba babedi se lekane le sa ba bararo? Tsenya morutwana yo mongwe sehlopheng sa ba babedi. Bala sehlopha se sengwe le se sengwe. Barutwana ba babedi ba tšea dikarata tša maronho tafoleng ya dipalo ya go tswalana le sehlopha se sengwe le se sengwe. Barutwana ba babedi ba tšea dikarata tša maswao a dinomoro tša go tswalana le dihlopha. Barutwana ba babedi go tšwa sehlopheng se setee le o tee go tšwa sehlopheng se sengwe ba dula le mphato. Bala palo ya barutwana bao ba šetšego sehlopheng se sengwe le se sengwe.

★ Na dikarata tše tša dinomoro di sa tswalana le dihlopha?

★ Re swanetše go dira eng go tswalanya dikarata?

5. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le go hlwekiša.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Sa morutwana yo mongwe le yo mongwe, seswaro sa go ba le:
  - Dikarata tša maswao a dinomoro 1–3
  - Dikarata tša maronho 1–3
  - Dibaledi tša dienywa tše 10 (*Dithušathuto tša Phapoši*)
  - Dikotana tša mebala tše 6
- Dikarata tša maronho (*Dithušathuto tša Phapoši*)
- Dipoleiti tša pampiri goba dikotlelo tša yokate tša polasetiki tše dinnyane – 2 go morutwana yo mongwe le yo mongwe (GOBA matlakala a pampiri a A4 a go ba le didiko tše pedi go ona – 1 go morutwana yo mongwe le yo mongwe)
- Lenti le letelele

1. **Go bala dilo tše 5:** Efa morutwana yo mongwe le yo mongwe seswaro. Morutwana yo mongwe le yo mongwe o bala dibaledi tša dienywa tše hlano.
2. **Dikarata tša maronho 1–3:** Bontšha dikarata tša maronho tša 1 le 2. Bontšha karata ya maronho e tee ya '3' o botšiše, 'Ke maronho a makae?' Kgopela barutwana go bea dibaledi ka peakanyo ya go swana. Botšiša ge e ba ba ka beakanya dibaledi ka tsela ye nngwe. Boeletša ka dipeakanyo tša karata ya maronho ya go fapana ya '3'.

3. **Go tswalanya dikarata tša maronho le dikarata tša maswao a dinomoro 1–3:** Barutwana ba diriša dibaledi tša dienywa go bala le go di tswalanya le karata ye nngwe le ye nngwe ya maronho.

**Dipotšišo tša go hlahlwa:**

★ O hloka dibaledi tša dienywa tše kae gore di tswalane le karata ya maronho ya mathomo?

★ Go karata ya maronho ya go latela o tla hloka tše dingwe tše kae?

4. **Go tswalanya dikarata tša maronho le dikarata tša maswao a dinomoro 1–3:** Barutwana ba bea dibaledi tša bona tša dienywa le dikarata tša maronho ka tatelano mo pele ga bona. Bea sete ya dikarata tša maswao a dinomoro 1, 2 le 3 mo pele ga bona. Ba botšiše ge e ba ba gopola gore ke diphoofolo dife dikanegelong tša dinomoro tše di sepelelanago le karata ya nomoro. Šupa karata ye nngwe le ye nngwe gomme o kgopele barutwana go bolela dinomoro. Barutwana ba bolela gore ke dikarata tša maswao le maina a dinomoro tše dife tša go tswalana le dikarata tša maronho. Ba tswalanya dikarata tša maswao a dinomoro tša ka di swarong tša bona le dibaledi le dikarata tša maronho tša bona.



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

5. **Go gatelela patrone:** Dira patrone ye bonolo ka dibaledi tša dienywa, mohlala, panana, dithetlwa, panana, dithetlwa. Barutwana ba bolela maina a dienywa go ya ka tatelano ya tšona.

**Dipotšišo tša go hlahla:**

- ✦ O tseba bjang ge e ba se ke patrone?
- ✦ O bona seenywa sefe mathomong a patrone?
- ✦ O bona seenywa sefe sa go latela?

6. **Kopolla patrone:** Dira patrone ye nngwe o diriša seenywa. Kgopela barutwana go kopolla patrone ka dibaledi tša dienywa.

7. **Go dira gore dihlopha di swane 1–3:** Bea seripa sa lenti gare ga mmete. Kgopela morutwana o tee gore a eme ka lehlakoreng le lengwe le le lengwe.

**Dipotšišo tša go hlahla:**

- ✦ Ke barutwana ba bakae ka lehlakoreng le? Ka lehlakoreng le lengwe?
- ✦ Mahlakore a mabedi a swana ka eng?

Tsenya morutwana yo mongwe lehlakoreng le letee. Bolelang ka phapano ya mahlakore a mabedi.

- ✦ Re hloka eng gore mahlakore a mabedi a swane?

Tsenya barutwana ba babedi lehlakoreng le letee.

- ✦ Mpotše gore ke dire eng gore mahlakore a mabedi a swane.

8. **Tharollo ya mathata o diriša dilo:** Efa morutwana yo mongwe le yo mongwe dikotlelo tša yokate tše dinnyane tše pedi le dikotana tše tshela. Ba kgopele go tsenya dikotana ka dikotlelong gore dikotlelo tše pedi di be le palo ya go lekana ya dikotana. Botšiša gore 'go swana' ke go reng. Efa barutwana ka moka sebaka sa go šiedišana ka go bala dibaledi tša ka sekotlelong se sengwe le se sengwe go bona ge e ba di a lekana.

## KELETŠO

Barutwana ba ka hlopha dibaledi tša bona tša dienywa 1, 2 le 3 ka tsela efe goba efe. Nepišo ke go ba le palo ya go nepagala ya dibaledi. Barutwana ba tlo bona gore dibaledi tše tharo di ka hlophiwa ka tsela efe goba efe efela tša dula e le dilo tše tharo.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** tsebo ya go bala le go ngwala ya pono (patrone ka diswantšho); dipatrone ka dikoša le merethetho.

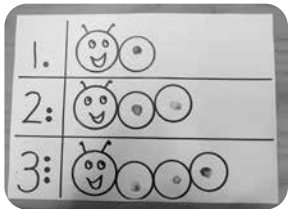


### Lekola gore barutwana ba kgona go:

- lemoga, tswalanya le go fa maina a dikarata tša maswao a dinomoro, maina a dinomoro le marontho 1–3
- tswalanya dilo le dikarata tša marontho 1–3
- hlatha dipatrone
- kopolla dipatrone

**TIP**

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



### Workstation 1

#### What you need

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

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

### Workstation 2

#### What you need

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

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

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

### Workstation 3

#### What you need

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

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

### Workstation 4

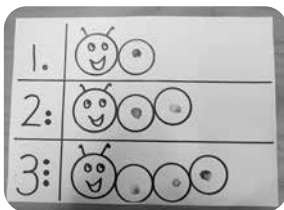
#### What you need

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

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

## KELETŠO

Diriša meseto ya patrone ye mebedi ge sehlopha e le se segolo gore ka moka ba kgone go bona. Ge pente ya moseto wa patrone e omile, kgomaretša dithalwa matlakaleng a go ba le morumo.



### Lefelo la go šomela la 1

#### Tše o di hlokago

- Moseto wa patrone
- Sepontšhe, kota goba ditempe tša khokho
- Seripa sa pampiri ya A4 se 1 sa morutwana yo mongwe le yo mongwe
- Seripa sa pampiri ya A5 se 1 sa morutwana yo mongwe le yo mongwe
- Pente ka dithereing tša pholisterine
- Dikherayone

Barutwana ba diriša ditempe go kopolla patrone gore ba dire morumo pampiring ya A4. Bea moseto wa patrone gare ga tafola gore ba kopolle. Pampiring ya A5, ba thala seswantšho le dilo dife goba dife tše tharo tše ba di ratago.

### Lefelo la go šomela la 2

#### Tše o di hlokago

- Pente
- Letlakala la go bala diboko le 1 la morutwana yo mongwe le yo mongwe
- Seripa sa pampiri ya A4 se 1 sa morutwana yo mongwe le yo mongwe
- Sekotlelo sa go ba le meetse
- Tulo

Barutwana ba tsenya menwana ya bona ka penteng ba dira palo ya go nepagala ya dikgatišo tša menwana – 1, 2 goba 3 – go dira mmele wa seboko se sengwe le se sengwe letlakaleng la bona la go bala diboko. Ge ba feditše seboko, ba diriša pente ya menwana go dira diswantšho tše ba di ratago tša go emela dilo tše tharo.

### Lefelo la go šomela la 3

#### Tše o di hlokago

- Pampiri le dikherayone
- Dikarata tša patrone (go emela dibaledi le dipatrone tša dikotana)
- Dibaledi le dikotana go tšwa go *Dithušathuto tša Phapoši* – tša go lekana barutwana ka moka gore ba kopolle dikarata tša dipatrone

Barutwana ba kgetha karata ya patrone. Ba kopolla patrone ba diriša dibaledi le dikotana.

### Lefelo la go šomela la 4

#### Tše o di hlokago

- Tlhama
- Thempoleiti ya tlhama: Nomoro 3 ya morutwana yo mongwe le yo mongwe (letlakala 215)

Barutwana ba dira tlhama ba e bea thempoleiting ya tlhama gabotse. Ba swanetše go dira nomoro '3' ka tlhama, go kgokološa dikgwele tše tharo tša tlhama gore di bewe mohlareng, le go kgokološa dikgwele tše tharo tša tlhama gore di bewe kriting.

# 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

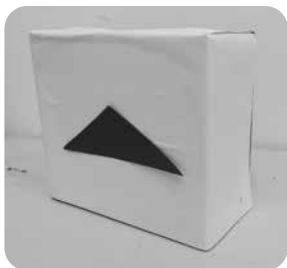
triangle  
corner points

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.



# Nepišo ya Karolo ya Diteng: Sekgoba le Sebopego (Tšeometri)

## Dihlogotaba

- Lemoga, hlatla le go bolela maina a dibopego tša 2-D: khutlotharo
- Bapetša dilo tša 3-D le dibopego tša 2-D
- Hlaola dibopego tša 2-D
- Temogo
- Lekanela

## Tsebo ye mphsa

- Go balela godimo 1–10
- Dibopego tša 2-D: khutlotharo
- Temogo
- Maemo: pele ga le ka morago

## Go ikatiša

- Sediko, sekwere
- Go bala dilo 1–5
- Go gatelela mareo a dinomoro 1–3
- Go latelanya dinomoro 1–3
- Lekanela
- Kgolo, nnyane
- Hlaola go ya ka sebopego
- Marara a diripa tše tshela

## Tlotlontšu ye mphsa ya dipalo

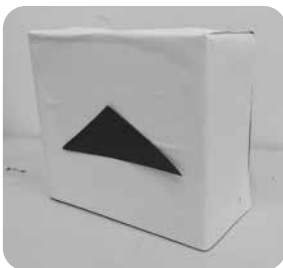
khutlotharo  
dintlha tša dikhutlo

boreledi  
pele ga

ka morago  
nnyane nnyane

kgolonyana

## Go itokiša



Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- mepopi ya mokotla wa pampiri ya bogolo bja go fapana ye 3 (kgonthiša gore bogolo bo fapantšwe gabotse: kgolo, kgolonyana, kgolo ka go fetiša)
- dithini tše 3 tše mepopi e tlo emago go tšona
- dira lepokisi la poso le lennyane le 1 le le legolo le 1
- dikhutlotharo tša pampiri tša go dirwa ka kuranta, dimakasine goba pampiri ya go se ngwalwe selo tše dinnyane (tša bogolo bja go lekana ka moka) le tše dikgolo (tša bogolo bja go lekana ka moka)
- khutlotharo, sediko, sekwere le khutlonnethwii tša diripiwa tša khatepote tša go fapana ka bogolo le mmala
- khophi ya letlakala la A4 la go ba le dikhutlotharo (letlakala la 219) ya morutwana yo mongwe le yo mongwe sehlopheng
- diripiwa tša sediko se sennyane, sekwere le dikhutlotharo pampiring ya mmala tša morutwana yo mongwe le yo mongwe
- dira marara a diripa tše tshela ge o se na ona (letlakala la 220)
- penta palotatelano 1–10 ka ntle ga phapoši.



## 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.)



## Mešongwana ya barutwana ka moka

### Letšatši la 1

#### Tše o di hlokago

- Koša: *Ye ke khutlotharo* (letlakala la 199)
- Dišhate tša tlotlontšu le dinomoro 1–3
- Dipoloko tše di ka dirišwago go hlaola tša disekwere tše 3, didiko
- tše 4 le dikhutlotharo tše 5 (*Dithušathuto tša Phapoši*)
- Khatepote ye kgolo ya sediko, sekwere le khutlotharo
- Seripa se segolo sa pampiri
- Koki

1. **Koša:** Tsebiša koša, *Ye ke khutlotharo*. Bontšha seswantšho sa khutlotharo gomme o šupe dikhutlo le mahlakore ge barutwana ba opela. Barutwana ba emiša matsogo a bona ka godimo ga dihlogo ba kopanya dintlha tša menwana go bopa sebopego sa khutlotharo.
2. **Go balela godimo 1–10:** Barutwana ba a tlola goba go fofa go bapela le palotatelano ka ntle mola ba bala go thoma ka 1 go fihla ka 10.
3. **Go ikatiša 1–3 ka ditšhate tša tlotlontšu le dinomoro:** Šupa ditšhate tša tlotlontšu le dinomoro.

#### Dipotšišo tša go hlahla:

- ★ Ke phoofolo efe ye e lego tee ya mohuta wa yona?
  - ★ Ke dintlo dife tša go ba le diphoofole tše dintši?
  - ★ Go na le dipitsi tše dintši goba meswe ye mentši?
  - ★ Ge mogwera wa dipitsi a ka tla go etela dipitsi tše pedi, go tla ba le dipitsi tše kae ka ntlong ya tšona?
  - ★ Ge moswe o tee o ka ya go dula le tlou, go tlo šala meswe e mekae ka ntlong ya meswe?
4. **Go bala dilo 1–5:** Bea dipoloko tšeo di ka dirišwago go hlaola tša sekwere, sediko le khutlotharo mmeteng. Mmogo balang disekwere gomme le di hlophe. Dirang bjalo le ka didiko le dikhutlotharo.

#### Dipotšišo tša go hlahla:

- ★ Ke sehlopha sefe sa go ba le diboepo tše dintši?
  - ★ Ke sehlopha sefe sa go ba le diboepo tše dinnyane?
  - ★ Re ka kgonthiša bjang?
5. **Go tsebiša dikhutlotharo:** Šupa dipoloko tšeo di ka dirišwago go hlaola tša sediko le sekwere. Botšiša barutwana ge e ba ba sa gopola maina a diboepo tše. Emiša khutlotharo.

#### Dipotšišo tša go hlahla:

- ★ Go na le yo a tsebago leina la sebopego se?
- ★ Go na le yo a bonago sebopego sa go swana le se ka mo phapošing? Emiša khutlotharo ya khatepote ye kgolo.
- ★ Sebopego se se na le mahlakore a makae? (A bale.)
- ★ Se na le dikhutlo tše kae? (Di bale.)

6. **Exploring triangles:** Trace around the cardboard triangle onto a large piece of paper.

**Guiding questions:**

- ★ What is the shape on the paper called?
- ★ Is this shape the same as the ones on the mat?

Tell me about the triangle we have drawn.

- ★ How many lines does it have?
- ★ What can you tell me about the lines?

Hand out triangles from the *Resource Kit*. In pairs, learners explore the triangle, feeling the straight sides and touching the points.

- ★ How many sides are there? How many corners?
- ★ What do they feel like?

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



## Day 2

### What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- 10 triangle attribute blocks (*Resource Kit*)
- Song: *This is a triangle* (page 198)
- A large cardboard circle, square and triangle attached to the wall behind the maths table
- Plate
- *Poster Book, Poster 8*

1. **Rhyme:** Introduce the rhyme, *Hear me count*.
2. **Oral counting 1–10:** Learners stamp and count to the beat from 1 to 10 as you play the tambourine.
3. **Counting objects 1–5:** Put 10 triangle attribute blocks on the maths table. Together count five learners to come to the front. Ask how many triangles you will need for each learner to hold one. Ask another learner to give each learner who is in the front one triangle.

**Guiding questions:**

- ★ How many learners gave out the triangles?
- ★ How many learners are holding a triangle?
- ★ If one learner gives me their triangle (one learner sits down), how many triangles are left? (Count together.)

Repeat until all the learners are sitting down. Each time ask how many learners/triangles are left.



Encourage learners to jump on the number ladder from 1 to 10 during outside play.

6. **Go hlohloimiša dikhutlotharo:** Latišiša go dikologa khutlotharo ya khatepote mo seripeng se segolo sa pampiri.

**Dipotšišo tša go hlahla:**

- ★ Sebopego sa mo pampiring se bitšwa eng?
- ★ Sebopego se se swana le tše di lego mmeteng?

Nkanegele ka khutlotharo ye re e thadilego.

- ★ E na le methaladi ye mekae?
- ★ O ka mpotša eng ka methaladi?

Emiša dikhutlotharo tša *Dithušathuto tša Phapoši*. Ka diphere, barutwana ba hlohloimiša khutlotharo, ba phophola mahlakore a thwii le go swara dintlha.

- ★ Go na le mahlakore a makae? Dikhutlo ke tše kae?
- ★ Di kwagala bjang?

7. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka ga tshepedišo ya go hlwekiša.



## Letšatši la 2

### Tše o di hlokago

- Sereto: *Nkwe ge ke bala* (letlakala la 199)
- Tamporine
- Dipoloko tše di ka dirišwago go hlaola tša khutlotharo tše 10 (*Dithušathuto tša Phapoši*)
- Koša: *Ye ke khutlotharo* (letlakala la 199)
- Sediko, sekwere le khutlotharo tša khatepote ye kgolo lebotong ka morago ga tafola ya dipalo
- Poleiti
- *Puku ya Diphoustara, Phoustara* ya 8

 **KELETŠO**  
Hlohleletša barutwana go fofa llereng la dinomoro go thoma ka 1 go fihla ka 10 ka nako ya papadi ya ka ntle ga phapoši.

1. **Sereto:** Tsebiša sereto, *Nkwe ge ke bala*.
2. **Go balela godimo 1–10:** Barutwana ba dira modumo ka leoto gomme ba bala go ya ka morethetho go thoma ka 1 go fihla ka 10 go o bapala tamporine.
3. **Go bala dilo 1–5:** Bea dipoloko tše di ka dirišwago go hlaola tše 10 tafoleng ya dipalo. Mmogo balang barutwana ba bahlano gomme ba ye kua pele. Botšiša gore o tlo nyaka dikhutlotharo tše kae gore yo mongwe le yo mongwe wa barutwana a sware e tee. Kgopela morutwana o tee go fa yo mongwe le yo mongwe wa barutwana bao ba emego pele khutlotharo e tee.

**Dipotšišo tša go hlahla:**

- ★ Ke barutwana ba bakae bao ba abilego dikhutlotharo?
- ★ Ke barutwana ba bakae bao ba swerego khutlotharo?
- ★ Ge morutwana o tee a ka mpha khutlotharo ya gagwe (morutwana o tee o dula fase), go šetše dikhutlotharo tše kae? (Balang mmogo.)

Boeletšang go fihlela barutwana ka moka ba dula fase. Nako le nako botšiša gore go šetše barutwana/dikhutlotharo tše kae.

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. **Go hlatha dikhutlotharo:** Šupa khutlotharo ye kgolo lebotong.  
**Dipotšišo tša go hlahla:**
- ✦ O gopola eng ka khutlotharo? Ke eng sa go dira gore e be khutlotharo?
  - ✦ E na le dikhutlo tše kae? Mahlakore ke a makae? Methaladi ke ye mekae?
- Opela *Ye ke khutlotharo*.
5. **Go bapetša diboego:** Šupa sediko se segolo, sekwere le khutlotharo.  
**Dipotšišo tša go hlahla:**
- ✦ Ke sebopego sefe ša go ba le methaladi ya thwii bjalo ka dikhutlotharo?
  - ✦ Khutlotharo e na le mahlakore a makae? Disekwere?
  - ✦ Ke sebopego sefe sa go ba le mahlakore a mantši, sekwere goba khutlotharo?
  - ✦ Sediko se fapana bjang le sekwere? Khutlotharo yona?
6. **Tharollo ya mathata 1–5:** Bolela ka Phoustara ya 8. Barutwana ba nyaka diboego tša khutlotharo seswantšhong.  
**Dipotšišo tša go hlahla:**
- ✦ O bona dikhutlotharo? Mpontšhe gore di mo kae.
  - ✦ O bona diboego dife tše dingwe?
  - ✦ (Šupa sebopego sa sekwere goba sediko.) Sebopego se ke khutlotharo? Ka lebaka la eng o realo?
  - ✦ Mosetsana o ja disekupu tše kae tša asekherimo?
  - ✦ Ge a eja sekupu se setee o tlo šalela ke tše kae?
  - ✦ O nagana gore ke nako efe ya letšatši? O tseba bjang?
7. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

### Letšatši la 3

#### Tše o di hlokago

- Sereto: *Nkwe ge ke bala* (letlakala la 199)
- Tamporine
- Dikarata tša marontho, diphoofolo le maswao tša nomoro 1–3
- Kgati

1. **Sereto:** Reta sereto, *Nkwe ge ke bala*, o dire ditiro.
2. **Go balela godimo 1–10:** Fofa ka go nanya o bala go thoma ka 1 go fihla ka 10 go ya ka morethetho wa tamporine.
3. **Go bala dilo 1–5:** Bala barutwana ba bahlano gomme ba rete sereto, *Nkwe ge ke bala*, mmogo. Boeletša ka barutwana ba bangwe ba bahlano.
4. **Go ikatiša dinomoro 1–3:** Bontšha dikarata tša diswantšho, marontho le maswao tša nomoro 1–3. Kgopela barutwana go tšea palo ya dilo ye e lego dikarateng tše di lego tafoleng ya dipalo.



**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.



5. **Go hlohlo miša maemo:** Bea barutwana ka bobedi ka bobedi. Efa morutwana yo mongwe le yo mongwe nomoro 'tee' goba 'pedi'.

**Ditaelo tša go hlahla:**

- ★ O tee o ema ka morago ga ba babedi.
- ★ O tee o ema kgauswi le ba babedi.
- ★ Ba babedi ba ema pele ga o tee.

6. **Go hlohlo miša go lekanela:** Morutwana o a emelela a lebelela barutwana. Swara kgati e lekelele pele ga morutwana, e ye tlase go ya ka mothaladi wa gare.

**Dipotšišo tša go hlahla:**

- ★ Ke mahlo, ditsebe le dikgato tše kae tše \_\_\_\_\_ a nago le tšona lehlakoreng le letee la mmele wa gagwe? Ka lehlakoreng le lengwe?
- ★ O bona setho sa mmele se setee fela kae mmeleng wa gagwe?
- ★ Go direga eng ka nko ya gagwe ge kgati e lekelela go ya tlase mo bogareng bja bokapele bja mmele wa gagwe?

7. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

**Letšatši la 4**

**Tše o di hlokago**

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Sereto: <i>Nkwe ge ke bala</i> (letlakala la 199)</li> <li>• Tamporine</li> <li>• Kgoboketšo ya dilo tša ka phapošing tše 3</li> <li>• Dikarata tša diswantšho, marontho le maswao tša nomoro 1–3</li> <li>• Mepopi ya bogolo bja go fapana ye 3</li> </ul> | <ul style="list-style-type: none"> <li>• Dikane tše 3 tše mepopi e emago godimo ga tšona</li> <li>• Dikhutlotharo tša pampiri tše dikgolo le tše dinnyane tša morutwana yo mongwe le yo mongwe</li> <li>• Lepokisi la poso le legolo le lennyane</li> </ul> |
|--|---|

1. **Sereto:** Reta sereto, *Nkwe ge ke bala*, o dire ditiro.
2. **Go balela godimo 1–10:** Barutwana ba hwidinya matheka a bona ba bala go thoma ka 1 go fihla ka 10 go ya ka morethetho wa tamporine.
3. **Go bala dilo 1–5:** Mmogo balang barutwana ba go fapana go tša Letšatšing la 3 gore ba rete sereto, *Nkwe ge ke bala*. Boeletša le barutwana ba bangwe ba bahlano.
4. **Go hlohlo miša kgolo le nnyane:** Bea mepopi dikaneng.

**Dipotšišo tša go hlahla:**

- ★ Ke efe ye kgolo ka go fetiša/nnyane ka go fetiša? O tseba bjang?
- ★ Ye ke ye kgolwanyane go feta ye?
- ★ Ke eng ya go dira gore e be ye kgolwanyane/nnyane nnyane?

Efa mongwe le mongwe wa barutwana ba bararo mpopi. Ba kgopele go ema mo pele ba swere mepopi go thoma ka o mogolo ka go fetiša go fihla ka o monnyane ka go fetiša. Boeletša ka barutwana ba bangwe ba bararo ba go fapana. Šarakanya tatelano ya mepopi gomme o ba kgopele go ipeakanya go thoma ka yo monnyane ka go fetiša go fihla ka yo mogolo ka go fetiša. Kgopela mphato go šupa kgolo ka go fetiša, nnyane ka go fetiša, bjalo le bjalo.



**TIP**

Keep the post boxes on the maths table.

5. **Sorting – big and small:** Show learners the post boxes.

**Guiding questions:**

- ★ Which box is bigger? Which box is smaller?

Give learners a big or a small triangle. They post big triangles into the big post box and small triangles into the small post box.

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

**Day 5**

**What you need**

- Rhyme: *Hear me count* (page 198)
- 5 classroom objects
- Number 1–3 picture, dot and symbol cards
- Beanbags

1. **Rhyme; counting 1–10:** Say *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners stand in a circle and count from 1 to 10. They jump forwards and backwards on each count and jump high on 10.
3. **Counting objects 1–5:** Learners show the number of fingers as you say, 'I wish I had two sweets, four sweets,' and so on, for one to five.
4. **Exploring symmetry:** Learners stand in a circle. Say, 'Touch your ears, eyes, shoulders, knees.' Ask, 'How many feet, hands, chins, noses, tummies do you have?'

5. **Practising position:** Give each learner a beanbag or object to hold. Stand with your back to the learners and do the actions with them.

**Guiding instructions:**

- ★ Put the beanbag on this side of your body. And on the other side. (Do the action.)
- ★ Put the beanbag in front of your body. And behind your body.
- ★ Put it next to your feet. And on top of your feet.



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

**Integration**

**Home Language and Life Skills:**

- Vocabulary development (prepositions).
- Tell stories to reinforce small, smaller, smallest; big, bigger, biggest.
- The learners move through a simple obstacle course. Focus on directions, for example, over, under, behind, on top of.





5. **Go hlaola – kgolo le nnyane:** Bontšha barutwana mapokisi a poso.

**Dipotšišo tša go hlahla:**

★ Ke lepokisi lefe le e lego le legolwanyane? Ke lepokisi lefe le e lego le nnyane nnyane?

Efa barutwana khutlotharo ye kgolo goba ye nnyane. Ba posa dikhutlotharo tše dikgolo ka lepokising la poso le legolo le dikhutlotharo tše dinnyane ka lepokising la poso le lennyane.

6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

## Letšatši la 5

### Tše o di hlokago

- Sereto: *Nkwe ge ke bala* (letlakala la 199)
- Dikarata tša diswantšho, marontho le maswao tša nomoro 1–3
- Dilo tša ka phapošing tše 5
- Mekotla ya dinawa

1. **Sereto; go bala 1–10:** E re *Nkwe ge ke bala*, o dire ditiro.
2. **Go balela godimo 1–10:** Barutwana ba ema ka sediko gomme ba bala go thoma ka 1 go fihla ka 10. Ba fofela pele le morago nomorong ye nngwe le ye nngwe gomme ba fofela godimo ka 10.
3. **Go bala dilo 1–5:** Barutwana ba bontšha palo ya menwana ge o re, 'Ke duma ge nkabe ke na le malekere a mabedi, malekere a mane,' bjalo le bjalo, go tee go fihla ka hlano.
4. **Go hlohlomiša go lekanela:** Barutwana ba ema ka sediko. E re, 'Swara ditsebe tša gago, mahlo, magetla, dikhuru.' Botšiša, 'O na le direthe, diatla, diledu, dinko le dimpa tše kae?'
5. **Go ikatšiša maemo:** Efa morutwana yo mongwe le yo mongwe mokotla wa dinawa goba selo se a ka se swarago. Furalela barutwana gomme o dire ditiro le bona.

**Ditaelo tša go hlahla:**

- ★ Bea mokotla wa dinawa ka lehlakoreng la mmele wa gago. Le ka lehlakoreng le lengwe. (Dira ditiro.)
  - ★ Bea mokotla wa dinawa mo pele ga mmele wa gago. Le ka morago ga mmele wa gago.
  - ★ O bee kgauswi le direthe tša gago. Le mo godimo ga direthe tša gago.
6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.



### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:**

- Tlhabollo ya tlotlontšu (matlema).
- Anega dikanegelo go gatelela nnyane, nnyane nnyane, nnyane ka go fetiša; kgolo, kgolwanyane, kgolo ka go fetiša.
- Barutwana ba sepela go lepatlelo la ditšhitišo. Nepiša ditšhupetšo, mohlala, ka godimo, ka tlase, ka morago, godimo ga.

## Small group activities

### Teacher-guided activity

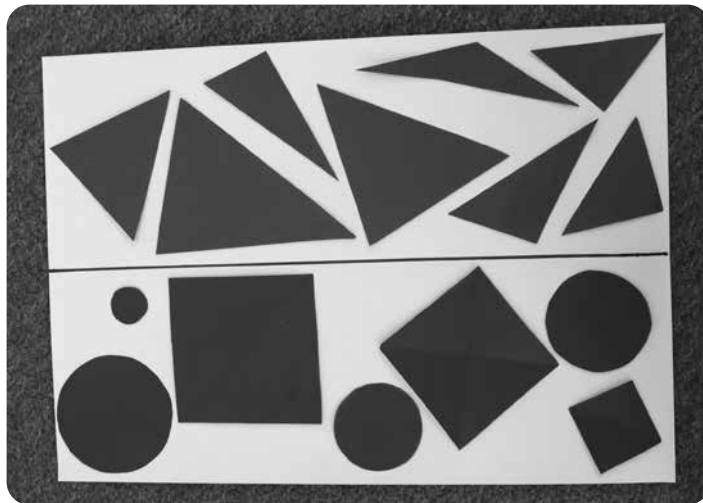
#### What you need

- 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

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

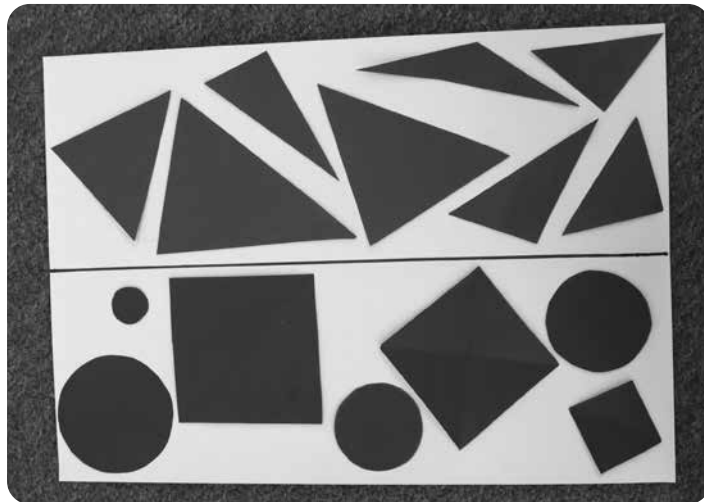
#### Tše o di hlokago

- Mokgobo wa dipoloko tša *Unifix* wa morutwana yo mongwe le yo mongwe
- Dipoloko tše di ka dirišwago go hlaola tša sediko, sekwere
- le khutlotharo (dikhutlotharo di fete diboepogo tše dingwe ka palo)
- Diripiwa tša khutlotharo, sediko, sekwere le khutlonnethwii

1. **Go bala 1–10:** Barutwana ba bontšha menwana ya bona ge ba bala go thoma ka 1 g fihla ka 10.
2. **Go bala dilo 1–5:** Efa barutwana mokgobo wa dipoloko tša *Unifix*. Ba kgopele go aga tora ya dipoloko tše hlano.
3. **Go gatelela khutlotharo:** Kgopela barutwana go go bontšha seboepogo sa sediko, sekwere le khutlotharo.

#### Dipotšišo tša go hlahlwa:

- ★ Ke seboepogo sefe seo? (sediko, sekwere, khutlotharo) O tseba bjang?
  - ★ O ka mpotša eng ka seboepogo se?
4. **Go hlaola diboepogo:** Barutwana ba dira dihlopha tše pedi tša diboepogo ka dipoloko tša go dirišwa go hlaola: dikhutlotharo le diboepogo tše dingwe.



#### Dipotšišo tša go hlahlwa:

- ★ Ke ka lebaka la eng o beile se sehlopheng se?
- ★ Re ka lekola bjang gore se ke khutlotharo?
- ★ Ke sehlopha sefe sa go ba le diboepogo tše dintši/mmalwa?
- ★ Ke sehlopha sefe sa go ba le diboepogo tše dintši/mmalwa?



#### Lekola gore barutwana ba kgona go:

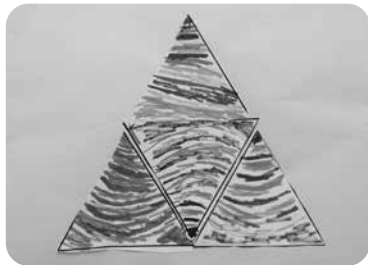
- balela godimo 1–10
- bala dilo tše 5
- lemoga le go fa maina a dikhutlotharo le go hlaloša dipharologantšho
- hlaola diboepogo tša 2-D gore e be dikhutlotharo le diboepogo tše dingwe

## 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

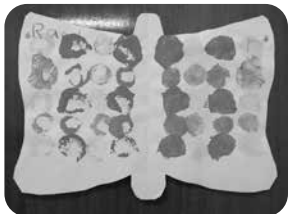
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



## Workstation 2

### What you need

- A4 paper folded in half
- Paint



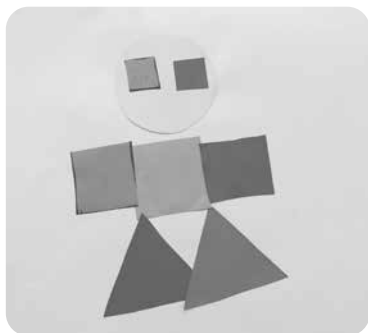
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

## 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.



### TIP

You will need to demonstrate this before learners begin the activity.

## Workstation 4

### What you need

- Shape puzzles, minimum six pieces, for each learner

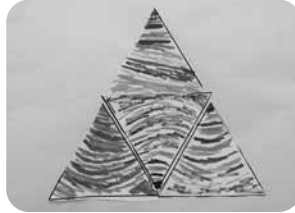
Learners complete shape puzzles.

## Lefelo la go šomela la 1

### Tše o di hlokago

- Khophi ya letlakala la A4 la go ba le dikhutlotharo tše nne (letlakala la 219) morutwana yo mongwe le yo mongwe
- Letlakala la A4 la go se ngwalwe selo le 1 la morutwana yo mongwe le yo mongwe
- Dikero, dikherayone le sekgomaretši

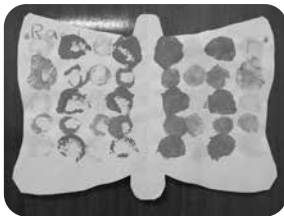
Barutwana ba ripa go bapela le methaladi go dira dikhutlotharo tše nne. Ba kgabiša dikhutlotharo tša bona gomme ba di kgomaretša letlakaleng go dira khutlotharo ye kgolo ye tee, go swana le ya setlogo.



## Lefelo la go šomela la 2

### Tše o di hlokago

- Pampiri ya A4 e mennwe gare
- Pente



Barutwana ba dira marontho a pente godimo ga seripagare sa letlakala. Ba mena letlakala ka bogare gore pente e gatišege seripagareng se sengwe.

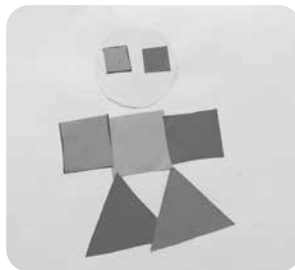
## Lefelo la go šomela la 3

### Tše o di hlokago

- Pampiri le sekgomaretši
- Letlakala la A4 la go se ngwalwe selo le 1 la morutwana yo mongwe le yo mongwe
- Didiko, disekwere, dikhutlotharo tša pampiri ya mmala tše dinnyane

**KELETŠO**  
O tlo swanela go bontšha se pele barutwana ba thoma mošongwana.

Barutwana ba kgomaretša diboepo go dira letlakaleng la pampiri go dira motho ka diboepo.



## Lefelo la go šomela la 4

### Tše o di hlokago

- Marara a diboepo, diripa tše tshela bonnyane, tša morutwana yo mongwe le yo mongwe

Barutwana ba feleletša marara a diboepo.

# Content Area Focus:

## Measurement

### Topics

- Time: day and night
- Height
- Compare and order objects to describe length

### New knowledge

- Sequencing time: day and night, light and dark
- Length: height chart
- Position: on, under, on top, below, next to, between
- Counting backwards 5–1

### Practise

- Oral counting 1–10
- Sequencing numbers 1–3
- Counting objects 1–5
- Reinforce 1–3

### New maths vocabulary

|        |            |         |         |         |          |
|--------|------------|---------|---------|---------|----------|
| on top | under      | between | morning | dark    | tallest  |
| below  | underneath | day     | evening | taller  | shortest |
| on     | next to    | night   | light   | shorter |          |

## Getting ready



### TIP

Remember to use the toilet routine to practise ordinal numbers and position.

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

- 1 large sun and 1 large moon cut-out
- 5 large (A4 size) cloud, star, moon and sun cut-outs
- 3 lamp and 2 candle cut-outs
- a variety of household objects to represent day and night activities, for example, toothbrush, hairbrush, breakfast bowl and spoon, picture story book, torch, candle, light switch, pillow
- picture cards of these objects
- a table and enough blankets to cover it completely
- 5 night pictures and 5 day pictures (for example, looking at stars, lighting a candle, sleeping in bed, street light, putting pyjamas on; playing soccer, arriving at school, swimming on a sunny day, braaiing outdoors, feeding a pet)
- day and night pockets that the story pictures can fit into (see page 150)
- a day and night page per learner in the group (see page 152)
- 1 A4 page per learner with circles of different sizes and colours
- 5 sets of 5 day/night matching puzzle pictures (made from magazines or drawn).

# Nepišo ya Karolo ya Diteng: Kelo

## Dihlogotaba

- Nako: mosegare le bošego
- Botelele
- Bapetša o be o beakanye dilo go hlaloša botelele

## Tsebo ye mphsa

- Go latelanya nako: mosegare le bošego, seetša le leswiswi
- Botelele: tšhate ye telele
- Maemo: go, ka tlase, godimo ga, ka tlase, kgauswi le, gare
- Go balela morago 5–1

## Go ikatiša

- Go balela godimo 1–10
- Go latelanya dinomoro 1–3
- Go bala dilo 1–5
- Go gatelela 1–3

## Tlotlontšu ye mphsa ya dipalo

|          |            |           |                     |                     |
|----------|------------|-----------|---------------------|---------------------|
| godimo   | ka tlase   | bošego    | leswiswi            | kopana ka go fetiša |
| ka tlase | kgauswi le | meso      | teleyenana          |                     |
| go       | gare       | mathapama | nnyane nnyane       |                     |
| ka tlase | mosegare   | seetša    | telele ka go fetiša |                     |

## Go itokiša



### KELETŠO

Gopola go diriša go ithuta tshwamare go ikatiša palokgoboko le maemo.

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- diripiwa tša letšatši le legolo le 1 le ngwedi o mogolo o 1
- diripiwa tše dikgolo tše 5 (bogolo bja A4) tša leru, naledi, ngwedi le letšatši
- diripiwa tša mabone a 3 le dikerese tše 2
- dilo tša ka ntlong tša mehutahuta tša go emela mešongwana ya mosegare le bošego, mohlala, poraše ya meno, poraše ya meriri, sekotlelo sa difihlolo le lehwana, puku ya dikanegelo ya diswantšho, thotšhe, kerese, segotetši sa seetša, mosamelo
- dikarata tša diswantšho tša dilo tše
- tafola le dikobo tša go e khupetša ka moka ga yona
- diswantšho tša bošego 5 le diswantšho tša mosegare tše 5 (mohlala, go lebelela dinaledi, go gotetša kerese, go robala mpeteng, lebone la mmileng, go apara dipitšama; go bapala kgwele ya maoto, go fihla sekolong, go rutha letšatšing la go fiša, go beša ka ntle ga ntlo, go fepa seruiwaratwa)
- dipotla tša mosegare le bošego tša go lekana diswantšho tša kanegelo (lebelela letlakala la 151)
- letlakala la mosegare le bošego la morutwana yo mongwe le yo mongwe sehlopheng (lebelela letlakala la 153)
- letlakala la A4 le 1 la morutwana yo mongwe le yo mongwe la didiko tša bogolo le mebala ya go fapana
- disete tše 5 tša diswantšho tša marara a go tswalana a mosegare/bošego (tša go tšwa ka dimakasineng goba tša go thalwa).

## 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.



# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Koša: *Letšatši le leratadimeng* (letlakala la 199)
- Seripiwa sa letšatši se 1 le sa ngwedi se 1
- Moseto o motelele wa morutwana yo mongwe le yo mongwe

1. **Koša:** Tsebiša koša, *Letšatši le leratadimeng*. Diriša diripiwa tša letšatši le ngwedi.
2. **Go balela godimo 1–10:** Barutwana ba bala go thoma ka 1 go fihla ka 10 ba fofa. Ba phaphatha diatla le go thoma go balela morago go thoma ka 5 go fihla ka 1 ba šupa mothalopalo.
3. **Mosegare le bošego:** Bolelang ka mosegare le bošego.

#### Dipotšišo tša go hlahla:

- ★ O dirile eng bošego bja go feta?
  - ★ O be o ka dira se mosegare? Ka lebaka la eng?
  - ★ O dira eng ge o tsoga mesong?
  - ★ O dira eng mathapama pele go fifala?
  - ★ O ile wa bona ngwedi?
  - ★ O dira eng mosegare?
  - ★ O dira eng bošego?
4. **Go ela:** Hlahla barutwana ge ba bolela ka ditsela tša go fapana tša go ela.

#### Dipotšišo tša go hlahla:

- ★ Ge re nyaka go tseba gore ke mang yo motelele ka go fetiša gare ga \_\_\_\_\_ le \_\_\_\_\_, re tlo dira eng?
  - ★ Re ka dira eng go ela batho le/goba dilo?
  - ★ O ile wa bona motho yo mongwe a ela se sengwe peleng? O etše bjang?
5. **Kelo:** Bitša sehlopha sa barutwana ba eme kgauswi le kgauswi pele ga mphato.

#### Dipotšišo tša go hlahla:

- ★ Ke mang yo motelele ka go fetiša sehlopheng se? O tseba bjang?
- ★ Ke mang yo mokopana ka go fetiša sehlopheng se? O tseba bjang?
- ★ Go na le yo motelele bjalo ka yena? O tseba bjang?
- ★ Re tla utulla seo bjang?

Barutwana ba ema ka go furaletana go bapetša botelele.

- ★ Go na le tsela ye nngwe ye re ka elago botelele bja morutwana yo mongwe le yo mongwe?

Sehlopha sa barutwana se ema ka maoto ba furaletla lebotu. Thala mothaladi ka tšhoko ka godimo ga dihlogo tša bona.

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.

Ngwala leina la morutwana yo mongwe le yo mongwe mothalading. Ripa meseto go ya ka botelele bja morutwana yo mongwe le yo mongwe. Bea moseto leineng la morutwana yo mongwe le yo mongwe ge ba elwa. Kgopela morutwana o tee go šupa leina la motho yo mokopana ka go fetiša sehlopheng, gomme yo mongwe a šupe leina la motho yo motelele ka go fetiša sehlopheng. Bolelang ge e ba barutwana ba gopola gore yo mongwe ka mphatong e tlo ba yo motelele go fetiša/kopana go fetiša barutwana ba sehlopha se.



6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka ga tshepedišo ya go hlwekiša.

## Letšatši la 2

### Tše o di hlokago

- **Koša:** *Letšatši le leratadimeng* (letlakala la 199)
- Dikarata tša maswao, maina, marontho le diswantšho tša dinomoro 1, 2 le 3
- Tamporine
- Diripiwa tša naledi tše dikgolo tše 5 le diripiwa tša maru tše dikgolo tše 5
- Seripiwa sa ngwedi se 1 le sa letšatši se 1
- Meseto ye meteletele ya tšhate ye telele ya sehlopha se setee

1. **Koša:** Opela koša, *Letšatši le leratadimeng*, o dire ditiro.
2. **Go balela godimo 1–10:** Barutwana ba balela pele go thoma ka 1 go fihla ka 10. Šupa mothalopalo ge barutwana ba balela morago go thoma ka 5 go fihla ka 1 go ya ka morethetho wa tamporine.
3. **Go bala dilo 1–5:** Bea diripiwa tša maru a mahlano le dinaledi tše hlano mabotong ka phapošing. Kgopela barutwana go hwetša maru gomme ba a bee lebotong mo sebakeng sa dipalo. Kgopela barutwana ba bangwe go hwetša dinaledi gomme ba di bee lebotong. Mmogo, balang maru le dinaledi ge barutwana ba di hwetša.

#### Dipotšišo tša go hlahla:

- ★ Re bona maru leratadimeng mosegare goba bošego?
- ★ Re bona dinaledi leratadimeng mosegare goba bošego?
- ★ Go kgobokeditšwe dinaledi tše kae? Maru?

4. **Go ikatiša dinomoro 1–3:** Bea dikarata tša maswao a dinomoro 1, 2 le 3 lebotong ka tlase ga ditšhate tša tlotlontšu le dinomoro. Bea dikarata tša marontho, dikarata tša diswantšho le dikarata tša maina a dinomoro tša 1, 2 le 3 ka lepokising. Barutwana ba šiedišana ka go ntšha karata ka lepokising ntle le go lebelela. Ba bea karata lebotong kgauswi le 1, 2 goba 3.

#### Dipotšišo tša go hlahla:

- ★ Karata ye e lefelong la go nepagala? Re tseba bjang?

Kgopela barutwana ba bararo go bea ngwedi goba letšatši le letee kgauswi le leswao la nomoro 1, dinaledi tše pedi kgauswi le leswao la nomoro 2 le maru a mararo kgauswi le leswao la nomoro 3.

5. **Day and night:** Discuss day and night with learners.

**Guiding questions:**

- ★ Was it light or dark when you woke up this morning?
- ★ What do you do first when you wake up: eat, wash, dress?
- ★ What do you do next?
- ★ Was it light or dark when you got home after school yesterday?
- ★ What did you do when you got home?
- ★ What did you do after that?
- ★ Do you prefer daytime or night-time? Why?
- ★ What do you enjoy doing most at night?
- ★ What do you like the most about the daytime?
- ★ What will you do after school today?

6. **Measurement:** Look at the height chart. Measure another group of learners. The class estimates who in this group will be shorter or taller than the learners measured yesterday.

**Guiding questions:**

- ★ Who do you think will be the tallest today?
- ★ Who do you think will be the shortest today?
- ★ Why do you say that?

Stand learners back to back to check.

- ★ Is \_\_\_\_\_ taller or shorter than \_\_\_\_\_?

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

### Day 3

#### What you need

- Rhyme: *Five happy tortoises* (page 196)
- Number 1, 2 and 3 symbol, picture and dot cards (*Resource Kit*)
- 5 animal counters in a see-through container
- 5 beans or buttons in a see-through container
- String lengths for one group for the height chart

1. **Rhyme:** Say the rhyme, *Five happy tortoises*, from Week 5. Ask learners what they think tortoises do in the day and at night. Do the action of pulling into their tortoise shells.
2. **Oral counting 1–10:** Learners count forwards from 1 to 10 and backwards from 5 to 1. Jump forwards and backwards outside on the number track.



#### TIP

Link sequencing daily events to the activities in the daily programme.



#### TIP

Do oral counting activities in a new and exciting way every day.

5. **Mosegare le bošego:** Bolela le barutwana ka mosegare le bošego.

**Dipotšišo tša go hlahlala:**

- ★ Go be go na le seetša goba leswiswi ge o tsoga mesong?
- ★ O dira eng sa mathomo ge o tsoga: ja, hlapa, apara?
- ★ O dira eng sa go latela?
- ★ Go be go na le seetša goba leswiswi ge o fihla gae maabane?
- ★ O dirile eng ge o fihla gae?
- ★ O dirile eng morago ga fao?
- ★ O rata mosegare goba bošego? Ka lebaka la eng?
- ★ Ke eng se o ipshinago kudu ka go se dira bošego?
- ★ Ke eng se o se ratago kudu ka ga mosegare?
- ★ O tlo dira eng ka morago ga sekolo lehono?

6. **Kelo:** Lebelela tšhate ye telele. Ela sehlopha se sengwe sa barutwana. Mphato o akanya gore ke mang yo e tlo bago yo mokopana goba telele ka go fetiša sehlopheng se go feta barutwana bao ba etšwego maabane.

**Dipotšišo tša go hlahlala:**

- ★ O nagana gore ke mang yo e tlo bago yo motelele ka go fetiša lehono?
- ★ O nagana gore ke mang yo e tlo bago yo mokopana ka go fetiša lehono?
- ★ Ke ka lebaka la eng o realo?

Emiša barutwana gomme ba furalelane go lekola seo.

- ★ Naa \_\_\_\_\_ ke yo motelele goba kopana go feta \_\_\_\_\_?

7. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

 **KELETŠO**  
Tswalanya tatelano ya ditiragalo tša tšatši ka tšatši le mešongwana ye e lego go lenanephethagatšo la tšatši ka tšatši.

### Letšatši la 3

#### Tše o di hlokago

- Sereto: *Dikhudu tša go thaba tše hlano* (letlakala la 197)
- Dikarata tša maswao, maina, marontho le diswantšho tša dinomoro 1, 2 le 3 (*Dithušathuto tša Phapoši*)
- Dibaledi tša diphoofolo tše 5 ka sekotlolong sa go bontšha tša ka gare
- Dinawa goba dikonopi tše 5 ka sekotlolong sa go bontšha tša ka gare
- Meseto ye metelele ya tšhate ye telele ya sehlopha se setee

1. **Sereto:** Reta sereto, *Dikhudu tša go thaba tše hlano*, ya Beke ya 5. Botšiša barutwana gore dikhudu di dira eng mosegare le bošego. Ekišang go hunyela ka gare ga kgopa ya khudu.
2. **Go balela godimo 1–10:** Barutwana ba balela pele go thoma ka 1 go fihla ka 10 le morago go thoma ka 5 go fihla ka 1. Ba fofela pele le morago ka ntle ga palotatelano.

 **KELETŠO**  
Dira mešongwana ya go balela godimo ka tsela ye mpsha ya go thabiša letšatši le lengwe le le lengwe.

3. **Counting objects 1–5:** Show the two containers with animal counters and beans or buttons in them. Ask learners to count how many they think are in each container. Count them together.

**Guiding questions:**

- ★ Whose answer was the closest?
- ★ Are there the same number of counters in each container?

Talk about the fact that the animal counters took up more space than the beans/buttons, but there were still the same number in each container.

- ★ Are there the same number of objects in each container?
4. **Practising numbers 1–3:** Shuffle the dot, picture and symbol cards. Show these to learners. Play a game to see how quickly they can say what the number represents.
5. **Measurement:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

## Day 4

### What you need

- Song: *The sun is in the sky* (page 198)
- Number '3' symbol, word and dot cards
- A variety of household objects to represent day and night activities
- Cut-outs of 3 candles, 3 lamps and 3 stars
- *Poster Book*, Posters 1 and 4
- String lengths for one group for the height chart

1. **Song:** Sing *The sun is in the sky*.
2. **Oral counting 1–10:** Count, stamp and clap from 1 to 10.
3. **Counting objects 1–5:** Place a different number of different-sized objects into clear containers. Learners estimate how many are in the containers and count to check the accuracy of their guess.
4. **Practising 1–3:** Put the candle, lamp and star cut-outs on the mat. Learners take turns to fetch three candles, three stars and three lamps. They group each of these and stick them on the wall. Match the number 3 symbol, dot and word cards to the group with three objects. Count each group of objects with the class.

**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.

3. **Go bala dilo 1–5:** Bontšha dikotlolo tše pedi tša go ba le dibaledi tša diphoofole le dinawa goba dikonopi ka gare. Kgopela barutwana go akanya gore ke tše kae ka sekotlolong se sengwe le se sengwe. Di baleng mmogo.

**Dipotšišo tša go hlahla:**

- ★ Ke karabo ya mang ye e bilego kgauswi kgauswi?
- ★ Palo ya dibaledi e a lekana ka dikotlolong ka moka?

Bolelang ka nnete ya gore dibaledi tša diphoofole di tšere sekgoba se segolo go feta tša dinawa/dikonopi, efela ke dipalo tša go lekana sekotlolong se sengwe le se sengwe.

- ★ Palo ya dilo e a lekana sekotlolong se sengwe le se sengwe?

4. **Go ikatiša dinomoro 1–3:** Kopakopanya dikarata tša marontho, diswantšho le maswao. Di bontšhe barutwana. Bapalang moraloko go kwa ge e ba ba tlo bolela se emelwago ke nomoro ka lebelo.
5. **Kelo:** Mphato o akanya gore sehlopheng sa barutwana sa go latela ke mang yo e tlo bago yo mokopana goba telele go feta barutwana ba maabane. Ela sehlopha sa go latela sa barutwana gomme o ngwale maina a bona lebotong. Barutwana ba a furalalana go bapetša botelele go ya godimo.
6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

### Letšatši la 4

**Tše o di hlokago**

- Koša: *Letšatši le leratadimeng* (letlakala la 199)
- Leswao la Nomore '3', dikarata tša maina le tša marontho
- Dilo tša ka gae tša go fapana tša go emela mešongwana ya mosegare le bošego
- Diripiwa tša dikerese tše 3, mabone a 3 le dinaledi tše 3
- *Puku ya Diphoustara*, Diphoustara 1 le 4
- Meseto ye metelele ya tšhate ye telele ya sehlopha se setee

1. **Koša:** Opela *Letšatši le leratadimeng*.
2. **Go balela godimo 1–10:** Bala, dira modumo ka leoto o be o phaphathe diatla ga 1 go fihla ka 10.
3. **Go bala dilo 1–5:** Bea palo ya go fapana ya dilo tša bogolo bja go fapana ka dikotlolong tša bontšha tša ka gare. Barutwana ba akanya gore ke tše kae ka dikotlolong gomme ba bala go lekola nepagalo ya kakanyo ya bona.
4. **Go ikatiša 1–3:** Bea diripiwa tša kerese, lebone le naledi mmeteng. Barutwana ba šiedišana ka go tšea dikerese tše tharo, dinaledi tše tharo le mabone a mararo. Ba a di hlopha gomme ba di bea lebotong. Tswalanya dikarata tša maswao, marontho le maina tše 3 go sehlopha sa dilo tše 3. Bala sehlopha se sengwe le se sengwe sa dilo le mphato.

**Dipotšišo tša go hlahla:**

- ★ Go na le dinaledi goba dikerese tše dintši?
- ★ Ge naledi e tee e ka wa leratadimeng, go tlo šala dinaledi tše kae?
- ★ Ke dihlopha dife tša go ba le palo ya go swana ya dilo?
- ★ Ke nyaka go ba le palo ya mabone le ya dikerese ya go lekana le ya dinaledi. Ke dire eng?

**KELETŠO**

Diriša dilo tša tafola ya dipalo (tša go emela bošego le mosegare) goba dilo tša go tswalana le morero wa mešongwana ya go bala.

- ★ 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.



- ★ Ge batho ba babedi ba ka tima mabone a bona go tlo šala go tuka a makae? (Tloša a mabedi.)
- ★ Go na le dikerese tše mmalwa goba mabone a mmalwa?

5. **Bošego le mosegare:** Bolelang ka Phoustara ya 1.

**Dipotšišo tša go hlahlala:**

- ★ O bona mang seswantšhong?
- ★ Ba dira eng?
- ★ O nagana gore ke mosegare goba bošego? O tseba bjang?
- ★ Re bula digartene mosegare? Ka lebaka la eng?
- ★ O dira eng mesong?
- ★ Ge nkabe e le bošego Thami wa lesea o be a tlo dira eng?
- ★ Ge nkabe e le bošego batho ka moka nkabe ba dira eng?



Bolelang ka Phoustara ya 4.

- ★ O bona bomang seswantšhong se?
- ★ Ba dira eng?
- ★ O nagana gore Mma o tšwa kae? O tseba bjang?
- ★ Ke mang yo a yago mošomong mosegare ka lapeng la geno?
- ★ O nagana gore ke mesong goba mosegare?
- ★ O nagana gore ba tlo dira eng sa go latela?
- ★ O dira eng mosegare?
- ★ O dira eng mathapama?
- ★ Ke ka lebaka la eng Malusi a le ka tlase ga tafola?



6. **Maemo:** Bolelang ka Phoustara ya 4.

**Dipotšišo tša go hlahlala:**

- ★ Koko o kae?
- ★ Pepper o kae?
- ★ Malusi o kae?
- ★ Go na le yo a ka lekanago ka tlase ga tafola ka lapeng? Ka lebaka la eng?
- ★ O bona eng godimo ga tafola?
- ★ Laylah o utile kae?
- ★ Go na le seswantšho lebotong. Ke mang mo seswantšhong?
- ★ Go na le se sengwe lebotong ka tlase ga seswantšho?
- ★ O bona eng kgauswi le setulo?
- ★ Ke mang yo a lego ka ntle?
- ★ Mma o ka gare goba ka ntle ga ntlo?

7. **Go gatelela kelo – botelele:** Mphato o akanya gore ke mang sehlopheng sa barutwana sa go latela yo a tlo bago yo mokopana goba telele go feta barutwana ba maabane. Ela sehlopha sa go latela sa barutwana gomme o ngwale maina a bona lebotong. Barutwana ba a furaletana go bapetša botelele.

8. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tšhepedišo ya go hlwekiša.

## 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.

## Letšatši la 5

### Tše o di hlokago

- Koša: *Letšatši le leratadimeng* (letlakala la 199)
- Diswantšho tša naledi, ngwedi le letšatši tše kgolo tše 5
- Diripiwa tša letšatši, ngwedi, naledi, maru, lebone le kerese
- Dikarata tša marontho, maswao, maina le diswantšho tša nomoro 1, 2 le 3
- Ditulo tše 6
- Tamporine
- Kanegelo: *Malik o a phoša* (letlakala la 201)
- Diswantšho tša bošego tše 5 le diswantšho tša mosegare tše 5

1. **Koša:** Opela koša, *Letšatši le leratadimeng*. Diriša seswantšho sa letšatši le ngwedi go bontšha letšatši le hlaba le go sobela, le letšatši le ngwedi leratadimeng.
2. **Go balela godimo 1–10:** Barutwana ba balela pele go thoma ka 1 go fihla ka 10. Barutwana ba balela morago go thoma ka 5 go fihla ka 1 gomme o fofe nako le nako ge o bala o be o šupe mothalopalo wa dinomoro.
3. **Go bala dilo 1–5:** Bala dinaledi tše hlano. Bala dilo tše dingwe tše hlano tša go phadima bošego, mohlala, ngwedi, dikerese, mabone (diriša diripiwa) tafoleng ya dipalo.
4. **Go ikatiša dinomoro 1–3:** Abela barutwana ba bangwe dikarata tša marontho, diswantšho, maswao le maina a dinomoro ba di tswalanye le tšhate ya tlotlontšu le dinomoro lebotong.
5. **Kelo:** Mphato o akanya gore ke mang sehlopheng sa barutwana sa go latela yo a tlo bago yo mokopana goba telele go feta barutwana ba maabane. Ela sehlopha sa go latela sa barutwana gomme o ngwale maina a bona lebotong. Barutwana ba a furaletana go bapetša botelele.

### Dipotšišo tša go hlahla:

- ★ Ke mang yo motelele ka go fetiša ka mphatong?
  - ★ Ke mang yo mokopana ka go fetiša ka mphatong?
  - ★ Go na le motho yo motelele kudu yo o dulago le yena? Re botše ka yena.
  - ★ Go na le motho yo mokopana go wena ka gae? Re botše ka yena.
  - ★ Ke motho ofe yo motelele ka go fetiša yo o mo tsebagao?
6. **Maemo:** Bea ditulo tše tshela pele ga mphato. Bea diswantšho tše mmeteng ka morago ga ditulo: mengwedi ye mebedi, letšatši le letee le dinaledi tše tharo. Kgetha barutwana gore ba latele ditaello.

### Ditaello tša go hlahla:

- ★ Bea mengwedi ye mebedi setulong.
- ★ Bea letšatši le letee kgaswi le setulo.
- ★ Bea ngwedi o motee ka tlase ga setulo.
- ★ Tšea naledi e tee. O nyaka go bea naledi kae?
- ★ Tšea dinaledi tše pedi gomme o re botše gore o ya go di bea kae.
- ★ Dikhudu di dira eng bošego ge di robala? Barutwana ba a sekama gomme ba hunyela ka gare ga dikgopa tša bona tša dikhudu.

 **KELETŠO**  
Laetša tsela ye e lego gore barutwana ba ka kgethollwa ka yona ka ge e tswalana le ka fao ba bonalago ka gona le botelele.

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. **Mosegare le bošego:** Anega kanegelo, *Malik o a phoša*.

**Dipotšišo tša go hlhla:**

- ★ Kanegelo e be e bolela ka eng?
- ★ Go bile mosegare goba bošego pele ka kanegelong?
- ★ Re tseba bjang? Go diregile eng mathomong a kanegelo?
- ★ Go diregile eng bošego/mosegare? Ka lebaka la eng?
- ★ Go tlo direga eng ge re ka ya sekolong bošego?

8. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** Bolelang gore barutwana ba dirile mošongwana ofe pele mo letšatšing gomme go tlo latela ofe. Botšiša barutwana gore mešongwana ya go fapana e tlo fela ka morago ga nako ye kakang. Tšhate ya boso, matšatši a beke le khalentara ya boso ya go tswalanywa le morero wa nako.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlhlwa ke morutiši

**Tše o di hlokago**

- Diripiwa tša dikerese tše 5, mabone a 5, dinaledi tše 5 le mengwedi ye 5
- Dikobo tše 3
- Dipotla le diswantšho tša mosegare le bošego
- Dibaledi tša go fapana tša diphoofolo tše 5 ka seswarong sa morutwana yo mongwe le yo mongwe (diphoofolo tša go swana morutwaneng yo mongwe le yo mongwe)
- Dipoloko tše 10

1. **Go balela godimo:** Barutwana ba bala go thoma ka 1 go fihla ka 10. Ba 'sepetša' menwana ya bona go ya pele lebatong ba bontšha 1–5, le morago go bontšha 6–10.

2. **Go bala dilo 1–5:** Barutwana ba bala diripiwa tša ngwedi, lebone, kerese le naledi.

**Dipotšišo tša go hlhla:**

- ★ Go na le dinaledi tše kae? Ge ke tloša e tee go tlo šala tše kae?
- ★ Ge ke na le dikerese tše tharo fela, efela ke nyaka dikerese tše hlano, ke nyaka dikerese tše dingwe tše kae?
- ★ Go na le dinaledi tše dintši goba dikerese tše dintši? Re tseba bjang?

3. **Go hlohlomiša leswiswi le seetša:** Barutwana ba dula ka tlase ga dikobo.

**Dipotšišo tša go hlhla:**

- ★ Go bjang ka tlase ga kobo?
- ★ O bona eng ka tlase ga kobo?
- ★ Ke ka lebaka la eng go le leswiswi bjalo?

**KELETŠO**

O se gapeletše barutwana go tsena ka tlase ga dikobo ka ge ba bangwe ba tšhaba leswiswi.



**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

## KELETŠO

Gopola go fa barutwana nako ya go nagana le go araba ge o botšiša dipotšišo. Hlokomela barutwana ba go homola ba go se kgone go bolela sehlopheng.

Kgopela barutwana go dula godimo ga dikobo.

- ★ O ikwa bjang ge go le leswiswi bošego?
- ★ O dira eng ge go fifala bošego?
- ★ Ke ka lebaka la eng go ba seetšeng gape go kwagala go fapane?
- ★ Ke eng se o se dirago seetšeng mosegare efela o kase se se dire ka leswiswing bošego?

Bontšha dihlopha diswantšho tša mosegare le bošego le bolele ka tšona. Phatlalatša diswantšho mmeteng. Barutwana ba šiedišana ka go hwetša seswantšho sa mosegare goba bošego ba se tsenya potleng ya maleba.



4. **Maemo:** Efa morutwana yo mongwe le yo mongwe dibaledi tša diphoofolo tše hlano le dipoloko tše pedi.

**Ditaelo tša go hlahla:**

- ★ Bea kgomo mmeteng pele ga gago.
- ★ Bea nku kgauswi le kgomo.
- ★ Bea kgomo gare ga lepidibidi le nku.
- ★ Bea pere godimo ga poloko.
- ★ Bea kgogo ka tlase ga poloko.
- ★ Bea diphoofolo tša gago ka moka ka tlase ga kobo.
- ★ Bea diphoofolo tša gago ka moka ka gare ga seswaro sa gago.

5. **Tšhate ye telele:** Kgopela barutwana go ema mothalading go thoma ka yo motelele ka go fetiša go fihla ka yo mokopana ka go fetiša. Kgopela morutwana yo motelele ka go fetiša go ema kgauswi le leina la gagwe lebotong. Kgopela morutwana yo mokopana ka go fetiša go ema kgauswi le leina la gagwe lebotong. Kgopela morutwana wa go ema gare ga \_\_\_\_ le \_\_\_\_ gore a ye leineng la gagwe. Boeletša, o kgopele barutwana ba batelele ka go fetiša goba ba bakopana ka go fetiša, go fihlela morutwana yo mongwe le yo mongwe a ema go tšhate ye telele.



**Lekola gore barutwana ba kgona go:**

- hlaola diswantšho go ya ka mosegare goba bošego
- ema tšhateng ye telele
- latela ditaelo ka boemo bja: ka tlase, godimo ga, ka tlase, kgauswi le, gare

## 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

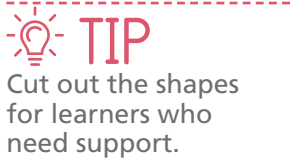


Learners draw a picture of their family members from the tallest to the shortest.

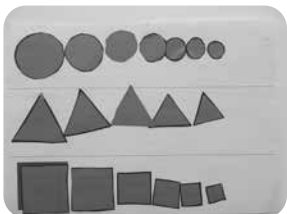
## Workstation 3

### What you need

- Pictures of circles, triangles and squares of different sizes and colours
- Scissors and glue



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.



## Lefelo la go šomela la 1

### Tše o di hlokago

- Sekero, sekgomaretši, dikherayone
- Dimakasine, dikuranta, diphamfolete tša go bapatša
- Letlakala la mosegare le bošego la morutwana yo mongwe le yo mongwe

Barutwana ba a thala goba go ripa diswantšho tša morero-wa-mosegare-bošego. Ba di kgomaretša ka lehlakoreng la maleba la letlakala.



## Lefelo la go šomela la 2

### Tše o di hlokago

- Dikherayone
- Pampiri ya morutwana yo mongwe le yo mongwe



Barutwana ba thala seswantšho sa maloko a lapa la bona go thoma ka yo motelele ka go fetiša go fihla ka yo mokopana ka go fetiša.

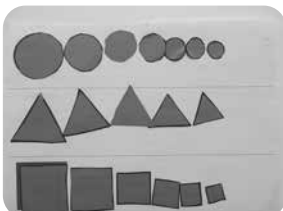
## Lefelo la go šomela la 3

### Tše o di hlokago

- Diswantšho tša didiko, dikhutlotharo le disekwere tša bogolo bja go fapana le mebala
- Sekero le sekgomaretši



Barutwana ba ripa didiko, dikhutlotharo le disekwere tša bogolo bja go fapana le mebala, gomme ba di kgomaretša go thoma ka se segolo ka go fetiša go fihla ka se sennyane ka go fetiša.



## Lefelo la go šomela la 4

### Tše o di hlokago

- Disete tše 5 tša diswantšho tša mosegare/bošego tša go tswalana tše 5 – se 1 sa phere ye nngwe le ye nngwe ya barutwana

Ka bobedi, barutwana ba tswalanya diswantšho tša bošego le mosegare. Ba emela sete ka ye nngwe gomme ba tšea sete ye nngwe go fihlela di fela ka moka ka bohloano ga tšona.

# 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

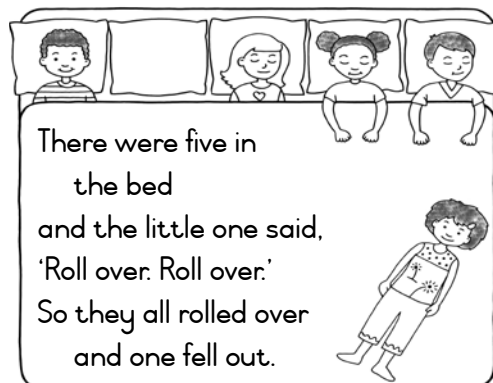
one more  
one less  
up

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.

# Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

## Dihlogotaba

- Dinomoro ka kamano ya go tlwaelega
- Hlaloša, bapetsa o be o beakanye dinomoro
- Tharollo ya mathata
- Tšhupetšo

## Tsebo ye mphsa

- Lefeela
- Akanya
- Tšhupetšo: godimo le tlase
- Tharollo ya mathata
- Dinomoro ka kamano ya go tlwaelega

## Go ikatiša

- Go balela pele 1–10
- Go balela morago 5–1
- Go bala dilo 1–5
- Go latelanya 1–3
- Morero wa dinomoro 1–3
- Sediko, sekwere le khutlotharo
- Marara a diripa tše tshela

## Tlotlontšu ye mphsa ya dipalo

pele  
ka morago  
akanya

lekanyetša  
ntši  
nnyane

ntši ka tee  
nnyane ka tee  
godimo

tlase  
lefeela

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- hlopha dikarata tša maswao
- diphekese tše 5, ye nngwe le ye nngwe e ngwalwe dinomoro 1–5 go yona
- mapokisi a 5: lepokisi la 10 le na le dilo dife goba dife tše dinnyane ka gare ga lona; lepokisi la 2 le na le dikarata tša dinomoro tša maswao 1–3; lepokisi la 3 le na le dikarata tša maina a dinomoro tee, pedi le tharo; lepokisi la 4 le na le dikarata tša marontho 1–3; lepokisi la 5 le na le dikarata tša diswantšho tša dinomoro 1–3
- phoustara ya go ba le mantšu a *Tše hlano mpeteng* a ngwadilwe go 'seapeši' sa mpete, dikarata tša maswao a dinomoro tše di ka tlošwago le diswantšho tša go ripiwa tše 5 tša bana
- dikotlo tša go bontšha tša ka gare tše 3 le dilo tše 5, 3 le 1 ka tatelo yeo
- diripiwa tša mesebo ye megolo tše 2
- tamporine le setlabele sa mmino se sengwe
- tšhela ya barutwana ba e ka bago ba 21, mohlala, dipatla, dipoloko, dikane, dipakete, mabotlelo a polasetiki a go tlala raese, dinawa, maswika
- dihula hupu tše 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.

# Mešongwana ya barutwana ka moka

## Letšatši la 1



### Tše o di hlokago

- Dikarata tša maswao tša sehlopha
- Diphekese tša go ba le dinomoro tše 3
- Mapokisi a dilo a 5 (lebelela 'Go itokiša')
- Tamporine goba seletšo se sengwe le se sengwe sa mmino
- Ditšhela tša barutwana ba 21
- Dihula hupu tše 3

1. **Go balela godimo:** Kgopela dihlopha tša barutwana ba bahlano gore ba eme ka maoto ba bale go thoma ka 1 go fihla ka 10 ge o ba bontšha dikarata tša maswao tša sehlopha sa bona. Barutwana ba balela morago go thoma ka 5 go fihla ka 1 gomme ge o swara yo mongwe le yo mongwe legetla o dula fase.
2. **Go bala dinomoro 1–5:** Barutwana ba dula ka sediko. Bontšha barutwana lepokisi la go ba le dilo tše lesome ka gare. Balang dilo tše hlano mmogo ge o di ntšha lepokising. Balang dilo tše di šetšego go dira sehlopha sa bobedi sa dilo tše hlano.
3. **Go beakanya le go tswalanya dihlopha tša 1–3:** Kgopela morutwana o tee go tšea selo se setee, o tee a tšee dilo tše pedi gomme o tee a tšee dilo tše tharo. Kgopela barutwana ba bararo ba go beakanya dihlopha tša bona tša dilo ka tatelano go thoma ka 1 go fihla ka 3 mmeteng.

Barutwana ba bangwe ba bararo ba tšee dikarata tša marontho gomme ba tswalanye dihlopha. Ba bangwe ba bararo ba tšee dikarata tša maswao gomme ba di tswalanye le sehlopha sa maleba. Barutwana ba bangwe ba bararo ba tšee dikarata tša maina a dinomoro ba di tswalanye le dihlopha tša dilo.

### Dipotšišo tša go hlahla:

- ★ Go na le dilo tše dintši sehlopheng se goba sehlopheng se? Re tseba bjang?
- ★ Ke sehlopha sefe sa go ba le dilo tše dintši? Ke sefe sa go ba le tše mmalwa?

Kgopela barutwana ba bararo go bea diphekese tša go ba le dinomoro 1, 2 le 3 ka tatelano mapokising a mararo a go se be le selo tafoleng ya dipalo. Kgopela morutwana o tee gore a tšee dilo ka moka tša sehlopha sa nomoro 1 gomme a di tsenye lepokising la maleba. Boeletša ka 2 le 3.

4. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka ga tshepedišo ya go hlwekiša.

## 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?
- ★ Do you think there are more/fewer than three fruit? Let's count.
- ★ Did anyone guess this number correctly?

## Letšatši la 2

### Tše o di hlokago

- Koša: *Tše hlano mpeteng* (letlakala la 201)
- Phoustara ya *Tše hlano mpeteng* le diripiwa tša bana
- Disete tše 2 tša dikarata tša maina a dinomoro, maswao le marontho tša nomoro 1–3
- Sete ya dikarata tša marontho le maswao a dinomoro (*Dithušathuto tša Phapoši*)
- Dikotlolo tša go bontšha tša ka gare tše 2, se setee sa dibaledi tša dienywa tše 3 le se sengwe sa dibaledi tša dienywa tše 5
- Tamporine

1. **Koša:** Tsebiša koša, *Tše hlano mpeteng*.
2. **Go balela godimo:** Barutwana ba ema ka sediko gomme ba bala go thoma ka 1 go fihla ka 10 ba fofa kgati mmogo. Ba ema ba lebelela pele ka phapošing mphantong. Ba balela morago go thoma ka 5 go fihla ka 1, ba dutše go 1.
3. **Go bala dilo 1–5:** Bontšha barutwana phoustara ya *Tše hlano mpeteng*. Bala mepete ye mehlano ya go se be le selo phoustareng. Kgopela barutwana go bala diripiwa tša bana ge o di bea mpeteng.

#### Dipotšišo tša go hlhla:

- ★ O bona bana ba bakae mpeteng?
- ★ Go na le bana ba bakae ge ke tsenya ngwana o mongwe? O mongwe gape?

Ntšha ngwana o tee wa go ripiwa mpeteng ge o balela morago.

- ★ Go tlo šala bana ba bakae mpeteng ge o tee a wele?
- ★ Ge bana ba babedi ba ka wa mpeteng, go tlo šala ba bakae?

4. **Moraloko wa go tswalanya dinomoro 1–3:** Kgetha barutwana ba senyane. Ba bangwe ba ema ka sediko ba ba dikologa. E ba le sete ya dikarata tša nomoro 1–3 gomme o fe barutwana ba senyane sete ye nngwe. Bea dihula hupu tše tharo mmeteng tša go ba le leswai la nomoro 1, 2 goba 3 ka gare ga ye nngwe le ye nngwe. Betha tamporine. Ge o emiša mmino, emiša karata efe goba efe. Barutwana ba lekola dikarata tša bona ba fofela ka hula hupung ge karata ya bona e swana le nomoro ye o e emišitšego. Tšwela pele ka dinomoro ka moka. Boeletša le barutwana ba bangwe.

5. **Akanya o be o bale 1–5:** Bontšha dikotlelo tše pedi tša dibaledi tša dienywa.

#### Dipotšišo tša go hlhla:

- ★ O nagana gore go na le dibaledi tša dienywa tše kae ka sekotlolong se?
- ★ Ka sekotlolong se?
- ★ O nagana gore ke sekotlolo sefe sa go ba le dibaledi tša dienywa tše dintši?
- ★ O tseba bjang?

Bontšha sekotlolo sa dibaledi tša dienywa tše hlano.

- ★ O nagana gore go na le dibaledi tša dienywa tše kae ka sekotlolong se?
- ★ O nagana gore ke tše dintši/nnyane go dibaledi tše tharo? A re bale.
- ★ Go na le yo a akantšego nomoro ye ka nepagalo?

Show the container with three fruit counters in it.

★ How many fruit counters do you think are in here? Let's count.

Take the fruit counters out of the containers. Group them together as in the containers.

★ Which group has more fruit?

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

### Day 3

#### What you need

- Song: *Five in a bed* (page 200)
- *Five in a bed* poster with children cut-outs
- A blanket/sheet
- Numbered pegs 1–5
- Animal cards 1–3 (*Resource Kit*)
- 5 theme-related objects
- 2 large arrow cut-outs
- 2 A4 pages with a drawing of a bird on each

1. **Song:** Sing the song, *Five in a bed*.
2. **Oral counting:** Stand and count forwards from 1 to 10. Crouch and count backwards from 5 to 1, leaping up on 1.
3. **Counting objects 1–5:** Count the children in the bed. Count five learners to dramatise the song. The learners lie down in a row. Cover them with a blanket or sheet. Sing the song as they roll out of bed one by one. The class counts 1–5 as learners roll over.
4. **Problem solving with objects 1–5:** Put the objects you have selected on the mat.

#### Guiding questions:

- ★ How many objects do you think are here? (Count together.)
  - ★ If I take one away, how many will be left? (Count together.)
  - ★ If I take two away, how many are left? (Count together.)
  - ★ How many should I put back so that there are five objects on the mat again? (Count together as you replace the objects.)
5. **Direction – up, down:** When you say 'up', learners point up to the ceiling and when you say 'down', they point down to the floor. Choose a learner to stand in front. When they raise their hands, the learners stand up. When they lower their hands, the learners sit down. Repeat with two other learners.

Place one bird picture at head height and the other facing down lower on the wall. Show learners the up and down arrows. Point an arrow up and ask which way the arrow is pointing. Point the other arrow down and ask which way it is pointing. Point the arrows to 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.



Bontšha sekotlolo sa dibaledi tša dienywa tše tharo.

- ★ O nagana gore go na le dibaledi tša dienywa tše kae ka sekotlolong se? A re bale.

Ntšha dibaledi tša dienywa ka dikotlolong. Di bee ka dihlopha go swana le ka dikotlolong.

- ★ Ke sehlopha sefe sa go ba le dienywa tše dintši?

6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

### Letšatši la 3

#### Tše o di hlokago

- Koša: *Tše hlano mpeteng* (letlakala la 201)
- Phoustara ya *Tše hlano mpeteng* le diripiwa tša bana
- Kobo/lalakane
- Diphekese tša go ba le dinomoro 1–5
- Dikarata tša dinomoro 1–3 (*Dithušathuto tša Phapoši*)
- Dilo tša go amana le morero tše 5
- Diripiwa tša mesebo ye megolo tše 2
- Matlakala a A4 a 2 a go ba le sethalwa sa nonyana go ona

1. **Koša:** Opela koša, *Tše hlano mpeteng*.
2. **Go balela godimo:** Ema ka maoto o balele pele go thoma ka 1 go fihla ka 10. Khukhuna gomme o balele morago go thoma ka 5 go fihla ka 1, o tlolele go 1.
3. **Go bala dilo 1–5:** Bala bana bao ba lego mpeteng. Bala barutwana ba bahlano ba go diragatša koša. Barutwana ba patlama fase ba dira mothaladi. Ba khupetše ka kobo goba lalakane. Opelang koša ge ba kgokologa go tšwa mpeteng ka o tee ka o tee. Mphato o bala 1–5 ge barutwana ba kgokologa.
4. **Tharolla ya mathata ka dilo 1–5:** Bea dilo tše o di kgethilego mmeteng.

#### Dipotšišo tša go hlhla:

- ★ O nagana gore go na le dilo tše kae mo? (Balang mmogo.)
- ★ Ge ke tloša se setee, go tlo šala tše kae? (Balang mmogo.)
- ★ Ge ke tloša tše pedi, go tlo šala tše kae? (Balang mmogo.)
- ★ Ke tsenye tše kae gore go be le dilo tše hlano gape mmeteng? (Balang mmogo ge o emela dilo ka tše dingwe.)

5. **Tšhupetšo – godimo, tlase:** Ge o re 'godimo', barutwana ba šupa siling gomme ge o re 'tlase', ba šupa tlase lebotong. Kgetha morutwana a eme kua pele. Ge barutwana ba emiša diatla, ba a emelela. Ge barutwana ba iša diatla tlase, ba dula fase. Boeletša le barutwana ba bangwe ba babedi.

Bea seswantšho sa nonyana se setee go lebana le hlogo gomme se sengwe se lebeletše tlase mo lebotong. Bontšha barutwana mesebo ya godimo le tlase. Bea mosebo o lebeletše godimo gomme o botšiše gore o lebeletše kae. Bea mosebo o lebeletše tlase gomme o botšiše gore o lebeletše kae. Bea mesebo ka fao e šupetšago (godimo goba tlase) fao dinonyana di fofelago gona. Bea mesebo lebotong go bontšha tšhupetšo ya dinonyana. Ge o lebeletša mosebo godimo barutwana ba a emelela. Ge o lebeletša mosebo tlase barutwana ba dula tlase.

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.

- Go ikatiša 1–3:** Bontšha dikarata tša diphoofolo 1–3. Di lebiše 'godimo' goba 'tlase' gomme barutwana ba re 'tlou e tee godimo', 'dipitsi tše pedi tlase', bjalo le bjalo.
- Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

## Letšatši la 4

### Tše o di hlokago

- Koša: *Tše hlano mpeteng* (letlakala la 201)
- Phoustara ya *Tše hlano mpeteng* le diripiwa tša bana
- Kobo
- Dikarata tša maswao le marontho tša nomoro 1–3
- Puku ya *Diphoustara*, Phoustara ya 1
- Tamporine

- Koša:** Opela koša, *Tše hlano mpeteng*.
- Go balela godimo:** Basetsana ba balela pele go thoma ka 1 go fihla ka 5. Bašemane ba bala go thoma ka 6 go fihla ka 10. Barutwana ka moka ba balela morago go thoma ka 5 go fihla ka 1 gomme ba opa diatla ga 1.
- Go bala dilo 1–5:** Bala barutwana ba bahlano ba diragatše koša go swana le ka Letšatši la 3.
- Go ikatiša dinomoro 1–3:** Barutwana ba latela morethetho wa tamporine. Ge mmimo o ema, bontšha karata ya maswao goba marontho ya nomoro 1, 2, goba 3. Barutwana ba dira dihlopha go ya ka karata ye e bontšhitšwego.
- Tharolla ya mathata – ntši le nnyane:** Bolela ka Phoustara ya 1. Barutwana ba araba dipotšišo tša gago ka go diriša menwana go bontšha nomoro ya go nepagala.

## KELETŠO

Go bohlokwa go akaretša batswadi le bahlokamedi tlihabollong ya bana ba bona. Hlohleletša batswadi go tšea karolo le go thekga thuto ya bana ba bona ya dipalo gae le setšhabeng.



- ★ Go na le batho ba bakae ka khitšhing?
  - ★ Ge yo motee a ka tšwa, re tlo bona ba bakae?
  - ★ Go na le diphoofolo tše kae?
  - ★ Go na le ditulo tše kae? Dikotlolo tše kae? Mahwana a makae?
  - ★ O bona dikomiki tše kae seswantšhong?
  - ★ Go na le dikomiki tše kae tafoleng?
  - ★ O bona dikomiki tše dingwe gape tše kae?
  - ★ O bona dipoleiti tše kae?
  - ★ Re hloka dipoloko tše kae gore motho yo mongwe le yo mongwe seswantšhong a be le e tee?
- Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

## 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.

## Letšatši la 5

### Tše o di hlokago

- Koša: *Tše hlano mpeteng* (letlakala la 201)
- Phoustara ya *Tše hlano mpeteng* le diripiwa tša bana
- Dilo tša ka mehla tše 10
- Dikarata tša maswao, marontho le maina tša nomoro 1–3

### KELETŠO

Go hlatha dinomoro tša dikamano tša go tlwaelega go ka dirwa ka dinako tša go itlwaetša ditlwaelo, gare ga mešongwana le meralokong, mohlala, ge go dirišwa retšistara, go bapalwa meraloko ya dikarata, le go dirwa mešongwana ya boso le ya khalentara.

1. **Koša:** Opela koša, *Tše hlano mpeteng*.
2. **Go balela godimo:** Emelela o balele pele go thoma ka 1 go fihla ka 10. Khukhuna o balele morago go thoma ka 5 go fihla ka 1, o fofele go 1. Gomme ka moka le dule fase.
3. **Go bala dilo 1–5:** Bala barutwana ba bahlano ba diragatše koša go swana le ka Letšatši la 3.
4. **Go ikatiša dinomoro 1–3:** Efa morutwana yo mongwe le yo mongwe karata ya maswao, maina goba marontho a nomoro. Ga ba bontšhane dikarata. Ba sepela ka phapošing go fihlela ba hwetša barutwana ba go ba le dikarata tša go tswalana le tša bona.
5. **Go diriša dinomoro dikamanong tša go tlwaelega:** Lebelela dinomoro ka phapošing. Barutwana ba šupa nomoro.

#### Dipotšišo tša go hlahla:

- ★ O bona dinomoro dife ka phapošing?

Lebelela tšhate ya matšatši a matswalo gomme le bolele ka matšatši a matswalo a barutwana.

- ★ O na le mengwaga ye mekae?

- ★ Letšatši la gago la matswalo le neng? Letšatši la gago la matswalo le ka letšatšikgwedi lefe?

- ★ O ka mpontšha lona mo khalentareng?

Barutwana ba šupa seswantšho sa bona gomme ba bolele letšatši la bona la matswalo.

6. **Go ikatiša maemo le tšhupetšo:** Bapalang 'Sizwe o re'. Barutwana ba latela ditiro tša 'Sizwe o re'. Ge o sa re 'Sizwe o re' barutwana ba swanetše go ema ba se dire selo.

#### Ditaelo tša go hlahla:

- ★ Bea diatla tša gago ka morago ga gago.

- ★ Bea diatla tša gago hlogong ya gago.

- ★ Bea seatla se pele ga legetla le.

- ★ Ikotlolle gomme o retologe.

- ★ Khunama gomme o sware menwana ya maoto a gago.

### KELETŠO

Diriša ditiro tša go hlohleletša go putla mothaladi wa gare. Nepiša mantšu a tšhupetšo bjalo ka: ka lehlakoreng le, ka lehlakoreng lela, godimo, tlase, go, ka tlase, godimo ga, ka tlase, kgauswi le, gare, ka gare, ka ntle, ka gare, pele, morago, pele ga, ka morago.

7. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.

## 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?
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.



### TIP

Estimating is trying to most accurately guess a number. Making wild guesses is not estimating.

#### 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?

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Dibapadiši tša difatanaga tše dinnyane tše 6
- Mapokisi a khatepote a 3 a go ba le menyako ye e ripilwego gore difatanaga di 'tsene ka' gare
- Dikarata tša maina, marontho le maswao a nomoro 1–3
- Seswaro sa morutwana yo mongwe le yo mongwe sa dikarata tša maswao, maina le marontho tša nomoro 1–3 le dibaledi tša dienywa tše 6 (go tšwa go *Dithušathuto tša Phapoši*)
- Sekotlolo sa go bontšha tša ka gare sa dibaledi tša dienywa tša go se fete tše 5
- Dikhurumelo tša nkgokolo tše dikgolo tše 2 tša morutwana yo mongwe le yo mongwe

1. **Go balela godimo 1–10:** Barutwana ba phaphata diatla ge ba bala go thoma ka 1 go fihla ka 10. Barutwana ba dira modumo ka leoto mmeteng ge ba balela morago go thoma ka 5 go fihla ka 1.
2. **Go tswalanya maswao a dinomoro le difatanaga:** Dira dikaratšhe ka go bea mapokisi a dikhatepote a 3 mothalading gomme menyako e lebelele barutwana. Bea karata ya maswao a dinomoro tša 1, 2 goba 3 godimo ga lepokisi le lengwe le le lengwe. Efa barutwana ba bararo dikarata tša marontho tša 1–3. Ba kgetha palo ya go nepagala ya difatanaga go tswalanya dikarata tša bona tša marontho gomme ba phaka difatanaga tša bona ka dikaratšheng tša maleba.

#### Dipotšišo tša go hlahlwa:

- ★ O ya go phaka se/difatanaga sa/tša gago kae? Ka lebaka la eng?
  - ★ O swanetše go phaka difatanaga tše kae ka karatšheng ye?
  - ★ Ke karatšhe efe ya go ba le difatanaga tše dintši/mmalwa?
  - ★ Ke karatšhe efe ya go ba le difatanaga tše pedi ka gare ga yona?
3. **Go tswalanya dinomoro le dibaledi tša dienywa:** Efa morutwana yo mongwe le yo mongwe seswaro. Ba paka dibaledi ka peakanyo go thoma ka 1 go fihla ka 3. Ka morago ba tswalanya dikarata tša maswao a dinomoro, maina le marontho.

#### Dipotšišo tša go hlahlwa:

- ★ O na le dibaledi tša dienywa tše kae sehlopheng se sengwe le se sengwe?
- ★ O ka mpontšha sa go ba le dienywa tše pedi?
- ★ Go tla nomoro efe ka morago ga 2? Mpontšhe sehlopha sa go ba le nomoro yeo.

#### Nepiša sehlopha sa go ba le dibaledi tše tharo:

- ★ Mphe seenywa se setee. O na le dienywa tše kae bjalo?
  - ★ Sehlopha sa dienywa se sa tswalana le dikarata tša dinomoro?
  - ★ Ke swanetše go go fa dienywa tše kae go bopa nomoro yela gape?
4. **Go akanya:** Bea dibaledi tša dienywa (tša go se fete hlano) ka sekotlolong sa go bontšha tša ka gare. Kgopela barutwana go akanya gore ke tše kae ka gare. Ka morago balang dilo.
  5. **Šikinya o aroganye:** Bontšha barutwana dibaledi tša dienywa tše di lego ka seatleng sa gago. Di bale. Bapala 'Šikinya o aroganye' ka dibaledi tša dienywa.

#### Dipotšišo tša go hlahlwa:

- ★ Ke na le dibaledi tša dienywa tše kae ka seatleng se? Ka seatleng se?
- ★ Ge ke di kopanya ka moka ke na le tše kae?



### KELETŠO

Go akanya ke go leka go akanya nomoro ka nepagalo. Go akanya fela ga se go akanya.



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

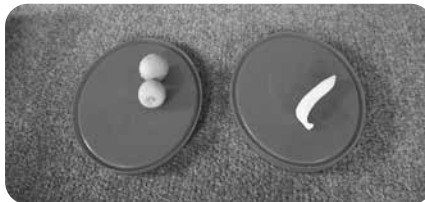




Barutwana ba bala dibaledi tša dienywa tše tharo dikotlolong tša bona gomme ba di bea mmeteng mo pele ga bona. Efa morutwana yo mongwe le yo mongwe dikhurumelo tše pedi. Bapalang moraloko wa 'šikinya o aroganye' mmogo: Barutwana ba bea dibaledi tša bona dikhurumelong tša bona tše pedi ka ge ba di 'arogantše' gomme ba šiedišana ka go bolela gore ba na le tše kae sekhurumelong se sengwe le se sengwe.

- ★ O arogantše dibaledi tša gago bjang?
- ★ O na le tše kae sekhurumelong se sengwe le se sengwe?
- ★ Ke tša mang tša go swana? Ke mang yo a dirilego se fapanego? Ke ka lebaka la eng di swana/fapana?

Boeletša, go kgopela barutwana go aroganya dibaledi ka ditsela tša go fapana ka mo go kgonagalago.



6. **Go tsebiša lefeela:** Ge morutwana a se na dibaledi sekhurumelong se setee le tše hlano go se sengwe, bolelang ka sekhurumelo sa go se be le selo. Bolelang ka go se be le selo goba lefeela sekhurumelong se setee le tše hlano sekhurumelong se sengwe.
7. **Tšhupetšo:** Bapalang moraloko le diriša dikarata tša mesebo. Barutwana ba latela maswao a godimo le tlase ba diriša menwana ya bona ya diatla, matsogo, maoto le mebele.



### Lekola gore barutwana ba kgona go:

- akanya dilo tša palo ye itšego
- diriša mekgwa ya go rarolla mathata: go bala tšohle
- go hlatha ntši ka e tee goba nnyane ka e tee mokgobong wa dilo
- latela ditšhupetšo tša godimo le tlase
- hlatha le go beakanya mekgobo ya 1, 2 le 3

### Workstation 1



#### What you need

- 1 prepared page (as shown in photograph) per learner
- Playdough

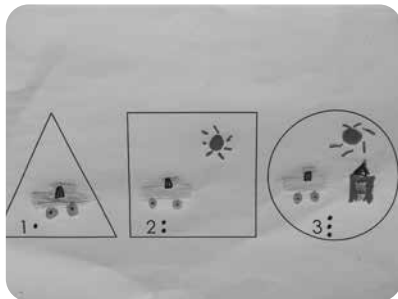
Learners make playdough objects of their choice and place them next to each number.

### Workstation 2

#### What you need

- 1 prepared page (as shown in photograph) per learner
- Crayons

Learners draw any object or objects to match the numbers in the shapes on their pages.



### Workstation 3



#### What you need

- 1 prepared page (as shown in photograph) per learner
- Cut-outs of 2 trees, 1 moon and 3 stars in a tub for each learner
- Glue and crayons

Learners create a picture by pasting 3 stars, 2 trees and 1 moon on their page. They decide what should be up in the sky and what should be down on the ground and draw other details of their choice.

### Workstation 4

#### What you need

- 1 puzzle (minimum six pieces) per learner

Learners build puzzles.

#### Integration

**Home Language and Life Skills:** While the learners play outdoors, use directional vocabulary, for example, up the ladder, down the slide. Play a jumping in and out game. Use a rope and pretend that the one side is the river and the other side is the riverbank. Learners jump into the river and then jump out before the 'crocodile' gets to them.



**TIP**

Provide puzzles that are developmentally appropriate.

## Lefelo la go šomela la 1

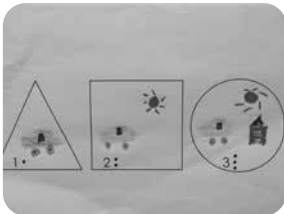


### Tše o di hlokago

- Letlakala la go beakanywa le 1 (bjalo ka ge go bontšhwa senepeng) la morutwana yo mongwe le yo mongwe
- Tlhama

Barutwana ba dira dilo tše ba di ratago ka tlhama gomme ba di bea kgauswi le nomoro ye nngwe le ye nngwe.

## Lefelo la go šomela la 2



### Tše o di hlokago

- Letlakala la go beakanywa le 1 (bjalo ka ge go bontšhwa senepeng) la morutwana yo mongwe le yo mongwe
- Dikherayone

Barutwana ba thala selo goba dilo dife goba dife tša go tswalana le dinomoro tše di lego dibopegong ka matlakaleng a bona.

## Lefelo la go šomela la 3



### Tše o di hlokago

- Letlakala la go beakanywa le 1 (bjalo ka ge go bontšhwa senepeng) la morutwana yo mongwe le yo mongwe
- Diripiwa tša mehlare e 2, ngwedi o 1 le dinaledi tše 3 ka seswarong sa morutwana yo mongwe le yo mongwe
- Sekgomaretši le dikherayone

Barutwana ba hlama seswantšho ka go kgomaretša dinaledi tše 3, mehlare ye 2 le ngwedi o 1 letlakaleng la bona. Ba tšea sephetho sa gore leratadimeng go be le eng gomme tlase mobung go be le eng gomme ba thala dilo tše dingwe tše ba di ratago.

## Lefelo la go šomela la 4



### Tše o di hlokago

- Lerara le 1 (bonnyane diripa tše tshela) la morutwana yo mongwe le yo mongwe

Barutwana ba aga marara.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Ge barutwana ba bapala ka ntle, diriša tlotlontšu ya tšhupetšo, mohlala, go ya godimo ka llere, go ya tlase ka setheoša. Bapalang moraloko wa go fofela ka gare le ka ntle. Dirišang thapo le dire e ke lehlakore le lengwe ke noka goba lehlakore le lengwe ke leriba la noka. Barutwana ba fofela ka gare ga noka gomme ba fofela ka ntle pele 'kwena' e fihla go bona.

# 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.

# Nepišo ya Karolo ya Diteng: Tšhomišo ya Tshedimošo

## Dihlogotaba

- Kgoboketša le go hlaola dilo
- Dira kemedi ya mekgobo ya dilo tše di hlaotšwego
- Bolelang le be le bege ka ga mekgobo ya dilo tše di hlaotšwego

## Tsebo ye mpha

- Kgoboketša, hlaola o be o emele mekgobo ya dilo tše di hlaotšwego
- Bolelang le be le bege ka ga mekgobo ya dilo tše di hlaotšwego

## Go ikatiša

- Go balela godimo 1–10
- Go bala dilo 1–5
- Go latelanya dinomoro 1–3
- Temogopalo 1–3
- Pele le ka morago
- Kopolla dipatrone
- Tharolla ya mathata

## Tlotlontšu ye mpha ya dipalo

|            |           |                  |           |            |
|------------|-----------|------------------|-----------|------------|
| kgoboketša | hlaola    | ka mehla         | kholomo   | tše dingwe |
| mokgobo    | bapetša   | ka nako ye nngwe | mothaladi | ka moka    |
| sehlopha   | tswalanya | se ke            | ka moka   | khalentara |

## Go itokiša

Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- seswantšho sa thekisi
- difahlego tša go myemyela tše 10 di thadilwe diripeng tše dinnyane tša karata go emela bana ka thekising
- dilo tša go dirwa leswa tša go hlweka tša mehutahuta: mabotlelo a polasetiki a maswi, mekotla ya polasetiki, dikotlelo tša polasetiki, mabotlelo a maswi a khatepote, mapokisi a khatepote, dikhurumelo
- ditlankane tša maswao a boso a matšatši a go fiša, a pula, a maru le a phefo
- khalentara ya kgwedi ye fao barutwana ba rekhotago boso bja tšatši ka tšatši. Dira ditlankane tše di lekanego tša bogolo bja go lekana tša boso bjo bongwe le bjo bongwe bja mo khalentareng: go fiša, pula, maru le phefo.
- letlakala le legolo la pampiri go dira kgoboketšo ya diswantšho ya maswao a boso. Thala maswao a boso a mane botlaseng bja letlakala la pampiri.
- mokgobo wa diaparo: dikhafo, mengatse, mekotla, ditlalafo, disokisi, mapanta, dithai
- seswaro sa morutwana yo mongwe le yo mongwe ka mekgobo ya go fapana ya dihlopha tša dibaledi tša diphoofolo tše 4, 3, 2 go tšwa *Dithušathutong tša Phapoši*
- letlakala la A4 la morutwana yo mongwe le yo mongwe la dikholomo tše 3 le methaladi ye 4.



**KELETŠO**

Gopola go diriša go ithuta tshwamare go ikatiša palokgoboko le maemo.

## 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

# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Ditšhate tša tlotlontšu le dinomoro 1–3
- Dikarata tša marontho, maswao le diswantšho tša nomoro 1–3 (*Dithušathuto tša Phapoši*)
- Mokotla wa ditlakala wa go tla dilo tša go dirwa leswa tša go hlweka
- Dikarata tša maina a barutwana le maswao

1. **Koša/sereto:** Ikatišeng koša goba sereto se se rutilwego kotareng ye.
2. **Go balela godimo:** Balela pele go thoma ka 1 go fihla ka 10 le morago go thoma ka 5 go fihla ka 1.
3. **Go bala dilo 1–5:** Bea dilo tša go dirwa leswa mmeteng. Bolela gore dilo tše di dirišwa eng. Balang sehlopha sa dilo tše hlano mmogo.
4. **Go ikatiša dinomoro 1–3:** : Efa barutwana dikarata tša marontho, maina, maswao le diswantšho tša nomoro 1–3. Barutwana ba bangwe ba bala dihlopha tša dilo tša go dirwa leswa tše tharo. Barutwana ba tswalanya dikarata le sehlopha.
5. **Go hlaola le go hlopha:** Bea dilo ka moka tša go dirwa leswa mmogo e be mokgobo o tee.

### Dipotšišo tša go hlahla:

- ★ O nagana gore re hlaole dilo tše bjang?
- ★ Ke ka lebaka la eng o nagana gore re di hlaole ka tsela yeo?
- ★ Re ka di hlaola ka tsela ye nngwe?
- ★ Mo dilong tše ke dife tša go swana? Ka lebaka la eng? (Di tšee gomme o di bee mmogo ka sehlopha.)
- ★ Sehlopha se re ka se bitša eng? (mohlala, dilo tša go dirwa ka polasetiki, dilo tše re beago dijo ka gare ga tšona)

Bea dilo mmogo sehlopheng se se fapanego.

- ★ Sehlopha se re ka se bitša eng?

Boeletša, gore o be le dihlopha tše tharo, mohlala, dikotlolo tša maswi, mekotla ya polasetiki le mapokisi.

- ★ Dilo tše di lego dihlopheng di dirilwe ka didirišwa tša go swana?

Bea dilo mmogo gape e be sehlopha se segolo se setee.

- ★ Go na le dihlopha tše dingwe tše o naganago gore re ka di dira?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya mafelong a go šomela a mane. Gopotša barutwana ka ga tšhepedišo ya go hlwekiša.

## Letšatši la 2

### Tše o di hlokago

- Sereto: *Thekisi, thekisi* (letlakala la 201)
- Seswantšho sa thekisi le difahlego tša go myemyela tše 10
- Dikarata tša maswao tša nomoro 1–3
- Lepokisi la mokgobo wa diaparo, mohlala, dikhafo, mengatse, mekotla, ditlalafo, disokisi, mapanta, dithai

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. **Sereto:** Tsebiša sereto, *Thekisi, thekisi*. Bea diswantšho tša difahlego tša go myemyela ka thekising lebotong ge o reta sereto.
2. **Go balela godimo:** Balela pele go thoma ka 1 go fihla ka 10 le morago go thoma ka 5 go fihla ka 1, o šupa diswantšho tša dithekisi.
3. **Go bala dilo 1–5:** Mmogo balang difahlego tša go myemyela tše 1–5. Ka morago bala tše dingwe tše 1–5.
4. **Go ikatiša 1–3:** Efa barutwana ba 3 karata ya maswao a nomoro 1, 2 goba 3 ntle le tatelanyo ya go beakanywa. Ba bontšha mphato dikarata tša bona. Botša mphato gore barutwana ba ba emetše thekisi.

**Dipotšišo tša go hlahla:**

★ Ge re dira mothaladi le barutwana ba, ke mang yo a swanetšego go ema la mathomo? Wa bobedi? Wa boraro?

★ Ke nomoro efe ye e lego ya mafelelo mothalading wo?

Kgopela morutwana wa nomoro 2 go kgetha mogwera gore ba be babedi.

★ Naa \_\_\_\_\_ yo a swerego karata ya nomoro 1 o swanetše go kgetha bagwera ba sehlopha sa gagwe? Ka lebaka la eng?

Kgopela morutwana wa nomoro 3 gore a kgethe bagwera ba babedi gore ba be bararo.

5. **Go kgoboketša le go hlaola tshedimošo:** Phatlalatša diaparo.



**Dipotšišo tša go hlahla:**

★ Re ka hlopha dilo tše bjang?

★ Ke dilo dife tše di swanago? Ka lebaka la eng? (Di tšee o di bee ka sehlopha.)

★ Sehlopha se re ka se bitša eng? (mohlala, disokisi, dikhafo, mapanta, mengatse)

★ Re ka di bea sehlopheng sa diaparo tše re di aparago ge go fiša goba go tonya?

6. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.

## 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?
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.

## Letšatši la 3

### Tše o di hlokago

- Sereto: *Thekisi, thekisi* (letlakala la 201)
- Ditulo tša bogolo bja go lekana barutwana tše 10
- Seswantšho sa thekisi le difahlego tša go myemyela tše 10
- Mengatse ye 5
- Dikarata tša maswao, marontho le maina tša nomoro 1–3
- Mokotla wa go tla dilo tša go dirwa leswa tša go hlweka tša mehutahuta

1. **Sereto:** E re *Thekisi, thekisi*, o šupe difahlego tše di lego ka thekising ge o bolela.
2. **Go balela godimo:** Balela pele go thoma ka 1 go fihla ka 10 le morago go thoma ka 5 go fihla ka 1, o šupa diswantšho tša dithekisi.
3. **Go bala dilo 1–5:** Bala ditulo tše hlano o di bee mothalading. Bala ditulo tše dingwe tše hlano o dire mothaladi wa bobedi kgauswi le tše, go swana le ka thekising. Botšiša gore go nyakega barutwana ba bakae go tlatša methaladi ye mebedi. Balang barutwana ba bahlano ba mothaladi o motee mmogo. Boeletšang ka mothaladi wa go latela. Kgopela barutwana ba bahlano go ema kgauswi le 'thekisi'. Mmogo balang mengatse ye mehlano ya morutwana yo mongwe le yo mongwe.

#### Dipotšišo tša go hlahla:

- ★ Ke barutwana ba bakae bao ba emetšego thekisi ba apere mengatse?
  - ★ Go na le madulo a makae mothalading wo?
  - ★ Mothalading wo go tlo ba le madulo a go lekana barutwana ba go apara mengatse?
  - ★ Mothalading wo go tlo ba le madulo a go lekana ba go se apare mengatse?
  - ★ Re tseba bjang gore go na le madulo a go lekana barutwana bao ba emego ka moka?
4. **Go balela morago 5–1:** Bala ge barutwana ba tloga methalading ka moka go boela madulong a bona.
  5. **Go ikatiša dinomoro 1–3:** Hlaola dilo tša go dirišwa leswa tša go hlweka ka dihlopha tše tharo le barutwana. Barutwana ba tswalanya dikarata tša maina, maswao le marontho tša nomoro 1–3 go dihlopha tša dilo tša go dirwa leswa.
  6. **Go kgoboketša le go hlaola tshedimošo:** E re, 'Ke ipotšiša gore ke barutwana ba bakae bao ba aperego disokisi.' Barutwana ba emelela ba dira sediko. Bolela dipharologantšho tša go fapana, gomme barutwana ba go ba le tšona, ba ema gare.

#### Ditaelo tša go hlahla:

- ★ Barutwana ba go apara disokisi ba ema mmogo.
- ★ Barutwana ba go apara masantase ba ema mmogo.
- ★ Barutwana ba go se apare dieta ba ema mmogo. (Kgonthiša gore o bolela mohuta wa seeta go akaretša barutwana bohle.)

#### Dipotšišo tša go hlahla:

- ★ Go bonolo go bona gore ke barutwana ba bakae bao ba aperego disokisi?
  - ★ Re ka ipeakanya bjang gore re bone gabonolo se?
7. **Dira kemedi ya tshedimošo:** Barutwana ba šišinya ditsela tša go ipeakanya. Ba hlahle gore ba dule ka methaladi ya go emela barutwana ba go apara disokisi, masantase, bjalo le bjalo.



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

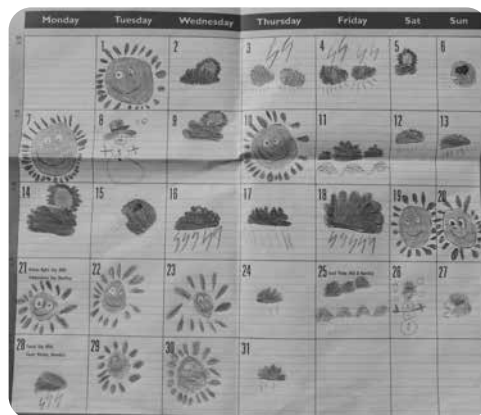
1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. 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?

8. **Sekaseka o be o bege tshedimošo:** Bolelang ka dihlopha tša barutwana.

**Dipotšišo tša go hlahlala:**

- ★ Ke sehlopha sefe sa go ba le barutwana ba bantši/mmalwa/palo ya go swana?
- ★ Ke barutwana ba bakae ba go apara disokisi?

9. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.

## Letšatši la 4

### Tše o di hlokago

- Sereto: *Thekisi, thekisi* (letlakala la 201)
- Ditulo tša bogolo bja go lekana barutwana tše 10
- Letlakala la kgoboketšo ya diswantšho la go beakanywa
- Dikarata tša maswao, marontho le maina tša nomoro 1–3
- Khalentara ya kgwedi ye go rekhophilwego boso go yona
- Diswantšho tša go emela boso bja letšatši le lengwe le le lengwe la kgwedi

1. **Sereto:** Reta sereto, *Thekisi, thekisi*. Boeletša mošongwana wa madulo a thekisi a Letšatši la 3 le sehlopha se seswa sa barutwana.
2. **Go balela godimo:** Bontšha ka menwana ge o balela pele go thoma ka 1 go fihla ka 10 le morago go thoma ka 5 go fihla ka 1.
3. **Go bala dilo 1–5:** Barutwana ba bala diswantšho tša matšatši tše 5, tša dipula tše 5, tša diphefo tše 5, le tša maru tše 5. Di bee mmeteng ka dihlopha ge le bala.
4. **Go ikatiša dinomoro 1–3:** Diriša ditšhate tša tlotlontšu le dinomoro tša nomoro 1–3. Šupa nomoro ye nngwe le ye nngwe ge barutwana ba bala.

**Dipotšišo tša go hlahlala:**

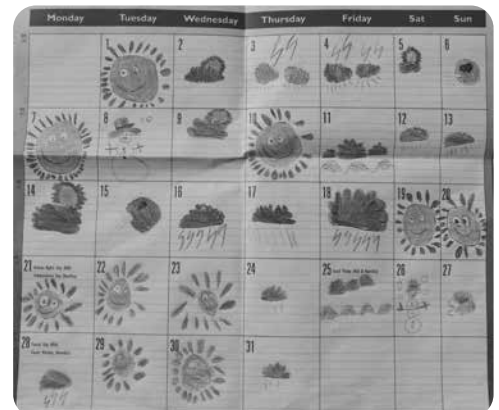
- ★ Ke nomoro efe ya ntlo ye e tlogo pele ga 2?
- ★ Ke nomoro efe ya ntlo ye e tlogo gare ga 1 le 3?
- ★ Ke nomoro efe ya ntlo ye e lego ye ntši ka tee go feta 2?
- ★ Ke nomoro efe ya ntlo ye e lego ye nnyane ka tee go 3?

Barutwana ba bararo ba kgomaretša diswantšho tša maru, letšatši goba pula tše 1, 2 goba 3 ka tlase ga ditšhate tša tlotlontšu le dinomoro tša maleba.

5. **Go kgoboketša tshedimošo:** Lebelela khalentara ya kgwedi ye fao barutwana ba rekhophilwego boso bja tšatši ka tšatši.

**Dipotšišo tša go hlahlala:**

- ★ Khalentara ye e re bontšha eng?
- ★ Re ka tseba bjang gore re bile le matšatši a go ba le letšatši a mantši go feta a mangwe kgwedi ye?



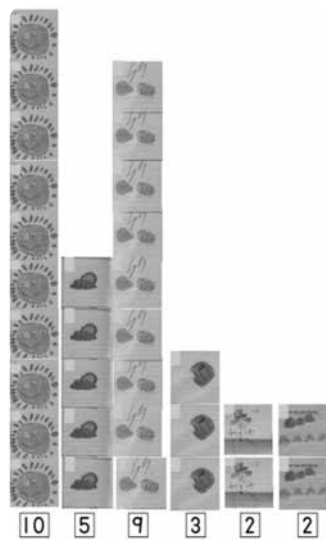
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ 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.

Lekang go bala le lengwe le le lengwe, bontšha gore go thata bjang go latela se le se badilego. Kgopela barutwana gore ba tle ka sephetho. Tswalanya diswantšho tša boso le sethalwa sa khalentara ge barutwana ba bala. Bea diswantšho mmeteng o sa latele peakanyo ya tatelano.

★ Re ka hlopha diswantšho tše bjang?

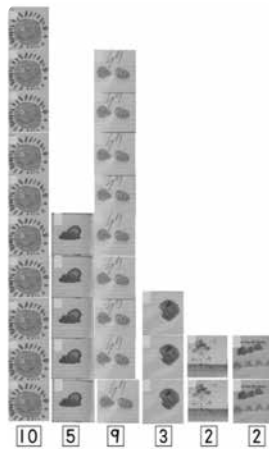
6. **Go hlaola tshedimošo:** Botšiša barutwana gore re ka rulaganya diswantšho bjang. Bea diswantšho ka dihlopha: maru, letšatši, pula le moya.

★ Re tlo bitša sehlopha se sengwe le se sengwe eng?

7. **Dira kemedi ya tshedimošo:** Botšiša barutwana gore re ka beakanya diswantšho bjang gore re bone gabonolo ge e ba go bile le matšatši a go ba le letšatši a mantši go feta a mangwe kgwedi ye. Hlahla barutwana ge ba bea diswantšho ka dikholomo. Bea karata ya go ba le nomoro go laetša boswa ka tlase ga kholomo ye nngwe le ye nngwe. Barutwana ba mmalwa ba bea diswantšho ka dikholomong tša go nepagala.

## KELETŠO

Diripa tša khetepote tše go thadilwego diswantšho tša boso go tšona di swanetše go lekana ka bogolo. Bea setee godimo ga se sengwe kholomong ye nngwe le ye nngwe o sa tlogele sekgoba gare ga tšona gore barutwana ba bone gabonolo gore ke kholomo efe ye e nago le tše dintši, nnyane goba tša go lekana.



8. **Go sekaseka le go bega tshedimošo:** Lebelela kgoboketšo ya diswantšho tša boso.

**Dipotšišo tša go hlahla:**

- ★ Ke boso bofe bjo re bilego le palo ye ntši/nnyane/ lekana ya bjona? O tseba bjang?
- ★ Re bile matšatši a pula, maru, phefo goba a letšatši a mantši?

9. **Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka go hlwekiša.

## Letšatši la 5

### Tše o di hlokago

- Sereto: *Thekisi, thekisi* (letlakala la 201)
- Ditulo tša bogolo bja go lekana barutwana tše 10
- Disete tše 2 tša dikarata tša maswao, maina le marontho tša 1–3
- Kgoboketšo ya diswantšho ya boso

## KELETŠO

Seta 'thekisi' karolong ya boithabišo gore barutwana ba e diriše ka nako ya papadi ya tokologo.

1. **Sereto:** Reta sereto, *Thekisi, thekisi*. Boeletša mošongwana wa madulo a thekisi a Letšatši la 3 le sehlopha se seswa sa barutwana.
2. **Go balela godimo:** Balela pele go thoma ka 1 go fihla ka 10 le morago go thoma ka 5 go fihla ka 1 o latela sereto sa go matšha.

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?
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?



- Go ikatiša dinomoro 1–3:** Efa morutwana yo mongwe le yo mongwe wa ba senyane leswao la nomoro, maina goba marontho. Beakanya madulo a 'thekisi' leswa ka methaladi ye meraro ya tše tharo. Bea dikarata tša dinomoro ka morago ga setulo se sengwe le se sengwe. Morutwana o dula setulong sa go tswalana le karata ya gagwege o bitša nomoro ya gagwe.
- Go ikatiša kgoboketšo ya tshedimošo le go dira kemedi:** Lebelela kgoboketšo ya diswantšho tša boso ya Letšatši la 4.

**Dipotšišo tša go hlahlala:**

- ★ Re ka tsenya seswantšho sefe sa boso bja lehono? Kholomong efe?
- ★ Ke boso bofe bjo bo bilego matšatši a mantši/nnyane/lekana? Naa se se fapana le se re boletšego ka sona maabane? O tseba bjang?

Bala dikarata tša boso tša mohuta o mongwe le o mongwe wa boso go kgoboketšo ya diswantšho. Fetoša nomoro ya ka tlase ga kholomo ya go ba le seswantšho se se tsentšwego lehono.

- Mešomo ya dihlopha tše nnyane:** Gopotša barutwana ka mešongwana ya mafelong a go šomela le ka ga tshepedišo ya go hlwekiša.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

**Tše o di hlokago**

- Diswaro tša barutwana bohle ka mekgobo ya go fapana ya dibaledi tša diphoofolo tša dihlopha tša 4, 3 le 2 (go tšwa go *Dithušathuto tša Phapoši*)
- Letlakala la dikholomo tše 3 le methaladi ye 4 la morutwana yo mongwe le yo mongwe

- Go bala 1–10:** Barutwana ba dula ka bobedi gomme ba lebelelana. Ba phaphathana diatla ka go lepologa ba bala go fihla ka 10. Boeletšang.
- Go bala dilo 1–5:** Bea dibaledi tša diphoofolo mmeteng. Barutwana ba šiedišana ka go bala go thoma ka 1 go fihla ka 5.
- Go hlaola le go hlopha:** Kgopela barutwana go beakanya dibaledi tša diphoofolo ka tsela ye nngwe gomme o lekole gore e sa le tše hlano. Kgopela barutwana go ntšha dibaledi tša diphoofolo ka diswarong gomme ba di hlaole.

**Dipotšišo tša go hlahlala:**

- ★ O hlaotše diphoofolo bjang? Mpotše gore ke ka lebaka la eng o di hlaotše ka tsela yeo.
- ★ O ka di hlaola ka tsela ye nngwe?
- ★ Go na le dihlopha tša go swana? (mmala, mohuta wa phoofolo) Bea mekgobo wa mapidibidi a 3, dikgogo tše 2 le pere e 1 gare ga sediko.
- ★ Re tla bona bjang gore go na le mapidibidi a mantši go feta dikgogo sehlopheng?

- Go hlaola tshedimošo:** Beakanya diphoofolo go ya ka dihlopha.

**Dipotšišo tša go hlahlala:**

- ★ Re tla kgona go bona gore go na le mapidibidi a mantši go feta dikgogo bjale?
- ★ Re ka lekola bjang?

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.

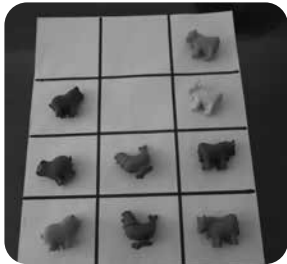
**Guiding questions:**

- ★ 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

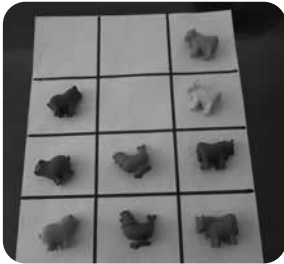
This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



5. **Go dira kemedi ya tshedimošo:** Bea letlakala la dikholomo tše tharo le methaladi ye mene mmeteng. Bea e tee ya diphoofolo botlaseng bja kholomo ye nngwe le ye nngwe. Barutwana ba bea diphoofolo tša bona dikholomong tša matlakala a bona.
6. **Go hlatholla le go bega tshedimošo:** Lebelela dikholomo.

**Dipotšišo tša go hlhla:**

- ★ Go na le mapidibidi a mantši goba dikgogo tše dintši? Re tseba bjang?
- ★ Ke kholomo efe ya go ba le diphoofolo tše dintši/nnyane?
- ★ Go na le dikholomo tša go lekana?



Efa morutwana yo mongwe le yo mongwe diphoofolo tše 4, 3, 2. Hlaloša gore yo mongwe le yo mongwe o na le mokgobo wo o fapanego wa diphoofolo. Botšiša morutwana yo mongwe le yo mongwe potšišo ye itšego go ya ka palo ya diphoofolo tše di lego mokgobong wa gagwe, mohlala:

- ★ O na le dinku tše dintši goba dipere tše dintši?
- ★ O tlo tseba bjang?
- ★ O tlo hlaola mokgobo wo ka dihlopha bjang gore o hwetše dikarabo?
- ★ O tlo dira eng morago ga go hlaola diphoofolo tša gago ka dihlopha?

Hlahlela barutwana go thoma ka go bea e tee ya phoofolo ye nngwe le ye nngwe ya diphoofolo tša bona tša go fapana botlase bja kholomo ye nngwe le ye nngwe letlakaleng la bona. Hlathollang tshedimošo mmogo le tswalanya dihlopha tša go fapana tša morutwana yo mongwe le yo mongwe. Kgopela morutwana yo mongwe le yo mongwe go hlaloša gore ba tseba bjang gore ba na le palo ye ntši ya phoofolo efe.



### Lekola gore barutwana ba kgona go:

- kgoboketša, hlaola le go emela mekgobo ya dilo
- bala dilo 1–5

## Lefelo la go šomela la 1

### Tše o di hlokago

- Mokgobo wa dilo tša go dirwa leswa
- Mapokisi a 5 a phere ye nngwe le ye nngwe ya barutwana

Mošongwana wo o swanetše go dirwa mmeteng ka ge barutwana ba tlo hloka sekgoba. Ka bobedi, barutwana ba hlaola mokgobo wa dilo tša go dirwa leswa ba di tsenya ka mapokising.



## 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

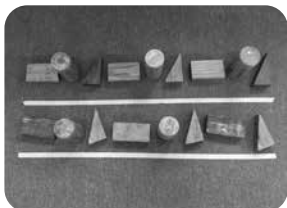
### What you need

- 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.

## Lefelo la go šomela la 2

### Tše o di hlokago

- Dilo tše dihubedu, talalerata, talamorogo le serolane go hlaola
- Dikotlolo tša go ba le setlankane sa mmalwa tša go dirišwa ge go hlaolwa go ya ka mebala

Barutwana ba hlaola dilo ba di tsenya ka dikotlolong tša mebala ya go nepagala.

## Lefelo la go šomela la 3

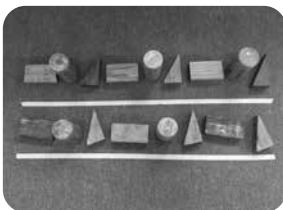
### Tše o di hlokago

- Go hlaola ditherei le mapokisi
- Dilo tša tlhago go re di hlaolwe: matlakala, makala, diphethale,
- maswikana, diphotlwa, dikgopa, mafofa

Barutwana ba hlaola dilo ba di tsenya ka mapokising goba ka dithereing.



## Lefelo la go šomela la 4



### Tše o di hlokago

- Moseto goba maskhing theipi
- Dipoloko
- Beakanya sekhutlo sa dipoloko – hlamela bobedi bjo bongwe le bjo bongwe bja barutwana patrone

Barutwana ba šoma ka bobedi ba kopolla dipatrone lefelong la dipoloko. Ge ba fetša patrone ba fetela go ye nngwe. Ge ba feditše dipatrone ka moka tše nne ba ka ihlamela dipatrone.

### Tswalanyo

#### Leleme la Gae le Mabokgoni a Bophelo:

- Go diriša maswao go emela se sengwe (tsebo ya go bala le go ngwala ye e tšwelelago).
- Maswao a go hlatholla.
- Bapalang meraloko ya go hlaola barutwana go ya ka selekanyo se itšego, mohlala, bao ba nwelego juse mesong yeo, bao ba tlo bapalago meraloko ka morago ga sekolo, bao ba tlilego sekolong ka maoto.

# Assessment

## Term 1: Exemplar Record of Continuous Assessments

| Key  | NUMBERS, OPERATIONS AND RELATIONSHIPS       | PATTERNS, FUNCTIONS AND ALGEBRA             | COMMENTS   | Final coding |  |  |  |  |  |  |
|--|---|---|--|--------------|--|--|--|--|--|--|
|  |   |   |  |              |  |  |  |  |  |  |
| <b>✓</b> = competent<br><b>●</b> = partially competent<br><b>X</b> = not yet competent | Counts forwards to 10                       | Counts forwards to 10                       | Identifies patterns in environment<br>Recognises the 'repeat' in patterns<br>Copies and completes patterns<br>Copies patterns using body percussion<br>Copies, completes and creates own patterns<br>Explains own pattern (repeating rule) |              |  |  |  |  |  |  |
|  | Estimates and counts objects: 1–5           | Estimates and counts objects: 1–5           |  |              |  |  |  |  |  |  |
|  | Counts backwards: 5–1                       | Counts backwards: 5–1                       |  |              |  |  |  |  |  |  |
|  | Recognises numbers in familiar contexts     | Recognises numbers in familiar contexts     |  |              |  |  |  |  |  |  |
|  | Understands ordinal numbers, e.g. lining up | Understands ordinal numbers, e.g. lining up |  |              |  |  |  |  |  |  |
|  | Identifies dot/picture cards: 1–3           | Identifies dot/picture cards: 1–3           |  |              |  |  |  |  |  |  |
|  | Identifies number symbols: 1                | Identifies number words: one                |  |              |  |  |  |  |  |  |
|  | Orders numbers: 1–3                         | Orders numbers: 1–3                         |  |              |  |  |  |  |  |  |
|  | Understands one-to-one correspondence       | Understands one-to-one correspondence       |  |              |  |  |  |  |  |  |
|  | Distinguishes between many and fewer        | Distinguishes between many and fewer        |  |              |  |  |  |  |  |  |
|  | Solves problems with concrete objects       | Solves problems with concrete objects       |  |              |  |  |  |  |  |  |
|  | Solves problems using fingers or counters   | Solves problems using fingers or counters   |  |              |  |  |  |  |  |  |
|  | Learners' names                             |   |  |              |  |  |  |  |  |  |
| Date   |   |   |  |              |  |  |  |  |  |  |

# Tekolo

## Kotara ya 1: Mohlala wa Tekolo/Kelotšweledi

| Senotlelo  | DINOMORO, TIRIŠO LE TSWALANO  | DIPATRONE, DIFANKŠENE LE ALTŠEBRA   | DITSHWAYATSHWAYO                        |
|--|---|---|---|
| <p>✓ = o kgonne</p> <p>● = o lekile</p> <p>X = ga go bokgoni</p> | <p>Go balela pele go fihla ka 10</p> <p>Go akanya le go bala dillo: 1-5</p> <p>Balela morago: 5-1</p> <p>Lemoga dinomoro mabakeng a go fapana</p> <p>Kwešiša palokgoboko, mohl. go ema mothalading</p> <p>Lemoga dikarata tša marontho/diswantšho: 1-3</p> <p>Lemoga maswao a dinomoro: 1</p> <p>Lemoga maina a dinomoro: tee</p> <p>Beakanya dinomoro: 1-3</p> <p>Kwešišo ya tee-ka-tee tša go swana</p> <p>Hlaola magareng ga ntši le nyane</p> <p>Rarolla bothata ka dillo tša nnete</p> <p>Rarolla bothata ka menwana goba dibaledi</p> | <p>Lemoga dipatrone tšologong</p> <p>Lemoga le 'bušeletša' dipatroneng</p> <p>Kopolla le go feleletša dipatrone</p> <p>Kopolla ka go šomiša mmele</p> <p>Kopolla, feleletša le go ihlamela dipatrone</p> <p>Hlašoša dipatrone tšeo ba tihometšego tšona (molao wa poeletšo)</p> | <p>Mokgwa wa mafelelo wa go rekhota</p> |
| Maina a barutwana  |   |   |   |
| Letšatšikgwedi   |   |   |   |





| Senotlelo   | SEKGOBA LE SEBOPEGO (TŠEOMETRI)   | KELO   | TŠHOMIŠO YA TSHEDIMOŠO   | DITSHWAYATSHWAYO                  |
|---|---|--|--|-----------------------------------|
| ✓ = o kgonne<br>● = o lekile<br>X = ga go bokgoni | Hlaloša maemo, mohl, Pele ga, ka morago, go, godimo ga, ka tlase, ka gare, ka ntle, kgauswi le, gare<br>Lateia tšhupetšo, mohl, pele, morago, godimo, tlase<br>Lateia ditšhupetšo go tšwa ditaelong<br>Lemoga le go fa maina a dilo tša 3-D: dikgwete le mapokisi<br>Hlaloša, bapetša le hlaloša dilo tša 3-D tša go thetha goba go kgokolog<br>Lemoga le go fa maina a dibopego tša 2-D: sediko<br>Lemoga le go fa maina a dibopego tša 2-D: sekwere<br>Lemoga le go fa maina a dibopego tša 2-D: khutlotharo<br>Hlaloša, bapetša le hlaloša dibopego tša 2-D go ya ka dipharologantšho<br>Lemoga mothadi wa go lekanela mmeleng | Kwešiša meso, mosegare, mathapama/bošego<br>Diriša mantšu a go swana le mosegare, bošego, seetša le leswiswi, meso, mosegare<br>Lateianya ditragalo tša go ipoletša lenanephetagatšo la tšatši ka tšatši<br>Lemoga mešongwana lenanephetagatšo la tšatši ka tšatši<br>Bontšha temogo ya matšatši a beke, dihla tša ngwaga le boso<br>Hlaloša magareng ga telele, telele, telele, telele le kopana, kopanyana, kopana ka go fetiša (tšhate ye telele) | Kgoboketša dilo go ya ka selo se setee seo se dirišetšwago go hlaola<br>Hlaloša dilo go ya ka selo se setee seo se dirišetšwago go hlaola<br>Emela go ya ka selo se setee seo se ka dirišetšwago go hlaola<br>Araba dipotšišo tša kemelo | Mokgwa wa mafelelo wa go rekhotla |
| Maina a barutwana                                 |   |  |  |                                   |
| Letšatšikgwedi                                    |   |  |  |                                   |
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# Resources

## Songs, rhymes and stories

### Week 1

#### Story: Introducing the *Grade R Maths family in conjunction with Poster 4*

This is the Poster Book family. Granny and the children are in the lounge waiting for Mom to come home from work. Granny is sitting in the chair reading and listening out for Thami who is asleep in her bed. Dad isn't home yet, but you can see him and Thami in the family's picture on the wall. Can you see them?

Laylah and Malusi are hiding. They want to jump out and surprise their mother when she walks into the house.

'Sshh, Malusi, keep quiet, you'll spoil the surprise,' says Laylah.

Pepper the cat is listening to the children and pretending to be asleep and Dash is playing in the garden. Suddenly Dash begins to bark, run around and wag his tail wildly.

'Mom must be home,' whispers Malusi. 'Keep very quiet and very still.'

Mom opens the door and sees Granny but no one else.

'Hello,' she calls. Granny says hello, but keeps the secret of where the children are hiding.

Mom says, 'It's so quiet in here. Where are the children?'

'I don't know,' says Granny with a little smile and a twinkle in her eye.

'Surprise!' shout Malusi and Laylah as they hurry out of their hiding places. Pepper jumps out of her box in fright and Dash jumps up and down with excitement. Mom is very surprised and she laughs with the children.

'Whaaa!' cries Thami.

'Oh dear,' says everyone.

#### Counting rhyme: *Five in my family*

Mother finger, Mother finger, where are you?  
Here I am, here I am, we have 1.

Father finger, Father finger, where are you?  
Here I am, here I am, now we have 2.

Laylah finger, Laylah finger, where are you?  
Here I am, here I am, now we have 3.

Malusi finger, Malusi finger, where are you?  
Here I am, here I am, now we have 4.

Thami finger, Thami finger, where are you?  
Here I am, here I am, now we have 5.

### Week 2

#### Counting song: *Hokey Pokey*

You put your one arm in,  
You put your one arm out,  
You put your one arm in,  
And you shake it all about.  
You do the Hokey Pokey  
And you turn yourself around.  
That's what it's all about!

*(Repeat using the other arm and then different body parts.)*

#### Counting rhyme: *Bananas*

One banana, two bananas,  
three bananas and four.  
Five bananas in a bunch,  
let us eat them all.

# Dithušathuto

## Dikoša, direto le dikanegelo

### Beke ya 1

#### **Kanegelo: Go tsebiša lapa la Grade R Maths le Phoustara ya 4**

Ye ke ya ba lapa la Puku ya Diphoustara. Koko o na le bana ka phapošibodulo ba emetše Mma gore a boye gae go tšwa mošomong. Koko o dutše setulong ebile o a bala a theeditše Thami yo a robotšego mpeteng wa gagwe. Tate ga se a tšwa a fihla gae, efela o ka kgona go bona yena le Thami seswantšhong sa ba lapa seo se lego lebotong. O a ba bona?

Laylah le Malusi ba utile. Ba nyaka go fofa ba direle Mmago bona semaka ge a tsena ka ntlong.

‘Ššhh, Malusi, o se dire lešata, o tlo senya semaka,’ a realo Laylah.

Pepper wa katse o theeditše bana gomme o dira eke o swerwe ke boroko mola Dash yena a bapala ka tšhengwaneng. Gateete Dash o ile a thoma go goba, a kitimakitima a emiša mosela wa gagwe ka tsela ya go makatša.

‘Mma o swanetše go ba a fihla ka gae,’ gwa hebaheba Malusi. ‘Homola gomme o se šuthe.’

Mma o ile a bula lebati gomme a bona Koko fela.

‘Dumelang,’ a bitša. Koko o re dumela, efela ga a utulle sephiri sa fao bana ba utilego gona.

Mma a re, ‘Go homotše kudu ka fa. Bana ba kae?’

‘Ga ke tsebe,’ a realo Koko a myemyela gannyane le leihlo le bekenya.

‘Semaka!’ gwa goeletša Malusi le Laylah ge ba etšwa fao ba utilego ka lebelo. Pepper o ile a fofa a tšwa ka lepokising la gagwe ka letšhogo mola Dash yena a fofela godimo le tlase ka lethabo. Mma o maketše kudu gomme o sega le bana.

‘Aga!’ a realo Thami.

‘Aa,’ bohle ba realo.

#### **Sereto sa go bala: Hlano ka lapeng la gešo**

Monwana wa Mma, monwana wa Mma,  
o gokae?

Ke mo, ke mo, re na le 1.

Monwana wa Tate, monwana wa Tate,  
o gokae?

Ke mo, ke mo, re na le 2.

Monwana wa Laylah, monwana wa Laylah,  
o gokae?

Ke mo, ke mo, re na le 3.

Monwana wa Malusi, Monwana wa Malusi,  
o gokae?

Ke mo, ke mo, re na le 4.

Monwana wa Thami, monwana wa Thami,  
o gokae?

Ke mo, ke mo, re na le 5.

### Beke ya 2

#### **Koša ya go bala: Hokhi Pokhi**

O tsenya letsogo la gago le letee ka gare,  
O ntšhetša letsogo la gago le letee ka ntle,  
O tsenya letsogo la gago le letee ka gare,  
Gomme o le šikinyetše mo gohle.

O dira Hokhi Pokhi

Gomme o retologe.

Ke seo e lego ka ga sona!

*(Boeletša o diriše letsogo le lengwe gomme go  
latele ditho tše dingwe tša mmele.)*

#### **Sereto sa go bala: Dipanana**

Panana e tee, dipanana tše pedi,

dipanana tše tharo le tše nne.

Ngata ya dipanana tše hlano,

a re di jeng ka moka ga tšona.

## 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.)

## **Kanegelo: Kanegelo ya nomoro 1 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 1)**

Diphoofolo tše dingwe di be di nyaka go phela mmogo. 'A re ageng dintlo tša rena kgauswi le kgauswi,' tša realo. 'Re tla ipshina!' Gomme diphoofolo di ile tša thoma go aga dintlo tša tšona.

Ntlo ya mathomo e be e le ya Tlou. E be e le yo mogolo kudu gomme a dula a le tee ka ntlong. O pentile nomoro 1 ye kgolo marulelong a ntlo ya gagwe. Ntlo ya gagwe e be e na le lebatlalele le lefasetere le letee. Ka tšhengwaneng ya Tlou, go be go na letšoba le letee, mohlare o tee wa mopanana le pankeng e tee. Tlou o be a rata go dula pankeng ka tlase ga mohlare letšatši le lengwe le le lengwe a nkgelala letšoba. O be a rata le go lebelela leratadimeng a lebelela dilo tše di kgonago go fofa. O nagana gore o bone eng?

### **Beke ya 3**

#### **Sereto sa go bala: Ngwana wa hlapo ya tee**

Ngwana wa hlapo yo motee yo moswa,  
O hwetša mogwera, gomme go na le ba babedi.  
Bana ba hlapo ba babedi ba rutha ka lewatleng,  
Ba hwetša yo mongwe, gomme go na le  
ba bararo.  
Bana ba hlapo ba bararo ba rutha kgauswi  
le lebatlalele,  
Ba a hwetšana, gomme go na le ba bane.  
Bana ba hlapo ba bane ba sobelela ka meetseng,  
Yo mongwe a rutha a ya godimo, gomme go na  
le ba bahlano.

### **Beke ya 4**

#### **Kanegelo: Kanegelo ya nomoro 2 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 2)**

O a gopola gore diphoofolo tše dingwe di be di nyaka go dula mmogo gomme di ipshine ka go aga dintlo tša tšona kgauswi le kgauswi? Ke mang yo a gopolago gore ntlo ya mathomo e be e le ya mang? O nepile – Tlou!

Lapa leo le bitšwago la ga Dipitsi le agile ntlo ya lona kgauswi le ntlo ya Tlou. Ba ga Dipitsi ba pentile nomoro 2 ye kgolo marulelong a ntlo ya bona ka ge ba be ba le babedi.

Tlou o be a thabile kudu ge ba aga ntlo ya bona ka gobane o be a ka se sa ba tee.

Ntlo ya Dipitsi e be e na le mabati a mabedi le mafasetere a mabedi. Ka tšhengwaneng ba be ba na le maloba a mabedi, mehlare ye mebedi ya diapola le dipanka tše pedi.

Morago ga go ja ka tlase ga mehlare, ba ga Dipitsi ba be ba rata go bapala ka dikgwele tša bona tše pedi tša kgwele ya maoto gomme ba lebelela Tlou ge a lebeletše leratadima a phaphasetša ditsebe tša gagwe tše pedi tše dikgolo.

#### **Sereto sa go bala: Tee, pedi, tharo, nne, hlano**

Tee, pedi, tharo, nne, hlano  
Nkile ka swara hlapo ya go phela.  
'Nkane o e tlogetše e sepela?'  
Ka gobane e ntomile monwana.  
Tee, pedi, tharo, nne, hlano  
Ka morago ka swara segwagwa sa go phela.  
'O dirile eng ka sona?'  
Ke rile dumela gomme ka se bušetša morago.

#### **Koša: Didiko**

Thoma kua godimo  
Dikološa o eya tlase lebatong  
Boela godimo go tswalela sediko ...  
A re dire tše dingwe!

### **Beke ya 5**

#### **Sereto sa go bala: Dikhudu tša go thaba tše hlano**

Khudu e tee ya go nanya e sepela tseleng,  
Dikhudu tše pedi tša go nanya di rwele  
morwalo wa boima.  
Dikhudu tše tharo tša go nanya di a khutša,  
Dikhudu tše nne tša go nanya di leka ka maatla.  
Dikhudu tše hlano tša go nanya di a sepediša,  
Dikhudu tše dinnyane tša go thaba di opela koša.  
(Phaphathang diatla lentšung le lengwe le  
le lengwe.)

## 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.

## Beke ya 6

### **Kanegelo: Kanegelo ya nomoro 3 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 3)**

Naa o a gopola gore tše dingwe tša diphoofolo tša Naga ya Dinomoro di be di nyaka go phela mmogo gomme di ipshine ka go aga dintlo tša tšona kgauswi le kgauswi?

Ka lehlakoreng le lengwe baagišane ba Tlou ke ba ga Dipitsi. Tlou ga a na baagišane ba bangwe ka lehlakoreng le lengwe.

#### **Dipotšišo:**

- Ke ka lebaka la eng бага Dipitsi ba pentile nomoro 2 ye kgolo marulelong a ntlo ya bona?
- Ke mang yo a ka nkgopotšago phapano magareng ga ntlo ya Tlou le ntlo ya ba ga Dipitsi?
- O nagana gore ke bomang bao ba swanetšego go aga ntlo ya bona kgauswi le ya ga Dipitsi? Le gona o nagana gore go swanetše go dula diphoofolo tše kae ka ntlolong ya gona?

Lapa la barwarre ba bararo ba go bitšwa ba ga Meswe e be e le diphoofolo tša go latela go tla go aga ntlo ya bona Nageng ya Dinomoro. Ba ga Meswe ba agile ntlo ya bona kgauswi le ya ga Dipitsi.

E be e se ntlo ya mathomo ya go agiwa ke ba ga Meswe. Ge ba tloga gae ka ge ba be ba šetše ba le ba ba golo, ba ikagetše dintlo tša bona. Efela ka madimabe, dintlo tša bona di be di sa tia. Moswe wa mathomo o agile ntlo ya gagwe ka mabjang gomme Moswe wa bobedi a aga ntlo ya gagwe ka dikotana. Le ge Moswe wa boraro a agile ntlo ya gagwe ka ditena, o be a sa tsebe gore o swanetše go tsenya samente mo gare ga ditena gomme e rile ge phukubje a etla, a phuhlamiša dintlo tše tharo ka moka ka thankgoo le wabaa ya gagwe.

Ba ga Meswe ba tšere sephetho sa go aga ntlo ya go tia kgauswi le ba ga Dipitsi gore ba be le baagišane kgauswi le bona gomme ba ikwe ba bolokegile. Le gona ba be ba hlolosekana ge ba be ba dula kgole le kgole ka fao ba thabetše gore mepete ya bona ye meraro e tlo ba kgauswi le kgauswi gape. Ba be ba thabetše le go ba le dithanele tša ka tlase tše tharo, maswika a mararo le dithokgwa tše tharo ka tšhengwaneng ya bona. Bjale ba šomiša se kudu ka ge ba rata go bapala uta-ke-go-nyake. Le gona ba kanama letšatšing godimo ga maswika ge ba ekwa go tonya.

### **Koša ya go bala: Ke na le kiribane ye nnyane**

(go molodi wa *Mary had a little lamb*)

Ke na le kiribane, kiribane, kiribane ye nnyane  
Ke na le kiribane ye nnyane, ke e tlatša santa.

Ke e tlatša ka sepete se setee, sepete se setee,  
sepete se setee

Ke e tlatša ka dipete tše pedi, ke e tlatša santa.  
Ke e tlatša ka dipete tše tharo, dipete tše tharo,  
dipete tše tharo

Ke e tlatša ka dipete tše nne, ke e tlatša santa.  
La mafelelo ke tšhela dipete tše hlano, dipete  
tše hlano, dipete tše hlano

La mafelelo ke tšhela dipete tše hlano, gomme  
ka sepela.

## Beke ya 7

### **Koša ya khutlotharo: Ye ke khutlotharo**

(go molodi wa *Row, row, row your boat*)

Se ke khutlotharo,

Lebelela gomme o tlo bona.

Ka dikhutlo tše tharo le mahlakore a mararo.

A bale tee, pedi, tharo!

### **Sereto sa go bala: Nkwe ge ke bala**

Ke kgona go bala, ke go bontšhe?

Menwana ya ka ke ye – tee, pedi, tharo.

Nne le hlano, ke feditše ka seatla se,

Bjale ke tla bala seatla se sengwe.

Tshela, šupa, seswai le senyane,

O tee o mongwe, ke bala gabotse.

Monwana wa mafelelo ke nomoro lesome,

Bjale ke tla e bala gape ka moka ga yona.

## Beke ya 8

### **Koša ya bošego le mosegare: Letšatši le leratadimeng**

(go molodi wa *The farmer's in the den*)

Letšatši le leratadimeng, letšatši le leratadimeng,

Le a fiša le a kganya, le re fa seetša,

Letšatši le leratadimeng.

Ngwedi o leratadimeng, ngwedi o leratadimeng,

Ke bošego ebile go fifetše, re tsena ka dikobong,

Ngwedi o leratadimeng.

## 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.



## Kanegelo ya bošego le mosegare: *Malik o a phoša*

Malik o be a swerwe ke boroko mpeteng wa gagwe. O be a lora tora ye bose, efela gateetea a tsoga a theoga mpeteng.

'Ke tla latelwa sekolong,' gwa belaela Malik. 'Ke swanetše go ihlaganela.'

O ile a hlapa meno, a apara diaparo gomme a kitimela ka khitšhing go ja difihlolo.

Efela o rile ge a fihla ka khitšhing, a hwetša go itše tuu. Go be go se na dijo tša go fihlola gomme le ba lapa ba be ba se gona.

'Go direga eng?' gwa tlabega Malik. 'Mma le Tate ba kae? Batho ka moka ba kae? Gona, dijo tša ka tša go fihlola di kae?'

Malik o ile a ema. O ile a lebelela go mo dikologa. Dilo tšohle di be di fifetše. O ile a batamela lebota gore a thumaše lebone.

Malik o ile a lebelela go mo dikologa. Go direga eng? O ile a bula digaretene a lebelela ka ntle. O bone ngwedi wa go phadima o mobotse le sekaborwana sa dinaledi.

'Se ga se sa loka,' gwa nagana Malik. 'Ge e le nako ya sekolo, nkane go sa fifetše ka ntle?'

Malik o ile a theeletša medumo ya ka ntlong. Go be go itše tuu. Ka morago o ile a kwa se a se tsebago gabotse. – Tate o be a gona! O ile a ya ka phapošiborobalo gomme a bona Tate a ile ka boroko.

Mma o ile a tsoga. 'Go direga eng, Malik? Nkane o apere dieta tša sekolo? E sa le gare ga bošego. Sepela, boela mpeteng. Robala go fihlela ka masa,' a realo gomme a mo gokara ka maatla.

Malik o ile a boela mpeteng. Gase a itshwenya ka go apara dipitšama tša gagwe gape. Ka pejana o ile a swarwa ke boroko gomme ge a tsoga, e be e le mesong.

Malik o ile a sepediša a ya ka khitšhing gomme bjalo dilo di be di le tša ka mehla. O bone letšatši le hlaba, difihlolo tša gagwe di be di le tafoleng gomme ba lapa la gabo ba šetše ba e ja.

Gateetea Tate o ile a goeletša, 'Dirang ka pela ka moka, thekisi ya sekolo e tlo re tlogela.'

Bana ba lebile lebating le Tate wa bona ba sepediša. Malik o ile a myemyela. Dilo ka moka di boetše sekeng.

## Beke ya 9

### **Koša ya go bala: *Tše hlano mpeteng***

E be e le tše hlano mpeteng

gomme ye nnyane ya re,

'Kgokologa. Kgokologa.'

Ka moka di ile tša kgokologa gomme e tee ya wa.

*(Boeletša ka nne, tharo, pedi)*

Go be go na le e tee mpeteng

gomme ye nnyane ya re,

'E be bošego bjo bobotse. Robalang gabotse.'

## Beke ya 10

### **Sereto sa go bala: *Thekisi, thekisi***

Mootledi wa Thekisi re emele,

Re nyaka go namela thekisi ya gago.

Re tsena ka gare 1, 2, 3, 4, 5.

Mootledi wa thekisi bjale o ka otlela.

Mootledi wa thekisi ba emele.

Re a tsena 6, 7, 8, 9 and 10.

Re a leboga Mootledi wa thekisi, re tsene ka moka.



one

1

pedi

2

Playdough template: Number 1

one

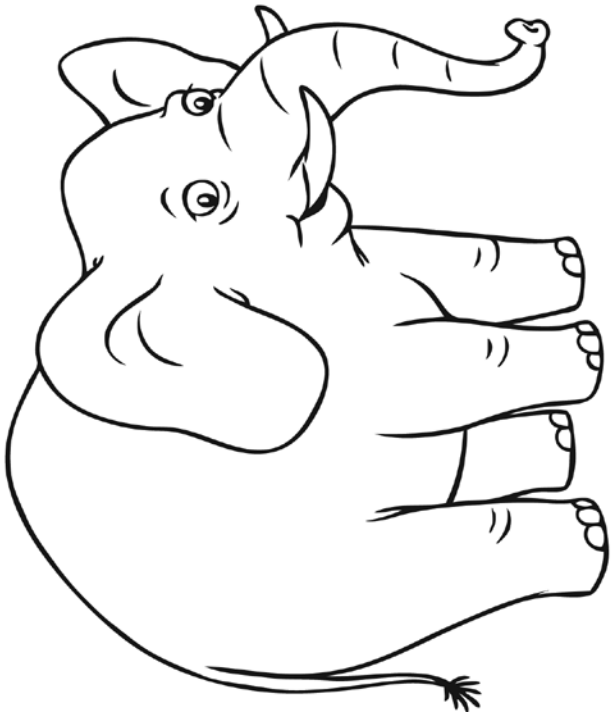
## Templates • Dithempoleiti

Thempoleiti ya thama: Nomoro 3

tharo

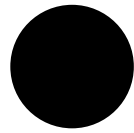
A beetle (Week 4) • Lebitsi (Beke ya 4)

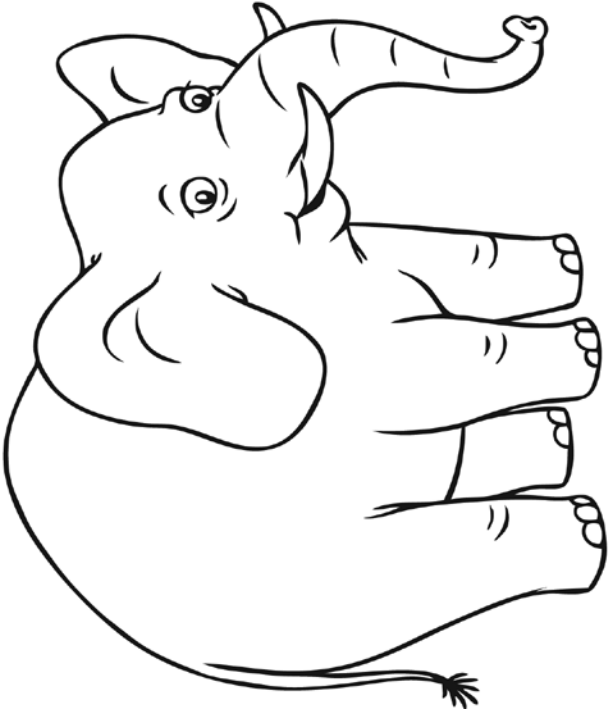
Six-piece puzzle • Marara a diripa tše tshela



one

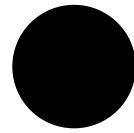
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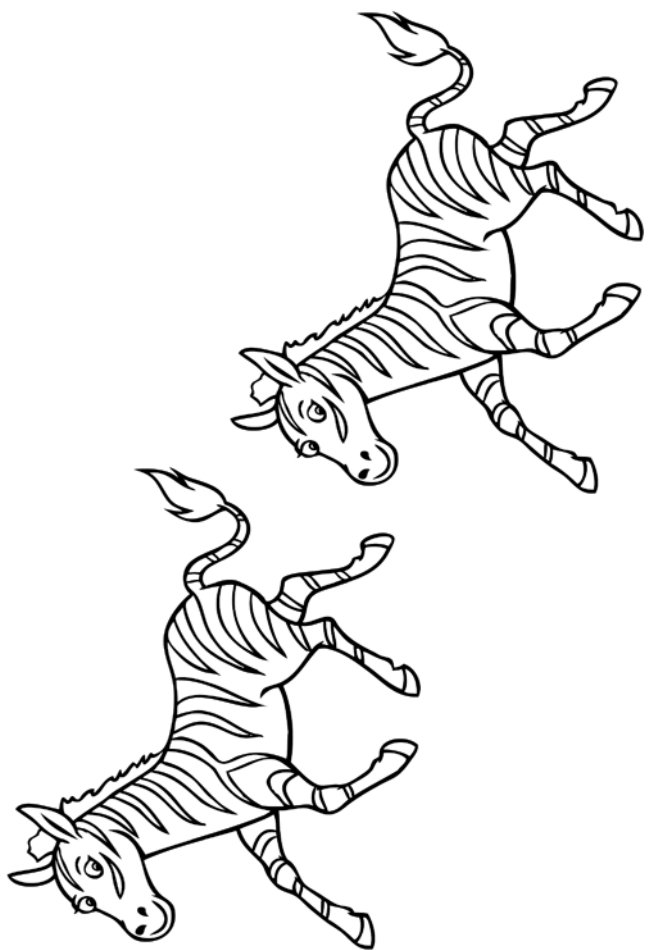




tee

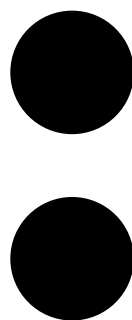
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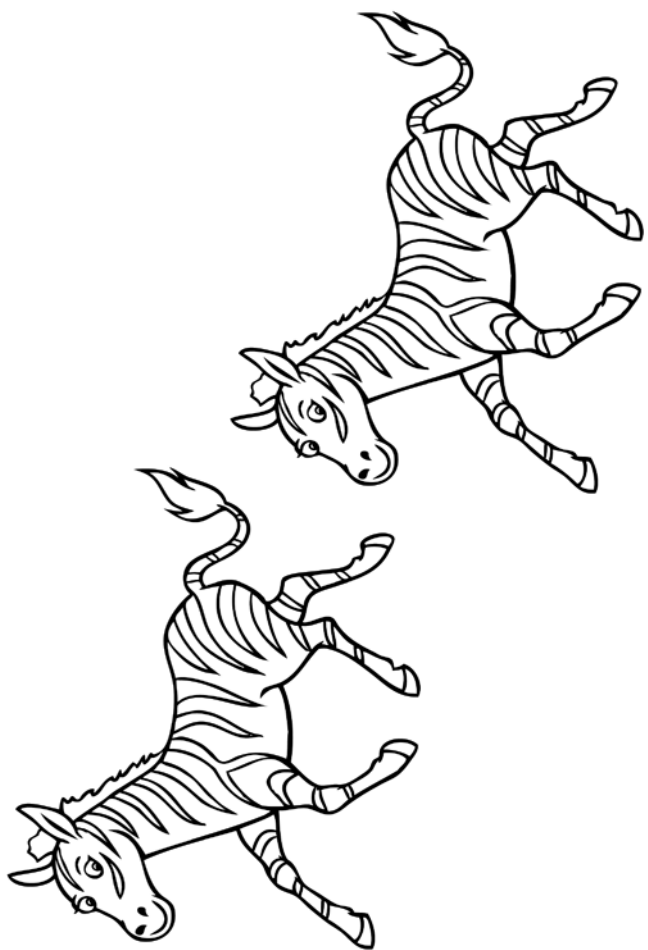




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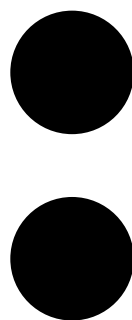
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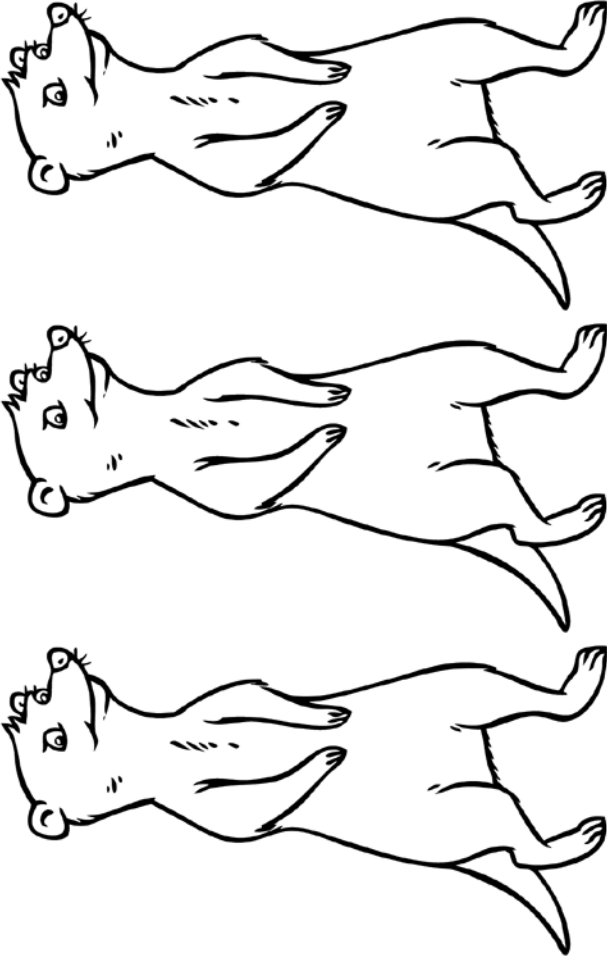




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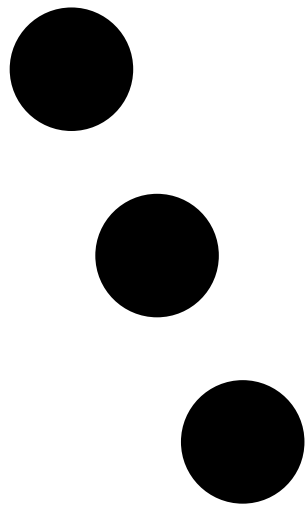
pedi





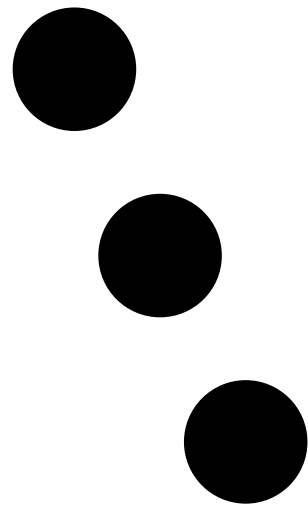
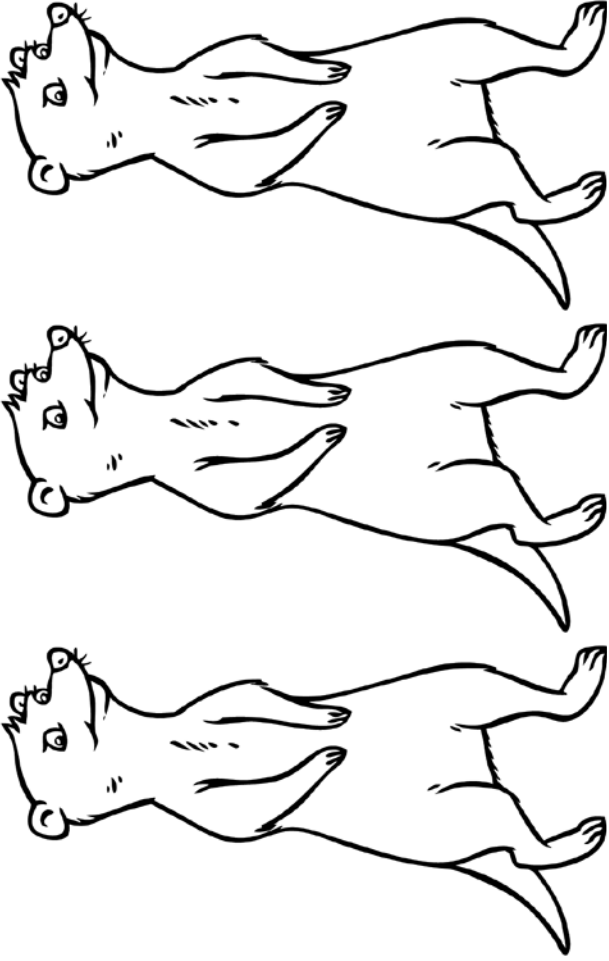
3

three



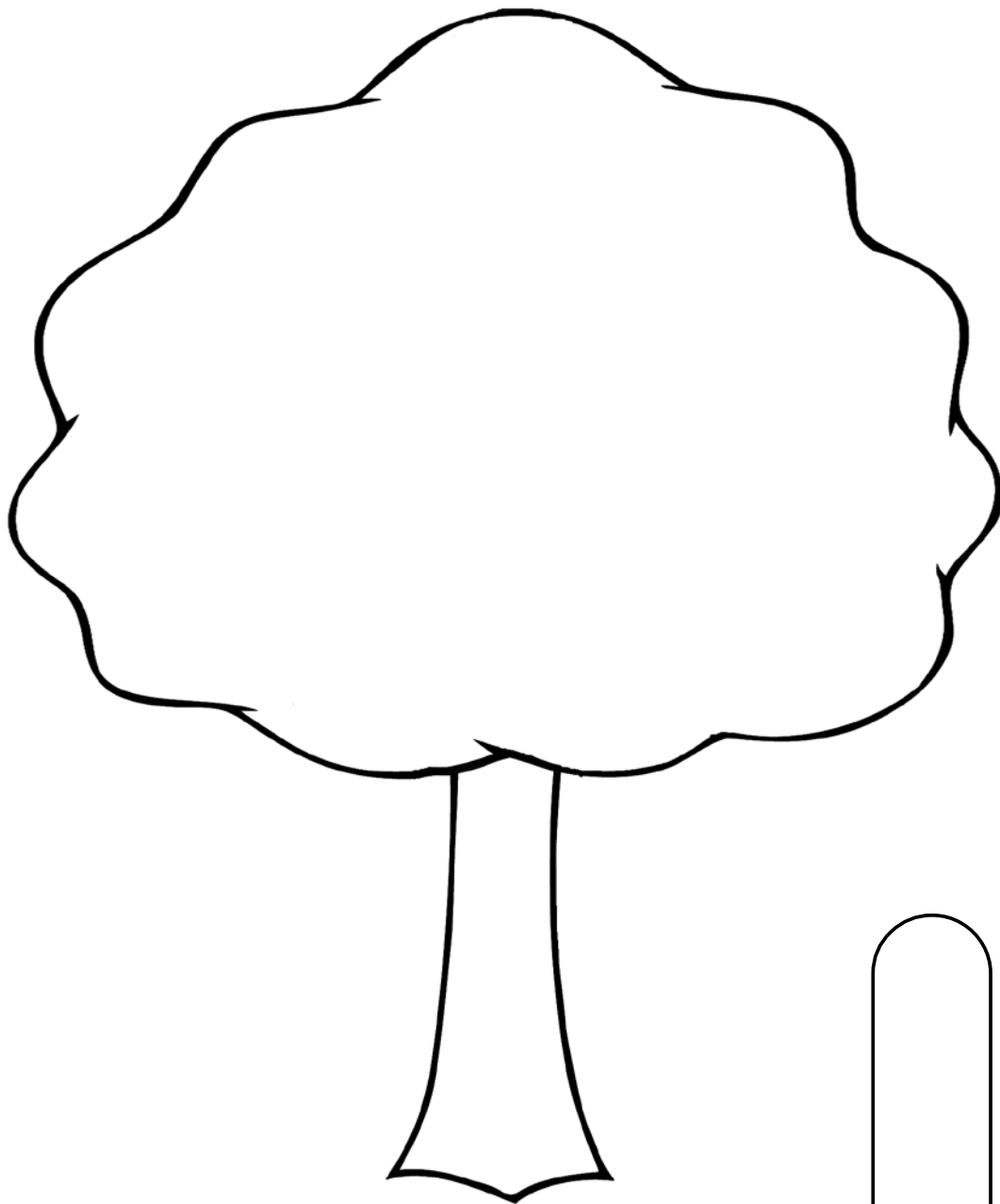


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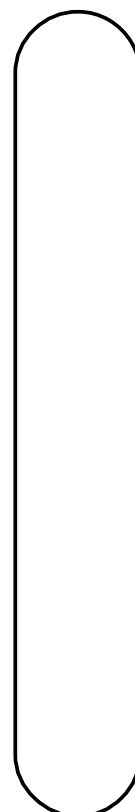
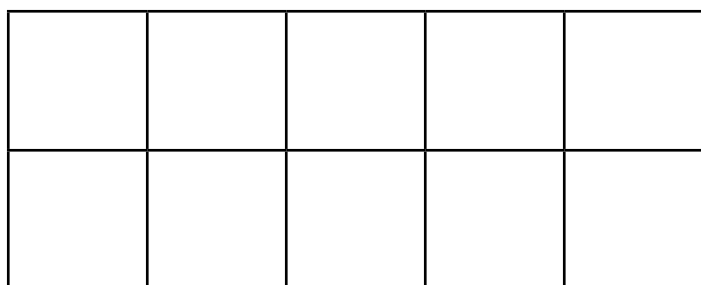


tharo

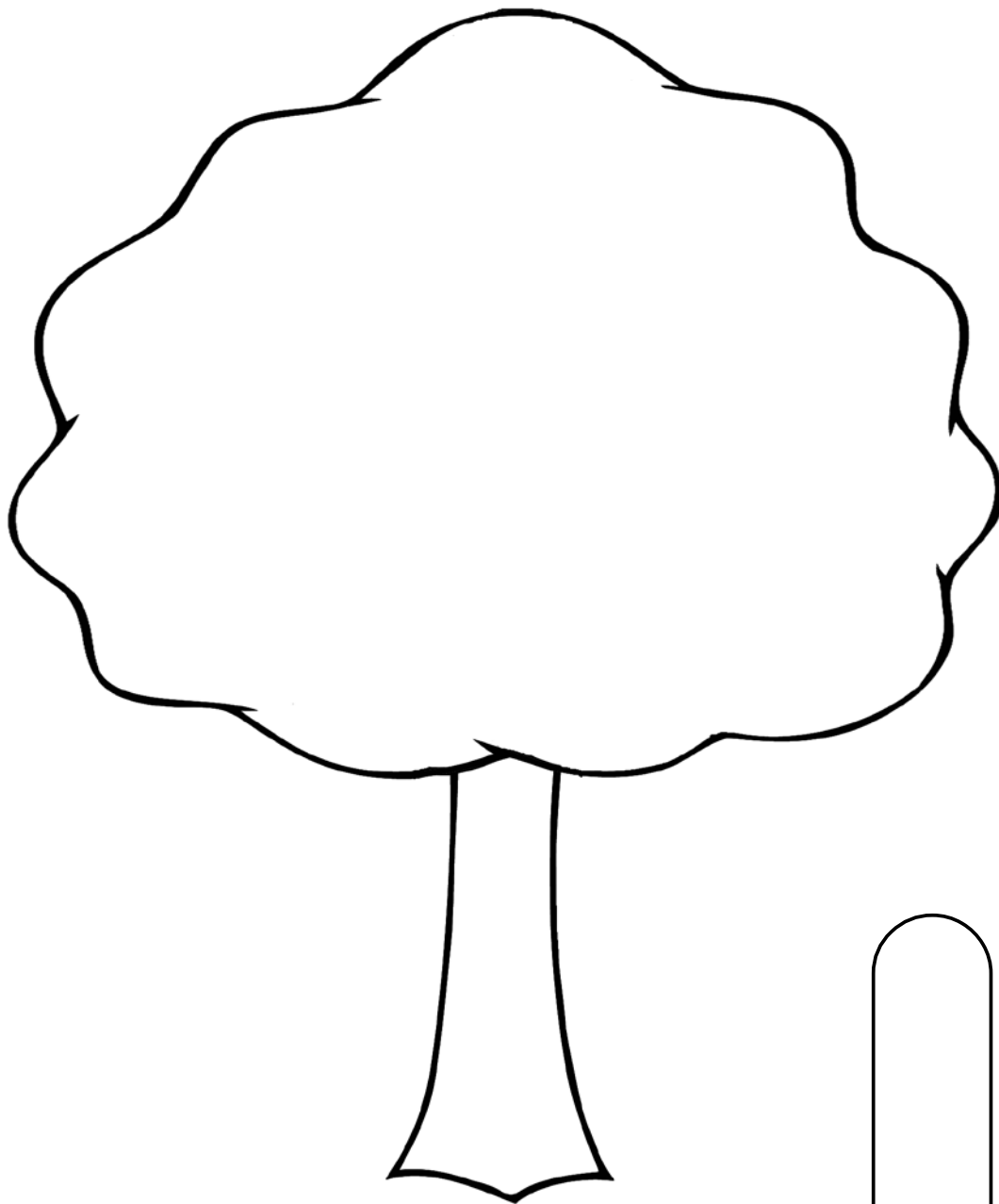
# Playdough template: Number 1



one

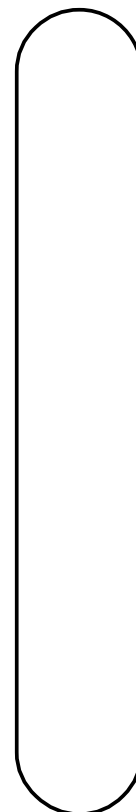


Thempoleiti ya tlhama: Nomoro 1

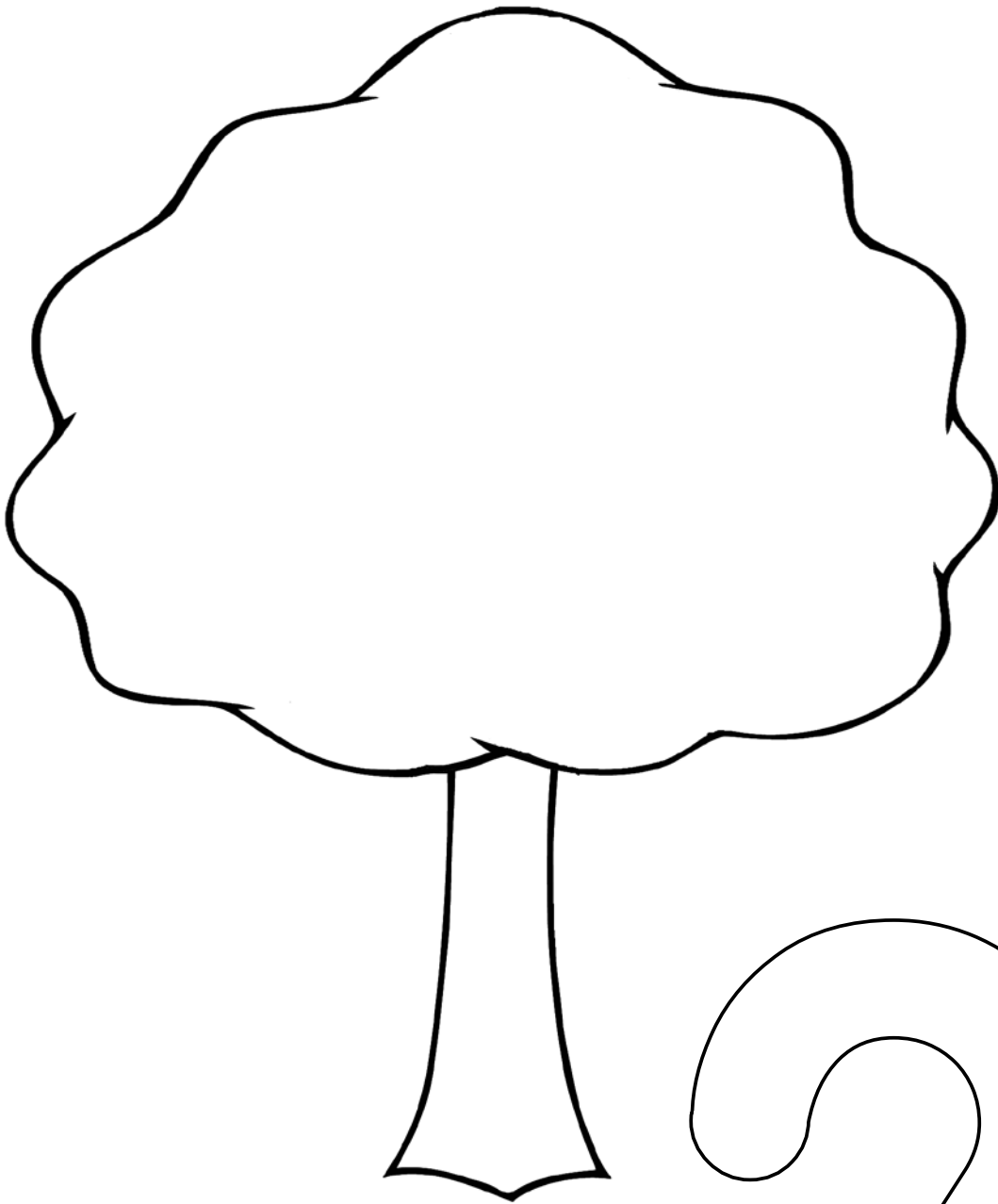


tee

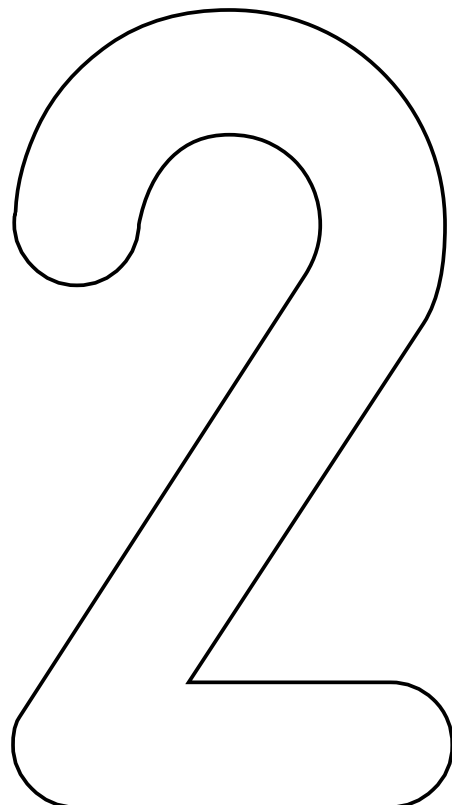
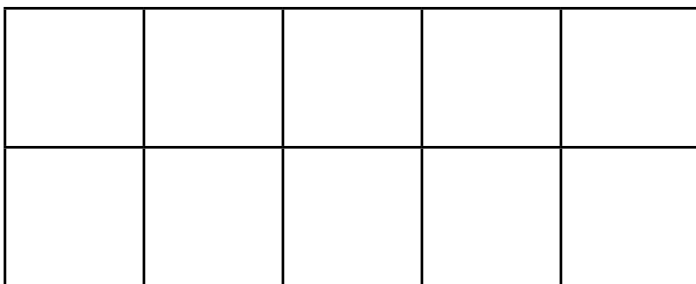
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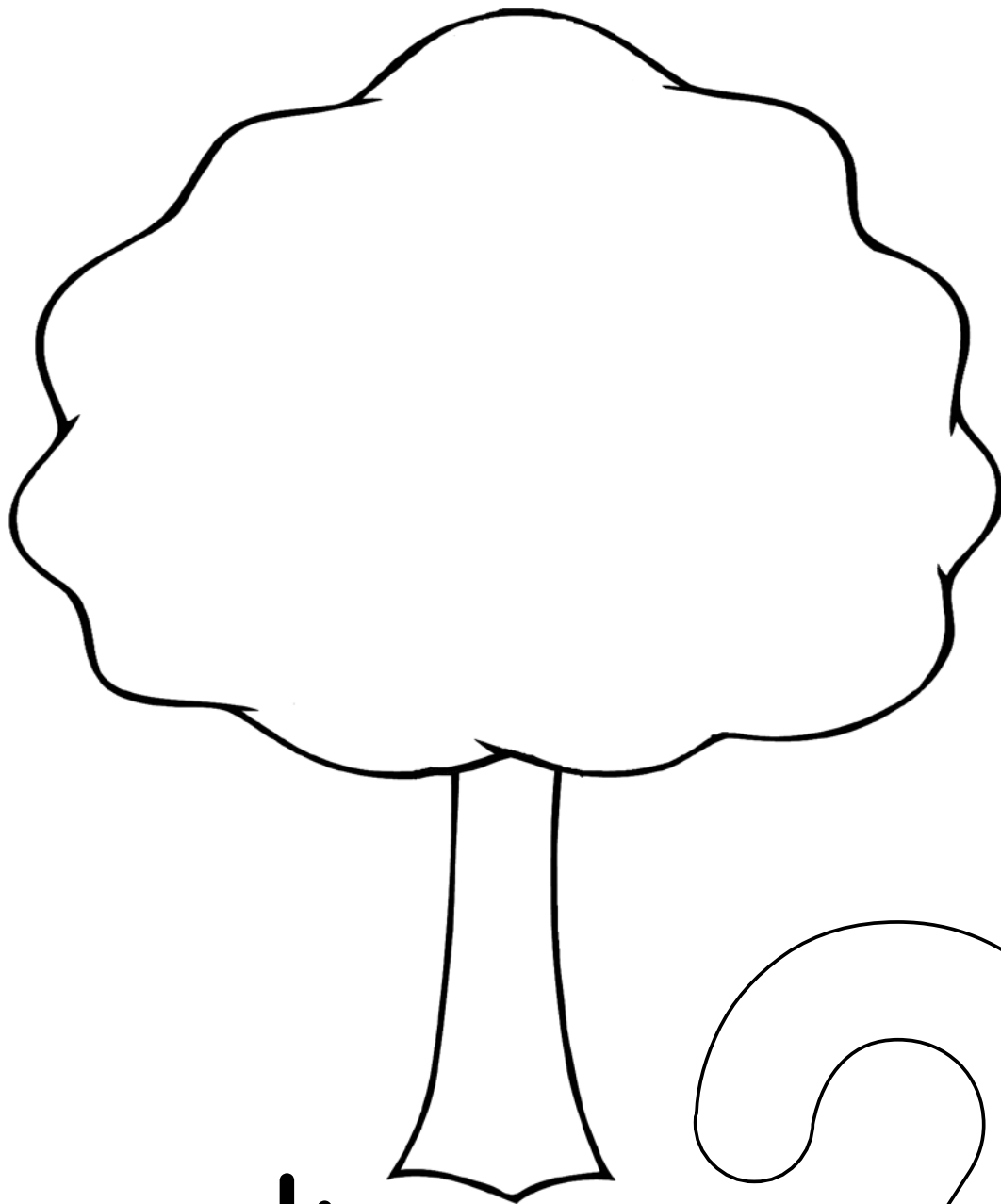
# Playdough template: Number 2



two

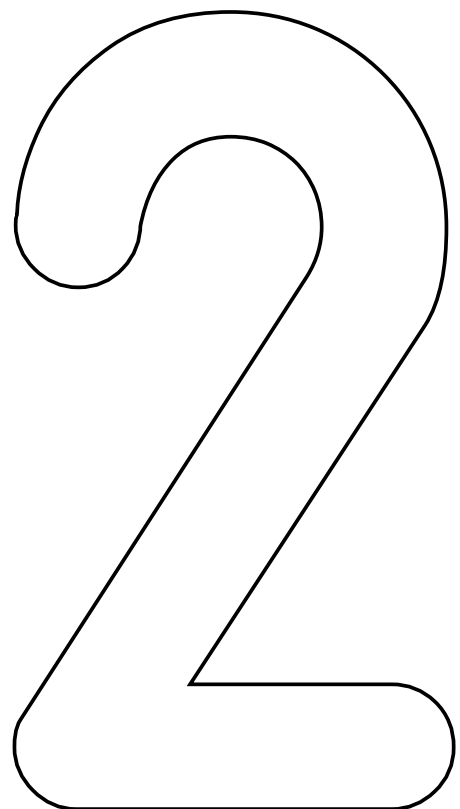


Thempoleiti ya tlhama: Nomoro 2

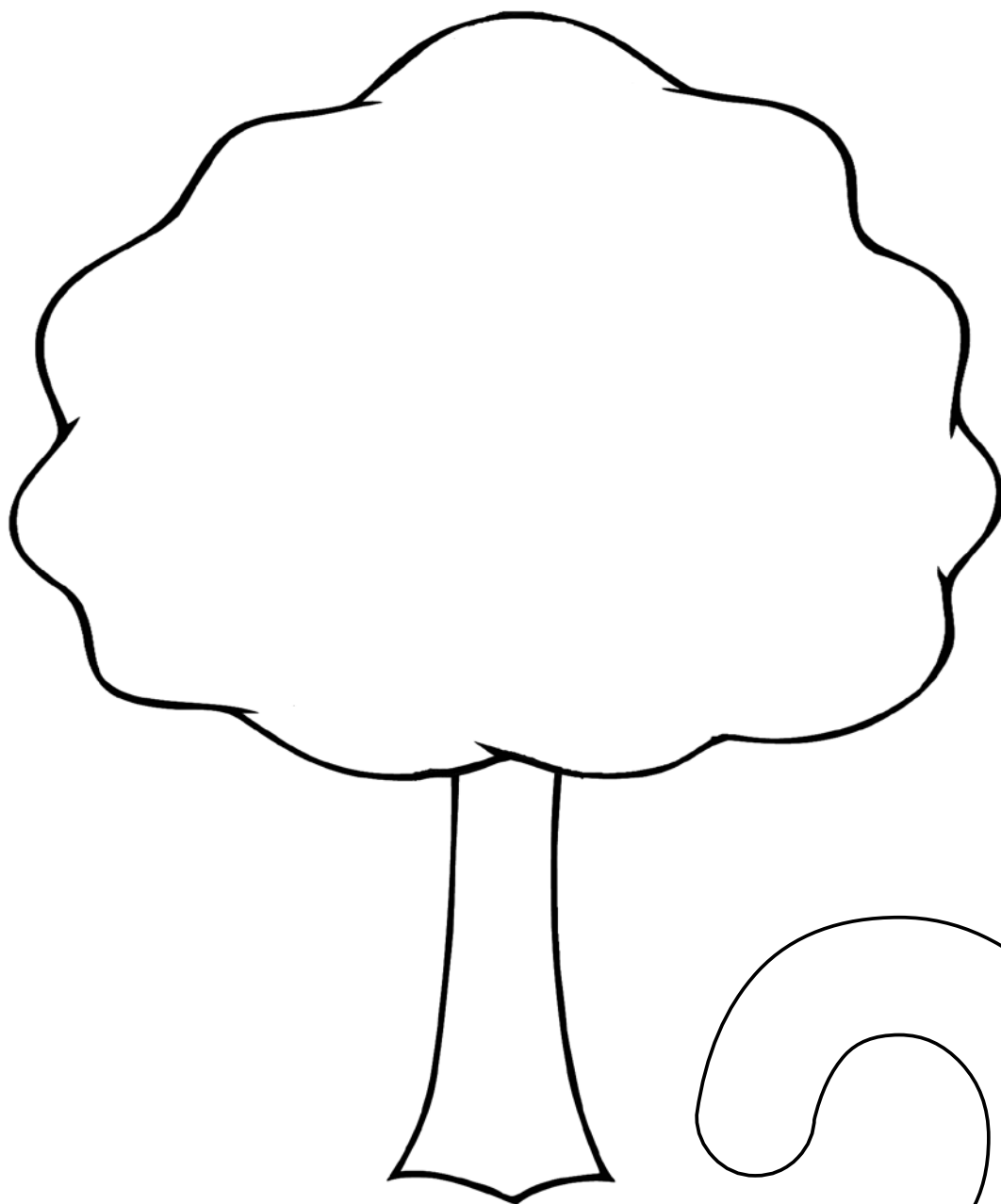


pedi

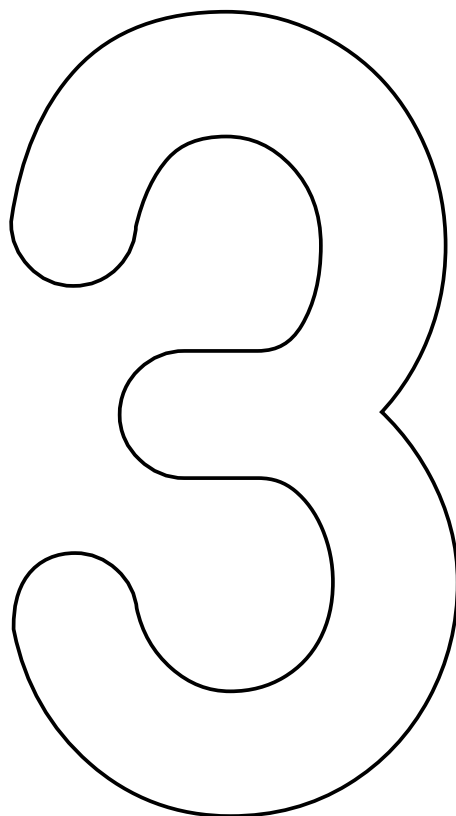
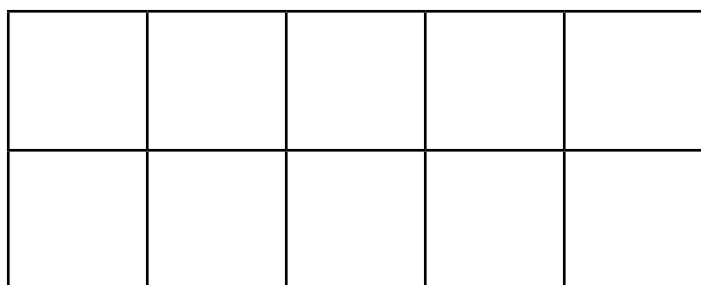
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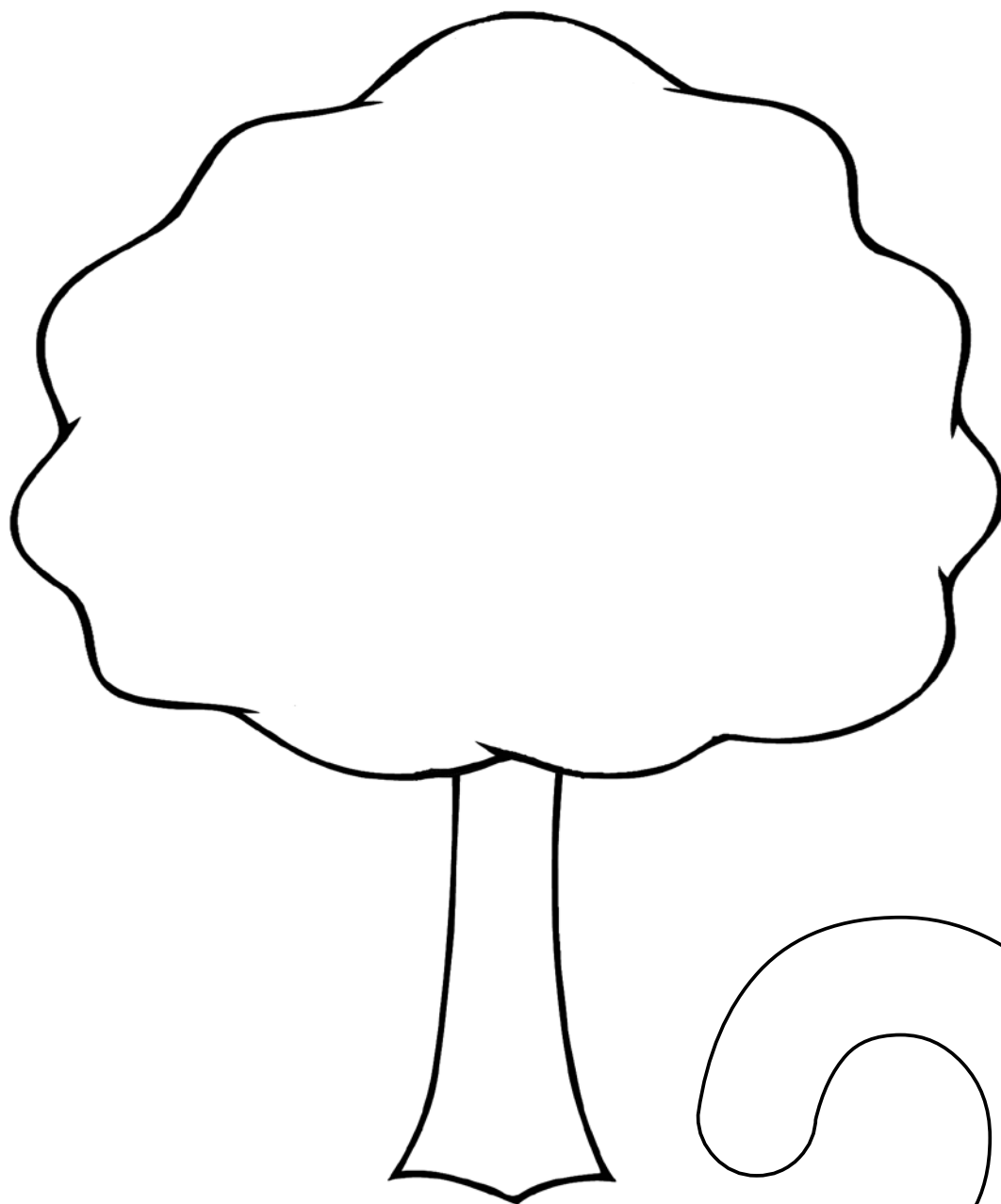
# Playdough template: Number 3



three

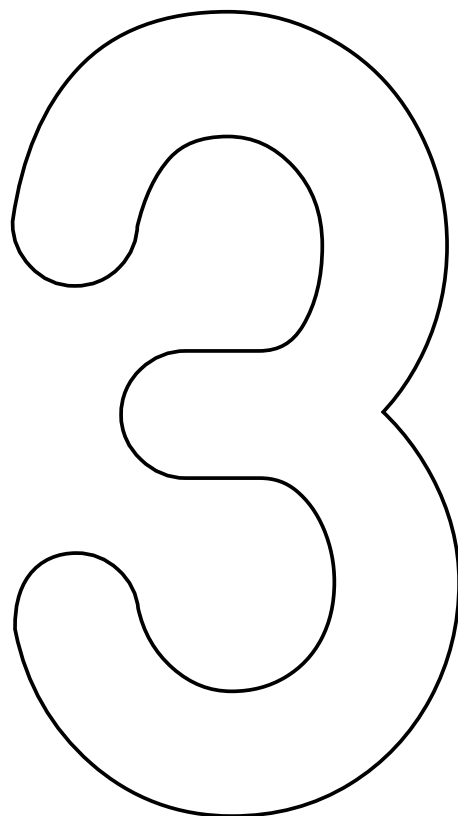


Thempoleiti ya tlhama: Nomoro 3

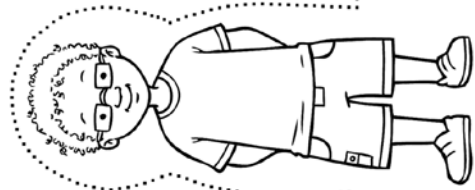
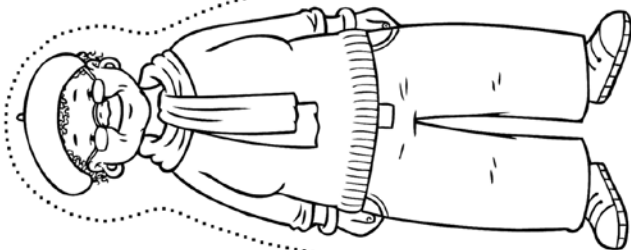
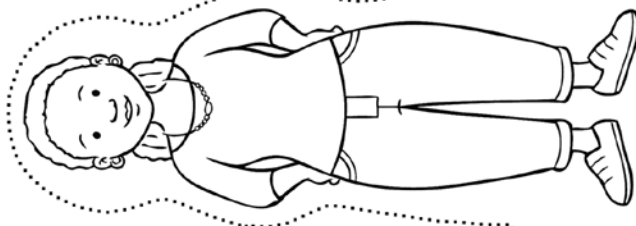
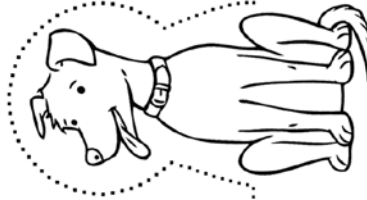
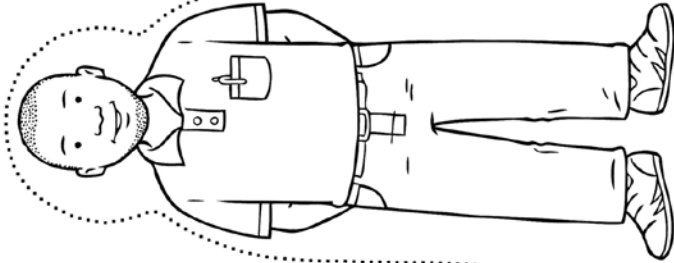
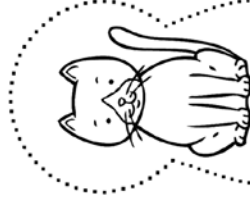
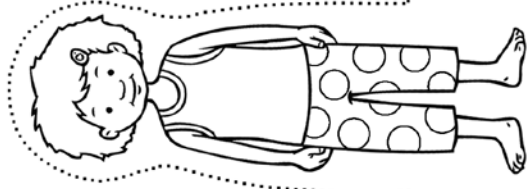


tharo

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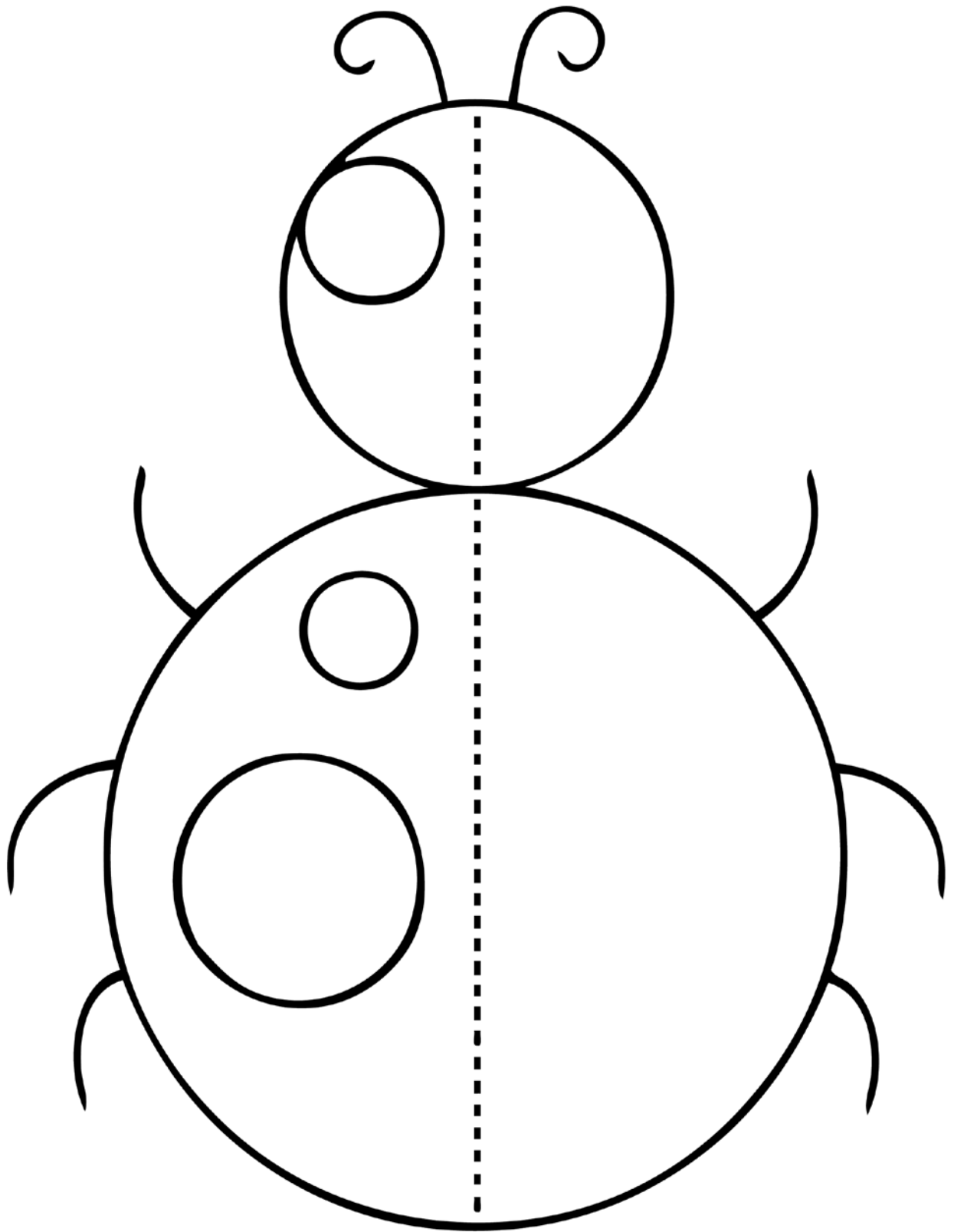


# Finger puppets (Week 1) • Mepopi ya menwana (Beke ya 1)

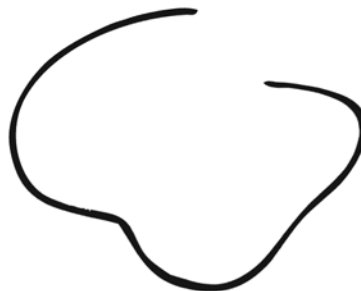
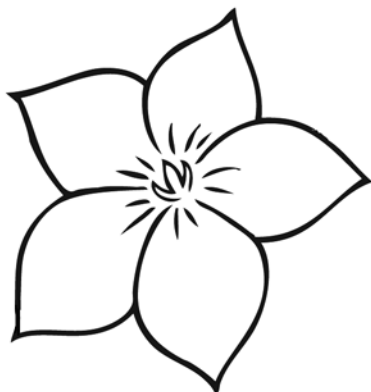
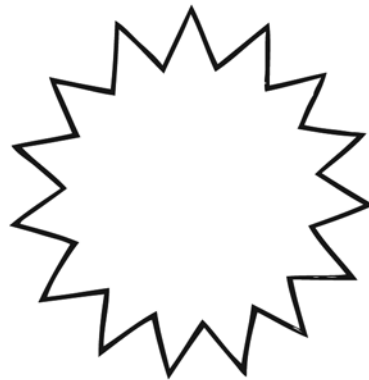
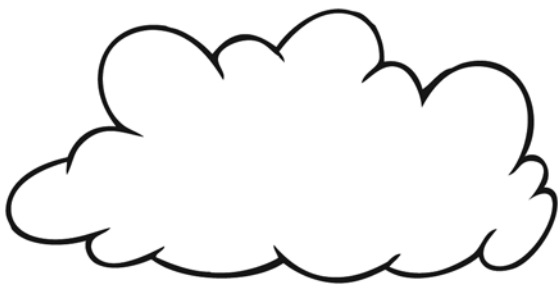
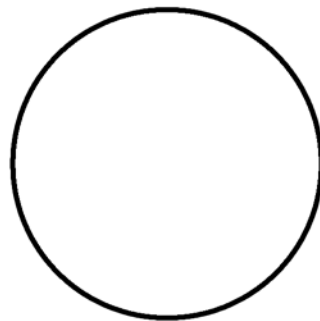
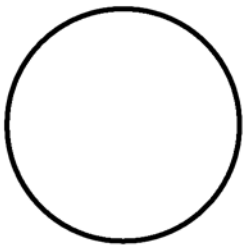
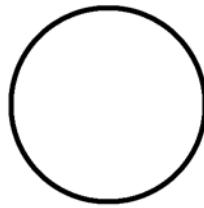
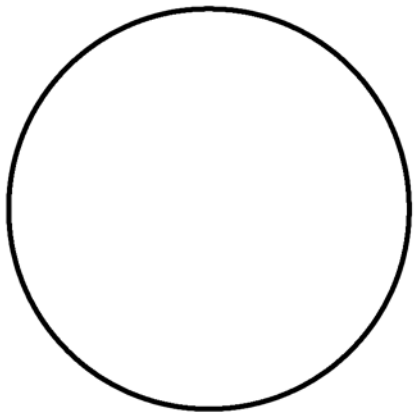




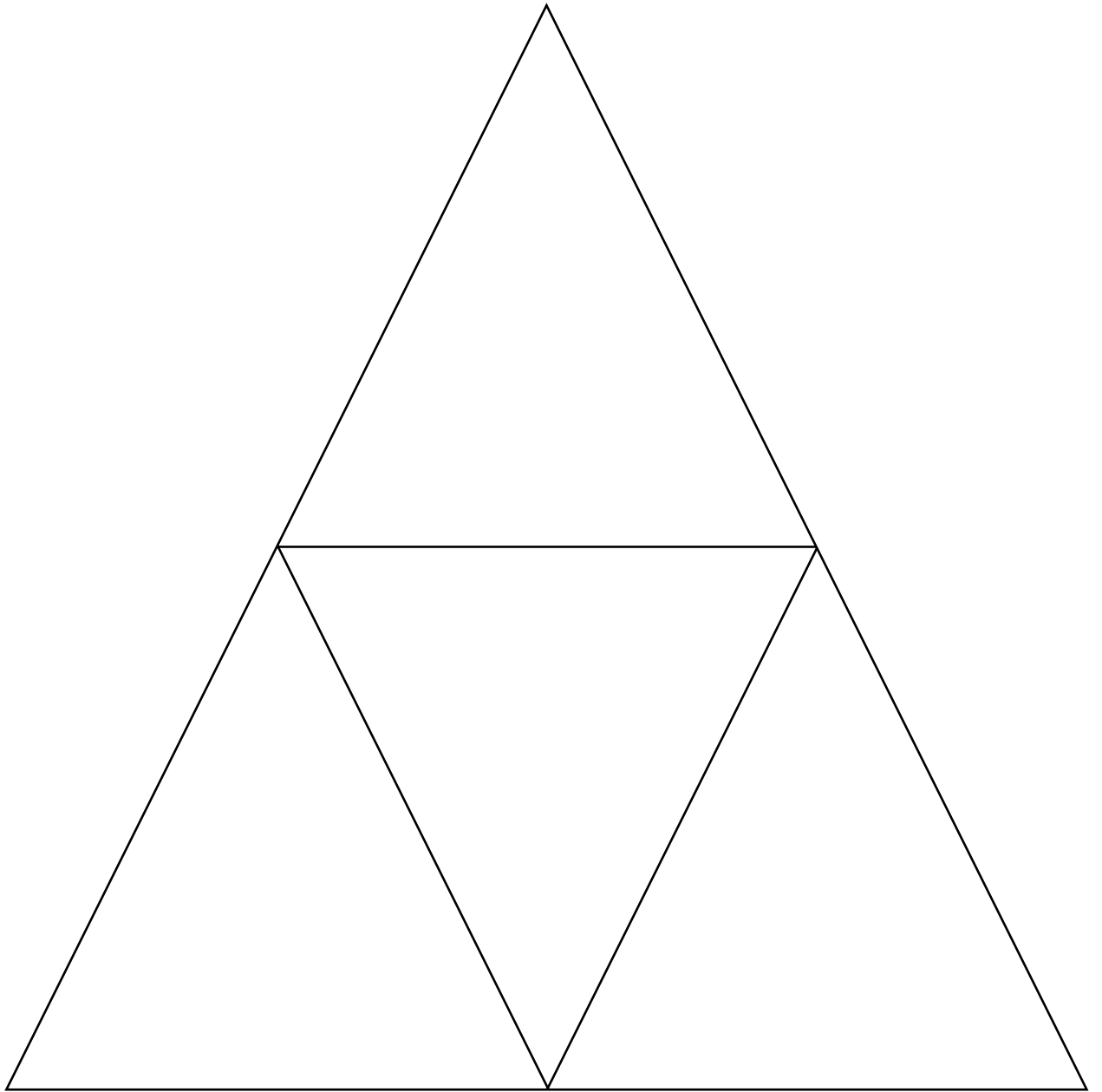
A beetle (Week 4) • Lebisi (Beke ya 4)



Circles (Week 4) • Didiko (Beke ya 4)



## Triangles (Week 7) • Dikhutlotharo (Beke ya 7)







## Notes • Digopodišo

A series of horizontal dashed lines for writing notes.



