

Lenaneo le Ntlafaditsweng  
la Mmetse la Kereiti ya R

Grade R Mathematics  
Improvement Programme

# Tataiso ya Diketsahalo: Kotara ya 1

## Activity Guide: Term 1



Sesotho | English

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

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

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

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

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- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

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Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Editing and proofreading: Ilse von Zeuner, Kathleen Sutton

Illustrations: Jiggs Snaddon-Wood

Typesetting: Jenny Wheeldon

Inside design: Magenta Media

Cover design: Jacqui Botha

Projeke ya Mmetse wa Kereiti ya R le Ntlatfatso ya Puo ke bohato ba pele ba **Lefapha la Thuto la Gauteng (Gauteng Department of Education)** le molekane wa lona wa sehlooho, **Gauteng Education Development Trust**.

Ntshetsopele le tlhahiso ya mehlopi ya thupelo le ya phaposi ya borutelo bakeng sa Projeke ya Mmetse wa Kereiti ya R le Ntlatfatso ya Puo di ile tsa tswelletswe ke tshetso ka ditjhelete ya diprojeke e fanweng ke **United States Agency for International Development** le **Zenex Foundation**.

Projeke ya Mmetse wa Kereiti ya R le Ntlatfatso ya Puo e tsamaiswa ke **JET Education Services** mmoho le **Schools Development Unit** ya **UCT** le **Wordworks** jwaloka balekane ba setegeniki.

**Schools Development Unit** (SDU) ya **University of Cape Town** (UCT) ke molekane wa setegeniki wa mmetse bakeng sa Projeke ya Mmetse wa Kereiti ya R le Ntlatfatso ya Puo. SDU ke yuniti e kahara School of Education sa UCT e tsepameng ho ntshetsopele ya porofeshene ya matitjhere ho Mmetse, Saense, Tsebo ya ho Bala le ho Ngola/Puo le Bokgoni ba Bophelo ho tloha ho Kereiti ya R ho isa ho Kereiti ya 12. SDU e fana ka mangolo a botitjhere le a dithuto tse kgutshwane tse ananetsweng tsa UCT, mosebetsi o theilweng dikolong, ntshetsopele ya disebediswa le diphuputso bakeng sa ho tshetso ho ruta le ho ithuta dikarolong tsohle tsa Afrika Borwa.

Kgatiso ena ya disebediswa tsa mmetse e unne molemo ho tshetsoano tshetsoano mmoho le basebetsimmoho ba Wordworks mme e ntlafaditswe ke kamahano ya bona mmoho le disebediswa tsa Lenaneo la Ntlatfatso ya Puo. E ntlafaditswe ke mosebetsi wa baofisiri ba Bolaodi bo ka Tlase ba Kharikhulamo ya Thuto ya Bana ya Pele ho Sekolo le ya Mophato wa Motheo boemong ba Setereke le ba Provense ba Lefapha la Thuto la Gauteng, ba ileng ba tisa nyehelo e molemo ho dikahare tsa thuto mme ba tshwara dipuisano tse ahang bakeng sa ho netefatsa boikamahanyo le maano, ditshebetso le makgabane a provense.

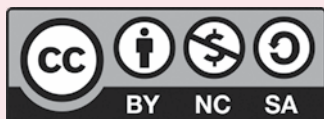
## DITEBOHO

Diteboho tse kgethehileng ho:

- ★ Baofisiri ba Botsamaisi ba Kharikhulamo, Botsamaisi ba Thuto ya Matitjhere le Botsamaisi ba Thuto e Kgethehileng ba Lefapha la Thuto la Gauteng, bakeng sa nyehelo ya bona ntlafatsong ya disebediswa tsa rona tsa thuto.
- ★ Basebetsimmoho ba Wordworks, balekane ba setegeniki ba puo mabapi le Projeke ya Mmetse wa Kereiti ya R le Ntlatfatso ya Puo, bakeng sa ho sebedisana mmoho ho ntshetsopele ya disebediswa tsa thuto.
- ★ Baofisiri le matitjhere a Western Cape Education Department (WCED) ka nyehelo ya bona bakeng sa ho kenngwa tshetsoano ka katleho ha Grade R Mathematics Programme (*R-Maths*) mane Western Cape pakeng tsa 2016 le 2019.
- ★ Sehlopha se ngolang sa *R-Maths*: Basebetsi le baeletsi ba SDU, le baofisiri ba WCED.

Lenaneo le Ntlafaditsweng la Mmetse la Kereiti ya R le ntlafaditswe ho tloha ho *R-Maths*, e ileng ya phatlalatswa lekgetlo la pele ka 2017 ke Schools Development Unit, University of Cape Town. Tokelo ya kgatiso ya *R-Maths* e tshwerwe ke University of Cape Town.

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Laesense ena e fa basebedisi-hape tetla ya ho aba, kopanya botjha, amahanya le maemo, le ho eketsa hodima disebediswa ka mofuta ofe le ofe kapa sebopeho sefe le sefe bakeng sa merero eo e seng ya kgwebo, hape le ha ho thwe moqapi wa teng. Ha o kopanya botjha, o amahanya le maemo kapa o eketsa hodima disebediswa, o tlameha ho sebedisa laesense ya mantsoe a tshwanang bakeng sa disebediswa tse fetotsweng.

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Popo le tsamaiso ya lenaneo: Cally Kuhne le Tholisa Matheza

Tsamaiso ya projeke ya phetolelo le phatlalatsa: Arabella Koopman

Kgokahanyo ya diphetolelo (Dipuo tsa Sesotho): Lorato Trok

Phetolelo ya Sesotho: Hilda Mohale

Tlhophiso le ho tshwaya diphoso tsa Sesotho: Madikapi Mahlasela

Tlhophiso le ho tshwaya diphoso tsa English: Ilse von Zeuner, Kathleen Sutton

Ditshwantsho: Jiggs Snaddon-Wood

Mohlophiso: Stacey Gibson

Moralo wa kahare: Magenta Media

Moralo wa kantle: Jacqui Botha

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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.

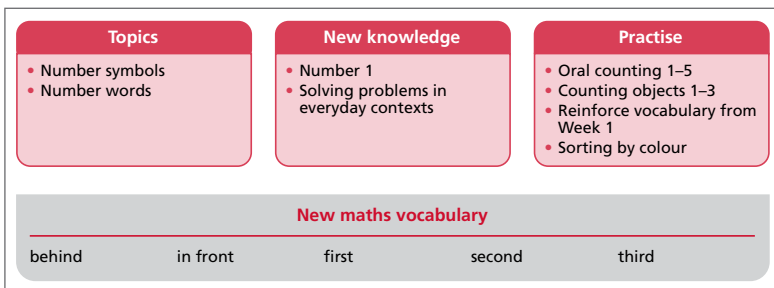
The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first term of Grade R by:

- 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:

# Selelekela

Lenaneo le Ntlafaditsweng la Mmetse la Kereiti ya R (*Grade R Maths*) le theilwe ho tsebo e ntle ya mmetse, kutlwisiso ya kgatelopele ya kharikhulamo ya Kereiti ya R, le ho lemoha hore mekgwa e meng ya ho ruta e molemo bakeng sa ho phahamisa ho ithuta le diphetho tse itseng.

*Tataiso ya Diketsahalo ya Grade R Maths: Kotara ya 1* e fana ka sebopeliso bakeng sa ho ithuta mmetse kotareng ya pele ya Kereiti ya R ka ho:

- hlahlamanya dikahare tsa Karolo ya Dikahare tsa Mmetse ka nngwe dibekeng tse leshome
- fana ka kgatelopele le ho sebetsana le Dikarolo tsa Dikahare tse hlano
- tsepama ho Karolo ya Dikahare e le nngwe ya sehlooho ka beke (Le ha ho le jwalo, dihlooho tse tswang ho Dikarolo tsa Dikahare tse ding di ka tsebiswa le ho etswa bekeng yona eo. Ho ithuta ho tsamaelanang le dinomoro le ho ruta ho etsahala kamehla mme ho hokahanywa ka hara Dikarolo tsa Dikahare tsohle.)
- etsa ditlhaliso tsa diketsahalo bakeng sa tselase yohle, mosebetsi wa sehlopha o tataiswang ke titjhare le wa boikemelo.

## Makgetha a Tataiso ya Diketsahalo: Kotara ya 1

Dintlha tse latelang di bopa karolo ya *Tataiso ya Diketsahalo: Kotara ya 1*:

- Tjhebokakaretso ya dikahare e bontsha tsebo e ntjha le diketso tse lokelang ho shejwa beke le beke.
- Kotara, beke le Tsepamiso ho Karolo ya Dikahare di boletswa ka ho hlaka qalong ya beke ka nngwe.
- Dihlooho, Tsebo e ntjha le mabokoso a Ho etsa a bontsha tse tlang ho etswa bekeng eo.
- Tlotlontswa e ntjha ya mmetse e tlo rutwa e ngolwa beke le beke.



- Ho fanwa ka lenane le bontshang seo o lokelang ho se hlophisa bakeng sa beke ka nngwe.
- Mabokoso a dikeletso a fana ka mehopololele le dikgopotso.
- Mabokoso a kgokahano a hlahisa kamoo mmetse o ka kenyelletswang dithutong tse ding le diketsahalang tsa letsatsi le letsatsi nakong ya lenaneo la letsatsi le letsatsi la Kereiti ya R.
- Mabokoso a 'Lekola hore baithuti ba kgona ho' a tataisa kelohlolo le tekanyetso e tswellang.
- Leqephe la tekanyetso e tswellang le theilwe ho diketsahalo tsa kotara eo.
- Disebediswa le dithempleiti di kenyeleditswe ka morao ho tataiso.

## Grade R Maths lenaneong la letsatsi le letsatsi

Tlwaelo e bohlokwa mme baithuti ba natefelwa ke phetapheto mme ba ikutlwa ba sireletsehile ha ba tseba seo ba lokelang ho se etsa le se lebelletsweng ho bona.

Moralo o bohlokwa hape bakeng sa ho netefatsa hore diketso tsa tlwaelo di tsamaya ka thello. Bala dikahare bakeng sa beke mme o hlophise disebediswa tsohle tseo o tla di hloka letsatsi ka leng pele ho nako. Hlophisa disebediswa hantle tsa letsatsi pele ho nako ele hore tsohle di be di lokile hoseng.

*Grade R Maths* e hlahisa ditatellano tsa diketsahalo tse phetaphetwang letsatsi le letsatsi bekeng e nang le matsatsi a mahlano. Tlhophiso le diketsahalo tsa ka phaposeng ya borutelo tse ka sebediswang ho ruta le ho hatella mareo a mmetse di hlahiswa ka beke le beke. Tsona di kenyeletsa:



## 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

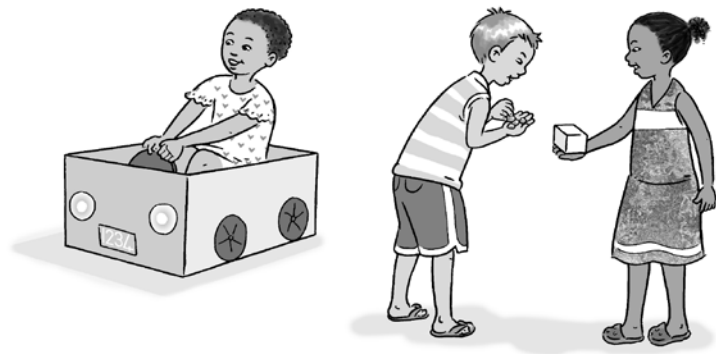
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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





## Diketsahalo tsa tlelase yohle ka letsatsi

- Raeme kapa pina
- Ho bala ka molomo
- Ho bala dintho tse tshwarehang
- Diketsahalo le dipotso tse hoketsweng ho dihlooho tsa Karolo ya Dikahare

Qetellong ya ketsahalo ya tlelase yohle, bontsha baithuti seo ba tlang ho lebellwa ho se etsa diteisheneng tsa bona tsa tshebetso. Disebediswa tsohle tseo ba di hlokang di lokela ho bewa ka tlhophiso ele hore ba tsebe ho qala ho sebetsana le ketsahalo eo.



## Diphetofo: ho tlohela ketsahalo ho ya ho e nngwe

Ho tloha pakeng tsa mmata le seteishene sa tshebetso ke nako e ntle ya ho ikwetlisetsa ho bala ka morethetho le monyaka, ditsela tsa boiqapelo tsa ho tsamaya, ho etsa mohlala, butlebutle jwaloka kgudu, ho qhomaqhoma jwaloka mmotla, ka kgutso jwaloka ditweba, ka bonngwe ba tshwere dikarete tsa bona tsa mabitso/ditshwantsho tsa matshwao.

## Diketsahalo tsa dihlotshwana

- Ho na le ketsahalo e le nngwe e tataiswang ke titjhere ka letsatsi.
- Ho na le diketsahalo tse nne tsa dihlotshwana ka letsatsi. Diketsahalo tsena tse nne tse ikemetseng (kapa diketsahalo tsa ka thoko) di lokela ho etsetswa **diteisheneng tsa tshebetso** tse nne ka hara phaposi ya borutelo – ekaba ditafoleng tseo baithuti ba dulang ho tsona kapa ba eme, kapa fatshe mmateng, kapa ka ntle. Dihlotshwana di a potoloha di fetela ho **seteishene sa tshebetso** ka seng ha beke e ntse e tsamaya, ho ya ka hore titjhere o hlophisitse diketsahalo tseo jwang. Hopotsa baithuti hore ba fane sebaka, ba abelane ka disebediswa mme ba thusane ha ba ntse ba sebetsa.

## Nako ya ho hlwekisa

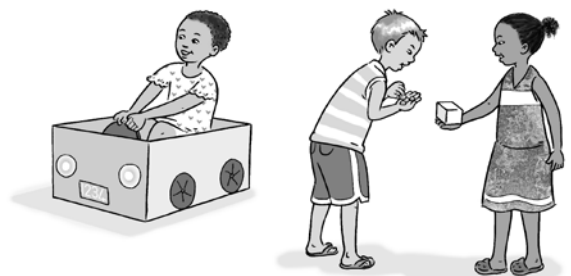
Baithuti ba hloka ho tseba hore disebediswa di dula hokae. Shelofa kapa tafola e etseditsweng ho kenya disebediswa tsa mmetse e tla thusa baithuti hore ba tsebe tlhophiso. Kgothaletsa baithuti ho thusana nakong ya ho hlwekisa. Qalong baithuti ba tla hloka thuso mme o tla tlameha ho ba hopotsa moo ba lokelang ho bea dintho teng, empa ho se hokae ba tla tlwaela ho bea dintho moo di lokelang.

Kgetha baetapele ba dihlotshwana le bathusi ba ho hlwekisa beke le beke. Ba fe mesebetsi e ikgethileng le boikarabelo bo itseng.

## Diketsahalo tsa kgetho ya bolokolohi

Hlophisa diketsahalo tsa boiqapelo, tse kgahlang tseo baithuti ba ka kgethang ho tsona hang ha ba phethile ketsahalo ya bona ya seteisheneng sa tshebetso. Tsona di ka kenyeletsa:

- diboloko kapa dibapadiswa tse ding tsa ho aha
- diphazele
- hlama ya ho bapala
- dibuka hukung ya ho bala
- papadi ya boinahanelo, ho etsa mohlala, ho ya mabenkeleng
- buka ya mosebetsi kapa maqephe a dipampiri tsa mosebetsi.



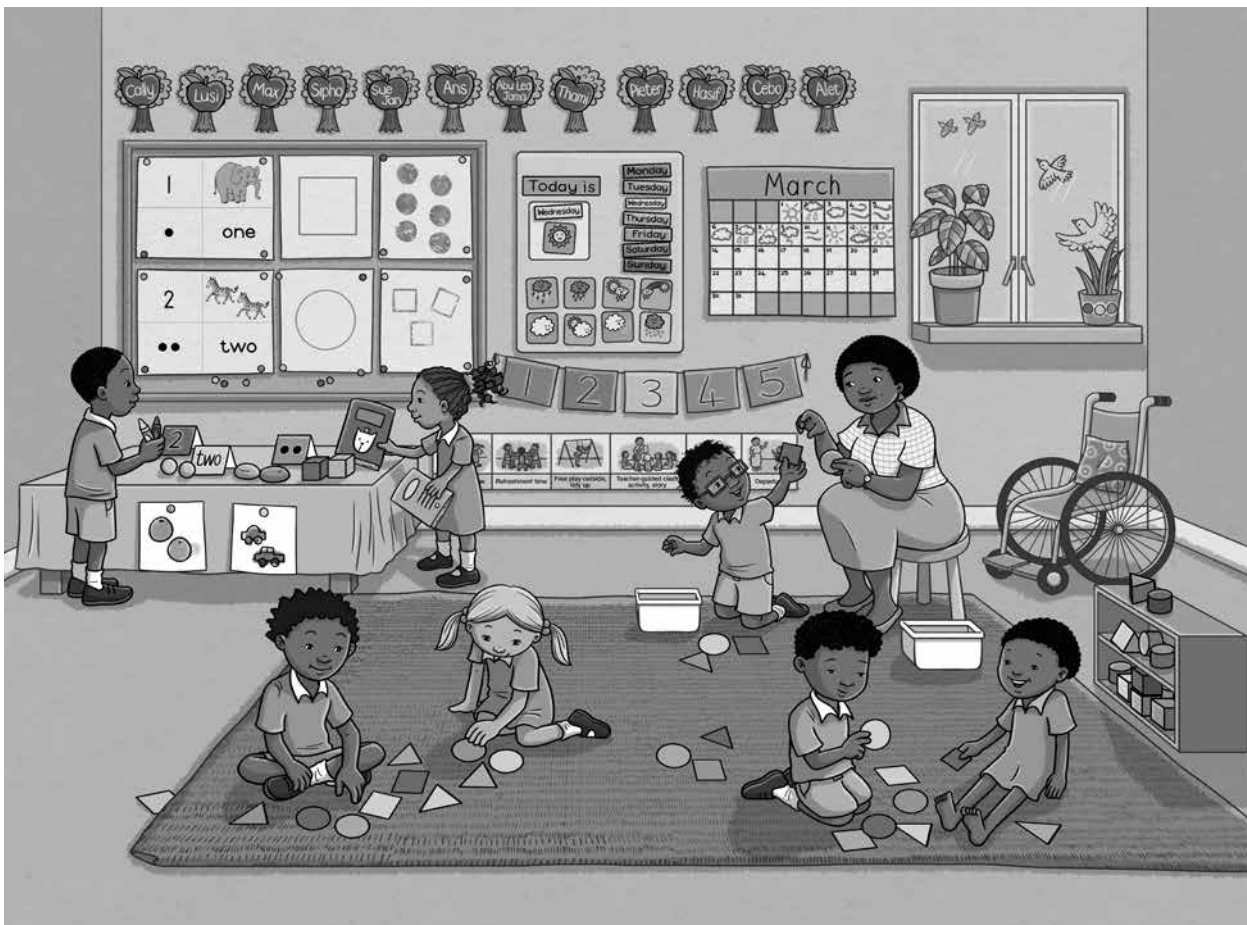
## Assessment

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.



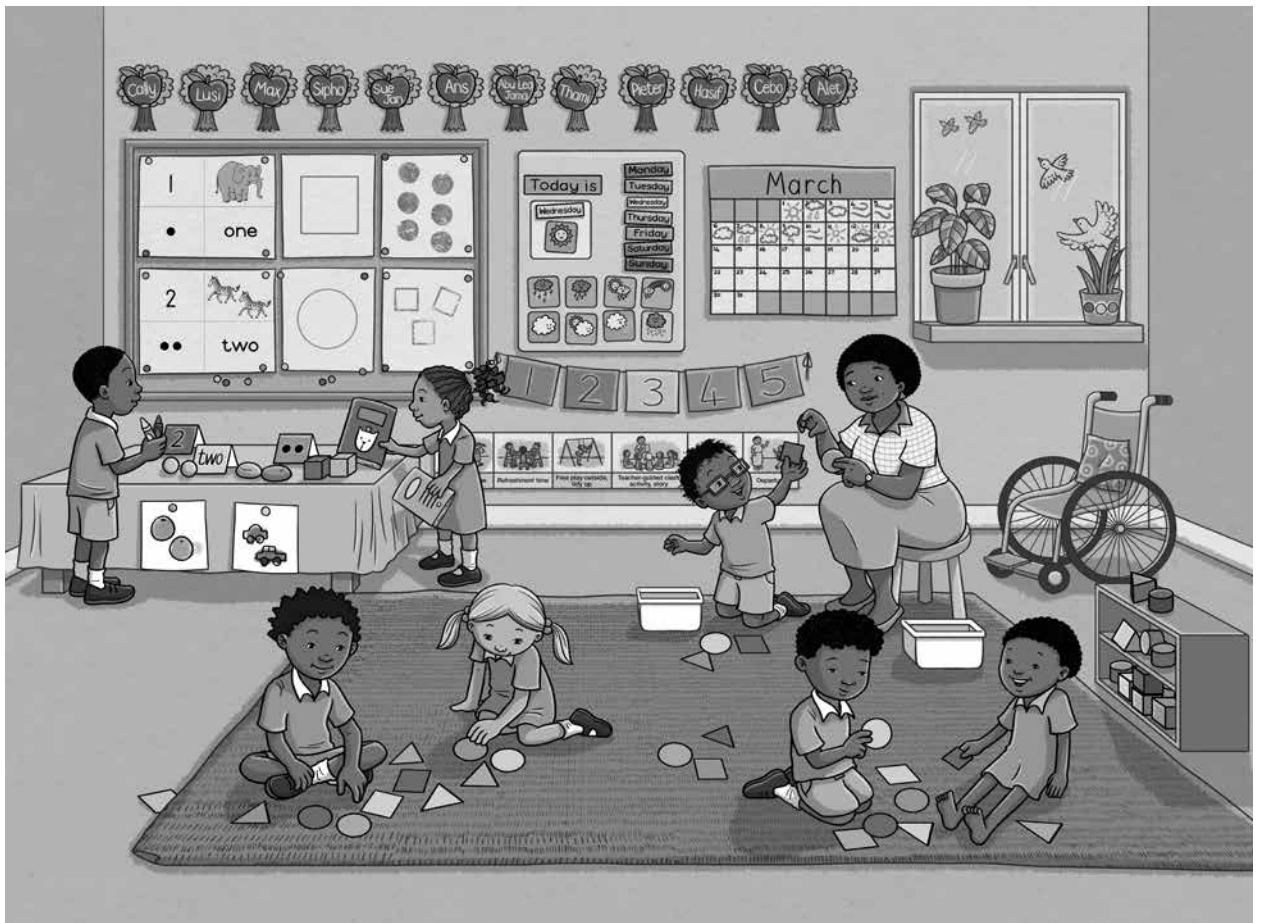
## Tekanyetso

Kelohloko le tekanyetso e tswelang nakong ya diketsahalo tse tataiswang ke titjhere le tsa tlelase yohle e fana ka menyetla bakeng sa kutlwisiso ya tjebokakaretso ya kgatelopele ya moithuti ka mong. Tlhabisoleseding ena e bohlokwa bakeng sa ho tataisa ho ruta ho ya pele le ho nka seabo ho baithuti ka bomong. Lenane la tekolo la tekanyetso e tswelang ka leqepheng la 191 le 193 la tataiso ena le theilwe ho dikahare tse rutilweng ho Kotara ya 1. Thempleiti ena e ka sebediswa bakeng sa ho rekota kgatelopele ya moithuti ka mong kotareng.

## Grade R Maths ka phaposing ya borutelo

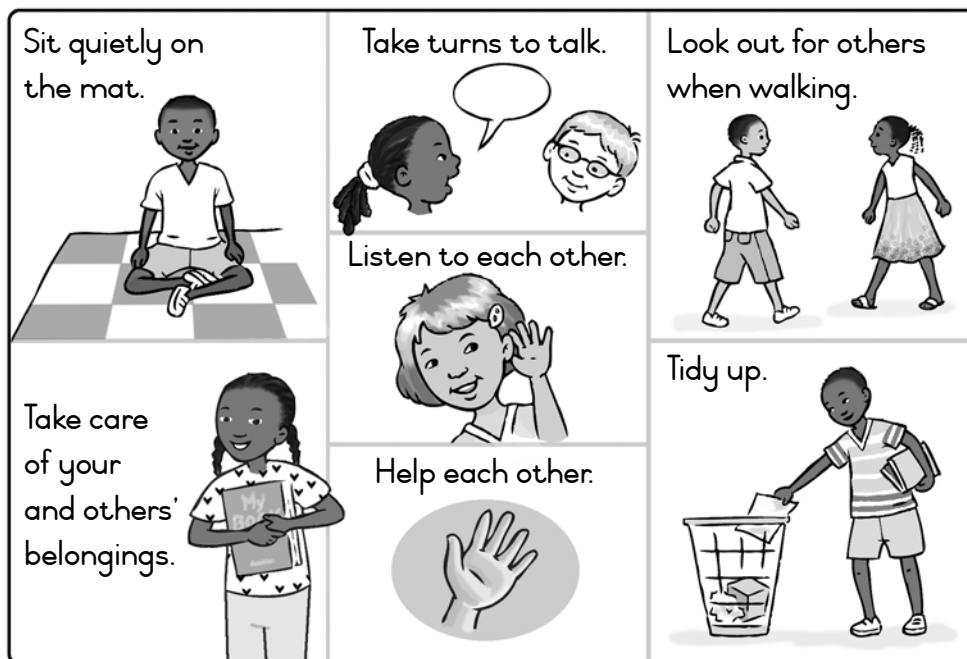
Lokisa sebaka ka phaposing ya borutelo se kgethetsweng mmetse mme se le pela mmata. Sena ke sebaka se arolelanwang moo baithuti ba ka nehelang le ho nka seabo ho sehlooho seo ba ithutang ka sona. Karolo e loketseng e tla kenyeletsa:

- tafole e nyane e pela lebota
- molapalo o entsweng ka kgwele le diphekse
- tjhate ya maemo a lehodimo ya letsatsi le letsatsi
- khalendara bakeng sa kgwedi ka nngwe le diboloko bakeng sa letsatsi ka leng
- tjhate e nang le mabitso a matsatsi a beke
- lenaneo la letsatsi le letsatsi le nang le ditshwantsho bakeng sa diketsahalo tse fapaneng
- dikarete tsa mabitso a baithuti le matshwao tse hlophisitsweng ho ya ka mabitso a dihlopha tsa bona
- matshwao a bathusi a tsamayang pakeng tsa mabitso a baithuti ho ya ka letsatsi ka leng la beke
- tjhate ya bathusi.



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

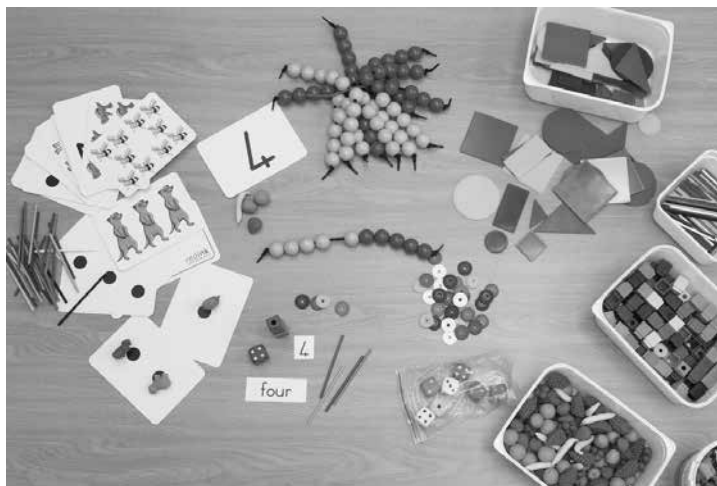


## Resources for Grade R Maths

### 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.

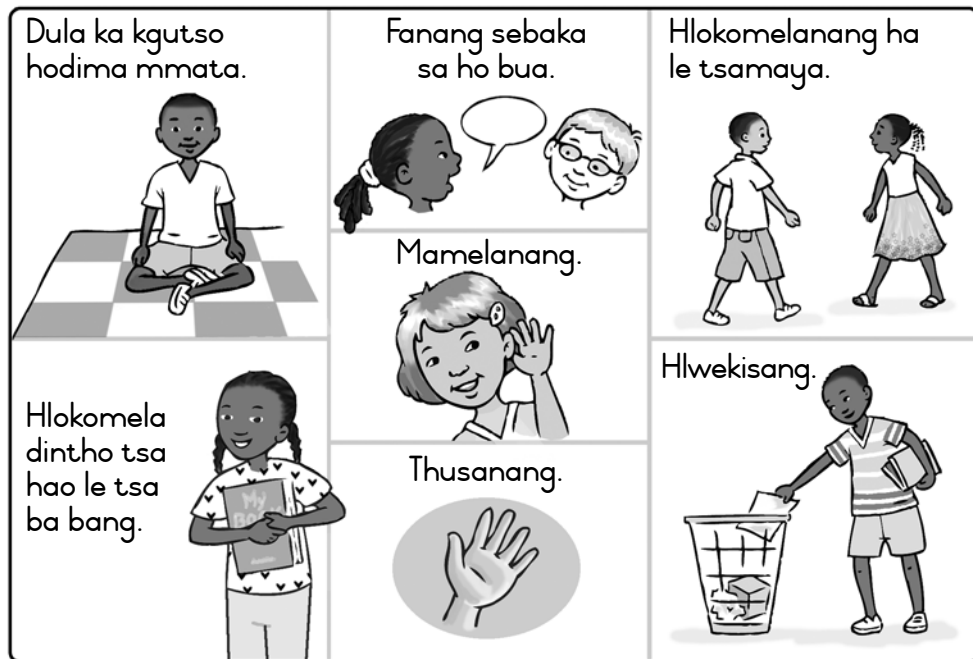


These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.



Etsa phoustara ya 'melawana ya phaposi ya borutelo' mmoho le baithuti. E maneha moo ba ka e bonang ha bobebe. Ho se be le melawana e ka hodimo ho e tsheletseng kapa e supileng.

## Melawana ya phaposi ya rona ya borutelo



## Disebediswa bakeng sa *Grade R Maths*

### **Khiti ya Disebediswa ya *Grade R Maths***

*Grade R Maths* e fana ka khiti bakeng sa ho ithuta le ho ruta mmetse o fanang ka disebediswa bakeng sa dihlotshwana tsa baithuti ba tsheletseng ho isa ho ba robedi ho di sebedisa. Khiti e kenyeletsa dintho tse latelang:

- dintho tsa ho bala, ho etsa mohlala, didiski tse mebala le dithupa, dibadi tsa ditholwana le tsa diphoofofo, diboloko tsa *Unifix*
- letaese le leholohadi
- dikgwele tse nang le difaha tsa dibopeho tse leshome
- dikarete tsa matheba
- dikarete tsa dinomoro: matshwao a dinomoro (0–10) le mantswe a dinomoro (ha ho letho–leshome)
- diboloko tsa makgetha.



Tsena ha di a lokela hore ebe tsona feela disebediswa tseo matitjhare le baithuti ba di sebedisang nakong ya diketsahalo tsa mmetse. Dintho tsa kamehla tse tswang lapeng ke tsona tse lokileng bakeng sa ho hlophisa, ho bala le ho sibolla dibopeho.

## 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

## Disebediswa tse resaekelwang

Boloka dintho tse resaekelwang ka hara ditshelo tse nang le dileibole tse nang le dikwahelo (tse kang: ditholwana le meroho tse paketsweng, ditshelo tsa aesekerime tsa dilitara tse 2 le ditshelo tsa *feta* tsa 500 ml). Bea ditshelo hodima shelofa kapa kae feela moo baithuti ba ka di fihlellang. Kgothaletsa baithuti ho phutha dintho ka nako ya ho hlwekisa haeba ba di sebedisitse diteisheneng tsa bona tsa tshebetso kapa nakong ya diketsahalo tsa kgetho ya bolokolohi. Mehopolo e meng ke ena bakeng sa disebediswa tsa mmetse:

- dikwahelo tsa dibotlolo (dibopeho tse fapaneng, boholo le mebala e fapaneng)
- mabokoso a boholo bo fapaneng (sesepa sa meno, lebokoso la mollo, sireale, moriana, dipakete)
- ditshelo tsa polastiki (dibotlolo tsa 500-ml le 1litara, ditshelo tsa majarine, ditshelo tsa yokate tsa 250-ml le 500-ml, ditshelo tsa aesekerime, dipakana tsa meroho)
- ditjhupu le disilindara (bokahare ba dipampiri tsa ntlwana, bokahare ba ditoulo tsa pampiri, bokahare ba dirolo tsa foile, makotikoti)
- mabokoso a mahe
- dikonopo, dinotlolo tsa kgale, dikgaba tsa polastiki, dithupa tsa aesekerime, ditheke tse kwalang bohobe
- mefuta e fapaneng ya dibolo, mekotla ya dinawa, dihulahupu.



## Disebediswa tse ding

Disebediswa tse ding tsa phaposi ya borutelo tse molemo bakeng sa ho ruta *Grade R Maths* di kenyeletsa:

- dikerayone, pente, sekgomaretsi, dikere
- hlama ya ho bapala kapa letsopa la ho bopa
- dibuka tse ka sebedisetswang dipuisano tsa mmetse
- diboloko tsa ho aha le dibapadiswa tsa ho aha (bokella dikotwana tsa patsi ha ho hlokeha)
- diphazele le dipapadi tse fapaneng tsa *jigsaw*, ho etsa mohlala, didomino, *Snakes and Ladders*, *Ludo*, *Lotto*



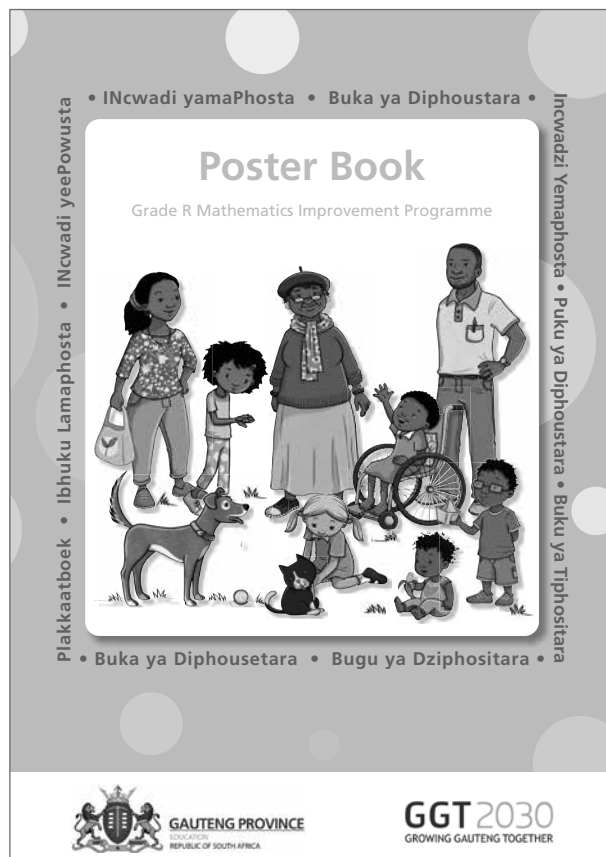
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## 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?



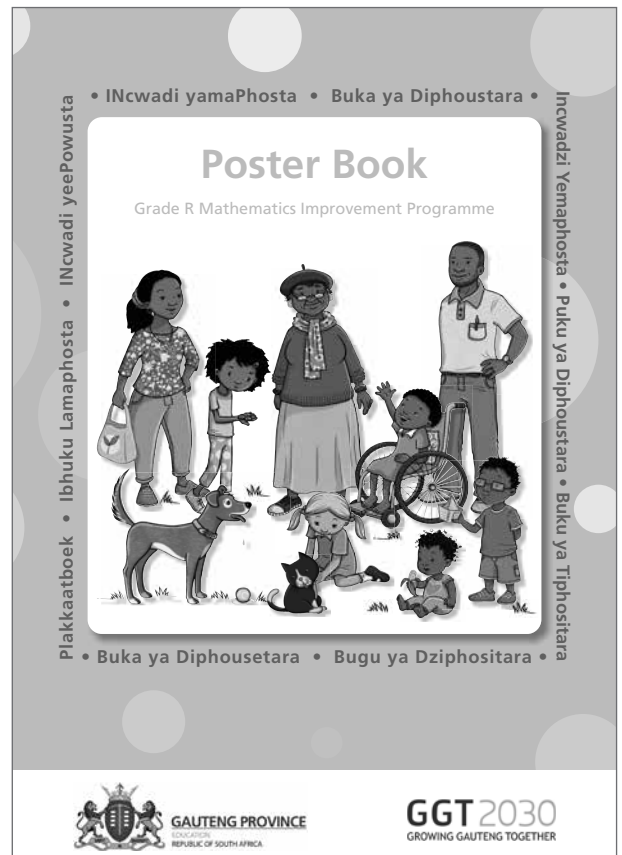
- tjhate ya bophahamo
- dikarete tsa ho papala tse kgolohadi
- tjhelete ya ho bapadisa: dikhoine le ya pampiri (bakeng sa ho sebedisa lebenkeleng la papadi)
- watjhe e kgolo ya leboteng
- sekala sa botsitso
- difaha bakeng sa ho hlophisa, ho folella le ho etsa dipaterone
- disebediswa bakeng sa papadi ya lehlabathe le metsi
- disebediswa tsa ho palamela, tsa botsitso, tsa ho swinka le dikgati.

## Buka ya Diphoustara ya Grade R Maths

Ho na le diphoustara tse leshome le motso o le mong ka hara *Buka ya Diphoustara ya Grade R Maths*. Diphoustara di fana ka ditikoloho tse tlwaelehileng tseo baithuti ba ka di utlwisang tse kenyeletsang dintlha tse itseng tsa mmetse, ho etsa mohlala, ka phaposing ya borutelo, moo ba bapallang, le ka kitjhineng. Diphoustara di etseditswe ho tsosolosa thahasello le dipuisano mabapi le dihlooho tsa mmetse, tse kenyeletsang: nomoro, dipaterone, sebaka le sebopeho, tatellano ya nako le mometho. Diphoustara di ka sebediswa ho kgothaletsa baithuti ho nahana ka botebo le ho bea mabaka. Di loketse bakeng sa ho fana ka bokgoni ba ho rarolla bothata le bakeng sa dipatlisiso tsa mmetse.

Matitjhere a ka kgothaletsa baithuti ho buisana ka diphoustara le ho fana ka mehopolo ya bona ka ho botsa dipotso tse ba tataisang bakeng sa ho tsepamisa maikutlo ntlheng e itseng ya phoustara, ho etsa mohlala:

- Le bona eng setshwantshong?
- Le nahana hore bana/batho ba hokae?
- Ho etsahala eng setshwantshong?
- Na o ka mphetela pale mabapi le setshwantsho?
- Ke ... tse kae tseo o di bonang? Ha ho ne ho ka ba le ... e le nngwe/tse mmalwa ho feta?
- ... e hokae?
- Ho ne ho tla etsahala eng hoja ...?
- O nahana hore ho tla etsahala eng kamora moo?
- O nahana hore ke eng eo ... ba ka e bonang ho tloha moo ba emeng?
- Ke paterone efe eo o e bonang? Hlalosa paterone eo.
- O kgona ho bona dibopeho dife?
- Ke ... efe e telele/kgutshwane ka ho fetisisa?
- Na o ka sebedisa mantswe afe kapa afe a mmetse ho hlalosa ntho e itseng setshwantshong?



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

# Tjhebokakaretso ya dikahare:

## Kotara ya I

TEMOSO: Tsepamiso ho Karolo ya Dikahare le Tsebo e ntjha di ka mmala o mofubedu. Dikahare tse ding tse entsweng bekeng eo di ka mmala o moputswa.

Tsepamiso ho Karolo ya Dikahare	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	Ho bala ka molomo 1–5 Ho bala dintho 1–3 Neeletsano pakeng tsa ntho tse pedi	Nomoro ya 1 Ho rarolla mathata tikolohong ya kamehla Ho bala ka molomo 1–5 Ho bala dintho 1–3 Hatella tlotlontswa ho tswa Bekeng ya 1	Ho bala dintho 1–5 Ho bala ka molomo 1–5 Hatella 1	Nomoro ya 2 Ho bala ka molomo 1–5 Nomoro ya 1 Ho bala dintho 1–5	Dikgopolo tsa dinomoro 1 le 2 Ho bala ka molomo 1–5 Ho bala dintho 1–5
2. Dipaterone, Ditshebetso le Aljebra					
3. Sebaka le Sebopeho (Jeometri)	Tjhate ya ho hlwekisa Matshwao a baithuti Tjhate ya bathusi Aha phazele ya dikotwana tse tsheletseng Ho bopa ka hlama ya ho bapala/letsopa Ho aha ka diboloko		Makgetha a dibolo le mabokoso Dintho tse thetehang kapa tse thellang Boemo: ka hare le ka ntle Kgolo le nyane Kgolo ka ho fetisisa le nyane ka ho fetisisa	Sedikadikwe Molahare Diphazele tsa dikotwana tse tsheletseng	Dibopeho tsa 2-D: kgutlonnetsepa Tshupiso: pele le morao Boemo: kahara le ka ntle ho Sedikadikwe Mabokoso le dibolo Diphazele tsa dikotwana tse tsheletseng
4. Mometho	Tatellano ya diketsahalo tsa letsatsi le letsatsi Tjhate ya matsatsi a tswalo				
5. Ho Sebetša ka Datha ('Ho Sebetšana le Datha')	Ho hlophisa ka mebala Ho taka	Ho hlophisa ho ya ka mebala	Ho hlophisa ho ya ka boholo		

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>

Tsepamiso ho Karolo ya Dikahare	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	Nomoro ya 3 Ho hlahlamanya dinomoro 1-3 Ho bala ka molomo 1-5 Ho bala dintho 1-5 Hatella dikgopolo tsa dinomoro 1 le 2 Ho rarolla bothata o sebedisa dintho	Ho bala ka molomo 1-10 Ho bala dintho 1-5 Hatella dikgopolo tsa dinomoro 1-3 Ho hlahlamanya dinomoro 1-3	Ho bala o kgutlela morao 5-1 Ho bala ka molomo 1-10 Ho bea dinomoro ka tatellano 1-3 Ho bala dintho 1-5 Hatella 1-3	Ha ho letho Tekanyetso Ho rarolla bothata Dinomoro ditikolohong tse tlwaelehileng Ho bala ho ya pele 1-10 Ho bala o kgutlela morao 5-1 Ho bala dintho 1-5 Ho bea dintho ka tatellano ya dinomoro 1-3 Kgopolo ya dinomoro 1-3	Ho bala ka molomo 1-10 Ho bala dintho 1-5 Ho hlahlamanya dinomoro 1-3 Kgopolo ya dinomoro 1-3 Ho rarolla bothata
2. Dipaterone, Ditshebetso le Aljebra	Hlwaya dipaterone Kopolla dipaterone				Pele ho le ka morao ho Kopolla dipaterone
3. Sebaka le Sebopeho (Jeometri)		Dibopeho tsa 2-D: kgutlotharo Tikolohong Boemo: ka pela le ka mora Sedikadikwe, kgutlonnetsepa Molahare Kgolo, nyane Diphazele tsa dikotwana tse tsheletseng	Boemo: hodima, tlasa, ka hodima, ka tlasa, pela, pakeng tsa	Tshupiso: hodimo le tlase Sedikadikwe, kgutlonnetsepa le kgutlotharo Diphazele tsa dikotwana tse tsheletseng	
4. Mometho			Ho hlahlamanya nako: motsheare le bosiu, kganya le lefifi Bolelele: tjhate ya bophahamo		
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')		Ho hlophisa ho ya ka sebopeho			Bokella, hlophisa le ho emela dipokello tsa dintho Buisanang le ho tlaleha ka dipokello tse hlophilweng tsa dintho

# 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.



# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Ho bala ka molomo
- Ho bala dintho

## Tsebo e ntjha

- Ho bala ka molomo 1–5
- Ho bala dintho 1–3
- Neeletsano pakeng tsa ntho tse pedi
- Tatellano ya diketsahalo tsa letsatsi le letsatsi
- Tjhate ya matsatsi a tswalo
- Tjhate ya ho hlwekisa
- Matshwao a baithuti
- Tjhate ya bathusi
- Aha phazele ya dikotwana tse tsheletseng

## Ho etsa

- Ho hlophisa ka mebala
- Ho bopa ka hlama ya ho papala/letsopa
- Ho taka
- Ho aha ka diboloko

## Tlotlontswe e ntjha ya mmetse

bala  
nngwe

pedi  
tharo

nne  
hlano

pele ho  
kamorao ho

e latelang/  
kamora/pela

ho qetela  
hlophisa

## Ho itokisetsa

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- etsa diphapete tsa menwana tsa baphetwa ba *Grade R Maths* (leqephe la 216)
- letshwao la setshwantsho bakeng sa moithuti ka mong
- dikarete tsa ditshwantsho bakeng sa diketsahalo ho lenaneo la letsatsi le letsatsi
- seha o ntshe dikgutlonnetsepa tse nyane tsa pampiri bakeng sa moithuti ka mong hore a take sefahleho sa hae hodima (tjhate ya letsatsi la tswalo)
- kopolla mme o kenye mebala ditshwantshong tsa mophetwa ka mong wa *Grade R Maths* (bokahareng ba lekoko le ka morao la *Buka ya Diphoustara*)
- lokisetsa pontsho ya leboteng (sheba Letsatsi la 5, leqephe la 31)
- etsa diphazele tse 6 tsa dikotwana tse tsheletseng (leqephe la 220)
- bokella diboloko (kapa o di etse ka dikotwana tsa patsi).

## Diketsahalo tsa tlelase yohle

### Letsatsi la 1

#### Tseo o di hlohang

- Phoustara ya melawana ya phaposi ya borutelo (sheba leqephe la 13)
- Dikarete tsa ditshwantsho tsa lenaneo la letsatsi le letsatsi
- Matshwao a baithuti

1. **Selelekela:** Buang kamoo re mamelanang kateng, re fanang sebaka le ho thusana.

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

#### Guiding questions:

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


**TIP**

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

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

#### Integration

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

## Day 2

#### What you need

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

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


**TIP**

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

2. **Matshwao a baithuti:** Efa moithuti ka mong letshwao la setshwantsho sa hae ho le sebedisa jwaloka ka 'theke ya lebitso' la hae ka phaposing ya borutelo, ho etsa mohlala, folaga ya Afrika Borwa, letsa, tlou, maleshwane, serurubele, tau, palesa, koloi. Kopa baithuti ho hlwaya le ho hlalosa letshwao la setshwantsho ka seng.
3. **Ho hlahlamanya diketsahalo tsa letsatsi le letsatsi:** Bontsha baithuti dikarete tsa ditshwantsho tsa lenaneo la letsatsi le letsatsi. Buisanang ka tatellano ya diketsahalo tsa letsatsi le letsatsi o supa setshwantsho se loketseng. Bea dikarete tsa ditshwantsho tsa lenaneo la letsatsi le letsatsi moo mahlo a baithuti a ka di bonang ha bobebe.

**Dipotso tse tataisang:**

- ★ O ile wa etsa eng *pele* o etla sekolong?
- ★ Re etsa eng *pele* re eja seneke ... le *kamora* ho ja seneke sa rona?
- ★ Re etsa eng *kamora* moo?
- ★ Ke eng ya *ho qetela* eo re e etsang *pele* re leba lapeng?



**KELETSO**

Nakong ya sedikadikwe sa hoseng, buang ka maemo a lehodimo le diketso tseo baithuti ba di entseng pele ba etla sekolong.

4. **Ho tsebisa diketsahalo tsa dihlotshwana:** Hlalosa hore baithuti ba tla sebetse ka dihlotshwana letsatsi le letsatsi. Bontsha baithuti dibaka tsa mosebetsi tse hlano. Hlalosa tlwaelo ya letsatsi le letsatsi ya potoloho. Hopotsa baithuti ka mabitso a dihlotshwana. Ba hopotse ka melawana ya phaposi ya borutelo. Hlalosa le ho bontsha ketsahalo seteisheneng ka seng sa tshebetso. Hlalosa mokgwatshebetso wa ho hlwekisa.

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** tatellano ya diketsahalo tsa letsatsi le letsatsi; melawana ya phaposi ya borutelo.

**Letsatsi la 2**

**Tseo o di hlohang**

- *Buka ya Diphoustara*, bokahareng ba lekoko le ka morao
- *Diphapete tsa menwana*
- *Raeme: Ba bahlano lapeng lesa* (leqephe la 195)
- *Phoustara* ya melawana ya phaposi ya borutelo (leqephe la 13)
- *Tjhate* ya ho hlwekisa
- *Tjhate* ya bathusi
- *Matshwao a baithuti*

1. **Selelekela:** Hopotsa baithuti ka melawana ya phaposi ya borutelo.
2. **Tjhate ya bathusi:** Buisanang ka mesebetsi ya dihlotshwana le ya phaposing ya borutelo. Tsebisa tjhate ya bathusi le tjhate ya ho hlwekisa. Sebedisa matshwao a baithuti a tjhateng ya bathusi le tjhateng ya ho hlwekisa.
3. **Raeme:** Tsebisa raeme, *Ba bahlano lapeng lesa*, o bontsha diphapete tsa menwana, e le nngwe ka nako.



**KELETSO**







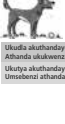

Hopola ho bua ka lenaneo la letsatsi le letsatsi, tjhate ya bathusi le tjhate ya ho hlwekisa kamehla.

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> Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Bingo: on/over/for Gunstelingkeur: orange Gunstelingkwitwit: stap langs die strand of in die berg Umsebenzi: u/hiha Umbala azevhandayo: ocazolintshi Athanda ukukwenzeka: ukukhamba ebhishi noma ezimbini Umsebenzi athanda ukukwenzeka: ukukhambabamba ngasawande okanye ezimbini</p>	 <p><b>Dad/Pappa/UBaba/UTata</b> Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bingo: be/under van 'n supermark Gunstelingkeur: blue Gunstelingkwitwit: lees oor ander lande Umsebenzi: umphuthi weqaphamakhel Umbala azevhandayo: olufiiza okanye ababala Athanda ukukwenzeka: ukufunda ngamanye amazwi Umsebenzi athanda ukukwenzeka: ukufunda ngamanye amazwi</p>
 <p><b>Mkhulu/Malusi/UMalusi/UMalusi</b> Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Outdoors: R Grade: R Gunstelingkeur: rooip Gunstelingkwitwit: maak goed wat kan dryf Iminyaka: 5 Bango: R Ukufunda akuthandayo: ayikhuluma Umbala azevhandayo: obomvu Athanda ukukwenzeka: ukwakha izinto ezintantayo Umsebenzi athanda ukukwenzeka: ukwenza izinto ezimbini nominga</p>	 <p><b>Laylah/Laylah/Ulaylah/Ulaylah</b> Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Outdoors: R Grade: 2 Gunstelingkeur: green Gunstelingkwitwit: klouer tot bo-op alles Iminyaka: 8 Bango: 2 Ukufunda akuthandayo: ipiza Umbala azevhandayo: ophuzi Athanda ukukwenzeka: ukukhetha ama phezu kwentlo Umsebenzi athanda ukukwenzeka: ukugcencela aye kutsho phezu kwentlo jonke</p>
 <p><b>Eranny/Eranny/UGogo/UMakhulu</b> Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bingo: on/over/for Gunstelingkeur: zebra Gunstelingkwitwit: sing saam met 'n plaaslike jazz-orkes Umsebenzi: ukumbhalephansi Umbala azevhandayo: okanye ezimbini Athanda ukukwenzeka: ukucula nabandho yejezi Umsebenzi athanda ukukwenzeka: ukucula nabandho yejezi Umbala azevhandayo: umfusa Umsebenzi athanda ukukwenzeka: ukucula nepela lomculo wejezi Athanda ukukwenzeka: ukucula nabandho yejezi</p>	 <p><b>Thami/Thami/UThami/UThami</b> Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Outdoors: 1 Gunstelingkeur: orange Gunstelingkwitwit: sit alles in haar mond Iminyaka: 1 Ukufunda akuthandayo: ibhanana Umbala azevhandayo: olufiiza okanye Athanda ukukwenzeka: ukufaka izinto eminyeni Umsebenzi athanda ukukwenzeka: ukufaka izinto eminyeni walthe</p>
 <p><b>Dash/Dash/UDash/UDash</b> Occupation: retired Favourite food: sandwiches Favourite activity: running fast Bingo: on/over/for Gunstelingkeur: teabroodjies Gunstelingkwitwit: hardop vinnig Ukufunda akuthandayo: ukujijima kukhulu Ukufunda akuthandayo: isandwichi Umsebenzi athanda ukukwenzeka: ukubakika ngamandla aqhezu</p>	 <p><b>Pepper/Pepper/UPepper/UPepper</b> Age: 1 Favourite food: fish Favourite activity: sleeping in boxes Outdoors: 1 Gunstelingkeur: vs Gunstelingkwitwit: stap in bokse Ukufunda akuthandayo: imintzi Ukufunda akuthandayo: imintzi Umsebenzi athanda ukukwenzeka: ukubakika ezibhokisini</p>

English • Afrikaans • isiZulu • isiXhosa

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

**Day 3**

**What you need**

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

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

4. **Pale ya lelapa ya Grade R Maths:** Bontsha baithuti bokahare ba lekoko le ka morao la *Buka ya Diphoustara*. Buang ka mophetwa ka mong mme le bale tlhahisoleseding mabapi le bona. Mmoho balang ditho tsa lelapa lena hore di kae.

**Dipotso tse tataisang:**

- ★ Le bona eng?
- ★ Ke batho ba bakae bao le ba bonang? (Supang mme le bale.)
- ★ Ke eng seo le se hopolang mabapi le batho bana?
- ★ Mabitso a bona ke bomang?
- ★ Ho na le bananyana/ bashanyana ba bakae moo?
- ★ Ba dilemo di kae?
- ★ Ba fapane jwang? (ho etsa mohlala, ka bokgutshwane/ bolelele, ba banyane)
- ★ Ke batho ba bakae ba tenneng marikgwe/ rwetsweng dieta, jj.?

Kopana le baanelwa • Kopana le baphetwa  
Kopana le baanagwa

<p><b>Mme/Mme/ma</b></p> <p>Tso: mme/ma</p> <p>Mela e a e ralang: mela wa lamma</p> <p>Se a ralang go se dir: tlametse/mela</p> <p>Se a ralang go se dir: go bala ka go diraga</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela wa mamele: wa namu</p> <p>Melagwana wa mamele: go bala ka go diraga</p>	<p><b>Bua/Ntate/Tate</b></p> <p>Tso: mela/ma</p> <p>Mela e a e ralang: mela wa lamma</p> <p>Se a ralang go se dir: tlametse/mela</p> <p>Se a ralang go se dir: go bala ka go diraga</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela wa mamele: wa namu</p> <p>Melagwana wa mamele: go bala ka go diraga</p>
<p><b>Mabuso/Mabuso/Mabuso</b></p> <p>Dipoleiti: 1 Mabuso: 1</p> <p>Dipoleiti a e ralang: Mabuso: 1</p> <p>Se a ralang go se dir: go diraga</p> <p>Dipoleiti: 5 Mabuso: 5</p> <p>Se a ralang go se dir: go diraga</p> <p>Mela e a e ralang: Mabuso: 1</p> <p>Mela wa mamele: Mabuso: 1</p> <p>Melagwana wa mamele: go diraga</p>	<p><b>Layikh/Layikh/Layikh</b></p> <p>Dipoleiti: 1 Mabuso: 2</p> <p>Dipoleiti a e ralang: Mabuso: 2</p> <p>Se a ralang go se dir: go diraga</p> <p>Dipoleiti: 1 Mabuso: 2</p> <p>Se a ralang go se dir: go diraga</p> <p>Mela e a e ralang: Mabuso: 2</p> <p>Mela wa mamele: Mabuso: 2</p> <p>Melagwana wa mamele: go diraga</p>
<p><b>Moko/Moko/Moko</b></p> <p>Tso: mela/ma</p> <p>Mela e a e ralang: mela wa lamma</p> <p>Se a ralang go se dir: tlametse/mela</p> <p>Se a ralang go se dir: go bala ka go diraga</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela wa mamele: wa namu</p> <p>Melagwana wa mamele: go bala ka go diraga</p>	<p><b>Thami/Thami/Thami</b></p> <p>Dipoleiti: 1</p> <p>Dipoleiti a e ralang: Mabuso: 1</p> <p>Se a ralang go se dir: go diraga</p> <p>Dipoleiti: 1 Mabuso: 2</p> <p>Se a ralang go se dir: go diraga</p> <p>Mela e a e ralang: Mabuso: 2</p> <p>Mela wa mamele: Mabuso: 2</p> <p>Melagwana wa mamele: go diraga</p>
<p><b>Quash/Quash/Quash</b></p> <p>Tso: mela/ma</p> <p>Mela e a e ralang: mela wa lamma</p> <p>Se a ralang go se dir: tlametse/mela</p> <p>Se a ralang go se dir: go bala ka go diraga</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela wa mamele: wa namu</p> <p>Melagwana wa mamele: go bala ka go diraga</p>	<p><b>Pepper/Pepper/Pepper</b></p> <p>Tso: mela/ma</p> <p>Mela e a e ralang: mela wa lamma</p> <p>Se a ralang go se dir: tlametse/mela</p> <p>Se a ralang go se dir: go bala ka go diraga</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela e a e ralang: ho lamma</p> <p>Mela wa mamele: wa namu</p> <p>Melagwana wa mamele: go bala ka go diraga</p>

Setswana • Sesotho • Sepedi

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo seteisheneng ka seng sa tshebetso. Hlalsa mme o bontshe ketsahalo seteisheneng ka seng sa tshebetso. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 3**

**Tseo o di hlohang**

- Phoustara ya melawana ya phaposi ya borutelo (leqephe la 13)
- Diphapete tsa menwana
- Raeme: *Ba bahlano lapeng lesa* (leqephe la 195)
- *Buka ya Diphoustara*, Phoustara ya 4
- Pale ya lelapa ya *Grade R Maths* (leqephe la 195)
- Tjhate ya bathusi
- Tjhate ya ho hlwekisa
- Matshwao a baithuti
- Dipoleiti tsa pampiri
- Lerungwana bakeng sa poleiti ka nngwe

1. **Tjhate ya bathusi:** Hopotsa baithuti hore ba dihlopheng dife. Hape ba hopotse ka mesebetsi le melawana ya phaposi ya borutelo. O sebedisa poleiti ya pampiri e fapaneng bakeng sa sehlopha ka seng, kgomaretsa matshwao a baithuti hodima poleiti ya pampiri mme o bee lerungwana ho yona. Baithuti ba thetsa le ho bala lenane la matshwao poleiting ka nngwe. Sebedisa lerungwana ho supa morutwana eo e leng moetapele wa sehlopha ho sehlopha ka seng.
2. **Tjhate ya ho hlwekisa:** Bea letshwao la moithuti pela mesebetsi ka mong wa ho hlwekisa mme o hlalose hore moithuti eo o ikarabella mesebetsing oo.
3. **Raeme:** Etsa raeme, *Ba bahlano lapeng lesa*. Bontsha diphapete tsa menwana, e le nngwe ka nako mme le kenye diketso.

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

**Guiding questions:**

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

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

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

## Day 4

### What you need

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

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

**Guiding questions:**

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

4. **Ho bala ka molomo 1–5:** Balang ho tloha ho 1 ho isa ho 5, le opa matsoho nomorong ka nngwe. Ere baithuti ba bale le ho opa matsoho le wena. Pheta ha o ntse o bua lebitso la moithuti ka ho opa ho senoko ka seng.

5. **Pale ya lelapa ya *Grade R Maths*:** Bontsha baithuti Phoustara ya 4.

**Dipotso tse tataisang:**

- ★ Ke eng eo o e bonang?
- ★ Ho na le bana ba bakae ba ipatileng?
- ★ Ho na le bana ba bakae ka mora lemati?
- ★ Ke bana ba bakae ba bang ba ka fellang ka tlasa tafole?
- ★ O nahana hore ke hobaneng ha Nkgono a sa ipata ka tlasa tafole?
- ★ O ne a ka ipata hokae?
- ★ Ho na le diphete tse kae moo?

Mmoho, supang mme le bale batho ba baholo, bana le diphoofole phoustareng. Pheta pale ya lelapa ya *Grade R Maths* mme le e tshwantshise mmoho le baithuti.

6. **Diketsahalo tsa dihlotshwana:** Buisanang ka diketsahalo seteisheneng ka seng sa tshebetso. Hopotsa baithuti mabapi le mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 4

**Tseo o di hlokang**

- Raeme: *Ba bahlano lapeng lesa* (leqephe la 195)
- *Buka ya Diphoustara, Phoustara* ya 4
- Dikgetjhana tsa pampiri
- Dipoleiti tsa pampiri tse 12

1. **Raeme:** Etsa raeme, *Ba bahlano lapeng lesa*. Baithuti ba bontsha lenane le nepahetseng la menwana nako le nako ha ba bitsa lebitso la nomoro.
2. **Ho bala ka molomo 1–5:** Bala ho tloha ho 1 ho isa ho 5, o tila ka leoto nomorong ka nngwe. Ere baithuti ba bale le ho tila mmoho le wena.
3. **Ho bala dintho 1–3:** Bontsha baithuti Phoustara ya 4. Supa le ho bala dintho tse tharo tse fapaneng tse phoustareng (ho etsa mohlala, buka, setulo, ntja) mmoho le baithuti.
4. **Ho hlahlamanya diketsahalo tsa letsatsi le letsatsi:** Botsa baithuti hore ba entse eng ha ba qeta ho tsoha. Ba botse hore ba entse eng ha ba fihla sekolong. Kopa moithuti ho supa setshwantsho se tsamaelanang le seo lenaneong la letsatsi le letsatsi. Botsa dipotso tse mabapi le tatellano ya diketsahalo lenaneong la letsatsi le letsatsi.

**Dipotso tse tataisang:**

- ★ Re ne re etsa eng *pele* re etsa mmetse?
- ★ Re tlo etsa eng *kamorao* ho moo?
- ★ Re tlo etsa eng qetellong ya letsatsi?
- ★ Ho tla etsahala eng *kamora* moo?



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. **Matsatsi a tswalo:** Efa moithuti ka mong sekgetjhana sa pampiri. Ere baithuti ba take difahleho tsa bona pampiring. Dudisa baithuti ka mela ho ya ka dikgwedi tseo ba hlahileng ka tsona.

**Dipotso tse tataisang:**

- ★ Ke kgwedi efe e nang le matsatsi a tlhaho a mangata/mmalwa ho feta?
- ★ Ke dikgwedi dife tse nang le matsatsi a tlhaho a lekanang?

Bea dipoleiti tsa pampiri tse 12 pepeneng. Ngola lebitso la kgwedi poleiting ka nngwe. Kgomaretsa ditshwantsho tsa difahleho tsa baithuti hodima dipoleiti tsa pampiri ho ya ka dikgwedi eo ba hlahileng ka yona.

6. **Diketsahalo tsa dihlotshwana:** Buisanang ka diketsahalo seteisheneng ka seng sa tshebetso. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

## Letsastsi la 5

### Tseo o di hlokang

- Raeme: *Ba bahlano lapeng lesa* (leqephe la 195)
- Matshwao a baithuti
- Pontsho ya leboteng

1. **Raeme:** Etsa raeme, *Ba bahlano lapeng lesa*. Baithuti ba bontsha lenane le nepahetseng la menwana nako le nako ha ba bitsa lebitso la nomoro.
2. **Ho bala ka molomo 1–5:** Baithuti ba phahamisa matsoho a bona mme ba bala ho tloha ho 1 ho isa ho 5 nako le nako.
3. **Matshwao a baithuti:** Baithuti ba hlwaya matshwao a bona mme ba a bea hodima boloko bo nyalanang pontshong e leboteng.

**Dipotso tse tataisang:**

- ★ Letshwao la hao le hokae?
  - ★ Mmala wa letshwao la hao o jwang?
  - ★ Mpolelle ka letshwao la hao.
4. **Diketsahalo tsa dihlotshwana:** Buisanang ka diketsahalo seteisheneng ka seng sa tshebetso. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** ntshetsopele ya tlotlontswe ya molomo; ho fana sebaka ka nako ya dipuisano; matlafatso ya motsamao wa mesifa e menyane.

## 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.

## Diketsahalo tsa dihlotshwana

**KELETSO**  
 Ha ho ketsahalo e tataiswang ke titjhene Bekeng ya 1. Tsamaya pakeng tsa diteishene tsa tshebetso ho shebella le ho tshehetsa baithuti.



**Shebella tsela eo baithuti ba buisanang ka yona ka nako ya diketsahalo:**

- Ba nka seabo jwang?
- Na ba kgona ho latela ditaello?
- Na ba kgona ho tsepamisa maikutlo a bona ketsahalong?
- Na ba kgona ho abelana le ba bang?
- Ba buisana jwang le wena le baithuti ba bang?
- Ba tshwara disebediswa jwang?

### Seteishene sa tshebetso sa 1

#### Tseo o di hlokang

- Setshelo se nang le dibadi tsa diphoofolo le ditholwana tsa mebala e fapaneng (*Khiti ya Disebediswa*) bakeng sa moithuti ka mong

Baithuti ba hlophisa dibadi ho ya ka mebala.



### Seteishene sa tshebetso sa 2

#### Tseo o di hlokang

- Hlama ya ho bapala kapa letsopa

Baithuti ba sebedisa hlama ya ho bapala kapa letsopa ho etsa mmotlolo.

### Seteishene sa tshebetso sa 3

#### Tseo o di hlokang

- Pampiri
- Dikerayone

Baithuti ba taka setshwantsho sa ntho eo ba ikgethetseng yona.



## 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.



**KELETSO**  
 Kgetha letoto la  
 diphazele tse  
 tshwanelang bokgoni  
 bo fapaneng  
 ba baithuti.

### Seteishene sa tshebetso sa 4

#### Tseo o di hlokanng

- Phazele ya dikotwana tse tsheletseng bakeng sa moithuti ka mong (sheba leqephe la 220)

Baithuti ba aha phazele ya dikotwana tse tsheletseng.

### Seteishene sa tshebetso sa 5

#### Tseo o di hlokanng

- Diboloko tsa ho aha

Baithuti ba sebedisa diboloko tsa ho aha ho iketsetsa meaho ya 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

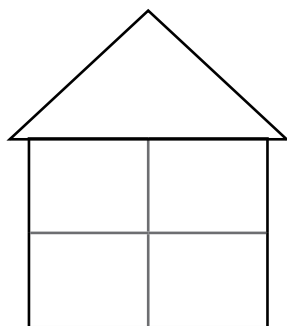
## Getting ready



### 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.)





# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Matshwao a dinomoro
- Mantswe a dinomoro

## Tsebo e ntjha

- Nomoro ya 1
- Ho rarolla mathata tikolohong ya kamehla

## Ho etsa

- Ho bala ka molomo 1–5
- Ho bala dintho 1–3
- Hatella tlotlontswe ho tswa Bekeng ya 1
- Ho hlophisa ho ya ka mebala

## Tlotlontswe e ntjha ya mmetse

ka morao

ka pele

-pele

-bobedi

-boraro

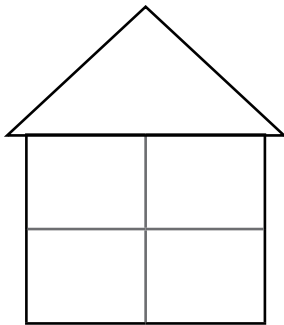
## Ho itokisetša



### KELETSO

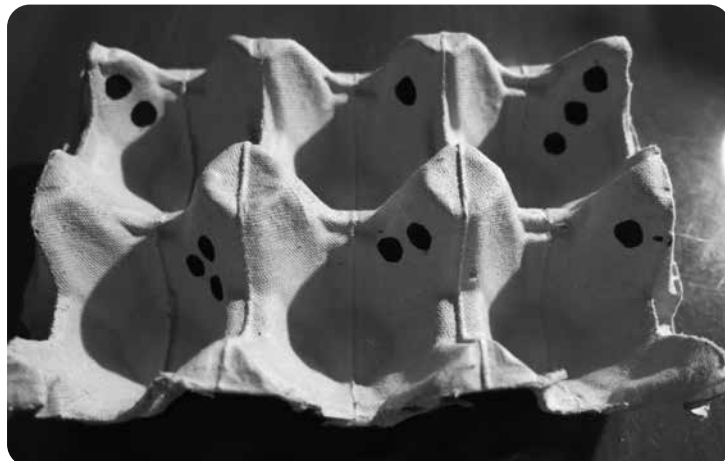
Sebedisa menyetla e ho diketso tsa tlwaelo tsa letsatsi le letsatsi ho tsebisa tlotlontswe e ntjha ya mmetse.

Hopola ho bua ka lenaneo la letsatsi le letsatsi.



Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- tlatsa mokotla ka dintho tse nyane tse fapaneng tse lekaneng hoo o tla kgonang ho fa moithuti ka mong e le nngwe
- frizi ya nomoro bakeng sa nomoro ena 1:
  - etsa sebopeho sa ntlo hodima leqephe la A3
  - kopolla le ho kenya mebala ho ditempleiti tse leqepheng la 205 – 1, nngwe, letheba le le leng, tlou e le nngwe
  - kgomaretsa dileibole le ditshwantsho ka hara ntlo
- lokisa sebaka sa mmetse o tsepamisitse maikutlo ho '1' – batla ditshwantsho tsa dintho tse tsamayang ka bonngwe
- etsa dikarete tse 15 tsa letheba la nomoro ena '1'
- etsa dikarete tse 15 tsa letshwao la nomoro '1' (leqephe la 205 la thempleiti)
- etsa dikarete tse 5 tsa lentswe la nomoro '1' (leqephe la 205 la thempleiti)
- bokella mabokoso a 10 a mahe (Tshwaya kopi ka nngwe ya lehe ka letheba le le leng, a mabedi kapa a mararo. Etsa metswako e fapaneng ya matheba lebokosong ka leng la mahe.)



- 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.

- dintho tse 8 tsa letsatsi le leng le le leng, ho etsa mohlala, bolo ya tenese, lebekere, pene, borosolo ya moriri, sekere, kgabana, senotlolo, selefouno
- ditempleiti tse 8 tse fotokhopilweng tsa 'nomoro 1' (leqephe la 211) tse kwahetsweng ka polastiki kapa tse ka hara enfolopo ya polastiki
- dikwahelo tse 3 tsa ditshelo bakeng sa moithuti ka mong sehlotshwaneng (dikwahelo tse ka bang 18).

## Diketsahalo tsa tlelase yohle

### Letsatsi la 1

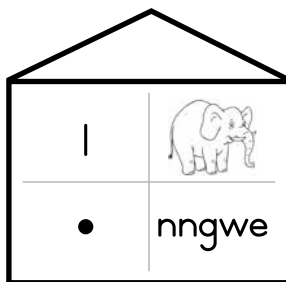


#### KELETSO

Hopotsa baithuti ka mabitso a dihlopha le melawana ya phaposi ya borutelo, le mokgwatshebetso wa ho hlwekisa.

#### Tseo o di hlokang

- Pina: *Hokey Pokey* (leqephe la 195)
- *Pale ya nomoro ya 1* (leqephe la 197)
- Dikarete tse 15 tsa letheba la nomoro '1'
- Dikarete tse 15 tsa letshwao la nomoro '1'
- Dintho tse nyane tse fapaneng tse lekaneng hore o fe moithuti ka mong e le nngwe
- Frizi ya dinomoro: **Nomoro 1**



1. **Pina:** Tsebisa pina ena, *Hokey Pokey*, kenya le diketso.
2. **Ho bala ka molomo 1–5:** Bala le ho tila ka leoto nomorong ka nngwe. Pheta hape mme baithuti ba etse le wena.
3. **Ho tsebisa nomoro ya '1':** Pheta *Pale ya nomoro ya 1*. Ntlo ya phoofolo ke yona ntho ya bohlokwa paleng ena. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o ahella paleng ya phoofolo le ditshwantsho tsa ntlo: ditsela tse fapaneng tsa ho emela nomoro ya 1, ho etsa mohlala, setshwantsho sa tlou, letheba, letshwao le lentswe. Bea pontsheng dikarolo tsa frizi ka hara ntlo ya phoofolo leboteng sebakeng seo ho etsetswang mmetse ho sona.
4. **Dikarolo tsa mmele:** Bua ka dikarolo tsa mmele tseo re nang le setho se le seng ho tsona, ho etsa mohlala, nko e le nngwe, molomo o le mong, hlooho e le nngwe, leleme le le leng.
5. **Ho hlwaya ntho e le nngwe:** Kenya dintho tse nyane tse fapaneng ka mokotleng tse lekaneng hore moithuti ka mong a nke e le nngwe. Baithuti ba fana sebaka sa hore e mong le e mong a ntshe ntho e le nngwe. Ba hlalosa dintho le ho bolela hore ba ka di sebedisa jwang. Ba kgothaletse ho sebedisa lentswe lena 'nngwe', ho etsa mohlala, 'Ke na le borosolo e le nngwe ya moriri.' Jwale bea dintho hodima tafole. Baithuti ba bahlano ba bea karete ya letheba la nomoro 1 le karete ya letshwao la nomoro ya 1 haufi le dintho tse hlano tse hodima tafole. Pheta mokgwatshebetso ona mmoho le dihlotshwana tse ding tse pedi tsa baithuti ba bahlano.
6. **Diketsahalo tsa dihlotshwana:** Bontsha baithuti diteishene tse nne tsa tshebetso. Bontsha kamoo ketsahalo e etswang seteisheneng ka seng sa tshebetso. Hlalosa mokgwatshebetso wa ho hlwekisa.

#### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** ho phutha le ho paka dintho ho ya ka dileibole tsa ditshwantsho tse dishelofong, mabokosong le ditshelong (tsebo ya ho bala le ho ngola e hlahellang); dikarolo tsa 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.

## Letsatsi la 2

### KELETSO

Ka dinako tsa diketso tsa tlwaelo le ho ema meleng, sebedisa dinomoro tsa boemo tse kang: -pele, -bobedi, -boraro.

Hopola ho etsa khalendara, matsatsi a beke, dikgwedi tsa selemo le tjhate ya matsatsi a tswalo letsatsi le leng le le leng.

#### Tseo o di hlohang

- Pina: *Hokey Pokey* (leqephe la 195)
- Dikarete tsa letshwao la nomoro ya '1' le dikarete tsa lentswe la nomoro ya 'nngwe'
- Frizi ya dinomoro: Nomoro ya 1

1. **Pina:** Bina pina, *Hokey Pokey*, kenya le diketso.
2. **Ho bala ka molomo 1–5:** Baithuti ba iketsa eka ke ditlou mme ba tila ka maoto a bona ha ba ntse ba bala ho fihla ho hlano.
3. **Frizi ya dinomoro:** Buisanang ka frizi ya dinomoro le pale e ho Letsatsi la 1.

#### Dipotso tse tataisang:

- ✦ Ke ditlou tse kae tse dulang ntlong?
  - ✦ Ho na le difate tse kae tshimong?
  - ✦ O nahana hore ke hobaneng ha tlou e dula e le nngwe?
  - ✦ O nahana hore ke hobaneng ho ena le banka e le nngwe feela tshimong?
  - ✦ Ke dikarolo dife tsa pale tseo o natefetsweng ke tsona? Hobaneng? Efa baithuti dikarete tsa letshwao la nomoro ya '1' le dikarete tsa lentswe la nomoro ya 'nngwe'. Ba di nyalanya le '1' le 'nngwe' tse ho frizi ya dinomoro.
4. **Ditho tsa mmele:** Bapalang papadi. Baithuti ba lokela ho kopitsa feela ketso ya hao haeba e nyalana ka nepahalo le mantswe a hao:
    - ✦ Ke na le nko e le nngwe. (Thetsa mahlo ka bobedi.)
    - ✦ Ke na le molomo o le mong. (Thetsa ditsebe ka bobedi.)
    - ✦ Ke na le molala o le mong. (Thetsa molala wa hao.)
    - ✦ Ke na le hlooho e le nngwe. (Thetsa menwana ya maoto.)

Baithuti ba supa ditho tsa mmele tseo ba nang le se le seng sa tsona. Ba pheta, 'hlooho e le nngwe, nko e le nngwe, molomo o le mong, seledu se le seng, molala o le mong' ha ba ntse ba supa ditho tse na mmeleng ya bona.
  5. **Ho ikwetlisa ka nomoro ya '1':** Botsa, 'Ke mang ya ka bonang ntho eo e leng nngwe ka phaposing ena ya borutelo?' Fana ka karete ya letshwao la nomoro ya '1' ho moithuti ka mong ya arabang. Baithuti ba bea karete hodima ntho.
 

Bontsha baithuti tsela ya ho 'ngola' letshwao la nomoro '1' moyeng. Baithuti ba 'ngola' '1' moyeng, matsohong a bona le menotong ya bona, le ka mokokotlong wa motswalle.
  6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## 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?



### Letsatsi la 3

#### Tseo o di hlohang

- Pina: *Hokey Pokey* (leqephe la 195)
- Dintho tse fapaneng di beilwe ka dihlotshwana tsa bo1, bo2 le bo3 (ho etsa mohlala, dikoloi tsa ho bapala, diboloko, dikausu, dibolo) mme o di behe hohle ka phaposing ya borutelo. Dihlotshwana tsa dintho di lokela ho ba moo mahlo a baithuti a kgonang ho di bona ha bobebe.

1. **Pina:** Bina pina, *Hokey Pokey*. Eketsa temana e nngwe moo baithuti ba sebedisang setho se seng sa mmele ya bona, ho etsa mohlala, leoto kapa monwana.
2. **Ho bala ka molomo 1–5:** Baithuti ba hwanta nqa e le nngwe ba ntse ba bala ho fihla ho hlano.
3. **Ho bala dintho 1–3:** Baithuti ba batlana le dintho ka phaposing ya borutelo, ho etsa mohlala, bolo e le 1, diboloko tse 2, jwalojwalo. Bapalang 'Ke a bona', ho etsa mohlala, 'Ke bona ho hong ka leihlo la ka le lenyane, ntho e le nngwe e tshitja.' (bolo e le nngwe); 'Ke bona ho hong ka leihlo la ka le lenyane, dintho tse pedi tseo o ka di kgannang.' (dikoloi tse pedi); 'Ke bona ho hong ka leihlo la ka le lenyane, dintho tse tharo tseo nka di sebedisang ho aha tora.' (diboloko tse tharo). Ha moithuti a eellwa ntho/dintho tseo ka nepo, o tla le tsona ka pela baithuti bohle. Di thetseng mme le di bale mmoho.
4. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Letsatsi la 4

#### Tseo o di hlohang

- Raeme: *Dipanana* (leqephe la 195)
- *Buka ya Diphoustara*, Phoustara ya 4
- Pale ya lelapa ya *Grade R Maths* (leqephe la 195)
- Dikarete tse 5 tsa letheba la nomoro ya '1'
- Dibolo tsa maoto tse 2

1. **Raeme:** Tsebisa raeme, *Dipanana*.
2. **Ho bala ka molomo 1–5:** Baithuti ba thantsha menwana ya bona mme ba bala ho fihla ho hlano.
3. **Ho bala dintho 1–3:** Pheta pale ya Phoustara ya 4 (Pale ya lelapa ya *Grade R Maths* (leqephe la 195)).

#### Dipotso tse tataisang:

- ★ Mabitso a batho le ntja ke bomang?
- ★ Ke bana ba bakae bao o ba bonang?
- ★ O nahana hore ke hobaneng ha Ntate a le siyo setshwantshong sena?

Mmoho balang hore ke batho ba bakae ba moo le diphoofolo tse kae tse moo.

- ★ Na ho na le batho ba bangata kapa diphoofolo tse ngata setshwantshong?
- ★ Ke eng eo o e bonang setshwantshong eo e leng nngwe feela?



- ★ 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.

- ★ Ke eng tseo o di bonang tse leng pedi feela?
- ★ Ha re ne re ka etsa sehlopha sa dintho tse tharo tse tsamaelanang mmoho setshwantshong sena, e ka ba dife?

Baithuti ba fana sebaka sa ho tla ka pele ho tla supa dintho tse setshwantshong. Baithuti ba bea karete ya letheba la nomoro ya 1 moo ho nang le ntho e le nngwe teng.

4. **Ho rarolla bothata:** Buang ka Phoustara ya 4.

**Dipotso tse tataisang:**

- ★ O nahana hore ke mang ya bapalang ka bolo ena ya maoto?
- ★ Haeba Laylah le Malusi bobedi ba bona ba batla bolo, Mme o tla tlameha ho reka dibolo tse kae tse ding? (Sebedisa baithuti ba babedi le dibolo tse pedi ho etsa mohlala.)
- ★ O bona dikatse tse kae?
- ★ Ho na le mabekere a makae tafoleng?
- ★ Na ho na le batho ba bangata kapa mabekere a mangata?
- ★ Re hloka mabekere a makae a mang hore batho bohle ba setshwantshong ba fumane le le leng?

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 5

### Tseo o di hlokang

- Raeme: *Dipanana* (leqephe la 195)
- Dintho tsa ka phaposing ya borutelo
- Dikarete tsa letshwao la nomoro '1' dikarete tsa letheba la nomoro '1' le dikarete tsa lentswe la nomoro 'nngwe'

1. **Raeme:** Etsa raeme, *Dipanana*.
2. **Ho bala ka molomo 1–5:** Baithuti ba oma ka dihlooho mme ba bala ho fihla ho hlano. Phetang hape.
3. **Ho bala dintho 1–3:** Etsang tatellano ya metsamao le sebedisa diketso tse tharo tse fapaneng, ho etsa mohlala, tila ka leoto ha nngwe, oma ka hlooho habedi mme o ope matsoho hararo. Phetang makgetlo a mmalwa. Kopa baithuti hore ba etse ditlahiso tsa diketso tse ding tse tharo tse fapaneng ho etsa tatellano e ntjha.
4. **Ho hatella nomoro ya '1':** Kopa baithuti ba mmalwa ka nako ho ya lata ntho ka phaposing ya borutelo mme ba e behe tafoleng ya mmetse. Efa baithuti ba bang letshwao la nomoro ya '1' kapa karete ya letheba ho e hokela nthong e hodima tafole. Phetang hape.
5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** batlana le 'nngwe' dipaleng le diketsahalong tse ding.

## 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.



## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlokanang

- Dibadi tse tletseng letsoho bakeng sa moithuti ka mong
- Bakeng sa moithuti ka mong, setshelo se nang le:
  - Dikarete tsa letheba le letshwao la nomoro ya '1'
  - Karete ya setshwantsho e emetseng ntho e le nngwe
- Dibadi tse 3 tsa diphoofolo
- Dintho tse 8 tse nyalanang le dikarete tsa ditshwantsho
- Dikwahelo tse 3 tsa yokate tsa polastiki bakeng sa moithuti ka mong
- Dibadi tse ding hape tsa diphoofolo
- Hlama ya ho bapala

1. **Ho bala dintho – neeletsano pakeng tsa ntho tse pedi:** Bea qubu ya dibadi tse mebala e fapaneng ka pela moithuti ka mong. Baithuti ba a di tshwara le ho di bala.
2. **Ho hlophisa:** Baithuti ba hlophisa dibadi tsa bona tsa diphoofolo ho ya ka mebala ya tsona. Ba bala hore ba na le tse kae tsa mmala ka mong.
3. **Ho ikwetlisa ka nomoro ya '1':** Bea dintho tse 8 tse nyalanang le dikarete tsa ditshwantsho hodima mmata. Kopa moithuti ka mong hore a kgethe ntho e le nngwe ho tswa qubung e bohareng ba sedikadikwe e nyalanang le karete ya hae ya setshwantsho. Baithuti ba nyalanya karete ya letshwao la nomoro le karete ya setshwantsho. Baithuti ba fapanyetsana ka dikarete tsa ditshwantsho mme ba pheta hape.

Efa moithuti ka mong dikwahelo tse 3 tsa ditshelo tsa polastiki tsa yokate. Kopa baithuti hore ba behe sebadi se le seng sa phoofolo e tswang setshelong sa bona hodima sekwahelo ka seng. Baithuti ba bea dikarete tsa matheba, dikarete tsa matshwao a dinomoro le tsa mantswe pela sekwahelo ka seng. Bea dibadi tse mmalwa tsa tlatsetso tsa diphoofolo ho se seng sa dikwahelo tsa moithuti ka mong. Kopa baithuti ho tlosa dibadi hore sekwahelo ka seng se sale le 'nngwe' hape. Etsa/ngola '1' moyeng. Efa moithuti ka mong hlama e nyane ya ho bapala mme o ba kope ho etsa sebopeho sa letshwao la nomoro ya '1'.





**TIP**

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



**Check that learners are able to:**

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

**Workstation 1**

**What you need**

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

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



**Workstation 2**

**What you need**

- Playdough
- Paper
- Crayons

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



**KELETSO**

Shebella, tshehetsa le ho botsa baithuti dipotso. Ho bohlokwa ho tseba seo baithuti ba seng ba kgona ho se etsa ele hore o ahelle hodima tsebo eo ba nang le yona. Boloka dinoutsu tse nang le dintlha tsohle mabapi le moithuti ka mong sehlopheng.



**Lekola hore baithuti ba kgona ho:**

- hlophisa dibadi ho ya ka mebala
- bala sehlopha sa dintho ba sebedisa neeletsano pakeng tsa ntho tse pedi
- nyalanya ntho e le nngwe ho karete ya letshwao la setshwantsho le letshwao la moithuti
- nyalanya letshwao la nomoro ya '1' le letshwao la karete ya setshwantsho bakeng sa '1' le ntho e le nngwe

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Mabokoso a 10 a mahe a tshwailweng ka dihlopha tsa matheba ho tloha ho nngwe ho isa ho tharo koping ka nngwe ya lehe
- Qubu ya dibadi tsa ditholwana bakeng sa moithuti ka mong

Baithuti ba kgetha lebokoso la mahe. Ba nyalanya lenane la dibadi tsa ditholwana le lenane la matheba a koping ka nngwe ya lehe. Baithuti ba pheta sena ba sebedisa mabokoso a fapaneng a mahe.



**Seteishene sa tshebetso sa 2**

**Tseo o di hlokang**

- Hlama ya ho bapala
- Dikerayone
- Pampiri

Baithuti ba sebedisa hlama ya ho bapala bakeng sa ho etsa ntho e le nngwe. Baithuti ba taka setshwantsho sa ntho eo.

### 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.

### Seteishene sa tshebetso sa 3

#### Tseo o di hlokanang

- Thempleiti ya hlama ya ho bapala: • Hlama ya ho bapala  
 Nomoro ya 1 bakeng sa moithuti  
 ka mong (leqephe la 211)

Baithuti ba sebedisa hlama ya ho bapala ho bopa nomoro '1', ho theta bolo e le nngwe ya hlama ya ho bapala ho e beha sefateng, le ho theta bolo e le nngwe ya hlama ya ho bapala ho e kenya keriting.



### Seteishene sa tshebetso sa 4

#### Tseo o di hlokanang

- Diboloko tsa ho aha

Baithuti ba sebedisa diboloko tsa ho aha bakeng sa ho aha eng kapa eng eo ba ikgethelang yona.



#### KELETSO

Diketsahalo tse ikemetseng di ka kenyeletsa ho loha, diboto tsa diphekse, ho kenya dikonopo, ho kwala zipi, ho taka le ho 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.

# Tsepamiso ho Karolo ya Dikahare: Sebaka le Sebopeho (Jeometri)

## Dihlooho

- Ho eellwa, ho hlwaya le ho bolela dintho tsa 3-D
- Ho hlalosa, ho hlophisa le ho bapisa dintho tsa 3-D: dibolo le mabokoso
- Boemo, tswaetso le ditjhebo: ka hare le ka ntle

## Tsebo e ntjha

- Ho bala dintho 1–5
- Makgetha a dibolo le mabokoso
- Dintho tse thethehang kapa tse thellang
- Boemo: ka hare le ka ntle
- Kgolo le nyane
- Kgolo ka ho fetisisa le nyane ka ho fetisisa

## Ho etsa

- Ho bala ka molomo 1–5
- Hatella 1
- Ho hlophisa ho ya ka boholo

## Tlotlontswe e ntjha ya mmetse

theteha

thella

kgolo/kgolo ka ho fetisisa

nyane/nyane ka ho fetisisa

ka hare

ka ntle

lehlakore

huku

lephethelo

otlolohile

sephara

tjhitja

## Ho itokisetsa

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- ditshwantsho tse 5 tsa dipanana tsa boholo ba A4
- ditlhapi tse 5 tse nyane tsa khateboto
- tlhapi e 1 e kgolo ya khateboto, e kgolo bo lekanang ho kenya ditlhapi tse 5 tse nyane tsa khateboto
- mabokoso a 2 a boholo bo mahareng a khateboto, le leng le nang le lebole ya setshwantsho e 'kgolo' le le leng le nang le lebole ya setshwantsho e 'nyane'
- rempe e nyane e entsweng ka buka e lekoko le thata, boto ya patsi/lepolanka, kapa bokahodimo ba tafole bo dutseng hodima lejwe kapa lebokoso le lenyane
- koranta
- mabokoso a 12 a manyane a khateboto, ho etsa mohlala, sesepa sa meno, mabokoso a sesepa kapa a dinoko
- pokello ya dibolo tsa boholo bo fapaneng.

## Diketsahalo tsa tlelase yohle

### Letsatsi la 1

#### Tseo o di hlohang

- Raeme: *Dipanana* (leqephe la 195)
- Ditshwantsho tse 5 tsa dipanana
- Pokello ya mabokoso le dibolo tsa boholo bo fapaneng

1. **Raeme:** Etsa raeme, *Dipanana*.
2. **Ho bala ka molomo:** Baithuti ba iphaphatha mangwele mme ba bala ho tloha ho 1 ho isa ho 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. **Ho bala dintho 1–5:** Baithuti ba tsheletseng ba ema ka pele. Efa moithuti e mong ditshwantsho tse hlano tsa dipanana. Baithuti bohle ba etsa raeme ya *Dipanana* ha moithuti ya tshwereng ditshwantsho tsa dipanana a fana ka se le seng ho moithuti ka mong wa ba bahlano ba emeng ka pele. Buisanang:

- ★ Moithuti ka *mong* o tshwere dipanana tse kae? (Bala e le nngwe bakeng sa moithuti ka mong.)
- ★ Ke dipanana tse kae kaofela? (Di baleng.)

Baithuti ba babedi ba sala ba eme. Ba bang ba ba fa ditshwantsho tsa bona tsa dipanana mme ba dula fatshe. Botsa baithuti hore na ke ofe ya nang le dipanana tse ngata mme ke mang ya nang le tse nyane. Balang dipanana tseo moithuti ka mong a nang le tsona.

4. **Ho sibolla makgetha a mabokoso:** Bea mabokoso a mahlano a boholo bo fapaneng hodima mmata. Balang mabokoso ao. Phahamisa lebokoso mme le buisane ka lona.

**Dipotso tse tataisang:**

- ★ Le ka mpoella eng mabapi le lebokoso lena?
- ★ Na ho na le ya ka mpontshang moo o ka bonang huku ka phaposing ya rona ya borutelo? (Kopa moithuti a le mong ho ema hukung.)
- ★ Ke mang ya ka mpontshang huku lebokosong lena?
- ★ Ha re baleng dihuku tsohle tse lebokosong.
- ★ Na o ka mpontsha lehlakore le le leng la lebokoso?
- ★ Na o ka mpontsha lehlakore le leng la lebokoso?
- ★ Ho na le mahlakore a makae kaofela?
- ★ Lephethelo la lebokoso le hokae?
- ★ Na re ka bala maphethelo ohle?

5. **Ho sibolla makgetha a dibolo:** Phahamisa bolo hore baithuti bohle ba e bone.

**Dipotso tse tataisang:**


- ★ Ke eng eo le ka mpoellang yona ka bolo ena?
- Kopa baithuti ho dula ba entse sedikadikwe mme ba fetisetsane bolo jwalojwalo. Ha e ntse e tloha ho moithuti e eya ho e mong, ba hlalosa sebopeho sa bolo eo. Kgothaletsa baithuti hore ba o bolelle hore e tshitja mme ha e na dihuku le maphethelo.
- ★ Le ka mpoella eng ka bokahodimo ba bolo?
  - ★ Na bolo e na le dihuku kapa maphethelo?

6. **Thellang le thetehang:** Baithuti ba thetelana bolo. Hlalolang kamoo bolo e tsamayang kateng: re a e 'theta'. Bontsha baithuti lebokoso.

**Dipotso tse tataisang:**

- ★ Bolo e tsamaya jwang?
- ★ Na re ka theta lebokoso?
- ★ Ke tsela efe e lokileng ka ho fetisisa bakeng sa ho tsamaisa lebokoso fatshe? (Kgothaletsa baithuti hore ba re re le thellise.)

7. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tsa tshebetso tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

 **KELETSO**  
 Ha ho buuwa ka dintho tse ding ka phaposing ya borutelo, ho etsa mohlala, dideske, dibuka kapa diboloko, sebedisa tlotlontswe ya mmetse e jwaloka: tshitja, mahlakore, dihuku, maphethelo, otlohile, sephara.

## 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.

## Letsatsi la 2

### Tseo o di hlohang

- Raeme: *Tlhatswana e le nngwe* (leqephe la 197)
- Dithlapi tse 5 tsa khateboto
- Lebokoso le sa tshelang bakeng sa ho kenya tlhapi ka hara lona
- Pokello ya dibolo le mabokoso a boholo bo fapaneng
- Thamborini kapa dishwehleshwehle

1. **Raeme le ho bala dintho 1–5:** Phahamisa le ho bala dithlapi tse hlano tsa khateboto ha baithuti ba etsa raeme, *Tlhatswana e le nngwe*. Kopa baithuti ba bahlano ho ema mme e mong le e mong a tshware tlhapi e le nngwe. Baithuti bana ba bahlano ba kenya tlhapi ka lebokosong ha ba bang bohle ba etsa raeme mmoho.
2. **Ho bala ka molomo 1–5:** Balang ho ya ka morethetho wa thamborini kapa dishwehleshwehle.
3. **Ho rarolla bothata:** Sebedisa dithlapi tse hlano tse ka hara lebokoso ho rarolla mathata.

#### Dipotso tse tataisang:

- ★ Haeba nka ntsha dithlapi tse lekaneng hore nka tshwara e le nngwe letsohong ka leng, ke dithlapi tse kae tseo ke tla beng ke di tshwere?
- ★ Ha nka ntsha tlhapi e nngwe hape, ke tla be ke se ke tshwere dithlapi tse kae?

Balang dithlapi tse 1, 2, 3 mmoho le baithuti. Ntsha tlhapi e nngwe hape mme le bale 1, 2, 3, 4 mmoho. Pheta sena, le bala ho fihla ho 5.

- ★ Ke tla be ke tshwere dithlapi tse kae ha nka kgutlisetsa tlhapi e le nngwe ka lebokosong?

4. **Ho hlophisa le ho bapisa dibolo le mabokoso:** Bea pokello ya dibolo le mabokoso a boholo bo fapaneng hodima mmata. Kopa baithuti ho o bontsha ntho e itseng e nang le dihuku, ntho e tjihtja, ntho e nang le maphethelo, ntho e ka thethehang. Hlophisa dibolo le mabokoso ka dihlotshwana tse pedi mmoho le baithuti. Kgetha baithuti hore ba fane sebaka ka ho ya lata lebokoso kapa bolo ka hara pokello.

#### Dipotso tse tataisang:

- ★ Le ka mpoella ho hong mabapi le lebokoso/bolo?
- ★ Ke sehlopha sefe seo o tlang ho e kenya ka hara sona?
- ★ Hobaneng o nahana hore e lokela ho ba sehlopheng sena?

5. **Ho bapisa boholo ba mabokoso:** Baithuti ba hlwaya hore ke mabokoso afe a maholo mme ke afe a manyane. Bapisa lebokoso le leholo le lebokoso le lenyane.
6. **Ho bapisa boholo ba dibolo:** Baithuti ba hlwaya hore ke dibolo dife tse kgolo mme ke dife tse nyane. Bapisa bolo e kgolo le bolo e nyane.
7. **Ho ikwetlisa ka 'kgolo' le 'nyane':** Botsa dipotso tse mabapi le dintho tse kgolo le tse nyane.

#### Dipotso tse tataisang:

- ★ Ke mang ya ka supang ntho e kgolo ka ho fetisisa qabung ena?
- ★ Ke mang ya ka supang ntho e kgolo ka ho fetisisa ka phaposing ya borutelo?
- ★ Ke eng e etsang hore e be kgolo ka ho fetisisa?
- ★ Ke mang ya ka supang ntho e nyane ka ho fetisisa qabung ena?
- ★ Na ho na le ntho e leng nyane ho feta ena ka phaposing ya borutelo?
- ★ Na ho na le motho ya ka nahanang ka ntho e nngwe e kgolo ho feta?
- ★ Na ho na le motho ya ka nahanang ka ntho e nngwe e nyane ho feta?

8. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### KELETSO

Tlohela dibolo le mabokoso ka hara ditshelo hodima tafole ya mmetse kapa pela yona hore baithuti ba tswelle pele ho itshibollela 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.



## Letsatsi la 3

### Tseo o di hlohang

- Raeme: *Tlhatswana e le nngwe* (leqephe la 197)
- Dithlapi tse 5 tsa khateboto
- Tlhapi e 1 e kgolo ya khateboto
- Prestik
- Pokello ya dibolo le mabokoso a boholo bo fapaneng
- Rempe e nyane
- Bolo le lebokoso bakeng sa tafole ya mmetse

1. **Raeme:** Phahamisa tlhapi ya khateboto e le nngwe ka nako ha le ntse le etsa raeme, *Tlhatswana e le nngwe*. Kopa baithuti ba bahlano ho ema le hore e mong le e mong a tshware tlhapi e le nngwe. Baithuti ba bahlano ba kenya tlhapi ka hara lebokoso ha ba ntse ba etsa raeme mmoho.
2. **Ho bala ka molomo:** Baithuti ba oma ka dihlooho ba ntse ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho hatella 'kgolo' le 'nyane':** Bea tlhapi e kgolo leboteng ka hodima tafole ya mmetse. Ere, 'Tlhapi ena e kgolo e batla ho ja dithlapi tse nyane tse ka hara lebokoso.' Efa baithuti ba bahlano dithlapi tsa khateboto tse nyane tse hlano. E reng kaofela, 'E ja tlhapi e le nngwe.' 'E ja tlhapi e nngwe hape,' ha moithuti ka mong a ntse a kgomaretsa tlhapi e nyane ho tlhapi e kgolo. Kamora hoba ho beilwe tlhapi ka nngwe, botsa potso e latelang.

#### Dipotso tse tataisang:

- ★ Tlhapi e kgolo e jele dithlapi tse kae tse nyane?

Tswela pele ka tsela ena ho fihlela baithuti ba kgomareditse dithlapi tse hlano kaofela ha tsona. Botsa baithuti hore tlhapi e jele dithlapi tse kae tse nyane kaofela. Balang dithlapi tse nyane.

4. **Ho bapisa makgetha a mabokoso le dibolo:** Tswaka pokello ya mabokoso le dibolo. Baithuti ba hlophisa mabokoso le dibolo.

#### Dipotso tse tataisang:

- ★ Hobaneng o di hlophile ka tsela eo?
- ★ Ke eng e tshwanang ka dintho tsohle tse sehlopheng sena? (Supa mabokosong.)
- ★ Sehlopheng sena teng? (Supa dibolong.)
- ★ Na o ne o ka di hlophisa ka tsela e nngwe?
- ★ Hobaneng ha o kentse ena sehlopheng sena?
- ★ Ena e lokela ho ya kae? Hobaneng?
- ★ Haeba o kgetha ntho e nang le dihuku, o ka e kenya sehlopheng sefe?
- ★ Haeba o kgetha ntho e nang le mahlakore a sephara, e tla lokela ho kena sehlopheng sefe?

5. **Thellang le thetehang:** Etsa rempe. Baithuti ba kgetha bolo kapa lebokoso.

#### Dipotso tse tataisang:

- ★ Ke dife ho dintho tse na tseo o nahanang hore di tla thella ho theosa rempe?
- ★ Hobaneng o nahana hore di tla thella?
- ★ Ke dife ho tse na tseo o nahanang hore di tla thetaha?
- ★ Hobaneng o nahana hore di tla thetaha?
- ★ Ke efe eo o nahanang hore e tla fihla tlase mane pele? Hobaneng?

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### KELETSO

Ketsahalo ena ya rempe e ka etsetswa ka ntle. Efa baithuti nako ya ho etsa diteko/diekperimente ka ho thellisa le ho theta mabokoso 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.



## Letsatsi la 4

### Tseo o di hlohang

- Raeme: *Tlhatswana e le nngwe* (leqephe la 197)
- Pokello ya dibolo le mabokoso a boholo bo fapaneng di behilwe hohle ka phaposing ya borutelo

1. **Raeme:** Etsa raeme, *Tlhatswana e le nngwe*. Kenya diketso. Kgetha baithuti ba bahlano hore e be ditlhapi tse hlano. Pheta hape o ntse o efa baithuti ba bang ba bahlano sebaka le bona.
2. **Ho bala ka molomo:** Baithuti ba bala ka ho phahamisa menwana ya bona ho tloha ho 1 ho isa ho 5 ka morethetho wa thamborini kapa dishwehleshwehle.
3. **Ho hatella 1, ho sebedisa kgolo le nyane:** Kgetha baithuti ba mmalwa ho lata ntho e kgolohadi/nyane ka phaposing ya borutelo mme ba kgutlele mmateng. Ba bolella sehlopha hore ntho eo ba e latileng ke eng le hore e kgolo kapa e nyane. Baithuti ba bea dintho tsa bona dihlopheng tsa dintho tse kgolo le dintho tse nyane.
4. **Ho hatella ho thella le ho thetaha:** Baithuti ba hlalosa se etsahetseng ho Letsatsi la 3 ka mabokoso le dibolo hodima rempe. Baithuti ba mmalwa ba lata dibolo le mabokoso mme ba di theta le ho a thellisa ho ya ho moithuti e mong sedikadikweng. Buisanang ka hore ke dintho dife tse thetchang mme ke dintho dife tse thellang.

#### Dipotso tse tataisang:

- ✦ Ke dintho dife tse thetchang? O nahana hore ke hobaneng ha di thetaha?
  - ✦ Ke dintho dife tse thellang? O nahana hore ke hobaneng ha di thella?
5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### KELETSO

Batla sebaka se boreledi haholo fatshe bakeng sa ketsahalo ena kaha hangata mabokoso ho ba thata ho a thellisa mmateng.

## Letsatsi la 5

### Tseo o di hlohang

- Raeme kapa pina efe kapa efe e tswang ho Dibeke tsa 1–3
- Setshwantsho sa tlhapi e kgolo le ditshwantsho tsa ditlhapi tse nyane tse 5 (ho tloha ho Letsatsi la 3)
- Dihulahupu bakeng sa halofo ya baithuti
- Mabokoso a maholo bakeng sa ho kena ka hara ona
- Mekotlana ya dinawa
- Diemere kapa ditshelo tse ding tse kgolo

1. **Raeme:** Etsang kapa le bine efe kapa efe ya diraeme kapa dipina tsa Dibeke tsa 1 ho isa ho 3.
2. **Ho bala ka molomo:** Baithuti ba tsoka diphaka tsa bona mme ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho bala ho tloha 1–5:** Tlosa ditshwantsho tsa ditlhapi tse nyane tlhaping e kgolo, mme le di bale ha o ntse o di kenya ka lebokosong hodima tafole ya mmetse.
4. **Ho tsebisisa 'kahare' le 'kantle':** Buang ka sebaka seo ditlhapi di leng ho sona. Ena ke ketsahalo ya motsamao e hlohang sebaka. Baithuti ba sebetsa ka dihlotshwana mme ba latela ditaello:
  - ✦ Tlolela ka hara hulahunu mme o tlolele ka ntle.
  - ✦ Ema ka leoto le le leng ka hara hulahunu le leoto le leng ka ntle ho yona.
  - ✦ Kena ka hara lebokoso mme o tswela ka ntle.
  - ✦ Lahlela mokotlana wa dinawa ka hara emere mme o o ntshe.
 Baithuti ba bolela moo ba leng teng, kapa moo mokotlana wa dinawa o leng teng.

### KELETSO

Taka dibopeho ka tjhoko haeba o se na dihulahupu kapa mabokoso a maholo. Etsa dibolo ka dikoranta haeba o se na mekotlana ya dinawa.

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. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** bea mabokoso a mmalwa ka ntle bakeng sa hore baithuti ba a sebedise ho eksperimenta ka 'ka hare' le 'ka ntle'.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlokanang

- Kgetho ya dintho tsa letsatsi le letsatsi tse nang le sebopeho sa bolo le sa lebokoso
- Rempe e nyane
- Diboloko tsa ho aha tse kgolo le tse nyane
- Dintho tse 15 tse kgolo le tse nyane

1. **Ho bala 1–5:** Baithuti ba phahamisa matsoho mme ba bala ho tloha ho 1 ho isa ho 5 ka menwana ya bona.
2. **Papadi ya 'kgolo' le 'nyane':** Bea kgetho ya dintho tse 15 tse kgolo le tse nyane bohareng ba sehlopha. Buisanang ka hore ke dife tse kgolo mme ke dife tse nyane. Hlalosetsa baithuti papadi ena: Bitsa lebitso la moithuti mme o re 'kgolo' kapa 'nyane'. Ka potlako kamoo a ka kgonang moithuti o nka ntho e kgolo kapa e nyane. Moithuti ka mong o fumana sebaka sa ho etsa. Qetellong ya papadi, baithuti ba bea dintho tse ding tse fapaneng bohareng ba mmata. Botsa baithuti hore na ba ne ba ena le ntho e kgolo kapa e nyane, le hore ntho eo e ne e le eng.
3. **Ho hlophisa dintho ho ya ka tse 'kgolo' le tse 'nyane' le ntse le bala:** Efa moithuti ka mong diboloko tse hlano tsa boholo bo fapaneng tse ka hlophiswang ho ya ka tse kgolo le tse nyane. Baithuti ba bala diboloko tsa bona. Baithuti ba bontsha sehlopha diboloko tsa bona tse kgolo ka ho fetisisa le tse nyane ka ho fetisisa. Baithuti ba bea diboloko tsa bona ka tatellano ho tloha ho bo bonyane ka ho fetisisa ho isa ho bo boholo ka ho fetisisa. Baithuti ba bea diboloko ka tatellano ho tloha ho bo boholo ka ho fetisisa ho isa ho bo bonyane ka ho fetisisa.
4. **Makgetha a papadi ya dibolo le mabokoso:** Bea kgetho ya dintho tsa dibopeho tsa bolo le tsa lebokoso hodima mmata. Bitsa lebitso la moithuti le lekgetha le le leng la lebokoso kapa bolo, ho etsa mohlala, e na le dihuku, e tjhitja, e na le maphethelo, e na le mahlakore, e a thetaha, e a thella. Baithuti ba hlwaya ntho e nang le makgetha ao. Baithuti ba boloka ntho eo ha ba se ba e hlwaile. Bapisang ditshwano le diphapang pakeng tsa dintho tseo.

#### Dipotso tse tataisang:

- ★ Ke dife tse nang le dihuku?
- ★ Ke dife tse tjhitja?
- ★ Ke dife tse nang 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.

Hlophisa dintho tse thellang le tse thetehang. Kgetha dintho tse hlano.

- ★ Ke dintho dife tseo o nahanang hore di tla theteha? Hobaneng?
- ★ Ke dintho dife tseo o nahanang hore di tla thella? Hobaneng?

Baithuti ba sebedisa rempe ho iphumanela hore ebe dintho di a theteha kapa di a thella. Baithuti ba etsa diqubu tse pedi tsa dintho: tse thellang le tse thetehang.

- ★ Ke dintho tse kae tseo re nang le tsona tse thellang? Ke tse kae tse thetehang?
- ★ Ke sehlopha sefe se nang le tse ngata? Ke sehlopha sefe se nang le tse mmalwa?

### Kgokahanyo

#### Puo ya Lapeng le Bokgoni ho tsa Bophelo (diketsahalo tsa ka ntle):

- Ntshetsopele ya tlotlontswe (malatodi) le ho arabela ditaello.
- Baithuti ba sebetsa ka dihlotshwana ho iphumanela hore ke dintho dife tse thetehang kapa tse thellang rempeng.
- Ho hatella dikgopolo tsa kgolo le nyane, baithuti ba iphuthaphutha ho iketsa sebopeho sa bolo mme ebe ba ikotlolla ho iketsa boholo kamoo ba ka kgonang.



#### Lekola hore baithuti ba kgona ho:

- hlophisa le ho bapisa dibolo le mabokoso
- hlwaya makgetha a dibolo le mabokoso
- hlwaya dintho tse thetehang le tse thellang
- utlwisisa maemo ana 'ka hare' le 'ka ntle' (Shebella nakong ya ketsahalo ya sehlopha sohle ka Letsatsi la 5.)
- utlwisisa dikgopolo tsena 'kgolo' le 'nyane'

## Seteishene sa tshebetso sa 1

### Tseo o di hlokanang

- Mabokoso a boholo bo fapaneng
- Dikgetjhana tsa koranta
- Sekgomaretsi kapa disetikara

Baithuti ba sebedisa mabokoso, sekgomaretsi (kapa disetikara) le dikgetjhana tsa koranta ho bopa dintho tseo ba ikgethelang tsona.

## Seteishene sa tshebetso sa 2

### Tseo o di hlokanang

- Hlama ya ho bapala
- Mabokoso a 2, le leng le nang le leibole ya setshwantsho e 'nyane'
- le le leng le nang le leibole ya setshwantsho e 'kgolo'

Baithuti ba etsa dibolo tsa hlama ya ho bapala tse kgolo le tse nyane mme ba di hlophisa ka ho di kenya ka hara mabokoso a nang le dileibole tsa 'kgolo' le 'nyane' ho ona.

### Workstation 3



#### TIP

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

#### What you need

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

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



### Workstation 4

#### What you need

- Building blocks of different sizes
- Plastic farm animals

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





### Seteishene sa tshebetso sa 3

 **KELETSO**

Boloka kgetho ya dikgatiso tsena bakeng sa ho bewa pontsheng hore ho buisanwe ka tsona ka Beke ya 5.

**Tseo o di hloakang**

- Pente ka hara ditereyi
- Dipontjhe tse sephara (tse boikgethelo)
- Pampiri
- Diboloko tsa patsi tsa boholo bo fapaneng kapa mabokoso a khateboto

Tshela boalo bo bosesane ba pente ka hara setshelo kapa tereyi ya polastiki. Baithuti ba qopetsa lehlakore le le leng la boloko (kapa lebokoso la khateboto le lenyane, ho etsa mohlala, lebokoso la sesepa sa meno, la sesepa kapa la dinoko) ka hara tereyi ya pente. Ba hatella boloko hodima pampiri ho etsa dikgatiso.



### Seteishene sa tshebetso sa 4

**Tseo o di hloakang**

- Diboloko tsa ho aha tsa boholo bo fapaneng
- Diphoofolo tsa polasi tsa polastiki

Ntshetsa ntle diboloko tsa patsi le diphoofolo tsa polasi tsa polastiki. Baithuti ba aha dibaka tse dulang 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.

# Tsepamiso ho Karolo ya Dikahare: Sebaka le Sebopeho (Jeometri)

## Dihlooho

- Elellwa, hlwaya le ho bolela dibopeho tsa 2-D: sedikadikwe
- Hlalosa, hlopha le ho bapisa dintho tsa 3-D le dibopeho tsa 2-D (sedikadikwe)
- Molahare

## Tsebo e ntjha

- Sedikadikwe
- Nomoro ya 2
- Molahare

## Ho etsa

- Ho bala ka molomo 1–5
- Nomoro ya 1
- Ho bala dintho 1–5
- Diphazele tsa dikotwana tse tsheletseng

## Tlotlontswe e ntjha ya mmetse

sedikadikwe  
tshwana

mola o kgopameng  
sebopeho

hodimo  
tlase

bohareng

## Ho itokisetša

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- tafole ya mmetse bakeng sa nomoro ya '2'. Tlosa dintho le dikarete tse neng di sebediswa bakeng sa nomoro ya '1'.
- frizi ya dinomoro bakeng sa nomoro ya 2 o sebedisa bokantle ba ntlo bo ho leqephe la 37 le dithempleiti tse ho leqephe la 207 (*2, pedi, matheba a mabedi, diqwaha tse pedi*)
- sete ya dikarete tsa nomoro ya '2': letshwao, lentswe le letheba
- lebokoso le kentseng pokello ya dintho tse 16 tse sedikadikwe, ho etsa mohlala, kopi, poleiti, kotikoti, emere, watjhe, sekotlolo, bokahare ba pampiri ya ntlwana, dikwahelo
- didikadikwe tse 2 tse kgolo tse leibotsweng
- ditshwantsho tsa tlhapi le senqanqane
- setshwantsho se 1 sa maleshwane (thempleiti e ho leqephe la 217)
- ditshwantsho tse 10 tsa didikadikwe – tse takilweng kapa tse sehilweng dimakasineng kapa dikoranteng
- dithempleiti tse 8 tse fotokhopilweng tsa 'nomoro ya 2' (leqephe la 213) tse kwahetsweng ka polastiki kapa ka hara enfolopo ya polastiki
- bokantle ba sedikadikwe bo takilweng ho pampiri ya A4 bakeng sa moithuti ka mong
- diphazele tse 6 tsa dikotwana tse tsheletseng (thempleiti e ho leqephe la 220)
- diphamfolete tsa papatso, dimakasine le dikoranta
- dikwahelo tsa polastiki tsa yokate tse 2
- dikarete tsa ditshwantsho bakeng sa 1 le 2.

## Whole class activities

## Day 1



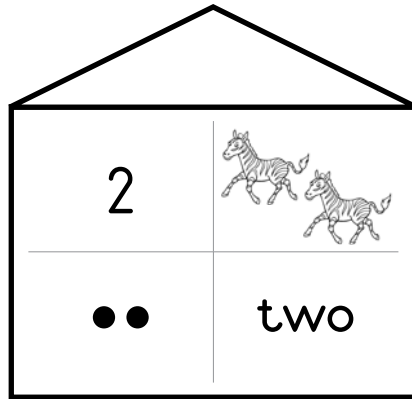
## TIP

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.

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

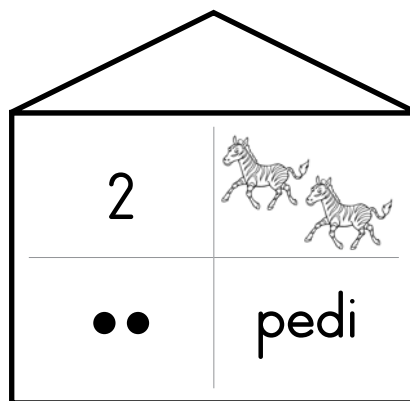
### KELETSO

Hopola ho sebedisa tlwaelo ya ntlwana ho ikwetlisetsa dinomoro tsa boemo (-pele, -bobedi, -boraro) le maemo (ka pela, ka mora, pakeng tsa, telele ho fetisisa, kgutshwane ho fetisisa).

#### Tseo o di hloakang

- Raeme: *Tlhatswana e le nngwe* (leqephe la 197)
- *Pale ya nomoro ya 2* (leqephe la 197)
- Frizi ya dinomoro: *Nomoro ya 2*
- Bea dipara tse 5 tsa dintho hohle ka phaposing ya borutelo
- Dikarete tse 15 tsa matheba, mantswe le matshwao a nomoro ya '2'

1. **Raeme:** Etsa raeme, *Tlhatswana e le nngwe*.
2. **Ho bala ka molomo:** Baithuti ba bala ho tloha ho 1 ho isa ho 5 mme ba phaphatha mangwele a bona. Phetang hape mme baithuti ba phaphathe mahetla a bona.
3. **Ho tsebisa nomoro ya '2':** Buang ka *Pale ya nomoro ya 1*. Pheta *Pale ya nomoro ya 2*. Ntlo ya diphoofolo ke yona eo pale e tsepameng ho yona. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o ahella paleng ya diphoofolo le ditshwantsho tsa ntlo: dikemelo tse fapaneng tsa nomoro ya 2, ho etsa mohlala, setshwantsho, matheba, letshwao le lentse. Bea pontsheng dikarolo tsa frizi ntlong ya diphoofolo leboteng sebakeng sa mmetse.



#### Dipotso tse tataisang:

- ★ Ke diqwaha tse kae tse dulang ntlong ena?
  - ★ Ke eng hape eo ho nang le dintho tse pedi tsa yona paleng?
  - ★ Ho na le diqwaha tse kae tse fetang ditlou ditshwantshong?
  - ★ Na ho na le dintho tse pedi tseo o nahanang hore o ka di eketsa?
4. **Matheba, ditshwantsho, matshwao le mantswe a dinomoro a nyalanang bakeng sa '2':** Kopa baithuti ho nyalanya setshwantsho, letheba le letshwao ho frizi ya Dinomoro ya 2. Bontsha baithuti lentse la nomoro mme o bue lentse lena 'pedi'. Kopa moithuti ho nyalanya lentse la nomoro ho frizi.
  5. **Ho fumana dintho tse 2:** Kgetha baithuti hore ba batle tse pedi tsa dintho tse tshwanang ka phaposing ya borutelo. Efa baithuti ba bang dikarete tsa nomoro ya '2' ho di nyalanya le dintho tseo. Di behe hodima tafole ya mmetse.
  6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

## 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).





## Letsatsi la 2

### Tseo o di hlohang

- Setshwantsho sa tlhapi
- Setshwantsho sa senqanqane
- Raeme: *Nngwe, pedi, tharo, nne, hlano* (leqephe la 197)
- Bolo ya maoto
- Maqephe a 2 a maholo a pampiri le koki
- Dintho tse 16 tse sedikadikwe
- Tereyi e sa tebang e nang le pente
- Pampiri
- Diboloko tse nang le makgetha a sedikadikwe (*Khiti ya Disebediswa*)
- Didikadikwe tse 2 tse kgolo tse leibotsweng

1. **Raeme:** Etsa raeme, *Nngwe, pedi, tharo, nne, hlano*, ha o ntse o bontsha ditshwantsho tsa tlhapi le senqanqane. Baithuti ba etsa raeme mmoho le wena.
2. **Ho bala ka molomo:** Baithuti ba qhomaqhoma jwaloka dinqanqane mme ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho bala dintho 1–5:** Baithuti ba phahamisa lenane le nepahetseng la menwana ha ba ntse ba etsa raeme. Etsang raeme, le opa matsoho hang bakeng sa nomoro ka nngwe. Buisanang ka raeme.

#### Dipotso tse tataisang:

- ★ Ngwana o ile a tshwasa ditlhapi tse kae? Dinqanqane tse kae?
4. **Ho bapisa dibopeho tsa 2-D le dintho tsa 3-D:** Buisanang ka 'sebopeho': ntho e nngwe le e nngwe e na le sebopeho. Ho na le dibopeho tse ngata tse fapeneng, ho etsa mohlala, mmele wa hao o na le sebopeho, difensterere tsa phaposeng ya borutelo di na le sebopeho, bolo ya maoto e na le sebopeho, setshwantsho se na le sebopeho.

#### Dipotso tse tataisang:

- ★ O ka mpoella eng ka sebopeho sa fenstere?
  - ★ O ka mpoella eng ka sebopeho sa bolo ya maoto?
  - ★ Ke dibopeho dife tse ding tseo re ka di bonang ka phaposeng ya rona ya borutelo?
  - ★ Ke dibopeho dife tseo o ka di hopolang, tse ka diphaposeng tsa lona tsa ho robala lapeng kwana?
5. **Ho tloha ho 3-D ho isa ho 2-D:** Kopa moithuti a le mong hore a eme ka maoto. Bontsha hore ho ya ka hore o eme sebakeng sefe o ka bona moithuti ka tsela e fapaneng – ho tloha ka pele, ka morao, ka lehlakoreng le ka hodimo (sebedisa setulo ho ema hodima sona). Bontsha hore ho a kgoneha ho fetola moithuti o mo potolohisa, ho mo tshwara le ho mo haka. Ere moithuti a robale ka mokokotlo hodima leqephe le leholo la pampiri. Mo tereise. Elelliswa baithuti mola oo o o takang: 'ho potoloha hlooho ya hae', 'ka mahlakoreng a hae'. Ha moithuti a ema, botsa hore baithuti ba bona eng pampiring (setshwantsho sa mmele wa moithuti).





**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.

**KELETSO**

Maneha ditshwantsho tse pedi tse leibotsweng leboteng ka hodima tafole ya mmetse.



6. **Ho tsebisa sedikadikwe:** Baithuti ba dula ka bobedi. Bea lebokoso le tshetseng pokello ya dintho tse sebopeho sa sedikadikwe mmateng. Moithuti a le mong ho tswa bobeding ka bong o lata ntho. Ka bobedi, ba fapanyetsana ho mathisa monwana ho potoloha maphethelo a ntho eo, ho etsa mohlala, rimi ya kopi, lephethelo la poleiti.

Nka ntho e le nngwe, ho etsa mohlala, poleiti. E re, 'Ho tla etsahala eng ha re ka taka ho pota maphethelo a poleiti?'

Bea sekgetjhana sa pampiri hodima mmata. Tereisa ho potoloha poleiti ka koki. Botsa baithuti hore ebe ba tseba hore sebopeho seo se bitswa eng. Ba bolelle hore ke sedikadikwe. Botsa mabapi le sebopeho seo. Kopa baithuti hore ba shebelle mola ha o ntse o o thala. Bua mabapi le kamoo mola o kgopamang ha o potoloha ntho.

Kopa moithuti ho kgetha ntho e nngwe mme o mo thuse ho thala mola ho e potoloha. Buang kamoo mola o kgopamang kateng. Botsa baithuti hore na ba kgona ho bona didikadikwe tse ding ka hara phaposi ya borutelo.

7. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 3**

**Tseo o di hlohang**

- Raeme: *Nngwe, pedi tharo, nne, hlano* (leqephe la 197)
- Pina: *Didikadikwe* (leqephe la 197)
- Ditshwantsho tse 10 tsa didikadikwe (tse takilweng kapa tse sehilweng dimakasining kapa dikoranteng)

1. **Raeme:** Etsa raeme, *Nngwe, pedi, tharo, nne, hlano*.
2. **Ho bala ka molomo:** Baithuti ba tsamaisa diphaka tsa bona jwaloka mapheo a ditlhapi ha ba ntse ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho bala dintho 1–5:** Baithuti ba bontsha menwana ya bona ha ba ntse ba bala ho tloha ho 1 ho isa ho 5.
4. **Ho hatella nomoro ya '2':** Taka nomoro e kgolo ya '2' moyeng. Baithuti ba a o kopitsa mme ba taka '2' matsohong a bona le mokokotlong wa motswalle. Botsa hore na ke dikarolo dife tsa mmele ya rona tse leng pedi (matsoho, dinoko tsa matsoho, diphaka, ditlhafu, mahlo, ditsebe, mangwele, maqaqailane, ditsu, diqhoho, mahetla). Bala ditho tsa mmele ha ba ntse ba di bolela: 'matsoho a 1, 2' jwalojwalo.
5. **Pina:** Tsebisa pina ena, *Didikadikwe*. Kenya le diketso.
6. **Ho batlana le didikadikwe:** Kopa baithuti ba mmalwa ka nako ho batla didikadikwe tse pedi ka phaposi ya borutelo mme ba di behe mmateng. Botsa baithuti ba bang hore ebe dibopeho tsohle ke didikadikwe na. Kopa baithuti ba mmalwa hore ba behe didikadikwe tseo ka dihlotshwana tsa bobedi.
7. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**KELETSO**

Sebedisa monyetla ho bua mabapi le hore ebe batho bohle ba na le matsoho a mabedi, dinoko tse pedi tsa matsoho, diphaka tse pedi, jwalojwalo.

## 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.



## Letsatsi la 4

### Tseo o di hlohang

- Pina: *Didikadikwe* (leqephe la 197)
- Dibadi tse 5 (*Khiti ya Disebediswa*)
- Bolo e kgolo
- Diipone (tsa boikgethelo)


1. **Pina:** Bina pina, *Didikadikwe*.
2. **Ho bala ka molomo:** Baithuti ba fetisetsana bolo e kgolo e ntse e potoloha, ba bala ho tloha ho 1 ho isa ho 5. Phetang sena ho fihlela bohle ba bile le monyetla wa ho fetisa bolo.
3. **Ho bala dintho 1–5:** Bontsha dibadi tse hlano mme o ba botse hore ba nahana hore o tshwere tse kae. Balang dibadi mmoho.
4. **Ho hatella sedikadikwe:** Sebedisa tjhoko ho tereisa ho potoloha bonyane dintho tse hlano tse kgolo tse tjitja. (ho etsa mohlala, hulahupu, emere, taere) fatshe. Baithuti ba fana sebaka ka dihlotshwana ho tsamaya hodima dibopeho tse takilweng.
5. **Molahare:** Kopa moithuti a le mong ho ema a shebile ho baithuti ba bang.

### Dipotso tse tataisang:

- ★ Ke eng seo \_\_\_\_\_ a nang le sona ka lehlakoreng lena la mmele wa hae (supa lehlakoreng le letshehadi la mmele wa moithuti, ho etsa mohlala, tsebe, leihlo, sephaka, monoto) seo a nang le sona hape ka lehlakoreng le leng la mmele wa hae?
- ★ Na o na le sephaka ka lehlakoreng le leng? Le tsebe?

Ka bobedi, baithuti ba a shebana mme ba hlwaya ditho tsa mmele tseo ba nang le tsona tse nyalanang le tse lehlakoreng le leng.

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

 **KELETSO**  
Haeba o ena le diipone tse fumanehang, ere baithuti ba itjhebe diiponeng ho sibolla molahare mmeleng ya bona ka ho hlwaya ditho tsa mmele tse nyalanang lehlakoreng le letshehadi le le letona.

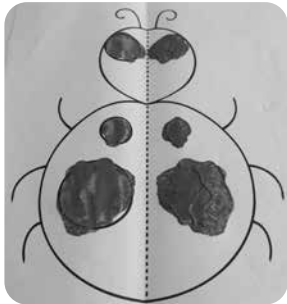
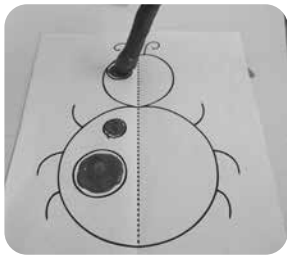
## Letsatsi la 5

### Tseo o di hlohang

- Raeme: *Nngwe, pedi, tharo, nne, hlano* (leqephe la 197)
- *Buka ya Diphoustara, Phoustara* ya 8
- Pina: *Didikadikwe* (leqephe la 197)
- Setshwantsho sa maleshwane (leqephe la 217)
- Diboloko tse 5 tse kgolo tsa mebala e fapaneng tse nang le makgetha a sedikadikwe (*Khiti ya Disebediswa*)
- Pente le borosolo ya pente

1. **Raeme le pina:** Etsang raeme, *Nngwe, pedi, tharo, nne, hlano*, mme le bine pina ena, *Didikadikwe*.
2. **Ho bala ka molomo:** Baithuti ba iphaphatha ka matsoho a mabedi mahetleng mme ba bala ho tloha ho 1 ho isa ho 5. Phetang ka ho phaphatha lehetla ka leng ka letsoho la lehlakore le leng.
3. **Ho bala dintho 1–5:** Efa baithuti ba bahlano e mong le e mong boloko ba mmala o fapaneng bo nang le makgetha a sedikadikwe. Di baleng mmoho. Botsa hore ho na le tse kae tse kgubedu, tse tshehla, tse bolou, jwalojwalo.
4. **Ho batlana le didikadikwe:** Sheba Phoustara ya 8. Baithuti ba batlana le didikadikwe 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**

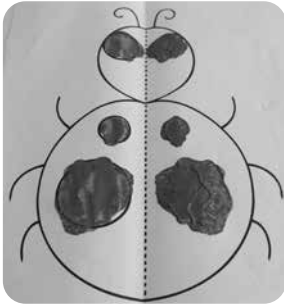
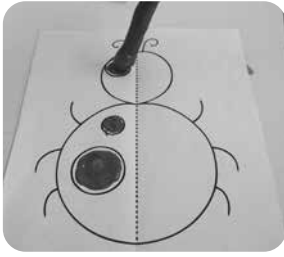
- 30 different-coloured counters
- Small chalkboards, whiteboards or A4 paper
- For each learner:
  - A tub with:
    - Number symbol, picture and dot cards: 1 and 2 (*Resource Kit*)
    - 5 colour counters (*Resource Kit*)
    - ‘Circle’ pictures (page 218)
  - Chalk/whiteboard markers/ crayons
  -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

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

**Guiding questions and instructions:**

- ★ What do you see?
- ★ What is the same? What is the difference between them?
- ★ How many pictures are there on each of your picture cards?
- ★ 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. **Molahare didikadikweng:** Bontsha baithuti setshwantsho sa maleshwane. Ba botse hore ba bona didikadikwe tse kae – mmele, hlooho, matheba a mabedi le leihlo le le leng. Balang didikadikwe mmoho. Pheta pale ena ya Maleshwane: 'Maleshwane o kgathatsehile hore ha a tshwane le dimaleshwane tse ding. Mmele ya bona e tshwana hantle lehlakoreng ka leng. Hape o batla ho ba le matheba a mabedi lehlakoreng ka leng la mmele wa hae.'

**Dipotso tse tataisang:**

- ★ O nahana hore re ka thusa jwang maleshwane enwa hore a rarolle bothata ba hae?

Kenya pente ho letheba ka leng ho a mabedi lehlakoreng le le leng la setshwantsho sa maleshwane. Mena setshwantsho sa maleshwane ka halofo hodima mola o hare, ele hore ho hatisehe matheba a mabedi le leihlo le leng ho halofo e nngwe ya maleshwane. Buisana le baithuti hore ebe ba nahana hore mahlakore a mabedi a maleshwane a a tshwana le ho lekana na.

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:**

- Ntshetsopele ya tlotlontswe (tshwanang/fapaneng).
- Ketsahalo ya ka ntle: Tereisa bokantle ba mmele ya baithuti o sebedisa tjhoko kapa thupa. Thusa baithuti ho thala mola ho theosa bohare ba motako wa mmele ya bona.

**Diketsahalo tsa dihlotshwana**

**Ketsahalo e tataiswang ke titjhere**

**Tseo o di hlokanang**

- Dibadi tse 30 tsa mebala e fapaneng Bakeng sa moithuti ka mong:
- Setshelo se nang le:
  - Dikarete tsa letshwao la nomoro, ditshwantsho le matheba: 1 le 2 (*Khiti ya Disebediswa*)
  - Dibadi tse 5 tse mebala (*Khiti ya Disebediswa*)
- Ditshwantsho tsa 'Sedikadikwe' (leqephe la 218)
- Tlapangollo e nyane, tlapatshweu kapa pampiri ya A4
- Ditshwai tsa tlapangollo/ tlapatshweu kapa dikerayone
- Dikwahelo tse 2 tsa yokate tsa polastiki

1. **Ho ikwetlisa ka nomoro ya '2':** Efa moithuti ka mong setshelo. Bua ka dintho tse kahare. Baithuti ba ntsha le ho bea ka pela bona karete ka nngwe ya setshwantsho bakeng sa 'nngwe' le 'pedi'.

**Dipotso le ditaello tse tataisang:**

- ★ Le bona eng?
- ★ Ke eng e tshwanang? Phapang ke efe pakeng tsa tsona?
- ★ Ho na le ditshwantsho tse kae karete ka nngwe ya setshwantsho ya hao?
- ★ Nyalanya karete ya matheba kang ho karete ya setshwantsho (1 le 2).
- ★ O hloka dibadi tse kae ho di nyalanya le karete ka nngwe ya tsa ditshwantsho?
- ★ Nyalanya karete ya hao ya nomoro ya '2'. (Supa frizi ya Nomoro ya 2 e ka hodimo ho tafole ya mmetse.)



**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

**KELETSO**

Baithuti ba esong ho lokele ho ngola kapa ho taka ba ka sebedisa hlama ya ho papala ho etsa '2' le dintho tse pedi.



Ngola '2' e kgolo hodima tlapangollo, tlapatshweu kapa pampiri. Baithuti ba kopitsa sena mme ba taka dintho tse pedi ditlapangollong, ditlapatshweung kapa pampiring tsa bona.

2. **Ho hatella sedikadikwe:** Baithuti ba ntsha ditshwantsho tse robedi tse ho leqephe la 218 ka ntle ho setshelo. Ba di bea hodima mmata ka pela bona.

**Dipotso tse tataisang:**

- ★ O bona eng setshwantshong ka seng ho tsena?
- ★ O ka mpoella eng mabapi le dibopeho tse setshwantshong ka seng ho tsena?
- ★ Supa sebopelo seo eseng sedikadikwe. Ke hobaneng e se sedikadikwe?
- ★ Re tseba jwang hore ntho e itseng ke sedikadikwe?

Phahamisa sebadi sa diski se nang le mmala.

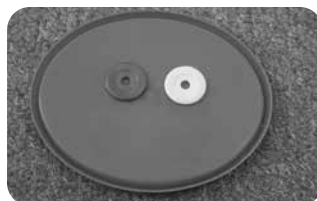
**Dipotso le ditaello tse tataisang:**

- ★ Ntho ena e shebahala e le sebopelo sefe?
- Bea qubu ya dibadi hodima mmata mme o fane ka ditaello. Kopa baithuti ho:
- ★ Phahamisa sebadi se le seng se bolou.
  - ★ Phahamisa sebadi se le seng se sefubedu.
  - ★ Phahamisa sebadi se le seng se sesehla.
  - ★ \_\_\_\_\_, nka sebadi se sefubedu mme o se fe \_\_\_\_\_.
  - ★ \_\_\_\_\_, nka sebadi sa mmala ofe kapa ofe.
  - ★ \_\_\_\_\_, batla sebadi se tshwanang hantle le seo \_\_\_\_\_ a nang le sona.

Efa moithuti ka mong dikwahelo tse pedi tsa yokate tsa polastiki.

- ★ E mong le e mong o nka sebadi se le seng mme o se bea hodima sekwahelo.
- ★ Na kaofela le na le sona? Ha re lekoleng.
- ★ E mong le e mong o nka dibadi tse pedi mme o di bea sekwahelong se seng sa polastiki.
- ★ Na kaofela le na le tse pedi? Ha re di baleng.
- ★ Na o ka hlophisa dibadi tsa hao tse pedi ka tsela e fapaneng hodima sekwahelo sa hao?
- ★ Balang hape.

Baithuti ba nyalanya dikarete tsa bona tsa matheba tsa 1 le 2 le dibadi tse dikwahelong. Kgothaletsa baithuti ho hlophisa dibadi tsa bona hore di nyalane le tsa hao.



**Lekola hore baithuti ba kgona ho:**

- nyalanya ditshwantsho tsa nomoro ya 2 mmoho le dintho tse pedi, dikarete tsa matheba le dikarete tsa matshwao
- elellwa, hlwaya le ho bolela sedikadikwe

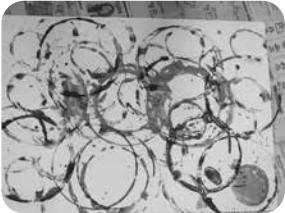
## Workstation 1

### 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.

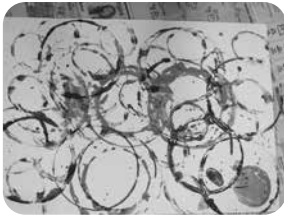
### Seteishene sa tshebetso sa 1

**Tseo o di hlokang**

- Thempleiti ya hlama ya ho bapala: Nomoro ya 2 ho moithuti ka mong (leqephe la 213)
- Hlama ya ho bapala

Baithuti ba sebedisa hlama ya ho bapala ho bopa nomoro ya '2', ho theta dibolo tse pedi tsa hlama ya ho bapala hore di tle di bewe sefateng, le ho thellisa dibolo tse pedi tsa hlama ya ho bapala hore di kenngwe ka keriting.

### Seteishene sa tshebetso sa 2



**Tseo o di hlokang**

- Pente ka hara ditereyi tse sa tebang
- Maqephe a maholo a pampiri bakeng sa moithuti ka mong
- Dintho tse boholo bo fapaneng tse nang le bokahodimo bo sedikadikwe (ho etsa mohlala, ditshelo tsa yokate, dikotikoti, bokahare ba pampiri ya ntlwana, dikopi tse lahlwang, dikwahelo)

Baithuti ba hatisa ba sebedisa dintho tse sebopeho sa sedikadikwe. Hatella ntho ho pente mme o e behe hodima pampiri ho etsa kgatiso ya sedikadikwe.

### Seteishene sa tshebetso sa 3



**Tseo o di hlokang**

- Ditshwantsho tsa dijo tse tswang ho diphamfolete tsa papatso, dimakasine le dikoranta
- Sedikadikwe se 1 se sehlo se takilweng hodima pampiri ya A4 bakeng sa moithuti ka mong
- Dikere le sekgomaretsi

Baithuti ba seha le ho ntsha sedikadikwe ho etsa 'poleiti'. Ba seha le ho kgomaretsa ditshwantsho tsa dijo hodima dipoleiti tsa bona.

 **KELETSO**

Baithuti ba sa kgoneng ho seha ba ka ntsha ditshwantsho mme ba ka theta hlama ya ho bapala ba e etse sebopeho sa 'soseiji' ho e bea ho bokantle ba 'poleiti'.

### Seteishene sa tshebetso sa 4

**Tseo o di hlokang**

- Diphazele tse nang le mookotaba wa 'mmele'

Moithuti ka mong o aha phazele.

# 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.

# Tsepamiso ho Karolo ya Dikahare: Sebaka le Sebopeho (Jeometri)

## Dihlooho

- Elellwa, hlwaya le ho bolela dibopeho tsa 2-D: kgutlonnetsepa
- Hlalosa, hlophisa le ho bapisa dintho tsa 3-D le dibopeho tsa 2-D
- Ditshupiso: pele, morao
- Boemo: kahara, ka ntle ho

## Tsebo e ntjha

- Dibopeho tsa 2-D: kgutlonnetsepa
- Tshupiso: pele le morao
- Boemo: kahara le ka ntle ho

## Ho etsa

- Sedikadikwe
- Dikgopolo tsa dinomoro 1 le 2
- Ho bala ka molomo 1–5
- Ho bala dintho 1–5
- Mabokoso le dibolo
- Diphazele tsa dikotwana tse tsheletseng

## Tlotlontswe e ntjha ya mmetse

kgutlonnetsepa  
huku

lehlakore  
otlolohile

sephara  
bokahodimo

pele  
morao

## Ho itokisetsa

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- lebokoso le leholo le nang le bonyane difahleho tse pedi tse kgutlonnetsepa
- kgutlonnetsepa ya khateboto e kgolo le sedikadikwe
- dibopeho tsa kgutlonnetsepa tsa boholo le mebala efe kapa efe
- maqephe a 5 a nang le kgutlonnetsepa e kgubedu le maqephe a 5 a nang le kgutlonnetsepa e bolou
- dikgutlonnetsepa tsa mebala bakeng sa moithuti ka mong
- dintho tse sebopeho sa kgutlonnetsepa, ho etsa mohlala, diboloko tsa patsi, bukana ya dinoutsu e kgutlonnetsepa, mokotlana wa dinawa o kgutlonnetsepa, letaese, dikotwana tsa mosaike, diboloko tse nang le makgetha a kgutlonnetsepa
- dintho tse sebopeho sa sedikadikwe, ho etsa mohlala, dikwahelo tsa polastiki tsa dibotlolo tsa lebese, dikwahelo tsa polastiki, dikonopo tse kgolo, diboloko tse nang le makgetha a sedikadikwe
- etsa disete tse 6 tsa dikarete tsa matheba a 2 le matheba a 1 le 2, dikarete tsa ditshwantsho tse 2 tse nang le ditshwantsho tse 1 le 2 tsa diphoofole bakeng sa ditshelo tsa baithuti
- ditshwantsho tse 7 tsa dikgutlonnetsepa
- dikarete tsa matheba le tsa diphoofole (*Khiti ya Disebediswa*).



## KELETSO

Hopola ho sebedisa tlwaelo ya ntlwana bakeng sa ho ikwetlisetsa dinomoro tsa boemo: -pele, -bobedi, -boraro; boemo: ka pela, ka mora, pakeng tsa, telele ho fetisisa, kgutshwane ho fetisisa.



## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

- ★ How many objects do we have?

Ask them to fetch another block.

- ★ How many objects do we have now?

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

- ★ Do we have more boxes or more blocks?

- ★ Which do we have fewer of?

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

#### Guiding questions:

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

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

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

#### Guiding questions:

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



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

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokang

- Dintho tsa 3-D tse kang diboloko, mabokoso a boholo bo fapaneng, ditshelo tsa kgutlonnetsepa bakeng sa tafole ya mmetse
- Kgutlonnetsepa ya khateboto e kgolo e le 1
- Lebokoso le leholo le 1
- Leqephe la pampiri le leholo le 1
- Koki

1. **Raeme:** Etsang efe kapa efe ya diraeme tsa ho bala tse tswang dibekeng tse fetileng.
2. **Ho bala ka molomo:** Baithuti ba iphaphatha dimpeng mme ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho bala dintho 1–5:** Bea mabokoso le diboloko hodima mmata. Kopa baithuti ho lata boloko bo le bong le lebokoso le le leng.

### Dipotso tse tataisang:

- ★ Ke dintho tse kae tseo re nang le tsona?

Ba kope hore ba late boloko bo bong hape.

- ★ Re se re ena le dintho tse kae jwale?

Pheta hape ho fihlela ho ena le dintho tse hlano. Baithuti ba bala ba ntse ba thesa ntho ka nngwe.

- ★ Na re na le mabokoso a mangata kapa diboloko tse ngata?

- ★ Ke dife tse leng mmalwa ho feta tse ding?

4. **Ho etsa dikgutlonnetsepa:** Buang ka le leng la mabokoso a ka phaposeng ya borutelo. Tereisa ho potoloha lebokoso le leholo la kgutlonnetsepa ho etsa kgutlonnetsepa. Bua kamoo mola o otlohileng ka teng, o kobehang ka teng hukung mme o otlohla hape, maphethelong.

### Dipotso tse tataisang:

- ★ Na le a tseba hore sebopeho sena se bitswa eng?

- ★ Ke mela e mekae e otlohileng eo kgutlonnetsepa e nang le yona?

- ★ Kgutlonnetsepa ena e na le dihuku tse kae?

- ★ Ke mahlakore afe a mang ao nka a sebedisang lebokosong lena ho etsa sebopeho se seng sa kgutlonnetsepa pampiring?

- ★ Na e tla tshwana? Hobaneng?

Tereisa ho potoloha lehlakore leo baithuti ba le eellwang, o hlalosa mela ha o ntse o etsa jwalo.

5. **Makgetha a kgutlonnetsepa:** Bontsha kgutlonnetsepa ya khateboto.

### Dipotso tse tataisang:

- ★ Na ho na le motho ya tsebang hore sebopeho sena se bitswa eng?

- ★ Na sebopeho sena se tshwana le seo re qetang ho se taka? Hobaneng?

## KELETSO

Ha o ntse o tereisa ho potoloha lebokoso, tsepama ho hore mela e otlohile ho ena le hore e kgopame (ho buisanwe ka sena ha ho ne ho tereiswa ho potoloha sedikadikwe Bekeng 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.

 **KELETSO**

Qetellong ya letsatsi kopa baithuti ho tla le dintho tse dibopeho tsa kgutlonnetsepa ha ba tswa hae ka Letsatsi la 2.

Fetisang diboloko tse nang le makgetha a kgutlonnetsepa ho potoloha phaposi hore baithuti ba di phopholetse le ho sibolla makgetha a tsona.

- ★ O utlwa eng ha o potoloha maphethelo a dintho?
- ★ Mahlakore a shebahala jwang? Dihuku tsona?
- ★ Ke eng e nngwe eo o ka e bonang le ho e utlwa ho kgutlonnetsepa ya hao?
- ★ Hoo ho fapana jwang le dibopeho tsa didikadikwe tseo re di shebileng bekeng e fetileng?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 2**

**Tseo o di hlohang**

- Raeme: *Dikgudu tse hlano tse thabileng* (leqephe la 197)
- Dintho tse nang le sebopelo sa kgutlonnetsepa tse tswang lapeng
- Kgutlonnetsepa e 1 e kgolo le khateboto e 1 e sehilweng ka sebopelo sa sedikadikwe

1. **Raeme:** Etsang raeme, *Dikgudu tse hlano tse thabileng*.
2. **Ho bala ka molomo:** Baithuti ba panya butle mme ba bala ho tloha ho 1 ho isa ho 5. Phetang hape, ba panya ka potlako.
3. **Ho bala dintho 1–5:** Bea dintho tse sebopelo sa kgutlonnetsepa, ho etsa mohlala, buka, lebokoso, sekwahelo kapa boloko mmateng. Kopa baithuti ba bahlano hore e mong le e mong a late ntho mme a eme ka pela yona. Balang ho tloha ho 1 ho isa ho 5 mmoho. Baithuti ba hlalosa dintho tsa bona mme ba bala dihuku, mahlakore le maphethelo.

**Dipotso tse tataisang:**

- ★ Ke eng se etsang hore dintho tse na di be dikgutlonnetsepa?
- ★ \_\_\_\_\_ lata ntho e nngwe hape e nang le sebopelo sa kgutlonnetsepa.
- ★ Ke eng e tshwanang mabapi le ntho eo \_\_\_\_\_ a e tshwereng le ntho ela eo \_\_\_\_\_ a e tshwereng?
- ★ Na o ka nahana ka ntho e nngwe hape eo o ka beng o tlele le yona ho tswa lapeng e sebopelo sa kgutlonnetsepa?

4. **Bapisa dikgutlonnetsepa le didikadikwe:** Bea dikgutlonnetsepa le didikadikwe tsa khateboto tse kgolo leboteng. Botsa baithuti hore dibopeho tseo di bitswa eng. Kopa baithuti ho 'tsamaya' ka sedikadikwe, ebe ba tsamaya ka kgutlonnetsepa. Kopa baithuti ho taka kgutlonnetsepa le sedikadikwe moyeng. Buisanang ka diphapang le ditshwano pakeng tsa kgutlonnetsepa le sedikadikwe.

**Dipotso tse tataisang:**

- ★ Ke eng se fapaneng mabapi le dibopeho tse na tse pedi?
- ★ Ke sefe se nang le mela e otlohloleng? (E bale.)
- ★ Ke sefe se nang le mola o kgopameng?
- ★ Ke sefe se nang le dihuku? (Di bale.)

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

 **KELETSO**

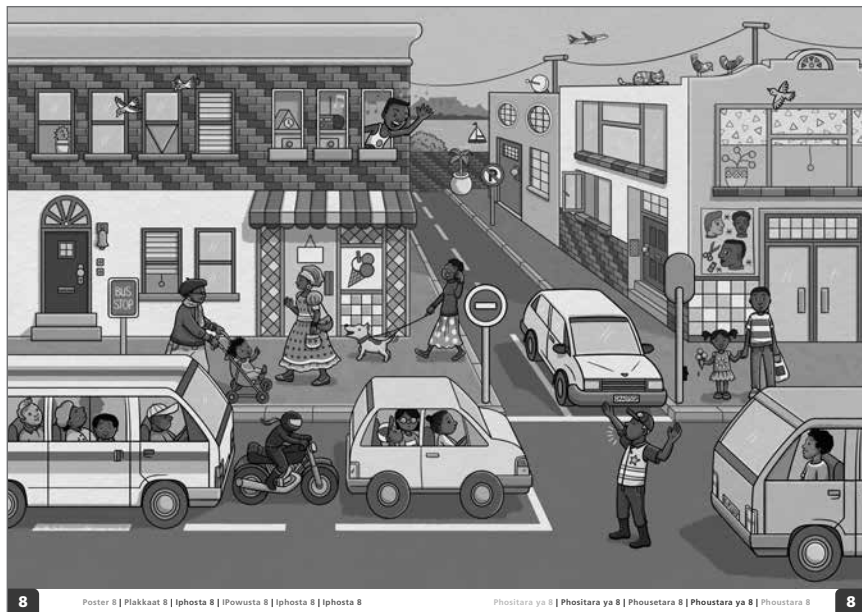
Itokisetse ho fana ka dintho tse ding hape tse sebopelo sa kgutlonnetsepa, ho etsa mohlala, dithaele, dimosaiki, dikwahelo, diboloko, diipone, *Lego, Duplo* jwalojwalo.

## 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:

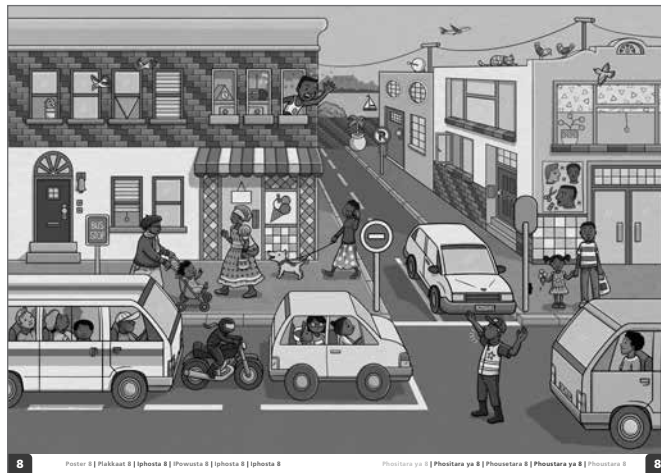
- ★ What do you see in this picture? What are the people doing?
  - ★ Can you see any squares? (Count these.)
  - ★ How do we know that these are squares?
  - ★ Can you see any circles?
  - ★ Are there more squares or more circles? How do you know? (Count them.)
  - ★ How many cars are waiting for the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

### Letsatsi la 3

#### Tseo o di hlohang

- Raeme: *Dikgudu tse hlano tse thabileng* (leqephe la 197)
- *Buka ya Diphoustara, Phoustara* ya 8
- Ditshwantsho tse 5 tsa dikgutlonnetsepa tsa boholo bofe kapa bofe le ka mmala ofe kapa ofe

1. **Raeme:** Etsang raeme, *Dikgudu tse hlano tse thabileng*, kenya le diketso.
2. **Ho bala ka molomo:** Baithuti ba tsamaya butle ba ntse ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho bala dintho 1–5:** Bea ditshwantsho tse hlano tsa dikgutlonnetsepa hohle ka phaposing ya borutelo. Baithuti ba fapanyetsana ka ho batlana le ditshwantsho tsa dikgutlonnetsepa. Baithuti ba buisana ka hore ebe ba dumela hore ditshwantsho tseo baithuti ba di fumaneng ke tsa dikgutlonnetsepa, mme ba hlalosa hore ke hobaneng.
4. **Ho rarolla bothata:** Buang ka Phoustara ya 8.



#### Dipotso tse tataisang:

- ★ O bona eng setshwantshong sena? Batho ba etsa eng?
  - ★ Na ho na le dikgutlonnetsepa tseo o di bonang? (E bale.)
  - ★ Re tseba jwang hore dintho tse na ke dikgutlonnetsepa?
  - ★ Na o kgona ho bona didikadikwe?
  - ★ Na ho na le dikgutlonnetsepa tse ngata kapa didikadikwe tse ngata? O tseba jwang? (Di bale.)
  - ★ Ke dikoloi tse kae tse emetseng hore lepolesa la sephethephethe le re di tsamaye?
  - ★ Ho na le dithuthuthu tse kae?
  - ★ Ha koloi e tshweu e ka tsamaya (kwahela koloi ena setshwantshong), ho tla sala tse kae? (Balang dikoloi mmoho.)
  - ★ Ke batho ba bakae bao o ba bonang ka hara koloi e tshela e nyane?
  - ★ Ke efe e nang le batho ba bangata ka hare: koloi e nyane e tshela kapa tekesi?
  - ★ O bona batho ba bakae tselaneng e ka thoko?
  - ★ Ka hara moaho?
5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.



## 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.



## Letsatsi la 4



Haeba sebaka se le senyane, etsetsang diketsahalo tsena ka ntle.

### Tseo o di hlohang

- Raeme: *Dikgudu tse hlano tse thabileng* (leqephe la 196)
- Koloji ya ho bapala e kgolo

1. **Raeme:** Etsa raeme, *Dikgudu tse hlano tse thabileng*, kenya le diketso.
2. **Ho bala ka molomo:** Baithuti ba tsamaisa mahetla a bona mme ba bala ho tloha ho 1 ho isa ho 5.
3. **Ho bala dintho 1–5:** Kopa baithuti ba bararo hore ba eme ka pele. Botsa hore ho tla ba le baithuti ba bakae ha ho ka eketswa ka a le mong. Moithuti e mong o ema ka pele. Balang mmoho. Pheta hape ho fihlela ho ena le baithuti ba bahlano ka pele.
4. **Ho tsebisa 'pele' le 'morao':** Baithuti ba tsamaya butle jwaloka dikgudu ba eya pele le morao ka mahlakore a fapaneng, ho etsa mohlala, ba tsamaya ba eya pele mme ebe ba kgasetsa morao, ba kgasetse pele mme ebe ba tlolela morao. Supa diphapang pakeng tsa 'ho tshetjha ka santhao' le 'ho kgutlela morao'.  
Tsamaisa koloi ya ho bapala e kgolo e ye pele le morao ka ditsela tse fapaneng. Kopa baithuti ho hlalosa hore ebe o isa koloi pele kapa morao. Buang mantswe ana 'pele' le 'morao' mmoho ha o ntse o etsa sena. Efa baithuti ba mmalwa monyetla wa ho tsamaisa koloi ho ya pele le morao mme ba bolele hore ba e tsamaisa jwang.
5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 5

### Tseo o di hlohang

- Raeme: *Dikgudu tse hlano tse thabileng* (leqephe la 196)
- Dintho tse 30 tse tswang ka phaposing ya borutelo
- Maqephe a 5 a nang le kgutlonnetsepa e kgubedu
- Maqephe a 5 a nang le kgutlonnetsepa e bolou

1. **Raeme:** Etsa raeme, *Dikgudu tse hlano tse thabileng*, kenya le diketso.
2. **Ho bala ka molomo:** Baithuti ba hwanta ho ya pele ba ntse ba bala ho tloha ho 1 ho isa ho 5. Pheta hape, mmoho le baithuti ba hwanta ho ya morao.
3. **Ho bala dintho 1–5:** Bea dintho tse tswang ka phaposing ya borutelo mmateng. Mmoho balang ho tloha ho 1 ho isa ho 5 ha moithuti a ntse a ntsha dintho tse hlano. Phetang hape mme baithuti ba bang ba etse dihlotshwana tse hlano tsa dintho tse hlano.
4. **Ho hatella kgutlonnetsepa o sebedisa paterone:** Bontsha baithuti leqephe le nang le kgutlonnetsepa e kgubedu.

### Dipotso tse tataisang:

- ★ Sebopoho se leqepheng lena se bitswa eng?
- ★ Sebopoho seo se jwang ka mmala?



Haeba sebaka se le senyane, etsetsang diketsahalo tsena ka ntle.

- ★ 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.

- ★ Na ho na le ntho e nngwe eo o e bonang ka phaposing ya borutelo e o hopotsang kgutlonnetsepa?
- ★ Ho na le ntho e nngwe eo o e bonang e nang le mmala o tshwanang le oo? Pheta hape ka kgutlonnetsepa e bolou.

Efa baithuti ba babedi kgutlonnetsepa e kgubedu moithuti ka mong, le ba babedi kgutlonnetsepa e bolou moithuti ka mong. Di hlophise ho ya ka paterone e kgubedu, bolou, kgubedu, bolou ele hore ba bang ba tsebe ho bona dibopeho tsa tsona. Baithuti ba bolela mebala mmoho ha o ntse o e supa.

- ★ Le ka mpoella eng mapabi le tsela eo dikgutlonnetsepa tsena di hlophisitsweng ka yona?
- ★ Ho tla eng kamora kgutlonnetsepa ya pele e kgubedu? Ho latela eng?
- ★ Na ke lokela ho kenya kgutlonnetsepa e kgubedu kapa kgutlonnetsepa e bolou qetellong ya paterone ena?
- ★ Hobaneng o nahana jwalo?

Efa baithuti ba bang ba tsheletseng maqephe a nang le dikgutlonnetsepa tse kgubedu kapa tse bolou mme o ba kope ho ema ele hore ba etse paterone e telele.

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Kgokahanyo

#### Puo ya Lapeng le Bokgoni ho tsa Bophelo:

- Ho buisana ka ditshwantsho, ntshetsopele ya tlotlontswe (dibopeho).
- Papadi ya ka ntle: Fana ka mabokoso a fapaneng a ho pakela a maholo bakeng sa baithuti hore ba bapalle ka hara ona le ho sibolla ka ona. Ba ka nna ba aha ka ona ele karolo ya papadi ya boinahanelo.
- Papadi ya ka ntle: Ho tlola ka dibopeho – sebedisa masking theipi kapa tjhoko ho taka kgutlonnetsepa fatshe mme le bapale papadi ya ho tlola kapa ya dikgutlonnetsepa tsa mmimo.

## Diketsahalo tsa dihlotshwana

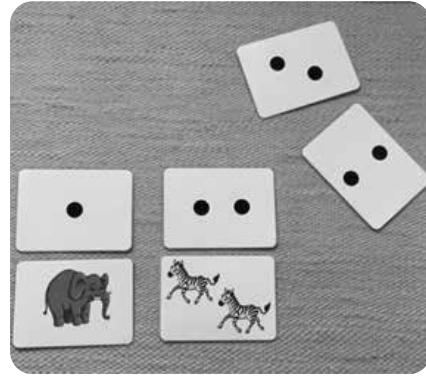
### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlohang

- Bakeng sa moithuti ka mong, setshelo se nang le:
  - Dibadi tse 3 tsa diphoofolo (e le 1 ya mofuta o le mong le tse 2 tsa o mong)
  - Dikarete tsa letheba, lentswe le letshwao la nomoro 1 le 2
- Dikarete tse 2 tsa ditshwantsho tsa diphoofolo tse nyalanang le dibadi tse kgethilweng
- Mokotla o phopholetswang ka hare o nang le dibolo le mabokoso
- Lebokoso le 1 le leholo la kgutlonnetsepa la khateboto
- Maqephe a maholo a pampiri
- Koki

1. **Ho bala ka molomo:** Baithuti ba tila ka maoto fatshe ba lebisa matsoho a bona pele ba ntse ba bala ho tloha ho 1 ho isa ho 5. Phetang hape, mme baithuti ba lebisa matsoho a bona morao.
2. **Ho bala dintho 1–5:** Baithuti ba shebana ka bobedi mme ba nyalanye letsoho le le leng le la molekane. Ba thetsana ka menwana e nyalanang le ka monwana o motona, ba ntse ba bala ho tloha ho 1 ho isa ho 5 ha ba ntse ba etsa jwalo. Baithuti ba pheta hape ka letsoho le leng.

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



**Guiding questions:**

- ★ Can you match the zebras to another card?

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

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

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

4. **Reinforcing boxes and balls:** Explain to the group how to use the feely bag. Without looking at it, a learner feels for an object inside the bag and describes what it feels like. The other learners says what they think it is. The learner takes the object out of the bag and learners look at it together, discussing all the properties. Encourage learners to use vocabulary such as: sides, smooth, round, sharp corners and straight sides.
5. **Exploring the properties of a box – 3-D activity:** Learners explore the inside and outside of a large cardboard box. They climb inside the box and then stand outside the box, walk around it tracing the edges with their hands, touch the corners and turn the box over. Count the sides of the box together.
6. **Exploring the square – 2-D activity:** On a large sheet of paper, trace around one of the faces of a big box.

**Guiding questions:**

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

**TIP**

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

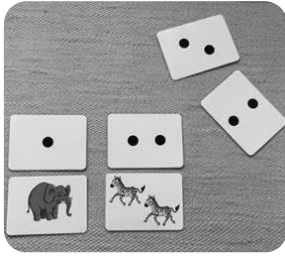
**TIP**

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. **Ho nyalanya dikarete tsa matheba tsa 1 le 2:** Bontsha dikarete tsa matheba tsa 1 le 2 (ho tswa ho *Khiti ya Disebediswa*) mme o di behe hodima mmata. Bontsha ditshwantsho tsa tlou le qwaha. Baithuti ba nyalanya tlou le karete ya letheba ya 1, le qwaha le karete ya matheba ya 2.

**Dipotso tse tataisang:**

- ★ Na o ka nyalanya diqwaha le karete e nngwe?

Baithuti ba ntsha dikarete tsa bona tsa matheba mme ba di kubuta fatshe mmateng. Ba phethola karete efe kapa efe mme ba fapanyetsana ho bolela hore karete ya bona e emela nomoro efe. Ba nyalanya lenane le nepahetseng la dibadi tsa diphoofolo le karete. Phetang sena ka karete e nngwe ya matheba.

- ★ Ke phoofolo efe eo o nang le e le nngwe ya yona?
- ★ Ke diphoofolo dife tseo o nang le tse pedi tsa tsona?
- ★ O na le diphoofolo tse kae kaofela? (Di bale.)

Baithuti ba nyalanya dikarete tsa bona tsa ditshwantsho ho dikarete tsa matheba. Ba nyalanya dikarete tsa bona tsa matshwao a dinomoro le mantswe a dinomoro ho dikarete tsa bona tsa ditshwantsho.

4. **Ho hatella mabokoso le dibolo:** Hlalosetsa sehlopha kamoo ho sebediswang mokotla o phopholetswang. Ntle le ho o sheba, moithuti o phopholetsa ntho e ka hara mokotla mme o hlalosa kamoo e utlwahalang kateng. Baithuti ba bang ba bolela seo ba nahanang hore ke sona. Moithuti o ntsha ntho eo ka mokotleng mme baithuti ba e sheba mmoho, ba buisana ka makgetha ohle a yona. Kgothaletsa baithuti ho sebedisa tlotlontswe e kang: mahlakore, thella, tjhiti, dihuku tse motsu le mahlakore a otlohileng.
5. **Ho sibolla makgetha a lebokoso – ketsahalo ya 3-D:** Baithuti ba sibolla bokahare le bokantle ba lebokoso le leholo la khateboto. Ba kena ka hara lebokoso mme ebe ba ema ka ntle ho lebokoso, ba a le potoloha ba tereisa maphethelo ka matsoho a bona, ba thetsa dihuku mme ba phethola lebokoso. Balang mahlakore a lebokoso mmoho.
6. **Ho sibolla kgutlonnetsepa – ketsahalo ya 2-D:** Hodima leqephe le leholo la pampiri, tereisa ho potoloha se seng sa difahleho tsa lebokoso le leholo.

**Dipotso tse tataisang:**

- ★ O nahana hore sebopeho sena se tla shebahala jwaloka eng?
- ★ O tseba jwang hore ke kgutlonnetsepa?
- ★ Na re ka tereisa ho potoloha lehlakore le leng la lebokoso lena haeba re batla ho etsa kgutlonnetsepa e nngwe hape?
- ★ Kgutlonnetsepa e na le mela e mekae? Mpolelle ka yona.

 **KELETSO**

Taka sefahleho lehlakoreng ka leng la lebokoso ho thusa baithuti ho bala mahlakore.

 **KELETSO**

Shebella kgatelopele ya baithuti ho habahanya Dikarolo tsa Dikahare tsa Mmetse wa Kereiti ya R tse ding tse entsweng Dibekeng tse fetileng.



**Lekola hore baithuti ba kgona ho:**

- elellwa, bolela le ho hlalosa kgutlonnetsepa
- hlwaya makgetha a lebokoso le a sebopeho sa kgutlonnetsepa
- latela ditaelo ho tsamaela pele le morao
- latela ditaelo tse mabapi le kahara le ka ntle ho
- nyalanya dintho le dikarete tsa matheba, tsa ditshwantsho le tsa matshwao 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.





## Seteishene sa tshebetso sa 1

### Tseo o di hlohang

- Hlama ya ho bapala
- Diboto tsa hlama ya ho bapala bakeng sa moithuti ka mong
- Dirolara le dintho tse sehang hlama (kgutlonnetsepa le sedikadikwe)

Baithuti ba etsa dibopeho ka hlama ya ho bapala ba sebedisa dintho tse sehang hlama tse sebopeho sa kgutlonnetsepa. Ba sebedisa dibopeho tse na ho etsa dimmotlolo tseo ba ikgethelang tsona.

## Seteishene sa tshebetso sa 2

### Tseo o di hlohang

- Pampiri e mebala
- Dikere le sekgomaretsi
- Pampiri e sa ngollang bakeng sa moithuti ka mong
- Dikhiubu le diboloko

Baithuti ba tereisa ho pota dikhiubu kapa diboloko ho taka kgutlonnetsepa. Ba seha le ho ntsha dikgutlonnetsepa tsa boholo bo fapaneng le mebala. Ba di manamisa hodima pampiri e se nang letho ho etsa setshwantsho.

## Seteishene sa tshebetso sa 3 (Ena ke ketsahalo ya dihlopha.)

### Tseo o di hlohang

- Bakeng sa moithuti ka mong: dintho tsa kamehla tse nang le sebopeho sa kgutlonnetsepa le sa sedikadikwe
- Sekgetjhana se seholo sa pampiri se takilweng sedikadikwe ho sona
- Sekgetjhana se seholo sa pampiri se takilweng kgutlonnetsepa ho sona

Baithuti ba hlopha dintho ka dihlotshwana tse pedi – dintho tse kgutlonnetsepa le dintho tse sedikadikwe. Ba bea dintho hodima sekgetjhana sa pampiri e nang le sebopeho se nyalanang.



## Seteishene sa tshebetso sa 4

### Tseo o di hlohang

- Phazele ya dikotwana tse tsheletseng bakeng sa moithuti ka mong (sheba leqephe la 220)

Baithuti ba aha diphazele ka bonyane ba dikotwana tse tsheletseng tsa phazele.



### KELETSO

Hlophisa dikgutlonnetsepa bakeng sa baithuti ba nang le bothata ba ho tereisa.



### KELETSO

Kgetha diphazele ho ya ka bokgoni ba baithuti.



# 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.

# Tsepamiso ho Karolo ya Dikahare: Dipaterone, Ditshebetso le Aljebra

## Dihlooho

- Dipaterone tsa jeometri

## Tsebo e ntjha

- Hlwaya dipaterone
- Kopolla dipaterone
- Nomoro ya 3
- Ho hlahlamanya dinomoro 1–3

## Ho etsa

- Ho bala ka molomo 1–5
- Ho bala dintho 1–5
- Hatella dikgopolo tsa dinomoro 1 le 2
- Ho rarolla bothata o sebedisa dintho

## Tlotlontswe e ntjha ya mmetse

tshwana le  
ha e tshwane le

fapane  
paterone

khopi  
pheta

latelang/kamora  
qalong

qetellong

## Ho itokisetsa

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- frizi ya dinomoro bakeng sa nomoro ya 3 (leqephe la 209)
- sete ya dikarete tsa letshwao la nomoro, lentswe le letheba 1–3
- didikadikwe tsa pampiri tse 3 tse kgolo tse kgubedu, didikadikwe tsa pampiri tse 3 tse kgolo tse bolou le didikadikwe tsa pampiri tse 3 tse nyane tse bolou
- pokello ya dintho tsa letsatsi le letsatsi – tse ka sebediswang ho etsa dihlotshwana, ho etsa mohlala, dikonopo, mabokoso a mollo, dikerese tsa boholo bo lekanang, dikerayone, dikwahelo tsa dibotlolo, dikopi tsa polastiki, dikgaba
- dikarete tsa ditshwantsho, dikarete tsa matheba le dikarete tsa matshwao a dinomoro bakeng sa 3 (sete e 1 bakeng sa moithuti ka mong sehlotshwaneng)
- sete ya ditempe tse 3 tse sebopeho sa sedikadikwe le tse sebopeho sa kgutlonnetsepa tse entsweng ka sepontjhe, patsi kapa setopara (sete e 1 bakeng sa moithuti ka mong sehlotshwaneng)
- dikgetjhana tsa dipaterone tse 10 tse entsweng ka ditempe
- maqephe a pampiri a nang le sebaka bakeng sa baithuti ho hatisa ka menwana mmele wa seboko (sheba leqephe la 117)
- dikarete tse 10 tsa dipaterone ho sebediswa dithupa le dibadi tse tswang ho *Khiti ya Disebediswa* (dintho di ka phetwa hape ka letoto la dinomoro tsa 1–3)
- thempleiti ya hlama ya ho bapala: Nomoro ya 3 (leqephe la 215).



## KELETSO

Hopola ho sebedisa tlwaelo ya tshebediso ya ntlwana ho ikwetlisa ka dinomoro tsa boemo: -pele, -bobedi, -boraro; boemo: ka pela, ka mora, pakeng tsa, molelele ho fetisisa, mokgutshwane ho fetisisa.

## 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.

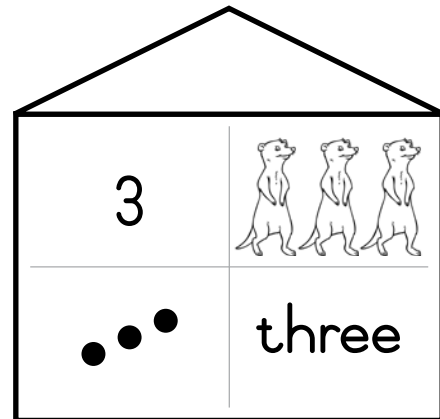
## Guiding questions:

- ★ 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.



# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlohang

- Raeme: *Dikgudu tse hlano tse thabileng* (leqephe la 197)
- Dinomoro tsa frizi 1–3
- Dikarete tsa matshwao, mantswa le matheba a dinomoro 1, 2 le 3
- Pale ya nomoro ya 3 (leqephe la 199)
- Dipoleiti tse 3 tsa pampiri kapa didikadikwe tsa pampiri tsa boholo bo lekanang (hodima tafole ya mmetse)

1. **Raeme:** Etsa raeme, *Dikgudu tse hlano tse thabileng* ho tswa ho Beke ya 5.
2. **Ho bala ka molomo:** Baithuti ba opa matsoho ha ba ntse ba bala ho tloha ho 1 ho isa ho 5. Otlang morethetho hodima lebokoso kapa hodima tafole. Otlang merethetho e bonolo le e phahameng. Baithuti ba balla tlase le hodimo.

#### Dipotso tse tataisang:

- ★ O utlwa paterone efe?

3. **Ho bala dintho 1–5:** Kopa baithuti hore ba bontshe ntho e le nngwe, tse pedi kapa tse tharo ka phaposeng ya borutelo. Bohle ba bala ba ntse ba supa.

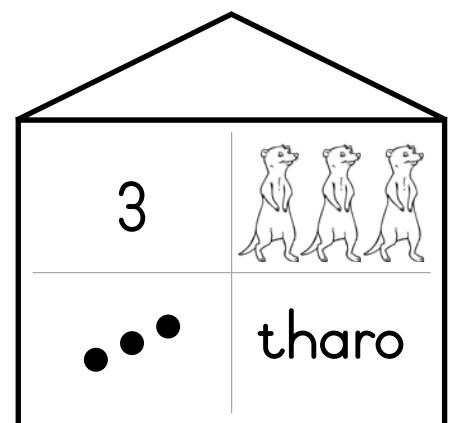
#### Dipotso tse tataisang:

- ★ Ke mang ya dulang ntlong ya pele? (E supe.)
- ★ Ke ditlou tse kae tse dulang moo? Ke mang ya dulang ntlong e latelang?
- ★ Ke diqwaha tse kae tse dulang moo?
- ★ Na ho na le diqwaha tse ngata kapa ditlou tse ngata? Tse ngata hakae?
- ★ Ke diphoofolo tse kae tseo o nahanang hore di dula ntlong e latelang?
- ★ Na ho tla ba le tse ngata ho feta pedi kapa tse ka tlase ho pedi?

5. **Ho tsebisa nomoro '3':** Pheta pale ya *Nomoro ya 3* mme o bue ka frizi ya 'Nomoro ya 3'.

#### Dipotso tse tataisang:

- ★ Ke mang ya kileng a bona mosha? Mesha e dula hokae?
- ★ Ho na le mesha e mekae e fetang diqwaha?
- ★ Phapang ke efe pakeng tsa ntlo ya tlou le ntlo ya mosha?
- ★ Ho na le diphoofolo tse mmalwa hakae ntlong ya tlou ho feta ntlong ya mosha?
- ★ Ha mosha o le mong o ka ya tlung ya qwaha, ho tla ba le diphoofolo tse kae tlung ya qwaha? Mme tlung ya mosha teng?



6. **Ho nyalanya dikarete tsa dinomoro le frizi ya dinomoro ya 3:** Nea baithuti karete e le nngwe ya letshwao, letheba le lentse la nomoro, bakeng sa 1, 2 le 3. Baithuti ba fana sebaka ka ho nyalanya dikarete tsa bona le frizi ka nngwe.

**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?

**Dipotso tse tataisang:**

- ★ \_\_\_\_\_ o na le eng ka letsohong la hae?
- ★ E nyalana le ntlo efe? Hobaneng?
- ★ Ke mang ya tshwereng karete ya matheba e nang le matheba a mangata ho feta? Ke mang ya nang le e matheba a mmalwa ho feta?

Bolella baithuti hore motho ya tshwereng karete e nang le matheba a mmalwa ho feta o lokela ho qala.

- ★ Ke moithuti ofe ya lokelang ho phahamisa karete ya hae pele?
- ★ Ke mang ya lokelang ho latela? Hobaneng?

7. **Batlana le dintho tse 3:** Baithuti ba bopa dihlotshwana tsa ba bararo. Ba tswela ka ntle mme ba batlana le dintho tse tharo tseo ba ka di tlisang ka phaposing. Ha ba fihla ka phaposing ya borutelo sehlotshwana ka seng se bontsha dintho tseo se di fumaneng.

**Dipotso tse tataisang:**

- ★ Ke mang e mong ya fumaneng \_\_\_\_\_? Ha re di baleng.
- Baithuti ba bea dihlotshwana tsa dintho tse tharo hodima tafole ya mmetse mme ba nyalanya dikarete tsa matshwao a dinomoro le mantswa a dinomoro.

8. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

 **KELETSO**  
Hopotsa baithuti hore ba ka sibolla tafole ya mmetse mme ba fetola dintho hamorao letsatsing leo.

**Letsatsi la 2**

**Tseo o di hlohang**

- Pina: *Ke na le keribae e nyane* (leqephe la 199)
- Didikadikwe tse 3 tse kgolo tse kgubedu tsa pampiri le didikadikwe tse 2 tse nyane tse bolou tsa pampiri.
- Sedikadikwe se le 1 se seng hape se bolou sa pampiri le didikadikwe tse 3 tse kgolo tse bolou tsa pampiri

1. **Pina:** Bina pina, *Ke na le keribae e nyane*. Kopa baithuti ho mamela hore ke dikgarafu tse kae tsa lehlabathe tse tshelwang ka hara keribae. Binang pina mmoho le kenya le diketso
2. **Ho bala ka molomo:** Baithuti ba kgetha hore ke ditho dife tsa mmele tseo ba batlang ho di sebedisa ha ba ntse ba bala ho tloha ho 1 ho isa ho 5, jwaloka ho Letsatsi la 1. Kopa baithuti ba fapaneng ho etsa ditlhahiso tsa hore ho sebediswe ditho dife tsa mmele.
3. **Ho bala dintho 1-5:** Balang ho tloha ho 1 ho isa ho 5 mmoho ha baithuti ba bahlano ba etla ka pele mme ba nka sebopelo. Baithuti ba tshwara sebopelo seo ba shebile ka ho sehlopha kaofela.

**Dipotso tse tataisang:**

- ★ Re kgona ho bona dibopeho tse kae?
- ★ Ke dibopeho tse kae tseo moithuti ka mong a di tshwereng?
- ★ Ke eng se tshwanang ka dibopeho tseo?
- ★ Phapang ke efe pakeng tsa tsona?
- ★ Na o ka etsa sehlopha sa didikadikwe tse bolou le sehlopha sa didikadikwe tse kgubedu?
- ★ Ke sehlopha sefe se nang le didikadikwe tse ngata? Le didikadikwe tse mmalwa?
- ★ Re hloka ho etsa eng hore sehlopha ka seng se be le lenane le tshwanang la didikadikwe?

 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.



**KELETSO**

Boloka tatellano e le kgutshwane e le bobebe mme o tsepamise maikutlo ho mohlomong boholo kapa mebala ya didikadikwe.

4. **Ho sibolla paterone:** Efa moithuti e mong sedikadikwe se setseng se senyane se bolou. Kopa baithuti ba nang le didikadikwe tse bolou ho dula ba eme mme ba nang le didikadikwe tse kgubedu ho di bea mmateng. Efa baithuti ba bararo didikadikwe tse tharo tse kgolo tse bolou. Emisa baithuti ka mola le didikadikwe tsa bona ele hore ba etse dipaterone: nyane, kgolo, nyane, kgolo. Botsa baithuti hore ke sedikadikwe se sekae se lokelang ho latela. Pheta ho fihlela baithuti bohle ba eme moleng le didikadikwe tsa bona.



**Dipotso tse tataisang:**

- ★ Na o kgona ho bona paterone? Mpolelle ka yona.
- ★ Paterone e qala hokae?
- ★ Ke sedikadikwe se sekae ka boholo se qalong? Ke sedikadikwe se sekae ka boholo se latelang seo?
- ★ Ha re ka eketsa sedikadikwe se seng qetellong ya paterone, e tla ba se sekae ka boholo? Se latelang sona?

5. **Ho hlwaya dipaterone ka phaposing ya borutelo:** Kopa baithuti ho batlana le dipaterone diaparong tsa bona le/kapa ka phaposing ya borutelo mme ba hlalose dipaterone tseo.

**Dipotso tse tataisang:**

- ★ Ke paterone efe eo o e bonang? Hobaneng o nahana hore ke paterone?

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 3**

**Tseo o di hlokanang**

- Pina: *Ke na le keribae e nyane* (leqephe la 199)
- *Buka ya Diphoustara, Phoustara* ya 7
- Didikadikwe tse 3 tse kgubedu tsa pampiri le didikadikwe tse 3 tse bolou tsa pampiri tse boholo bo lekanang kaofela

1. **Pina:** Bina pina, *Ke na le keribae e nyane*, kenya le diketso.
2. **Ho bala ka molomo:** Bala ho tloha ho 1 ho isa ho 5. Opa, tila, opa, tila, opa.
3. **Ho bala dintho 1-5:** Hlwaya dipaterone ho Phoustara ya 7. Hlwaya mme o bale dintho 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. **Ho rarolla bothata 1–3:** Bua ka Phoustara ya 7.

**Dipotso tse tataisang:**

- ★ O nahana hore ke nako efe ya letsatsi? Hobaneng?
- ★ O nahana hore Ntate o tlo reka eng e latelang? Tse kae?
- ★ Ho na le dipaeneapole tse kae moo? Ho ka sala tse kae haeba re ka reka e le nngwe?

5. **Ho hatella dipaterone:** Baithuti ba bararo ba tshwara didikadikwe tse tharo tse kgubedu. Botsa hore o hloka baithuti ba bakae ho tshwara didikadikwe tse bolou. Baithuti ba ikarola ka dihlotshwana tse pedi, se seng se tshwara didikadikwe tse kgubedu mme se seng se tshwara tse bolou. Hlophisa baithuti ele hore ba tshware didikadikwe ka tsela e latelang: bolou, kgubedu, bolou, kgubedu, mme ba bolele mabitso a mebala.

**Dipotso tse tataisang:**


- ★ Mpolelleng mabapi le paterone.
- ★ Re ile ra qala ka mmala ofe? Ha latela ofe?

Botsa baithuti hore ebe ho a kgonahala ho utlwa dipaterone kapa di kgona ho bonwa feela na. Etsa paterone ya modumo wa mmele, o etsa modumo ka mong habedi, ho etsa mohlala, opa, opa, tila, tila, opa, opa, tila, tila. Pheta paterone ena makgetlo a mmalwa.

**Dipotso tse tataisang:**

- ★ Le utlwile eng?
- ★ Ke ile ka opa makgetlo a makae? (Opang mme le bale mmoho.)
- ★ Ke ile ka tila makgetlo a makae? (Tilang mme le bale mmoho.)
- ★ Ke eng e latelang eo ke ileng ka e etsa?
- ★ Medumo e mmedi ya pele e bile efe?
- ★ Ho tlile eng kamora moo?
- ★ Ke medumo efe e mmedi eo re e phetaphetileng?
- ★ Ke entse paterone efe?

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

 **KELETSO**  
 Ere baithuti ba bang ba etse dipaterone tse kgutshwane tsa medumo ya mmele tseo baithuti ba bang ba ka di kopitsang. Ba ka nna ba hloka tataiso. Ho etsa mohlala, botsa, 'O batla modumo ofe qalong?' 'O batla ho etsa modumo ofe kamora moo?' jwalojwalo.

## Letsatsi la 4

### Tseo o di hlokanang

- Pina: *Ke na le keribae e nyane* (leqephe la 199)
- Dinomoro tsa 1–5 moleng wa ho aneha
- Dibadi tsa diphoofole

1. **Pina:** Binang *Ke na le keribae e nyane*, le kenye le diketso.
2. **Ho bala ka molomo:** Baithuti ba kgetha ditho tsa mmele tseo ba batlang ho di sebedisa ha ba ntse ba bala ho tloha ho 1 ho isa ho 5, jwaloka ho Letsatsi la 1. Kopa baithuti ba fapaneng ho etsa ditlhaliso tsa hore ho sebediswe ditho dife tsa mmele.
3. **Ho bala dintho 1–5:** Baithuti ba kgetha dibadi tsa matata a mahlano le dikgoho tse hlano mme ba a 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. **Ho hatella paterone:** Baithuti ba leshome ba ema ka pele, e mong le e mong o tshwere sebadi sa letata kapa sa kgoho. Moithuti ka mong o bolela mofuta wa phoofolo ya polasi oo a nang le ona. Ba kope ho itlhophisa ka dihlotshwana tse pedi: se seng se nang le dikgoho le se seng se nang le matata. Ba botse hore ke eng e tshwanang mabapi le diphoofole tseo baithuti ba di tshwereng dihlotshwaneng tsa bona, mme phapang ke efe. Ba botse hore o ka hlopha jwang baithuti ho etsa paterone o sebedisa diphoofole. Mmoho le baithuti bohle, hlopha baithuti hore ba eme moleng ho etsa paterone. Botsa sehlopha kaofela hore o lokela ho bitsa mang ya latelang. Bolela lebitso la phoofolo pateroneng, ho etsa mohlala, letata, kgoho, letata, kgoho, letata, kgoho.

**Dipotso tse tataisang:**

- ✦ Ke phoofolo efe e latelang eo re lokelang ho e bea ho tswela pele ka paterone ena?
- ✦ Na re ka etsa paterone e fapaneng re sebedisa diphoofole tseo baithuti ba di tshwereng? (ho etsa mohlala, letata, letata, kgoho, letata, letata, kgoho)

Qetellang paterone mmoho.

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 5**

**Tseo o di hlokang**

- Pina: *Ke na le keribae e nyane* (leqephe la 199)
- Dibadi (*Khiti ya Disebediswa*)
- Dihulahupu tse 2
- Dikarete tse 2 tsa nomoro ya '3' tsa matheba le letshwao la nomoro

1. **Pina:** Bina *Ke na le keribae e nyane*.
2. **Ho bala ka molomo:** Baithuti ba kgetha hore ke ditho dife tsa mmele tseo ba batlang ho di sebedisa ha ba ntse ba bala ho tloha ho 1 ho isa ho 5. Kopa baithuti ba fapaneng ho fana ka ditlhahiso tsa hore ke ditho dife tsa mmele tse ka sebediswang.
3. **Ho bala 1–5:** Mmoho balang sehlopha sa baithuti ba bahlano ho ema ka pele mme ba etse diketso tsa pina. Binang pina eo makgetlo a mmalwa, baithuti ba ka pele ba etsa diketso.
4. **Ho rarolla bothata 1–3:** Bea dihulahupu tse pedi di atamelane bohareng ba mmata. Kopa baithuti ba babedi ho ema ka hara hulahupu ka nngwe.

**Dipotso tse tataisang:**

- ✦ Ke baithuti ba bakae ba ka hara dihulahupu?
- ✦ Ke hloka ho etsa eng hore sehlotshwana se le seng se be sengata ho feta se seng?

Eketsa moithuti e mong ho e nngwe ya dihlotshwana tse ka hara dihulahupu.

- ✦ Na dihlotshwana di a tshwana kapa di fapane? Di fapane jwang?
- ✦ Sehlotshwana sena se na le ba bakae ho feta? (Supa sehlotshwana se nang le baithuti 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.



**KELETSO**

Tsepamisa maikutlo ho ho ikwetlisa ka 1, 2 le 3 ka ho bea dintho ka hara hulahupu tse welang letotong lena.

Bala hore ho na le baithuti ba bakae sehlopheng ka seng.

- ★ Re hloka ho etsa eng hore sehlotshwana sa ba babedi se lekane le sehlotshwana sa ba bararo?

Eketsa moithuti e mong ho sehlotshwana sa ba babedi. Balang sehlotshwana ka seng. Baithuti ba babedi ba lata dikarete tsa matheba tafoleng ya mmetse tse nyalanang le sehlotshwana ka seng. Baithuti ba babedi ba lata dikarete tsa matshwao a dinomoro tse nyalanang le dihlotshwana.

Baithuti ba babedi ba sehlopheng se seng le a le mong wa sehlopha se seng ba dula le baithuti ba bang kaofela. Bala lenane la baithuti ba setseng sehlotshwaneng ka seng.

- ★ Na dikarete tsena tsa dinomoro di ntse di nyalana le dihlopha?
- ★ Re lokela ho etsa eng ho nyalanya dikarete?

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlokang

- Bakeng sa moithuti ka mong, setshelo se nang le:
  - Dikarete tsa matshwao a dinomoro 1–3
  - Dikarete tsa matheba 1–3
  - Dibadi tse 10 tsa ditholwana (*Khiti ya Disebediswa*)
  - Dithupa tse 6 tse mebala
- Dikarete tsa matheba (*Khiti ya Disebediswa*)
- Dipoleiti tsa pampiri kapa ditshelo tsa yokate tsa polastiki tse nyane – 2 bakeng sa moithuti ka mong (KAPA maqephe a A4 a pampiri a nang le didikadikwe tse 2 pampirig ka nngwe – 1 ho moithuti ka mong)
- Bolelele ba kgwele

1. **Ho bala dintho tse 5:** Efa moithuti ka mong setshelo. Moithuti ka mong o bala dibadi tse hlano tsa ditholwana.
2. **Dikarete tsa matheba 1–3:** Bontsha dikarete tsa matheba bakeng sa 1 le 2. Bontsha karete e le nngwe ya matheba a '3' mme o botse. 'Ke matheba a makae?' Kopa baithuti ho bea dibadi ka tlhophiso e tshwanang. Ba botse hore ebe ba ka hlophisa dibadi ka tsela e nngwe na. Pheta hape bakeng sa ditlhophiso tse fapaneng tsa karete ya matheba ya '3'.
3. **Dikarete tsa matheba tse nyalanang le dibadi 1–3:** Baithuti ba sebedisa dibadi tsa ditholwana ho bala le ho di nyalanya ho karete ka nngwe ya tsa matheba.

#### Dipotso tse tataisang:

- ★ O hloka dibadi tse kae tsa ditholwana bakeng sa ho nyalanya karete ya pele ya matheba?
  - ★ O tla hloka tse kae ho feta bakeng sa karete e latelang ya matheba?
4. **Dikarete tsa matheba tse nyalanang le dikarete tsa matshwao a dinomoro 1–3:** Baithuti ba boloka dibadi tsa bona tsa ditholwana le dikarete tsa matheba ka tatellano ka pela bona. Bea sete ya dikarete tsa matshwao a dinomoro 1, 2 le 3 ka pela bona. Ba botse hore na ba ntse ba hopola hore ke diphoofolo dife tse dipaleng tsa dinomoro tse tsamaelanang le karete ka nngwe ya nomoro. Supa karete ka nngwe mme o kope baithuti ho bolela dinomoro. Baithuti ba buisana ka hore ke karete efe ya letshwao la nomoro le lentswe la nomoro tse nyalanang le dikarete tsa bona tsa matheba. Ba nyalanya dikarete tsa matshwao a dinomoro tse tswang ditshelong tsa bona ho dibadi tsa bona le dikarete tsa matheba.





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. **Ho hatella paterone:** Etsa paterone e bobebe ka dibadi tsa ditholwana, ho etsa mohlala, panana, diberi, panana, diberi. Baithuti ba bolela mabitso a ditholwana ka tatellano eo di hlahellang ka yona.

**Dipotso tse tataisang:**

- ✦ Le tseba jwang hore ntho ena ke paterone?
- ✦ O bona tholwana efe qalong ya paterone?
- ✦ Ke tholwana efe e latelang eo o e bonang?

6. **Ho kopolla paterone:** Etsa paterone e nngwe o sebedisa ditholwana. Kopa baithuti ho kopolla paterone ka dibadi tsa bona.

7. **Ho etsa dihlopha hore di tshwane 1–3:** Bea sekotwana sa kgwele bohareng ba mmata. Kopa moithuti a le mong ho ema lehlakoreng ka leng.

**Dipotso tse tataisang:**

- ✦ Ke baithuti ba bakae ba ka lehlakoreng lena? Mme ka lehlakoreng le leng?
- ✦ Mahlakore ao ka bobedi a tshwana jwang?

Eketsa moithuti e mong lehlakoreng le le leng. Buisanang ka phapang pakeng tsa mahlakore a mabedi.

- ✦ Re hloka ho etsa eng hore mahlakore ka bobedi a tshwane?

Eketsa baithuti ba babedi lehlakoreng le le leng la a mabedi.

- ✦ Mpoelleng hore ke etse eng hore mahlakore ka bobedi a tshwane.

8. **Ho rarolla bothata o sebedisa dintho:** Efa moithuti ka mong ditshelo tse pedi tse nyane tsa yokate le dithupa tse tshelletseng. Ere ba kenye dithupa ka hara ditshelo ele hore bobedi ditshelo tseo di be le lenane le lekanang la dithupa. Ba botse hore 'tshwanang' e bolela eng. Efa moithuti ka mong sebaka sa ho bala dintho tse ka hara setshelo ka seng ho lekola hore di a lekana na.

 **KELETSO**

Baithuti ba ka bea dibadi tsa bona tsa dihlotshwana 1, 2 le 3 ka tsela efe kapa efe. Tsepamo e hodima ho ba le lenane le nepahetseng la dibadi. Baithuti ba tla bona hore le ha dintho tse tharo di ka hlophiswa ka tsela efe kapa efe di tla dula e ntse e le dintho tse tharo.

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** tsebo ya ho bala le ho ngola ya pono (dipaterone ditshwantshong); dipaterone dipineng le merethethong.

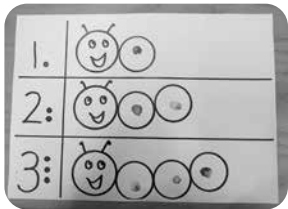


**Lekola hore baithuti ba kgona ho:**

- elellwa, nyalanya le ho bolela matshwao a dinomoro, mantswa a dinomoro le dikarete tsa matheba tsa 1–3
- nyalanya dintho le dikarete tsa matheba 1–3
- hlwaya dipaterone
- kopolla dipaterone

**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

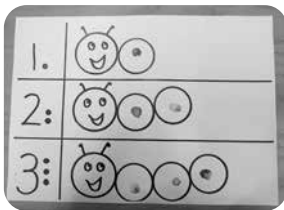
#### What you need

- 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.

**KELETSO**

Sebedisa dikgetjhana tse pedi tsa dipaterone haeba sehlopha se le sehlo ele hore bohle ba tsebe ho bona. Hang ha pente e sekgetjhaneng sa paterone e omme, manamisa metako maqepheng a nang le dibodara.



**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Dikgetjhana tsa dipaterone
- Sepontjhe, patsi kapa ditempe tsa dipropo
- Sekgetjhana se 1 sa pampiri ya A4 ho moithuti ka mong
- Sekgetjhana se 1 sa pampiri ya A5 ho moithuti ka mong
- Pente ka hara ditereyi tsa polystyrene
- Dikerayone

Baithuti ba sebedisa ditempe ho kopolla paterone ho etsa bodara ho pampiri ya A4. Bea sekgetjhana sa paterone bohareng ba tafole hore ba tsebe ho e kopolla.

Pampiring ya A5, ba taka setshwantsho se nang le dintho dife kapa dife tse tharo tseo ba di ratang.

**Seteishene sa tshebetso sa 2**

**Tseo o di hlokang**

- Pente
- Leqephe le 1 la ho bala diboko ho moithuti ka mong
- Sekgetjhana se 1 sa pampiri ya A4 ho moithuti ka mong
- Sejana se tshetseng metsi
- Toulo

Baithuti ba qopetsa ka menwana ya bona ka hara pente mme ba etse lenane le nepahetseng la dikgatiso tsa menwana – 1, 2 kapa 3 – ho etsa mmele wa seboko ka seng leqepheng la bona la ho bala diboko.

Ha ba qetile seboko, ba sebedisa pente ya bona ya menwana ho etsa ditshwantsho tsa bona tse emetseng dintho tse tharo.

**Seteishene sa tshebetso sa 3**

**Tseo o di hlokang**

- Pampiri le dikerayone
- Dikarete tsa dipaterone (ho emela dibadi le dipaterone tsa dithupa)
- Dibadi le dithupa tse tswang ho *Khiti ya Disebediswa* – tse lekaneng bakeng sa moithuti ka mong ho kopolla dikarete tsa dipaterone

Baithuti ba kgetha karete ya paterone. Ba kopolla paterone ba sebedisa dibadi le dithupa.

**Seteishene sa tshebetso sa 4**

**Tseo o di hlokang**

- Hlama ya ho papala
- Thempleiti ya hlama ya ho papala: Nomoro ya 3 bakeng sa moithuti ka mong (leqephe la 215)

Baithuti ba bopa hlama ya ho papala mme ba e bea ka maemo a nepahetseng hodima thempleiti ya hlama ya ho papala. Ba lokela ho sebedisa hlama ya ho papala ho bopa nomoro '3', ho theta dibolo tse tharo tsa hlama ya ho papala hore ba di behe sefateng, le ho theta dibolo tse tharo tsa hlama ya ho papala ho di bea ka hara keriti.

# 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

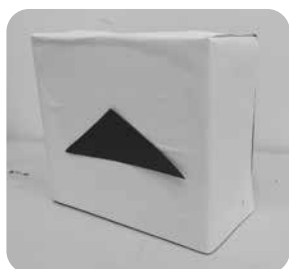
triangle  
corner points

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.



# Tsepamiso ho Karolo ya Dikahare: Sebaka le Sebopeho (Jeometri)

## Dihlooho

- Elellwa, hlwaya le ho bolela dibopeho tsa 2-D: kgutlotharo
- Bapisa dintho tsa 3-D le dibopeho tsa 2-D
- Hlophisa dibopeho tsa 2-D
- Tikolohong
- Molahare

## Tsebo e ntjha

- Ho bala ka molomo 1–10
- Dibopeho tsa 2-D: kgutlotharo
- Tikolohong
- Boemo: ka pela le ka mora

## Ho etsa

- Sedikadikwe, kgutlonnetsepa
- Ho bala dintho 1–5
- Hatella dikgopolo tsa dinomoro 1–3
- Ho hlahlamanya dinomoro 1–3
- Molahare
- Kgolo, nyane
- Ho hlophisa ho ya ka sebopeho
- Diphazele tsa dikotwana tse tsheletseng

## Tlotlontswe e ntjha ya mmetse

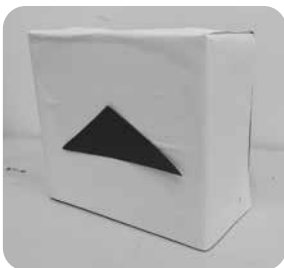
kgutlotharo  
dintlha tsa dihuku

boreledi  
ka pela

ka mora  
nyane ho feta

kgolo ho feta

## Ho itokisetša



Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- diphapete tse 3 tsa mekotlana ya pampiri tse boholo bo fapaneng (etsa bonnete ba hore boholo ba tsona bo fapana ka ho hlaka: e kgolo, e kgolo ho feta, e kgolo ho fetisisa)
- dikotikoti tse 3 jwaloka dintho tsa ho emisa diphapete
- etsa lebokoso la poso le leholo le 1 le le lenyane le 1
- dikgutlotharo tsa pampiri tse nyane (tse lekanang) le tse kgolo (tse lekanang) tse entsweng ka koranta, dimakasine kapa pampiri feela
- dikhateboto tse sehilweng tsa kgutlotharo, sedikadikwe, kgutlonnetsepa le kgutlonne tsa boholo le mebala e fapaneng
- khopi ya leqephe la A4 le nang le dikgutlotharo (leqephe la 219) bakeng sa moithuti ka mong sehlopheng
- sedikadikwe se senyane, kgutlonnetsepa e nyane le kgutlotharo e nyane e sehilweng ya pampiri e mebala bakeng sa moithuti ka mong
- etsa diphazele tsa dikotwana tse tsheletseng haeba o se na tsona (leqephe la 220)
- penta tsela ya dinomoro tsa 1–10 ka ntle.



## 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.)



# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlohang

- Pina: *Ena ke kgutlotharo* (leqephe la 199)
- Difrizi tsa dinomoro 1–3
- Diboloko tsa makgetha tsa dikgutlonnetsepa tse 3, didikadikwe tse 4 le dikgutlotharo tse 5 (*Khiti ya Disebediswa*)
- Sedikadikwe, kgutlonnetsepa le kgutlotharo tse kgolo tsa khateboto
- Sekgetjhana se seholo sa pampiri
- Koki

1. **Pina:** Tsebisa pina ena, *Ena ke kgutlotharo*. Bontsha setshwantsho sa kgutlotharo mme o supe dihukung le mahlakore ha baithuti ba ntse ba bina. Baithuti ba phahamisa diphaka ka hodima dihlooho tsa bona mme ba kopanya dintlha tsa menwana ya bona ho etsa sebopeho sa kgutlotharo.
2. **Ho bala ka molomo 1–10:** Baithuti ba tlola le ho qhoma hodima tsela ya dinomoro e ka ntle ha ba ntse ba bala ho tloha ho 1 ho isa ho 10.
3. **Ho ikwetlisetsa 1–3 ka difrizi tsa dinomoro:** Supa ho difrizi tsa dinomoro.

#### Dipotso tse tataisang:

- ★ Ke phoofolo efe eo e leng nngwe feela moo?
  - ★ Ke ntlo efe e nang le diphoofolo tse ngata ka ho fetisisa?
  - ★ Na ho na le diqwaha tse ngata kapa mesha e mengata?
  - ★ Haeba motswalle wa qwaha a ka tla etela diqwaha tse pedi, ho tla ba le diqwaha tse kae ka tlung ya tsona?
  - ★ Ha mosha o le mong o ka ya dula le tlou, ho tla sala mesha e mekae ntlong ya mesha?
4. **Ho bala dinto 1–5:** Bea diboloko tse nang le makgetha a kgutlonnetsepa, sedikadikwe le kgutlotharo hodima mmata. Mmoho balang dikgutlonnetsepa mme le di behe ka sehlopha. Etsang jwalo le ka didikadikwe le dikgutlotharo.

#### Dipotso tse tataisang:

- ★ Ke sehlopha sefe se nang le dibopeho tse ngata ho fetisisa?
  - ★ Ke sehlopha sefe se nang le dibopeho tse nyane ho fetisisa?
  - ★ Re ka etsa bonnete jwang?
5. **Ho tsebisa dikgutlotharo:** Supa dibolokong tse nang le makgetha a sedikadikwe le kgutlonnetsepa. Botsa baithuti hore na ba hopola mabitso a dibopeho tseo. Phahamisa kgutlotharo.

#### Dipotso tse tataisang:

- ★ Na ho na le ya tsebang hore sebopeho sena se bitswa eng?
- ★ Na ho na le ya ka bonang sebopeho se tshwanang le sona kaekae ka phaposing ka mona?

Phahamisa kgutlotharo ya khateboto e kgolo.

- ★ Sebopeho sena se na le mahlakore a makae? (A bale.)
- ★ Se na le dihuku tse 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. **Ho sibolla dikgutlotharo:** Tereisa ho pota kgutlotharo ya khateboto hodima sekgetjhana se seholo sa pampiri.

**Dipotso tse tataisang:**

- ★ Sebopeho se pampiring se bitswa eng?
- ★ Na sebopeho sena se tshwana le tsane tse mmateng?

Mpolelle ka kgutlotharo eo re e takileng.

- ★ Se na le mela e mekae?
- ★ O ka mpolella eng mabapi le mela eo?



Fana ka dikgutlotharo tse tswang ho *Khiti ya Disebediswa*. Ka bobedi, baithuti ba sibolla kgutlotharo, ba phopholetsa mahlakore a otlolohileng mme ba thetsa dikgutlo.

- ★ Ho na le mahlakore a makae moo? Ho na le dihuku tse kae?
- ★ Di utlwahala jwaloka eng?

7. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 2

### Tseo o di hlohang

- Raeme: *Mamela ha ke bala* (leqephe la 199)
- Thamborini
- Diboloko tse 10 tse nang le makgetha a kgutlotharo (*Khiti ya Disebediswa*)
- Pina: *Ena ke kgutlotharo* (leqephe la 199)
- Sedikadikwe, kgutlonnetsepa le kgutlotharo e kgolo ya khateboto tse manamisitsweng leboteng ka mora tafole ya mmetse
- Poleiti
- *Buka ya Diphoustara, Phoustara* ya 8

**KELETSO**  
Kgothaletsa baithuti ho tlola lering ya dinomoro ho tloha ho 1 ho isa ho 10 nakong ya ho bapalla ka ntle.

1. **Raeme:** Tsebisa raeme, *Mamela ha ke bala*.
2. **Ho bala ka molomo 1–10:** Baithuti ba tla ka maoto mme ba bala ka morethetho ho tloha ho 1 ho isa ho 10 ha wena o bapala thamborini.
3. **Ho bala dintho 1–5:** Bea diboloko tse 10 tse nang le makgetha a kgutlotharo hodima tafole ya mmetse. Mmoho balang baithuti ba bahlano ho tla ka pele. Ba botse hore le tla hloka dikgutlotharo tse kae hore moithuti ka mong a tshware e le nngwe. Kopa moithuti e mong ho fa moithuti ka mong ya emeng ka pele kgutlotharo e le nngwe.

**Dipotso tse tataisang:**

- ★ Ke baithuti ba bakae ba faneng ka dikgutlotharo?
- ★ Ke baithuti ba bakae ba tshwereng kgutlotharo?
- ★ Ha moithuti a le mong a ka mpha kgutlotharo ya hae (moithuti a le mong o dula fatshe), ho tla sala dikgutlotharo tse kae? (Di baleng mmoho.)

Pheta hape ho fihlela baithuti bohle ba dutse fatshe. Nako le nako botsa hore ho setse baithuti ba bakae/dikgutlotharo tse 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. **Hlwaya dikgutlotharo:** Supa ho kgutlotharo e kgolo leboteng.

**Dipotso tse tataisang:**

- ★ O hopola eng mabapi le kgutlotharo? Ke eng se etsang hore e be kgutlotharo?
  - ★ E na le dihuku tse kae? Mahlakore a makae? Mela e mekae?
- Bina *Ena ke kgutlotharo*.

5. **Ho bapisa dibopeho:** Supa ho sedikadikwe se seholo, kgutlonnetsepa le kgutlotharo e kgolo.

**Dipotso tse tataisang:**

- ★ Ke sebopeliso sefe se nang le mela e otlohileng jwaloka kgutlotharo?
- ★ Kgutlotharo e na le mahlakore a makae? Kgutlonnetsepa yona?
- ★ Ke sebopeliso sefe se nang le mahlakore a mangata, kgutlonnetsepa kapa kgutlotharo?
- ★ Sedikadikwe se fapana jwang le kgutlonnetsepa? Kgutlotharo yona?

6. **Ho rarolla bothata 1–5:** Buang ka Phoustara ya 8. Baithuti ba sheba dibopeho tsa kgutlotharo setshwantshong.

**Dipotso tse tataisang:**

- ★ Na ho na le dikgutlotharo tseo o di bonang? Mpontshe moo di leng teng.
- ★ Ke dibopeho dife tse ding tseo o di bonang?
- ★ (Supa sebopeliso sa kgutlonnetsepa kapa sedikadikwe.) Na sebopeliso sena ke kgutlotharo? Hobaneng o dumela/hana?
- ★ Ngwanana eo o tshelletswe dikgaba tse kae tsa aesekerime?
- ★ O tla sala ka dikgaba tse kae haeba a ka ja e le nngwe?
- ★ O nahana hore ke nako efe ya letsatsi? O tseba jwang?

7. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Letsatsi la 3

#### Tseo o di hlohang

- Raeme: *Mamela ha ke bala* (leqephe la 199)
- Thamborini
- Matheba a nomoro 1–3, dikarete tsa diphoofolo le tsa matshwao
- Kgati

1. **Raeme:** Etsa raeme, *Mamela ha ke bala*, kenya le diketso.
2. **Ho bala ka molomo 1–10:** Tlolang butle le ntse le bala ho tloha ho 1 ho isa ho 10 ho ya ka morethetho wa thamborini.
3. **Ho bala dintho 1–5:** Bala baithuti ba bahlano ho etsa raeme, *Mamela ha ke bala*, mmoho. Pheta hape ka baithuti ba bang ba bahlano.
4. **Ho ikwetlisa ka dinomoro 1–3:** Bontsha dikarete tsa letheba, phoofolo le letshwao la nomoro 1–3. Kopa baithuti ho lata lenane la dintho tse emetsweng kareteeng hodima tafole ya mmetse.

5. **Exploring position:** Put learners into twos. Give each learner a number 'one' or 'two'.

**Guiding instructions:**

- ★ One stand behind two.
- ★ One stand next to two.
- ★ Two stand in front of one.

6. **Exploring symmetry:** A learner stands facing the class. Hold the skipping rope so that it hangs in front of the learner, down their midline.

**Guiding questions:**

- ★ How many eyes/ears/feet does \_\_\_\_ have on one side of her/his body? And the other side?
- ★ Where on her/his body do you see only one body part?
- ★ What happens to her/his nose when the skipping rope hangs down the middle of the front of her/his body?

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



**TIP**

Explain the body parts that you have two of that are found on both sides of the body.

**Day 4**

**What you need**

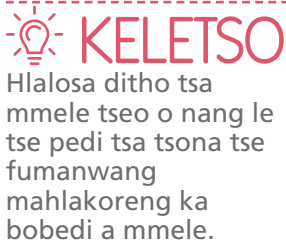
- Rhyme: *Hear me count* (page 198)
- Tambourine
- A collection of 3 classroom objects
- Number 1–3 picture, dot and symbol cards
- 3 different-sized puppets
- 3 tins as stands for the puppets
- Big and small paper triangles for each learner
- A big and a small post box

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Learners swing their hips counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Together count five different learners from Day 3 to say the rhyme, *Hear me count*. Repeat with five other learners.
4. **Exploring big and small:** Display the puppets on the tin stands.

**Guiding questions:**

- ★ Which one is the biggest/smallest? How do you know?
- ★ Is this one bigger than this one?
- ★ What makes it bigger/smaller?

Give three learners each a puppet. Ask them to stand in front holding the puppets from biggest to smallest. Repeat with three different learners. Muddle the order of the puppets and ask them to arrange themselves from smallest to biggest. Ask the class to point to the smallest, biggest, and so on.



5. **Ho sibolla boemo:** Bea baithuti ka bobedi. Nea moithuti ka mong nomoro ya 'nngwe' kapa 'pedi'.

**Ditaelo tse tataisang:**

- ★ Nngwe e eme ka mora pedi.
- ★ Nngwe e eme pela pedi.
- ★ Pedi e eme ka pela nngwe.

6. **Ho sibolla molahare:** Moithuti o ema a shebile baithuti bohle. Tshwara kgati ele hore e leketle ka pela moithuti, ho theosa mola o hare.

**Dipotso tse tataisang:**

- ★ \_\_\_\_\_ o na le mahlo/ditsebe/maoto a makae lehlakoreng le le leng la mmele wa hae? Lehlakoreng le leng teng?
- ★ Ke hokae mmeleng wa hae moo o bonang setho se le seng feela sa mmele?
- ★ Ho etsahala eng nkong ya hae ha kgati e leketla bohareng bo ka pele ba mmele wa hae?

7. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 4**

**Tseo o di hlohang**

- Raeme: *Mamela ha ke bala* (leqephe la 199)
- Dikotikoti tse 3 tse sebetsang jwaloka moo diphapete di emang teng
- Thamborini
- Dikgutlotharo tsa pampiri tse kgolo le tse nyane bakeng sa moithuti ka mong
- Pokello ya dintho tse 3 tsa phaposing ya borutelo
- Lebokoso la poso le leholo le le nyane
- Dikarete tsa setshwantsho, letheba le letshwao la nomoro ya 1–3
- Diphapete tse 3 tsa boholo bo fapaneng

1. **Raeme:** Etsa raeme, *Mamela ha ke bala*, kenya le diketso.
2. **Ho bala ka molomo 1–10:** Baithuti ba tsoka matheka a bona ba bala ho tloha ho 1 ho isa ho 10 ka morethetho wa thamborini.
3. **Ho bala dintho 1–5:** Mmoho balang baithuti ba fapaneng ba bahlano ho tswa ho Letsatsi la 3 ho etsa raeme, *Mamela ha ke bala*. Pheta hape le baithuti ba bang ba bahlano.
4. **Ho sibolla kgolo le nyane:** Bea pontsheng diphapete hodima ditulwana tsa kotikoti.

**Dipotso tse tataisang:**

- ★ Ke efe e kgolo/nyane ho fetisisa? O tseba jwang?
- ★ Na ena e kgolo ho feta eo?
- ★ Ke eng e etsang hore e be kgolo/nyane ho feta?

Efa baithuti ba bararo phapete moithuti ka mong. Ba kope hore ba eme ka pele ba tshwere diphapete ho tloha ho e kgolo ho fetisisa ho isa ho e nyane ho fetisisa. Pheta hape ka baithuti ba bararo ba fapaneng. Tswakanya tatellano ya diphapete mme o ba kope ho di hlophisa ka bobona ho tloha ho e nyane ho fetisisa ho ya ho e kgolo ho fetisisa. Kopa baithuti bohle ho supa e nyane ho fetisisa, e kgolo ho fetisisa, jwalojwalo.





**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.



- Ho hlophisa – e kgolo le e nyane:** Bontsha baithuti mabokoso a poso.  
**Dipotso tse tataisang:**
  - Ke lebokoso lefe le leholo ho feta? Ke lebokoso lefe le lenyane ho feta? Nea baithuti kgutlotharo e kgolo kapa e nyane. Ba posa dikgutlotharo tse kgolo ka hara lebokoso la poso le leholo le dikgutlotharo tse nyane ka hara lebokoso la poso le lenyane.
- Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 5

### Tseo o di hlokang

- Raeme: *Mamela ha ke bala* (leqephe la 199)
- Dinthe tse 5 tsa phaposi ya borutelo
- Dikarete tsa ditshwantsho, matheba le matshwao a nomoro 1–3
- Mekotlana ya dinawa

- Raeme; ho bala 1–10:** Ere *Mamela ha ke bala*, kenya le diketso.
- Ho bala ka molomo 1–10:** Baithuti ba ema ka sedikadikwe mme ba bala ho tloha ho 1 ho isa ho 10. Ba tlolela pele le morao ho palo ka nngwe mme ebe ba tlolela hodimo ha ba fihla ho 10.
- Ho bala dinthe 1–5:** Baithuti ba bontsha lenane la menwana ha wena o re, 'Ke lakatsa eka nka be ke ena le dipompong tse pedi, dipompong tse nne,' jwalojwalo, bakeng sa nngwe ho isa ho hlano.
- Ho sibolla molahare:** Baithuti ba ema ka sedikadikwe. Ere, 'Thetsa ditsebe tsa hao, mahlo, mahetla, mangwele.' Botsa, 'O na le maoto, matsoho, diledu, dinko, dimpa tse kae?'
- Ho ikwetlisa ka boemo:** Efa moithuti ka mong mokotla wa dinawa kapa ntho e itseng hore a e tshware. Ema o furalletse baithuti mme o etse diketso mmoho le bona.

### Ditaelo tse tataisang:

- Bea mokotla wa dinawa ka lehlakaoreng lena la mmele wa hao. Le hape ka lehlakoreng le leng. (Etsa ketso.)
  - Bea mokotla wa dinawa ka pela mmele wa hao. Le ka mora mmele wa hao.
  - O behe pela maoto a hao. Le hodima maoto a hao.
- Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.



### Kgokahanyo

#### Puo ya Lapeng le Bokgoni ho tsa Bophelo:

- Ntshetsopele ya tlotlontswe (mahlalosaboemo).
- Pheta dipale ho hatella e nyane, e nyane ho feta, e nyane ho fetisisa; e kgolo, e kgolo ho feta, e kgolo ho fetisisa.
- Baithuti ba tsamaya ka hara tselana e nang le ditshita. Tsepamang ho ditshupiso, ho etsa mohlala, ka hodima, ka tlasa, ka mora, ka hodima.

## Small group activities

### Teacher-guided activity

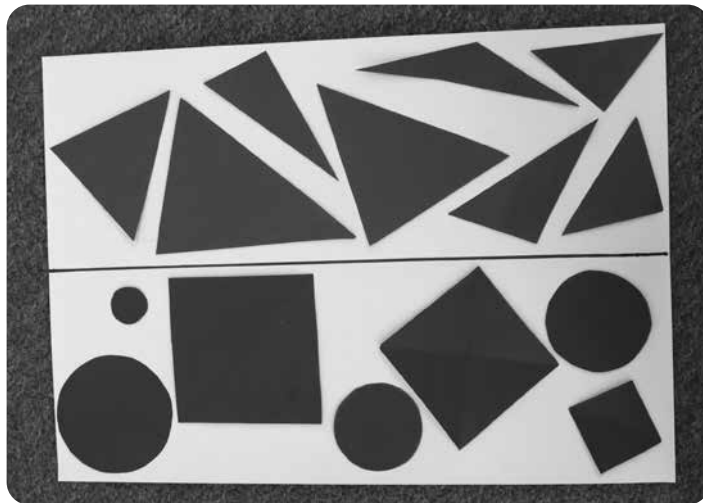
#### What you need

- 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

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

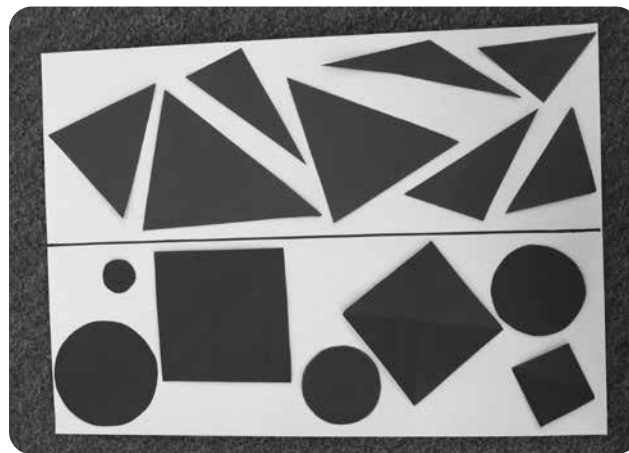
#### Tseo o di hlokanang

- Qubu ya diboloko tsa *Unifix* bakeng sa moithuti ka mong
- Diboloko tse nang le makgetha a sedikadikwe, kgutlonnetsepa le kgutlotharo (dikgutlotharo tse ngata ho feta dibopeho tse ding)
- Dikgutlotharo, didikadikwe, dikgutlonnetsepa le dikgutlonne tse sehilweng

1. **Ho bala 1–10:** Baithuti ba bontsha menwana ya bona ha ba ntse ba bala ho tloha ho 1 ho isa ho 10.
2. **Ho bala dintho 1–5:** Efa baithuti qubu ya diboloko tsa *Unifix*. Ba kope hore ba ahe tora ya diboloko tse hlano.
3. **Ho hatella kgutlotharo:** Kopa baithuti hore ba o bontshe sebopeliso se sedikadikwe, kgutlonnetsepa le kgutlotharo.

#### Dipotso tse tataisang:

- ★ Ke sebopeliso sefe seo? (sedikadikwe, kgutlonnetsepa, kgutlotharo) O tseba jwang?
  - ★ O ka mpoella eng mabapi le sebopeliso seo?
4. **Ho hlophisa dibopeho:** Baithuti ba etsa dihlotshwana tse pedi tsa dibopeho ka diboloko tsa makgetha: dikgutlotharo le dibopeho tse ding.



#### Dipotso tse tataisang:

- ★ Hobaneng o kentse sena sehlotshwaneng sena?
- ★ Re ka lekola jwang hore ebe sena ke kgutlotharo?
- ★ Ke sehlopha sefe se nang le dibopeho tse ngata/mmalwa?
- ★ Ke sehlopha sefe se nang le dibopeho tse ngata ho fetisisa/mmalwa ho fetisisa?



#### Lekola hore baithuti ba kgona ho:

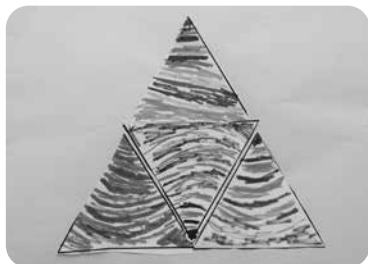
- bala ka molomo 1–10
- bala dintho tse 5
- elellwa le ho bolela dikgutlotharo le ho hlalosa makgetha
- hlophisa dibopeho tsa 2-D ka dikgutlotharo le dibopeho tse ding

## 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

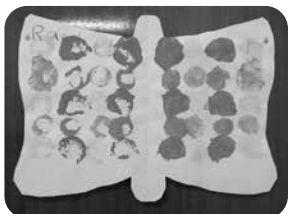
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



## Workstation 2

### What you need

- A4 paper folded in half
- Paint



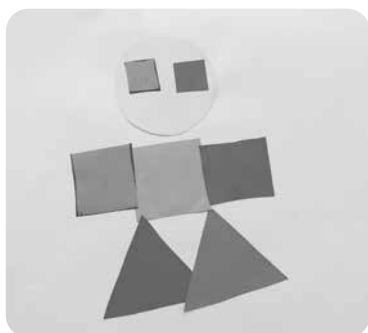
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

## 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

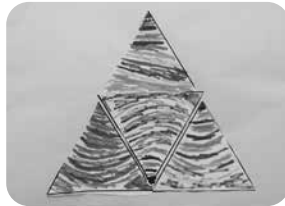
Learners complete shape puzzles.

## Seteishene sa tshebetso sa 1

### Tseo o di hlokanang

- Khopi ya leqephe la A4 le nang le dikgutlotharo (leqephe la 219) ho moithuti ka mong
- Leqephe le 1 la A4 le sa ngollang bakeng sa moithuti ka mong
- Dikere, dikerayone le sekgomaretsi

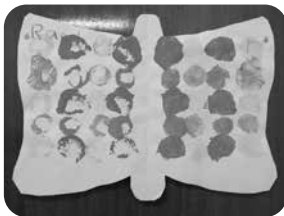
Baithuti ba seha hodima mela ho etsa dikgutlotharo tse nne. Ba kgabisa dikgutlotharo tsa bona mme ba di kgomaretsa hodima leqephe ka tsela eo di etsang kgutlotharo e le nngwe e kgolo, jwaloka sethathong.



## Seteishene sa tshebetso sa 2

### Tseo o di hlokanang

- Pampiri ya A4 e mennweng ka halofo
- Pente



Baithuti ba etsa matheba a dipente halofong e le nngwe ya leqephe. Ba mena leqephe leo ka halofo ele hore dikgatiso tsa pente di fetele halofong e nngwe.

## Seteishene sa tshebetso sa 3

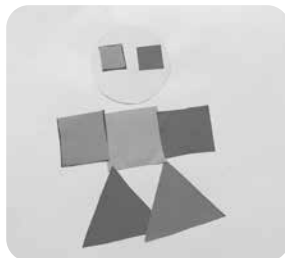
### Tseo o di hlokanang

- Pampiri le sekgomaretsi
- Didikadikwe, dikgutlonnetsepa, dikgutlotharo tse nyane tse mebala tsa pampiri
- Leqephe le 1 la A4 le sa ngollang bakeng sa moithuti ka mong



O tla hloka ho bontsha sena pele baithuti ba qala ka ketsahalo.

Baithuti ba kgomaretsa dibopeho hodima leqephe la pampiri ho etsa sebopeho sa motho.



## Seteishene sa tshebetso sa 4

### Tseo o di hlokanang

- Diphazele tsa dibopeho, bonyane dikotwana tse tsheletseng, bakeng sa moithuti ka mong.

Baithuti ba qetella diphazele tsa dibopeho.

# 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).



# Tsepamiso ho Karolo ya Dikahare: Mometho

## Dihlooho

- Nako: motsheare le bosiu
- Bophahamo
- Bapisa tatellano ya dintho ho hlalosa bolelele

## Tsebo e ntjha

- Ho hlahlamanya nako: motsheare le bosiu, kganya le lefifi
- Bolelele: tjhate ya bophahamo
- Boemo: hodima, tlasa, ka hodima, ka tlasa, pela, pakeng tsa
- Ho bala o kgutlela morao 5–1

## Ho etsa

- Ho bala ka molomo 1–10
- Ho bea dinomoro ka tatellano 1–3
- Ho bala dintho 1–5
- Hatella 1–3

## Tlotlontswe e ntjha ya mmetse

ka hodima  
ka tlasa  
hodima  
tlasa

ka tlase ho  
pela  
pakeng tsa  
motsheare

bosiu  
hoseng  
mantsiboya

kganya  
lefifi  
telele ho feta

kgutshwane  
ho feta  
telele ho  
fetisisa

kgutshwane  
ho fetisisa

## Ho itokisetsa

### KELETSO

Hopola ho sebedisa tlwaelo ya tsebediso ya ntlwana ho ikwetlisetsa dinomoro tsa boemo le maemo.

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- letsatsi le 1 le leholo le kgwedi e le 1 e kgolo tse sehilweng
- maru, dinaledi, kgwedi tse 5 tse kgolo tse sehilweng (bohola ba A4)
- ditshwantsho tsa mabone a 3 le dikereso tse 2 tse sehilweng
- dintho tse fapaneng tsa ka tlung ho emela diketsahalo tsa motsheare le tsa bosiu, ho etsa mohlala, borosolo ya meno, borosolo ya moriri, sejana sa ho ja hoseng le kgaba, buka ya dipale ya ditshwantsho, totjhe, kerese, switjhi ya lebone, mosamo
- dikarete tsa ditshwantsho tsa dintho tsena
- tafole le dikobo tse lekaneng ho e kwahela ka ho phethahala
- ditshwantsho tse 5 tsa bosiu le ditshwantsho tse 5 tsa motsheare (ho etsa mohlala, ho sheba dinaledi, ho bonesa kerese, ho robala betheng, lebone la seterateng, ho apara dipijama; ho bapala bolo ya maoto, ho fihla sekolong, ho sesa letsatsing le tjhesang, ho besa nama ka ntle, ho fepa phete)
- dipokotho tsa motsheare le bosiu tseo ditshwantsho tsa pale di ka fellang ka ho tsona (sheba leqephe la 151)
- leqephe la motsheare le bosiu ho moithuti ka mong sehlotshwaneng (sheba leqephe la 153)
- leqephe le 1 la A4 ho moithuti ka mong ka didikadikwe tsa bohola le mebala e fapaneng
- disete tse 5 tsa ditshwantsho tse 5 tsa diphazele tse nyalanang tsa motsheare/bosiu (tse entsweng ka dimakasine kapa tse takilweng).

## 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.

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Pina: *Letsatsi le marung* (leqephe la 199)
- Letsatsi le 1 le kgwedi e le 1 tse sehilweng
- Kgwele ya bolelele bakeng sa moithuti ka mong

1. **Pina:** Tsebisa pina, *Letsatsi le marung*. Sebedisa letsatsi le kgwedi tse sehilweng.
2. **Ho bala ka molomo 1–10:** Baithuti ba bala ho tloha ho 1 ho isa ho 10 ba ntse ba tloatlola. Ba opa matsoho le ho bala ba kgutlela morao ho tloha ho 5 ho isa ho 1 ha o ntse o supa mola wa ho aneha wa dinomoro.
3. **Motsheare le bosiu:** Buisanang ka motsheare le bosiu.

#### Dipotso tse tataisang:

- ★ O entse eng maobane bosiu?
- ★ Na o ka be o entse sena motsheare? Hobaneng o ne o keke wa se etsa?
- ★ O etsa eng hoseng ha o tsoha?
- ★ O etsa eng mantsiboya pele ho eba lefifi?
- ★ Na o kile wa bona kgwedi?
- ★ O etsa eng motsheare?
- ★ O etsa eng bosiu?

4. **Ho metha:** Tataisa baithuti ho buisana ka ditsela tse fapaneng tsa ho metha dintho.

#### Dipotso tse tataisang:

- ★ Ha re batla ho tseba hore ke mang ya neng a le molelele ho feta pakeng tsa \_\_\_\_\_ le \_\_\_\_\_, re ne re ka etsang?
- ★ Re ka etsa eng ho metha batho le/kapa dintho?
- ★ Na o kile wa bona motho a metha ntho e itseng? O ne a etsa jwang?

5. **Mometho:** Bitsa sehlotshwana sa baithuti ho ema ba atamelane ka pela baithuti bohle.

#### Dipotso tse tataisang:

- ★ Ke mang ya molelele ka ho fetisisa sehlotshwaneng sena? O tseba jwang?
- ★ Ke mang ya mokgutshwane ka ho fetisisa sehlotshwaneng sena? O tseba jwang?
- ★ Na batho bohle ba bophahamo bo lekanang? O tseba jwang?
- ★ Re ka fumana karabo jwang?

Baithuti ba ema ba furallane ho bapisa bophahamo ba bona.

- ★ Na ho na le tsela e nngwe eo re ka methang bophahamo ba moithuti ka mong?

Sehlotshwana sa baithuti se ema ba furalletse lebota. Thala mola ka tjhoko ka hodima dihlooho tsa 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.

Ngola lebitso la moithuti ka mong moleng. Kgaola bolelele bo fapaneng ba dikgwele bakeng sa moithuti ka mong ho ya ka bophahamo ba hae. Hokela kgwele lebitsong la moithuti ka mong ha ba ntse ba methwa. Kopa moithuti a le mong hore a tle a supe lebitso la motho ya mokgutshwane ka ho fetisisa sehlotshwaneng, mme e mong a supe lebitso la motho ya molelele ka ho fetisisa sehlotshwaneng. Buisanang ka hore ebe baithuti ba nahana hore ho na le motho e mong ka phaposing ya borutelo ya ka bang molelele/ mokgutshwane ho feta baithuti ba sehlotshwaneng seo.



6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 2

### Tseo o di hlokanang

- Pina: *Letsatsi le marung* (leqephe la 199)
- Dikarete tsa matshwao, mantswe, matheba le ditshwantsho tsa nomoro 1, 2 le 3
- Thamborini
- Dinaledi tse 5 tse kgolo tse sehilweng le maru a 5 a maholo a sehilweng
- Kgwedi e 1 le letsatsi le 1 tse sehilweng
- Kgwele e telele bakeng sa sehlopha ka seng bakeng sa tjhate ya bophahamo

1. **Pina:** Bina pina, *Letsatsi le marung*, kenya le diketso.
2. **Ho bala ka molomo 1–10:** Baithuti ba bala ba eya pele ho tloha ho 1 ho isa ho 10. Supa mola wa ho aneha wa dinomoro ha baithuti ba bala ba kgutlela morao ho tloha ho 5 ho isa ho 1 ka morethetho wa thamborini.
3. **Ho bala dintho 1–5:** Bea maru a mahlano le dinaledi tse hlano tse sehilweng maboteng hohle ka phaposing ya borutelo. Kopa baithuti hore ba batle maru mme ba a behe leboteng karolong ya mmetse. Kopa baithuti ba bang ho batla dinaledi mme ba di behe leboteng. Mmoho, balang maru le dinaledi ha baithuti ba ntse ba di fumana.

#### Dipotso tse tataisang:

- ★ Na re bona maru sepakapakeng ha e le motsheare kapa bosiu?
- ★ Na re bona dinaledi sepakapakeng ha e le motsheare kapa bosiu?
- ★ Ho se ho bokelletswa dinaledi tse kae hajwale? Maru ona?

4. **Ho ikwetlisa ka nomoro 1–3:** Bea dikarete tsa matshwao a dinomoro tsa 1, 2 le 3 leboteng ka tlasa frizi ya dinomoro. Bea dikarete tsa matheba, dikarete tsa ditshwantsho le dikarete tsa mantswe a dinomoro 1, 2 le 3 ka lebokosong. Baithuti ba fana sebaka sa ho kenya letsoho ka lebokosong ntle le ho sheba mme ba ntshe karete e le nngwe. Ba manamisa karete eo leboteng pela 1, 2 kapa 3.

#### Dipotso tse tataisang:

- ★ Na karete ena e sebakeng se nepahetseng? Re tseba jwang?
- Kopa baithuti ba bararo ho bea kgwedi e le nngwe kapa letsatsi le le leng pela letshwao la nomoro ya 1, dinaledi tse pedi pela letshwao la nomoro ya 2 le maru a mararo pela letshwao la nomoro ya 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. **Motsheare le bosiu:** Buisanang ka motsheare le bosiu mmoho le barutwana.

**Dipotso tse tataisang:**

- ★ Na ho ne ho kganya kapa ho le lefifi ha o ne o tsoha kajeno hoseng?
- ★ Ke eng eo o e etsang pele ha o tsoha: o a ja, o a hlapa, o a apara?
- ★ Ke eng eo o e etsang kamora moo?
- ★ Na ho ne ho kganya kapa ho le lefifi ha o fihla hae o tswa sekolong maobane?
- ★ O ile wa etsa eng ha o fihla hae?
- ★ O ile wa etsa eng kamora moo?
- ★ Na o rata motsheare kapa bosiu? Hobaneng?
- ★ O natefelwa ke ho etsa eng haholo bosiu?
- ★ Ke eng seo o se ratang ka ho fetisisa ka motsheare?
- ★ O tla etsa eng ha sekolo se etswa kajeno?

6. **Mometho:** Sheba tjhate ya bophahamo. Metha sehlotshwana se seng sa baithuti. Baithuti ba lekanyetsa hore sehlopheng sena ke mang ya tlang ho ba mokgutshwane kapa molelele ho feta baithuti ba methilweng maobane.

**Dipotso tse tataisang:**

- ★ Ke mang eo o nahanang hore o tla ba molelele ho fetisisa kajeno?
- ★ Ke mang eo o nahanang hore o tla ba mokgutshwane ho fetisisa kajeno?
- ★ Hobaneng o tjho jwalo?

Emisa baithuti ba furallane ho lekola.

- ★ Na \_\_\_\_\_ o molelele kapa o mokgutshwane ho feta \_\_\_\_\_?

7. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

 **KELETSO**

Hokanya ho hlahlamanya diketsahalo tsa letsatsi le diketsahalo tse ho lenaneo la letsatsi le letsatsi.

**Letsatsi la 3**

**Tseo o di hlohang**

- Raeme: *Dikgudu tse hlano tse thabileng* (leqephe la 197)
- Dikarete tsa matshwao, ditshwantsho le matheba tsa nomoro 1, 2 le 3 (*Khiti ya Disebediswa*)
- Dibadi tse 5 tsa diphoofolo ka hara setshelo se bonaletsang
- Dinawa kapa dikonopo tse 5 ka hara setshelo se bonaletsang
- Bolelele ba kgwele bakeng sa sehlotshwana se le seng bakeng sa tjhate ya bophahamo

1. **Raeme:** Etsa raeme, *Dikgudu tse hlano tse thabileng*, ho tloha ho Beke ya 5. Botsa baithuti hore ba nahana hore dikgudu di etsa eng motsheare le bosiu. Etsang ketso ya ho honyela ka hara kgetla ya kgudu.
2. **Ho bala ka molomo 1–10:** Baithuti ba bala ba eya pele ho tloha ho 1 ho isa ho 10 mme ba kgutlela morao ho tloha ho 5 ho isa ho 1. Ba tlolela pele le morao ka ntle ho tsela ya dinomoro.

 **KELETSO**

Etsang diketsahalo tsa ho bala ka molomo ka tsela e ntjha le e thabisang kamehla.



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. **Ho bala dintho 1–5:** Bontsha ditshelo tse pedi tse nang le dibadi tsa diphoofolo le dinawa kapa dikonopo ka hara tsona. Kopa baithuti hore ba bale ke tse kae tseo ba nahanang hore di ka setshelong ka seng. Di baleng mmoho.

**Dipotso tse tataisang:**

★ Ke karabo ya mang e neng e atametse?

★ Na ho na le lenane le lekanang la dibadi setshelong ka seng?

Bua ka taba ya hore dibadi tsa diphoofolo di nkile sebaka se seholo ho feta dinawa/dikonopo, empa ho ne ho ntse ho ena le lenane le lekanang setshelong ka seng.

★ Na ho na le dintho tse lekanang ka setshelong ka seng?

4. **Ho ikwetlisa ka dinomoro 1–3:** Tswakanya dikarete tsa matheba, ditshwantsho le matshwao. Di bontshe baithuti. Bapalang papadi ho bona hore ba ka bua ka potlako hakae seo nomoro e se emetseng.
5. **Mometho:** Baithuti ba hakanya hore ke mang sehlopheng se latelang sa baithuti ya tlang ho ba mokgutshwane kapa molelele ho feta baithuti ba maobane. Metha sehlopha se latelang sa baithuti mme o ngole mabitso a bona leboteng. Baithuti ba ema ba furallane ho bapisa bophahamo ba bona.
6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 4**

**Tseo o di hlokang**

- Pina: Letsatsi le marung (leqephe la 199)
- Dikarete tsa letshwao, lentswe le letheba la nomoro ya '3'
- Dintho tse fapaneng tsa ka tlang ho emela diketsahalo tsa motsheare le bosiu
- Ditshwantsho tse sehilweng tsa dikerese tse 3, mabone a 3 le dinaledi tse 3
- Buka ya *Diphoustara, Phoustara* ya 1 le 4
- Bolelele ba kgwele bakeng sa sehlopha se le seng bakeng sa tjhate ya bophahamo

1. **Pina:** Bina Letsatsi le marung.
2. **Ho bala ka molomo 1–10:** Bala, tila ka maoto mme o ope matsoho ho tloha ho 1 ho isa ho 10.
3. **Ho bala dintho 1–5:** Bea lenane le fapaneng la dintho tse boholo bo fapaneng ka hara ditshelo tse bonaletsang. Baithuti ba hakanya hore ke tse kae tse ka hara ditshelo mme ba bala ho lekola hore kakanyo ya bona e nepahetse hakae.
4. **Ho ikwetlisa ka 1–3:** Bea ditshwantsho tse sehilweng tsa dikerese, mabone le dinaledi hodima mmata. Baithuti ba fapanyetsana ho lata dikerese tse tharo, dinaledi tse tharo le mabone a mararo. Ba di bea ka dihlopha mme ba di manamisa leboteng. Nyalanya dikarete tsa letshwao, letheba le lentswe la nomoro ya 3 ho sehlopha se nang le dintho tse tharo. Balang sehlotshwana ka seng sa dintho mmoho le baithuti bohle.

**Dipotso tse tataisang:**

★ Na ho na le dinaledi tse ngata kapa dikerese tse ngata?

★ Haeba naleli e le nngwe e ewa ho tswa marung, ho setse dinaledi tse kae?

★ Ke dihlotshwana dife tse nang le lenane le lekanang la dintho?

★ Ke batla ho ba le lenane la mabone le lekanang le lenane la dikerese le dinaledi. Ke lokela ho etsa eng?

**KELETSO**

Sebedisa dintho tse tafoleng ya mmetse (tse emetseng motsheare le bosiu) kapa dintho tse tsamaelanang le mookotaba bakeng sa diketsahalo tsa ho bala dintho.

- ★ 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.

- ★ Haeba batho ba babedi ba ka tima mabone a bona ho tla sala mabone a makae a tukang? (Tlosa a mabedi.)
- ★ Na ho na le dikerese tse mmalwa kapa mabone a mmalwa?

5. **Bosiu le motsheare:** Bua ka Phoustara ya 1.

**Dipotso tse tataisang:**

- ★ Ke mang eo o mmonang setshwantshong sena?
- ★ O etsa eng?
- ★ Na o nahana hore ke motsheare kapa ke bosiu? O tseba jwang?
- ★ Na re bula dikgaretene motsheare? Hobaneng?
- ★ O etsa eng hoseng?
- ★ Lesea Thami a ka be a etsa eng hoja e le bosiu hona jwale?
- ★ Batho bohle ba ka be ba etsa eng hoja e le bosiu?



Bua ka Phoustara ya 4.

- ★ O bona mang setshwantshong sena?
- ★ O etsa eng?
- ★ O nahana hore Mme o tswa hokae? O tseba jwang?
- ★ Ke mang lapeng leno ya tswang ho ya mosebetsing ha e le motsheare?
- ★ Na o nahana hore ke hoseng kapa thapama?
- ★ O nahana hore o tla etsa eng kamora moo?
- ★ O etsa eng thapama?
- ★ O etsa eng mantsiboya?
- ★ Ke hobaneng ha Malusi a ipatile ka tlasa tafole?



6. **Boemo:** Bua ka Phoustara ya 4.

**Dipotso tse tataisang:**

- ★ Nkgono o hokae?
- ★ Pepper o hokae?
- ★ Malusi o hokae?
- ★ Na ho na le motho e mong hape lapeng lena ya ka fellang ka tlasa tafole? Hobaneng?
- ★ Ke eng eo o e bonang ka hodima tafole?
- ★ Laylah o ipatile hokae?
- ★ Ho na le setshwantsho se fanyehilweng leboteng? Ke mang ya setshwantshong?
- ★ Na ho na le ho hong leboteng ka tlasa setshwantsho?
- ★ Ke eng eo o e bonang pela setulo?
- ★ Ke mang ya ka ntle?
- ★ Na Mme o ka hare kapa o ka ntle ho ntlo?

7. **Ho hatella mometho – bophahamo:** Baithuti bohle ba hakanya hore ke mang sehlotshwaneng se latelang sa baithuti ya tlang ho ba mokgutshwane kapa molelele ho feta baithuti ba maobane. Metha sehlotshwana se latelang sa baithuti mme o ngole mabitso a bona leboteng. Baithuti ba ema ba furallane ho bapisa bophahamo ba bona.
8. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## 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.

## Letsatsi la 5

### Tseo o di hlohang

- Pina: *Letsatsi le marung* (leqephe la 199)
- Ditshwantsho tse 5 tse kgolo tsa naledi, kgwedi le letsatsi
- Ditshwantsho se sehilweng tsa letsatsi, kgwedi, dinaledi, maru, lebone le kerese
- Dikarete tsa matheba, matshwao, mantswe le ditshwantsho tsa nomoro 1, 2 le 3
- Ditulo tse 6
- Thamborini
- Pale: *Malik o a e fosa* (leqephe la 201)
- Ditshwantsho tse 5 tsa bosiu le ditshwantsho tse 5 tsa motsheare

1. **Pina:** Bina pina, *Letsatsi le marung*. Sebedisa setshwantsho sa letsatsi le sa kgwedi ho bontsha letsatsi le tjhaba le ha le dikela, le letsatsi le kgwedi hodimo marung.
2. **Ho bala ka molomo 1–10:** Baithuti ba bala ho ya pele ho tloha ho 1 ho isa ho 10. Baithuti ba bala ba kgutlela morao ho tloha ho 5 ho isa ho 1 mme ba tlola hanngwe ho palo ka nngwe ha o ntse o supa moleng wa ho ane ha dinomoro.
3. **Ho bala dintho 1–5:** Bala dinaledi tse hlano. Bala dintho tse ding tse hlano tse tafoleng ya mmetse tse kganyang bosiu, ho etsa mohlala, kgwedi, dikerese, mabone (sebedisa ditshwantsho tse sehilweng).
4. **Ho ikwetlisa ka dinomoro 1–3:** Fana ka dikarete tsa matheba, ditshwantsho, matshwao le mantswe tsa dinomoro ho baithuti ba itseng hore ba di nyalanye le difrizi tsa dinomoro tse leboteng.
5. **Mometho:** Bana bohle ba akanya hore ke mang sehlotshwaneng se latelang ya tlang ho ba mokgutshwane kapa molelele ho feta baithuti ba maobane. Metha sehlotshwana se latelang sa baithuti mme o ngole mabitso a bona leboteng. Baithuti ba ema ba furallane ho bapisa bophahamo ba bona.

### Dipotso tse tataisang:

- ✦ Ke mang ya molelele ka ho fetisisa ka phaposeng ya borutelo?
- ✦ Ke mang ya mokgutshwane ka ho fetisisa ka phaposeng ya borutelo?
- ✦ Na ho na le motho ofe kapa ofe eo o dulang le yena ya molelele haholo? Ako re bolelle ka yena.
- ✦ Na ho na le motho ofe kapa ofe lapeng ya leng mokgutshwane ho wena? Ako re bolelle ka yena.
- ✦ Ke mang eo o mo tsebang ya molelele ka ho fetisisa?

6. **Boemo:** Bea ditulo tse tsheletseng ka pela baithuti bohle. Bea ditshwantsho tsena hodima mmata kamora ditulo: dikgwedi tse tharo, letsatsi le le leng le dinaledi tse tharo. Kgetha baithuti ho latela ditaello.

### Ditaello tse tataisang:

- ✦ Bea dikgwedi tse pedi hodima setulo.
- ✦ Bea letsatsi le le leng pela setulo.
- ✦ Bea kgwedi e le nngwe ka tlasa setulo.
- ✦ Lata naledi e le nngwe. O batla ho bea naledi eo hokae?
- ✦ Lata dinaledi tse pedi mme o re bolelle hore o tlo di beha hokae.
- ✦ Dikgudu di etsa eng bosiu ha di robetse? Baithuti ba robala fatshe mme ba ikgara ka hara dikgetla tsa bona tsa dikgudu.

### KELETSO

Hlakisa ditsela tseo baithuti ba ka kgethollwang kateng ka ha sena se tsamaelana le tjhebeho ya bona mmeleng le bophahamo.

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. **Motsheare le bosiu:** Pheta pale, *Malik o a e fosa.*

**Dipotso tse tataisang:**

- ★ Pale ena e ne e le mabapi le eng?
- ★ Na motsheare o ile wa tla pele ho bosiu paleng eo?
- ★ Re tseba jwang? Ho etsahetse eng qalong ya pale?
- ★ Ho etsahetse eng bosiu/motsheare? Hobaneng?
- ★ Ho ne ho tla etsahala eng hoja re ne re eya sekolong bosiu?

8. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Buang ka hore ke ketsahalo efe eo baithuti ba e entseng pele letsatsing leo mme ho tla latela efe. Botsa baithuti hore diketsahalo tse fapaneng di tla nka nako e kae ho phethwa. Tjhate ya maemo a lehodimo a letsatsi le letsatsi, matsatsi a beke le khalendara ya maemo a lehodimo di hokahana le kgopolo ya nako.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlohang

- Ditshwantsho tse sehilweng tsa dikerese tse 5, mabone a 5, dinaledi tse 5 le dikgwedi tse 5
- Dikobo tse 3
- Dipokotho le ditshwantsho tsa motsheare le bosiu
- Dibadi tse 5 tsa diphoofolo tse fapaneng setshelong sa moithuti ka mong (diphoofolo tse tshwanang bakeng sa moithuti ka mong)
- Diboloko tse 10

1. **Ho bala ka molomo:** Baithuti ba bala ho tloha ho 1 ho isa ho 10. Ba 'tsamaisa' menwana ya bona ho ya pele fatshe ho bontsha 1–5, mme ba e kgutlisetsa morao ho bontsha 6–10.
2. **Ho bala dintho 1–5:** Baithuti ba bala ditshwantsho tse sehilweng tsa dikgwedi, mabone, dikerese le dinaledi.

**Dipotso tse tataisang:**

- ★ Ho na le dinaledi tse kae? Ha nka tlosa e le nngwe ho tla sala tse kae?
- ★ Haeba ke ena le dikerese tse tharo feela, empa ke batla dikerese tse hlano, ke hloka ho fumana dikerese tse kae hape?
- ★ Na ho na le dinaledi tse ngata kapa dikerese tse ngata? Re tseba jwang?

3. **Ho sibolla lefifi le kganya:** Baithuti ba dula ka tlasa dikobo.

**Dipotso tse tataisang:**

- ★ Ho jwang ka tlasa kobo?
- ★ O kgona ho bona eng ka tlasa kobo?
- ★ Ke hobaneng ho le lefifi hakaalo?

 **KELETSO**  
O se ke wa qobella baithuti ho dula ka tlasa dikobo kaha ba bang e ka nna yaba ba tshaba lefifi.



**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

## KELETSO

Hopola ho fa baithuti nako ya ho nahana le ho araba ha o ba botsa dipotso.

Nahanela baithuti ba sa bueng haholo ba ka thata fallwang ke ho bua hara sehlopha.

Kopa baithuti ho dula ka hodima dikobo.

- ★ O ikutlwa jwang ha ho le lefifi bosiu?
- ★ O etsa eng bosiu ha ho eba lefifi?
- ★ Hobaneng ho utlwahala ka tselo e fapaneng ho tswela kganyeng hape?
- ★ Ke eng eo o e etsang kganyeng nakong ya motsheare eo o kekeng wa e etsa lefifing la bosiu?

Bontsha ditshwantho tsa motsheare le bosiu ho sehlopha mme le bue ka tsona. Ala ditshwantsho tseo mmateng. Baithuti ba fapanyetsana ho fumana setshwantsho sa motsheare kapa sa bosiu mme ba se kenya ka pokothong e nepahetseng.



4. **Boemo:** Efa moithuti ka mong dibadi tse hlano tsa diphoofolo le diboloko tse pedi.

### Ditaelo tse tataisang:

- ★ Bea kgomo mmateng ka pela hao.
  - ★ Bea nku pela kgomo.
  - ★ Bea kgomo pakeng tsa letata le nku.
  - ★ Bea pere ka hodima boloko.
  - ★ Bea kgoho ka tlasa boloko.
  - ★ Bea diphoofolo tsa hao kaofela ka tlasa kobo.
  - ★ Kenya diphoofolo tsa hao kaofela ka hara setshelo sa hao.
5. **Tjhate ya bophahamo:** Kopa baithuti ho ema moleng ho tloha ho ya molelele ka ho fetisisa ho isa ho ya mokgutshwane ka ho fetisisa. Kopa moithuti ya molelele ka ho fetisisa ho ema pela lebitso la hae leboteng. Kopa moithuti ya mokgutshwane ka ho fetisisa ho ema pela lebitso la hae leboteng. Kopa moithuti ya emeng pakeng tsa \_\_\_\_\_ le \_\_\_\_\_ hore a ye lebitsong la hae. Pheta hape, o kope baithuti ba balelele kapa ba bakgutshwane, ho fihlela moithuti ka mong a eme haufi le tjhate ya bophahamo.



### Lekola hore baithuti ba kgona ho:

- hlophisa ditshwantsho ka motsheare le bosiu
- ipela malebana le tjhate ya bophahamo
- latela ditaelo tse mabapi le maemo: hodima, tlasa, ka hodima, ka tlasa, pela, pakeng tsa

## 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



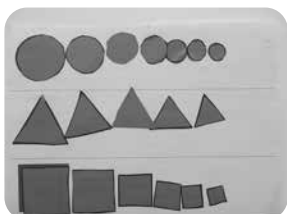
Learners draw a picture of their family members from the tallest to the shortest.

## Workstation 3

### What you need

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

**TIP**  
Cut out the shapes for learners who need support.



Learners cut out the circles, triangles and squares of different sizes and colours, and paste them from biggest to smallest.

## Workstation 4

### What you need

- 5 sets of 5 matching day/night pictures – 1 per pair of learners

In pairs, learners match the pictures of day and night. They replace the set and take another set until all five are complete.

## Seteishene sa tshebetso sa 1

### Tseo o di hlohang

- Dikere, sekgomaretsi, dikerayone
- Dimakasine, dikoranta, diphamfolete tsa papatso
- Leqephe la motsheare le bosiu bakeng sa moithuti ka mong

Baithuti ba taka kapa ba sehe le ho ntsha ditshwantsho tse nang le mookotaba wa motsheare le bosiu. Ba di kgomaretsa lehlakoreng le nepahetseng la leqephe.



## Seteishene sa tshebetso sa 2

### Tseo o di hlohang

- Dikerayone
- Pampiri bakeng sa moithuti ka mong



Baithuti ba taka setshwantsho sa ditho tsa malapa a bona ho tloha ho e molelele ka ho fetisisa ho isa ho e mokgutshwane ka ho fetisisa.

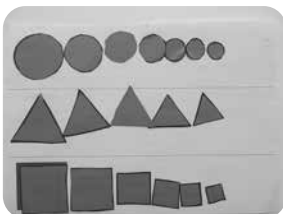
## Seteishene sa tshebetso sa 3

### Tseo o di hlohang

- Ditshwantsho tsa didikadikwe, dikgutlotharo le dikgutlonnetsepa tsa boholo le mebala e fapaneng
- Dikere le sekgomaretsi



Baithuti ba seha le ho ntsha didikadikwe, dikgutlotharo le dikgutlonnetsepa tsa boholo le mebala e fapaneng, mme ba di manamisa ho tloha ho e kgolo ka ho fetisisa ho isa ho e nyane ka ho fetisisa.



## Seteishene sa tshebetso sa 4

### Tseo o di hlohang

- Disete tse 5 tsa ditshwantsho tse 5 tse nyalanang tsa motsheare/ bosiu – se 1 bakeng sa baithuti ba babedi

Ka bobedi, baithuti ba nyalanya ditshwantsho tsa motsheare le bosiu. Ba kenya sete e nngwe mme ba nke sete e nngwe ho fihlela tse hlano kaofela di phethilwe.

# 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

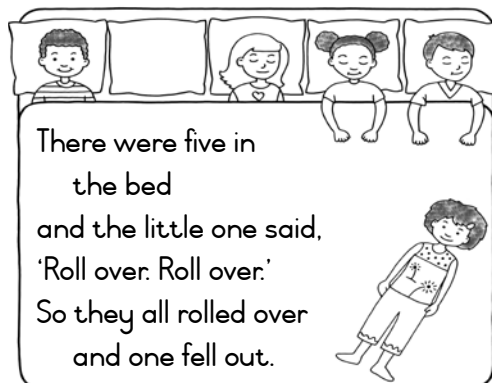
one more  
one less  
up

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.

# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Dinomoro ditikolohong tse tlwaelehileng
- Hlalosa, bapisa le ho hlahlamanya dinomoro
- Ho rarolla bothata
- Ditshupiso

## Tsebo e ntjha

- Ha ho letho
- Tekanyetso
- Tshupiso: hodimo le tlase
- Ho rarolla bothata
- Dinomoro ditikolohong tse tlwaelehileng

## Ho etsa

- Ho bala ho ya pele 1–10
- Ho bala o kgutlela morao 5–1
- Ho bala dintho 1–5
- Ho bea dintho ka tatellano ya dinomoro 1–3
- Kgopolo ya dinomoro 1–3
- Sedikadikwe, kgutlonnetsepa le kgutlotharo
- Diphazele tsa dikotwana tse tsheletseng

## Tlotlontswe e ntjha ya mmetse

pele ho kamora noha

lekanyetsa ho feta ka tlase

e le nngwe ho feta e le nngwe ka tlase hodimo

tlase ha ho letho

## Ho itokisetsa

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- dikarete tsa matshwao tsa sehlopha
- diphekse tse 5, e nngwe le e nngwe e ngotswe nomoro 1–5 ho yona
- mabokoso a 5: lebokoso la 1 le na le dintho tse nyane tse 10 ka hare; lebokoso la 2 le na le dikarete tsa matshwao tsa dinomoro 1–3; lebokoso la 3 le na le dikarete tsa mantswa a dinomoro nngwe, pedi le tharo; lebokoso la 4 le na le dikarete tsa matheba 1–3; lebokoso la 5 le na le dikarete tsa ditshwantsho tsa dinomoro 1–3
- phoustara e nang le mantswa a pina e reng *Ba bahlano betheng* a ngotsweng 'khabareng' ya bethe, dikarete tsa matshwao a dinomoro tse ka tloswang le dintshwantsho tse 5 tse sehilweng tsa bana.
- ditshelo tse bonaletsang tse 3 tse nang le dintho tse 5, 3 le 1 ka ho hlahlamana
- marungwana a maholo a 2 a sehilweng
- thamborini kapa diletswa tse ding tsa mmimo
- diletswa tsa medumo tse otlannwang bakeng sa baithuti ba ka bang 21, ho etsa mohlala, dithupa, diboloko, dikane, diemere, dibotlolo tsa polastiki tse tletseng raese, dinawa, majwana
- dihulahupu tse 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.

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1



### Tseo o di hlokanang

- Dikarete tsa matshwao tsa dihlotshwana
- Diphekse tse 3 tse nomorilweng
- Mabokoso a 5 a dintho (sheba 'Ho itokisetsa')
- Thamborini kapa seletswa se seng sa mmimo
- Diletswa tsa modumo tse otlanngwang bakeng sa baithuti ba 21
- Dihulahupu tse 3

1. **Ho bala ka molomo:** Kopa dihlotshwana tsa baithuti ba bahlano hore ba eme mme ba bale ho tloha ho 1 ho isa ho 10 ha o ntse o ba bontsha dikarete tsa matshwao tsa sehlopha sa bona. Baithuti ba bala ba kgutlela morao ho tloha ho 5 ho isa ho 1 mme ba dula fatshe ha o ntse o ba thetsa lehetleng ka bonngwe.
2. **Ho bala dinomoro 1–5:** Baithuti ba dula ka sedikadikwe. Bontsha baithuti lebokoso le nang le dintho tse leshome ka hara lona. Balang dintho tse hlano mmoho ha o ntse o di ntsha ka lebokosong. Bala dintho tse setseng ho etsa sehlotshwana sa bobedi sa dintho tse hlano.
3. **Ho hlophisa le ho nyalanya dihlopha tsa 1–3:** Kopa moithuti a le mong ho lata ntho e le nngwe, e mong a late dintho tse pedi mme e mong a late dintho tse tharo. Kopa baithuti bana ba bararo ho hlophisa dihlotshwana tsa bona tsa dintho ka tatellano mmateng ho tloha ho 1 ho isa ho 3.

Baithuti ba bang ba bararo ba lata dikarete tsa matheba mme ba nyalanya dihlotshwana. Ba bang ba bararo ba lata dikarete tsa matshwao a dinomoro mme ba di nyalanya le sehlotshwana se nepahetseng. Baithuti ba bang ba bararo ba lata dikarete tsa mantswa a dinomoro mme ba di nyalanya le dihlotshwana tsa dintho.

### Dipotso tse tataisang:

- ★ Na ho na le dintho tse ngata sehlotshwaneng sena kapa sehlotshwaneng sela? Re tseba jwang?
- ★ Ke sehlotshwana sefe se nang le dintho tse ngata ho fetisisa? Ke sefe se nang le tse mmalwa ho fetisisa?

Kopa baithuti ba bararo ho bea diphekse tse nomorilweng 1, 2 le 3 ka tatellano hodima mabokoso a mararo a se nang letho a hodima tafole ya mmetse. Kopa moithuti e mong ho bokella dintho tsohle tse lokelang ho ya sehlopheng sa 1 mme a di kenye ka lebokosong le nepahetseng. Pheta hape ka 2 le 3.

4. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

## 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?

## Letsatsi la 2

### Tseo o di hlohang

- Pina: *Ba bahlano betheng* (leqephe la 201)
- Phoustara ya *Ba bahlano betheng* e nang le ditshwantsho tse sehilweng tsa bana
- Disete tse 2 tsa dikarete tsa mantswe a dinomoro, matshwao le matheba tsa 1–3
- Sete ya dikarete tsa matheba le matshwao a dinomoro (*Khiti ya Disebediswa*)
- Ditsheho tse bonaletsang tse 2, se le seng se nang le dibadi tse 3 tsa ditholwana le se seng se nang le dibadi tse 5 tsa ditholwana
- Thamborini

1. **Pina:** Tsebisa pina, *Ba bahlano betheng*.
2. **Ho bala ka molomo:** Baithuti ba ema ka sedikadikwe mme ba bala ho tloha ho 1 ho isa ho 10 mme ba ntse ba tloatlola mmoho. Ba a emisa mme ba sheba ka pele ho tlelase. Ba bala ho kgutlela morao ho tloha ho 5 ho isa ho 1, ba dula ho 1.
3. **Ho bala dintho 1–5:** Bontsha baithuti phoustara ya *Ba bahlano betheng*. Balang dibethe tse hlano tse se nang letho tse phoustareng. Kopa baithuti ho bala ditshwantsho tsa bana tse sehilweng ha o ntse o ba robatsa betheng.

#### Dipotso tse tataisang:

- ★ Ke bana ba bakae bao o ba bonang betheng?
- ★ Ho se ho ena le bana ba bakae ha ke bea e mong hape moo? Le ha ke eketsa e mong hape?

Nka ngwana a le mong ya sehilweng o mo ntshe betheng ha le ntse le bala ho kgutlela morao.

- ★ Ke bana ba bakae ba ka salang betheng ha e mong a ka wa?
- ★ Ha bana ba babedi ba ka wa betheng, ho tla sala ba bakae?

4. **Papadi ya ho nyalanya dinomoro 1–3:** Kgetha baithuti ba robong. Ba bang ba ema ka sedikadikwe ba ba potile. Boloka sete ya dikarete tsa dinomoro 1–3 mme o fane ka sete e nngwe ho baithuti ba robong. Bea dihulahupu tse tharo mmateng ka letshwao la nomoro la 1, 2 kapa 3 ka hara e nngwe le e nngwe. Otla thamborini. Ha mmimo o emisa, phahamisa karete efe kapa efe. Baithuti ba lekola dikarete tsa bona mme ba tlolela kahara dihulahupu haeba karete ya bona e tsamaelana le nomoro eo o e phahamisitseng. Tswelang pele ka tsela ena bakeng sa dinomoro kaofela. Pheta mmoho le baithuti ba bang.
5. **Akanya mme o bale 1–5:** Bontsha ditshelo tse pedi tse nang le dibadi tsa ditholwana.

#### Dipotso tse tataisang:

- ★ O nahana hore ho na le dibadi tse kae tsa ditholwana ka hara setshelo sena?
- ★ Mme ka hara setshelo sena teng?
- ★ Ke setshelo sefe seo o nahanang hore se na le dibadi tsa ditholwana tse ngata ho fetisisa ka hara sona?
- ★ O tseba jwang?

Bontsha setshelo se nang le dibadi tse hlano tsa ditholwana ka hara sona.

- ★ Le nahana hore ho na le dibadi tse kae tsa ditholwana ka hara setshelo sena?
- ★ Na o nahana hore ho na le ditholwana tse fetang/ka tlase ho tharo? Ha re baleng.
- ★ Na ho na le motho ya nohileng nomoro eo ka nepo?

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.

Bontsha setshelo se nang le dibadi tse tharo tsa ditholwana ka hara sona.

- ★ O nahana hore ho na le dibadi tse kae tsa ditholwana ka moo? Ha re di baleng.

Ntsha dibadi tsa ditholwana ka ditsheelong. Di hlophe mmoho jwaloka hara ditshelelo.

- ★ Ke sehlopha sefe se nang le ditholwana tse ngata?

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

### Letsatsi la 3

#### Tseo o di hlohang

- Pina: *Ba bahlano betheng* (leqephe la 201)
- Phoustara ya *Ba bahlano betheng* e nang le ditshwantsho tse sehilweng tsa bana
- Kobo/lakane
- Diphekse tse nomorilweng 1–5
- Dikarete tsa diphoofolo 1–3 (*Khiti ya Disebediswa*)
- Dintho tse 5 tse tsamaelanang le mookotaba
- Marungwana a 2 a maholo a sehilweng
- Maqephe a 2 a A4 a nang le motako wa nonyana ho le leng le leng

1. **Pina:** Bina pina, *Ba bahlano betheng*.
2. **Ho bala ka molomo:** Emang le bale ho ya pele ho tloha ho 1 ho isa ho 10. Kotsamang mme le bale le kgutlela morao ho tloha ho 5 ho isa ho 1, mme le tlolele hodimo ho 1.
3. **Ho bala dintho 1–5:** Bala bana ba robetseng betheng. Bala baithuti ba bahlano ho tshwantshisa pina eo. Baithuti ba robala fatshe ka mola. Ba apese ka kobo kapa lakane. Bina pina ha ba ntse ba tswa betheng ka bonngwe. Baithuti bohle ba bala 1–5 ha baithuti ba bang ba pitika.
4. **Ho rarolla bothata ka dintho 1–5:** Bea dintho tseo o di kgethileng hodima mmata.

#### Dipotso tse tataisang:

- ★ Le nahana hore ke dintho tse kae tse moo? (Balang mmoho.)
  - ★ Ha nka tlosa e le nngwe, ho tla sala tse kae? (Balang mmoho.)
  - ★ Ha nka tlosa tse pedi, ho tla sala tse kae? (Balang mmoho.)
  - ★ Ke lokela ho kgutlisa tse kae hore ho tle ho be le dintho tse hlano mmateng hape? (Balang mmoho ha o ntse o kgutlisetsa dintho.)
5. **Tshupiso – hodimo, tlase:** Ha o re ‘hodimo’ baithuti ba supa hodimo marulelong mme ha o re ‘tlase’, ba supa fatshe. Kgetha moithuti ho ema ka pele. Ha a phahamisa letsoho la hae, baithuti ba a ema. Ha a theola letsoho la hae, baithuti ba dula fatshe. Pheta hape ka baithuti ba bang ba babedi.

Bea setshwantsho se le seng sa nonyana bophahamong ba hlooho mme se seng se shebile fatshe tlase leboteng. Bontsha baithuti marungwana a hodimo le tlase. Shebisa lerungwana hodimo mme o botse hore lerungwana le shebile hokae. Shebisa lerungwana le leng fatshe mme o botse hore le shebile hokae. Shebisa marungwana ho bontsha nqa (hodimo kapa tlase) eo dinonyana di fofelang ho yona. Bea marungwana leboteng ho bontsha nqa eo nonyana e yang ho yona. Ha o supisa lerungwana hodimo, baithuti ba a ema. Ha o supisa lerungwana tlase, baithuti ba dula fatshe.

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.



- Ho ikwetlisa ka 1–3:** Bontsha dikarete tsa diphoofolo 1–3. Di phahamisetse 'hodimo' kapa 'tlase' mme baithuti ba re 'tlou e le nngwe hodimo', diqwaha tse pedi tlase', jwalojwalo.
- Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 4

### Tseo o di hlokanang

- Pina: *Ba bahlano betheng* (leqephe la 201)
- Phoustara ya *Ba bahlano betheng* e nang le ditshwantsho tse sehilweng tsa bana
- Kobo
- Dikarete tsa matshwao le matheba tsa nomoro 1–3
- *Buka ya Diphoustara*, Phoustara ya 1
- Thamborini

- Pina:** Bina pina, *Ba bahlano betheng*.
- Ho bala ka molomo:** Bananyana ba bala ba eya pele ho tloha ho 1 ho isa ho 5. Bashanyana ba bala ho tloha ho 6 ho isa ho 10. Baithuti bohle ba bala ba kgutlela morao ho tloha ho 5 ho isa ho 1 mme ba opa matsoho ho 1.
- Ho bala dintho 1–5:** Bala baithuti ba bahlano ho tshwantshisa pina jwaloka ho Letsatsi la 3.
- Ho ikwetlisa ka dinomoro 1–3:** Baithuti ba tsamaya ho ya ka morethetho wa thamborini. Ha mmimo o emisa, bontsha karete ya matshwao kapa matheba a nomoro ya 1, 2, kapa 3. Baithuti ba etsa dihlopha ho ya ka karete e bontshitsweng.
- Ho rarolla bothata – feta ka le ka tlase ho:** Bua ka Phoustara ya 1. Baithuti ba sebedisa menwana ya bona ho bontsha nomoro e nepahetseng ho araba dipotso tsa hao.

### KELETSO

Ho bohlokwa ho kenyeletsa batswadi/bahlokomedi ntshetsopeleng ya bana ba bona. Kgothaletsa batswadi ho ba le seabo le ho tshehetsa ho ithuta mmetse ha bana ba bona ha ba le lapeng le setjhabeng.



- ★ Ho na le batho ba bakae ka kitjhineng?
  - ★ Ha e mong a ka tswela ka ntle, re tla bona ba bakae?
  - ★ Ho na le diphoofolo tse kae moo?
  - ★ Ho na le ditulo tse kae moo? Ho na le dijana tse kae? Ho na le dikgaba tse kae?
  - ★ O kgona ho bona mabekere a makae setshwantshong?
  - ★ Ho na le mabekere a makae hodima tafole?
  - ★ Ho na le mabekere a mang a makae ao o a bonang?
  - ★ O bona dipoleiti tse kae?
  - ★ Re hloka diboloko tse kae bakeng sa motho ka mong ya setshwantshong sena hore a be le bo le bong?
- Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## 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.

## Letsatsi la 5

### Tseo o di hlohang

- Pina: *Ba bahlano betheng* (leqephe la 201)
- Phoustara ya *Ba bahlano betheng* le ditshwantsho tse sehilweng tsa bana
- Pokello ya dintho tsa kamehla tse 10
- Dikarete tsa matshwao, matheba le mantswe a dinomoro 1–3

1. **Pina:** Bina pina, *Ba bahlano betheng*.
2. **Ho bala ka molomo:** Emang mme le bale ho ya pele ho tloha ho 1 ho isa ho 10. Kotsamang mme le bala ho kgutlela morao ho tloha ho 5 ho isa ho 1, le tlole ha le fihla ho 1. Mme bohle ba dula fatshe.
3. **Ho bala dintho 1–5:** Bala baithuti ba bahlano ho tshwantshisa pina jwaloka ho Letsatsi la 3.
4. **Ho ikwetlisa ka dinomoro 1–3:** Nea moithuti ka mong karete ya letshwao, lentswe kapa letheba la nomoro. Ba se ke ba bontshana dikarete tsa bona. Ba tsamaya hohle ho fihlela ba fumana baithuti ba bang ba nang le dinomoro tse nyalanang le tsa bona.

### KELETSO

Ho hlwaya dinomoro ditikolohong tse tlwaelehileng ho ka etswa nakong ya diketso tsa kamehla, pakeng tsa diketsahalo le dipapadi, ho etsa mohlala, ha ho sebediswa rejistara, ho bapalwa dipapadi tsa dikarete, le ha ho etswa diketsahalo tsa maemo a lehodimo le khalendara.

5. **Ho sebedisa dinomoro ditikolohong tse tlwaelehileng:** Batlang dinomoro ka phaposing ya borutelo. Baithuti ba supa nomoro.

#### Dipotso tse tataisang:

- ★ Ke dinomoro dife tseo o di bonang ka phaposing ya borutelo? Sheba tjhate ya matsatsi a tswalo mme le buisane ka matsatsi a tswalo a baithuti.
- ★ O na le dilemo tse kae?
- ★ Letsatsi la hao la tswalo le neng? O hlahile ka dikae?
- ★ Na o ka mpontsha nomoro eo khalendareng?

Baithuti ba supa ditshwantsho tsa bona mme ba bolela matsatsi a bona a tswalo.

6. **Ho ikwetlisa ka boemo le ditshupiso:** Bapalang 'Sizwe o re'. Baithuti ba latela diketso tsa 'Sizwe o re'. Ha o sa re 'Sizwe o re' baithuti ba lokela ho ema ba sa sisinyehe ba se ke ba etsa letho.

#### Ditaelo tse tataisang:

- ★ Bea matsoho a hao ka mora mokokotlo wa hao.
- ★ Bea matsoho a hao hodima hlooho ya hao.
- ★ Bea letsoho lena ka pela lehetla lena.
- ★ Ikotlolle mme o fetohle.
- ★ Inama mme o thetse menwana ya maoto.

### KELETSO

Sebedisa diketso tse kgothaletsang ho tshela mola o hare. Shebanang feela le mantswe a sebaka kapa boemo a jwalo ka: lehlakore lena, lehlakore lane, hodimo, tlase, hodima, tlasa, ka hodima, ka tlasa, pela, pakeng tsa, ka hare, ka ntle, kahara, pele, morao, ka pela, ka mora.

7. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## 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?

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hloakang

- Dikoloi tse 6 tse nyane tsa ho bapala
- Mabokoso a 3 a khateboto a butsweng masoba bakeng sa hore dikoloi di 'kene' ka hare
- Dikarete tsa mantswe, matheba le matshwao a dinomoro 1–3
- Setshelo bakeng sa moithuti ka mong se nang le dikarete tsa matshwao, mantswe le matheba
- tsa dinomoro tsa 1–3, le dibadi tse 6 tsa ditholwana (ho tswa ho *Khiti ya Disebediswa*)
- Setshelo se bonaletsang se nang le dibadi tsa ditholwana tse sa feteng 5
- Dikwahelo tse 2 tse kgolo tse tjhiti tsa polastiki bakeng sa moithuti ka mong

1. **Ho bala ka molomo 1–10:** Baithuti ba opa matsoho ha ba ntse ba bala ho tloha ho 1 ho isa ho 10. Baithuti ba tila ka maoto mmateng ha ba ntse ba bala ba kgutlela morao ho tloha ho 5 ho isa ho 1.
2. **Ho nyalanya matshwao a dinomoro le dikoloi:** Etsa dikaratjhe ka ho bea mabokoso a khateboto a mararo ka mola melomo ya ona e shebile ka ho baithuti. Bea dikarete tsa letshwao la 1, 2 kapa 3 hodima lebokoso ka leng. Efa baithuti ba bararo dikarete tsa matheba a dinomoro 1–3. Ba kgetha nomoro e nepahetseng ya dikoloi ho nyalana le dikarete tsa bona tsa matheba mme ba paka dikoloi tsa bona ka karatjheng e nepahetseng.

#### Dipotso tse tataisang:

- ★ Le tlo paka di/koloi tsa/ya hao hokae? Hobaneng?
- ★ Ke dikoloi tse kae tseo o tshwanetseng ho di paka ka karatjheng ena?
- ★ Ke karatjhe efe e nang le dikoloi tse ngata/mmalwa?
- ★ Ke karatjhe efe e nang le dikoloi tse pedi ka hara yona?

3. **Ho nyalanya dinomoro le dibadi tsa ditholwana:** Efa moithuti ka mong setshelo. Ba pakela dibadi ka tatellano ho tloha ho 1 ho isa ho 3. Ebe ba nyalanya dikarete tsa matshwao, mantswe le matheba a dinomoro.

#### Dipotso tse tataisang:

- ★ Le na le dibadi tse kae tsa ditholwana sehlotshwaneng ka seng?
- ★ Na le ka mpontsha sehlotshwana se nang le ditholwana tse pedi?
- ★ Ke nomoro efe e tlang kamora 2? Mpontshe sehlotshwana se nang le nomoro eo.

Shebana feela le sehlotshwana se nang le dibadi tse tharo:

- ★ Mphe tholwana e le nngwe. O se o ena le ditholwana tse kae jwale?
- ★ Na sehlotshwana sa ditholwana se sa ntse se nyalana le dikarete tsa dinomoro?
- ★ Ke hloka ho o fa ditholwana tse kae hore o etse lenane lela hape?

4. **Ho akanya:** Bea dibadi tsa ditholwana (tse sa feteng hlano) ka hara setshelo se bonaletsang. Kopa baithuti ho akanya hore ho na le tse kae. Ebe ba bala dintho.
5. **Tsukutla mme o arole:** Bontsha baithuti dibadi tse tharo tsa ditholwana ka letsohong la hao. Di baleng. Bapala 'Tsukutla mme o arole' ka dibadi tsa ditholwana.

#### Dipotso tse tataisang:

- ★ Ke na le dibadi tse kae tsa ditholwana ka letsohong lena? Mme ka ho lena teng?
- ★ Ha ke di kopanya mmoho ke ba le tse kae?



### KELETSO

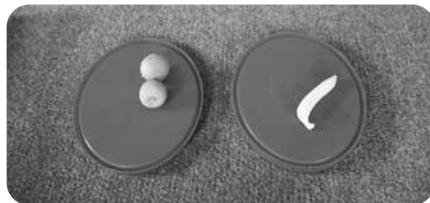
Ho akanya ke ho leka ho noha ka ho nepahala lenane le itseng. Ho noha feela o sa nahana ha se ho akanya.



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

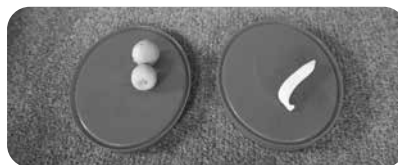




Baithuti ba bala dibadi tse tharo tsa ditholwana tse ka ditshehong tsa bona mme ba di bea mmateng ka pela bona. Efa moithuti ka mong dikwahelo tse pedi. Bapalang papadi ya 'Tsukutla mme o arole' mmoho: Baithuti ba bea dibadi tsa bona hodima dikwahelo tsa bona tse pedi kaha ba 'di arotse' mme ba fapanyetsana ka ho bolela hore ba na le tse kae sekwahelong ka seng.

- ★ Le arotse jwang dibadi tsa lona?
- ★ Le na le tse kae sekwahelong ka seng?
- ★ Ke tsa bomang tse tshwanang? Ke mang ya entseng ho fapaneng? Ke hobaneng ha di tshwana/fapane?

Pheta hape, o kope baithuti ho arola dibadi ka ditsela tse ngata tse fapaneng ho ya kamoo ba kgonang.



6. **Tsebisa ha ho letho:** Haeba moithuti a se na dibadi sekwahelong se le seng mme a ena le tse hlano ho se seng, buisanang ka sekwahelo se se nang letho. Buang ka hore sekwahelong se seng ha ho na letho kapa lefeela le hore sekwahelong se seng ho na le tse hlano.
7. **Tshupiso:** Bapalang papadi le sebedisa dikarete tsa marungwana. Baithuti ba latela matshwao a lebang hodimo le tlase ba sebedisa menwana, diphaka, maoto le mmele ya bona.



**Lekola hore baithuti ba kgona ho:**

- akanya dintho tse bongata bo itseng
- sebedisa mawa a ho rarolla bothata: ho bala tsohle
- hlwaya ntho e fetang ka nngwe kapa e ka tlase ka nngwe pokellong ya dintho
- latela ditaello bakeng sa hodimo le tlase
- hlwaya le ho hlophisa dipokello tsa 1, 2 le 3



### Workstation 1



#### What you need

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

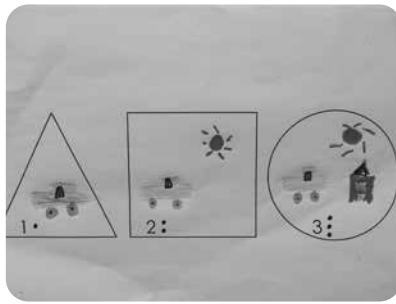
Learners make playdough objects of their choice and place them next to each number.

### 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.

### Seteishene sa tshebetso sa 1

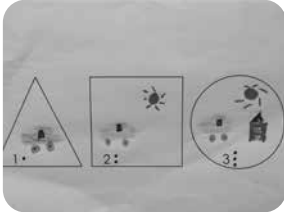


#### Tseo o di hlokgang

- Leqephe le 1 le lokisitsweng (jwaloka setshwantshong) ho moithuti ka mong
- Hlama ya ho bapala

Baithuti ba etsa dintho tsa hlama ya ho bapala tseo ba ikgethelang tsona mme ba di bea pela nomoro ka nngwe.

### Seteishene sa tshebetso sa 2



#### Tseo o di hlokgang

- Leqephe le 1 le lokisitsweng (jwaloka ha ho bontshitswe setshwantshong) ho moithuti ka mong
- Dikerayone

Baithuti ba taka ntho efe kapa efe kapa dintho hore di nyalane le dinomoro tse dibopehong tse maqepheng a bona.

### Seteishene sa tshebetso sa 3



#### Tseo o di hlokgang

- Leqephe le 1 le lokisitsweng (jwaloka ha ho bontshitswe setshwantshong) ho moithuti ka mong
- Ditshwantsho tse sehilweng tsa difate tse 2, kgwedi e le 1 le dinaledi tse 3 ka hara setshelo bakeng sa moithuti ka mong
- Sekgomaretsi le dikerayone

Baithuti ba etsa setshwantsho ka ho manamisa dinaledi tse 3, difate tse 2 le kgwedi e le 1 leqepheng la bona. Ba etsa qeto ya hore ke eng e lokelang ho ba marung mme ke eng e lokelang ho ba fatshe mme ba taka dintlha tse ding tsa kgetho ya bona.

### Seteishene sa tshebetso sa 4

 **KELETSO**  
Fana ka diphazele tse loketseng dilemo le kgolo ya bana.

#### Tseo o di hlokgang

- Phazele e 1 (bonyane dikotwana tse tsheletseng) ho moithuti ka mong

Baithuti ba aha diphazele.

#### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Ha baithuti ba bapala ka ntle, sebedisa tlotlontswe ya ditshupiso, ho etsa mohlala, ho nyolosa leri, ho theosa thellisane. Bapalang papadi ya ho tlolela ka hare le ka ntle. Sebedisang thapo mme le etse eka lehlakore le leng ke noka mme le leng ke lebopo. Baithuti ba tlolela ka nokeng mme ba tlolela ka ntle lebopong pele 'kwena' e fihla ho 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.

# Tsepamiso ho Karolo ya Dikahare: Ho Sebetisa ka Datha

## Dihlooho

- Bokella mme o hlophe dintho
- Ho emela dipokello tse hlophilweng tsa dintho
- Buisanang le ho tlaleha ka dipokello tse hlophilweng tsa dintho

## Tsebo e ntjha

- Bokella, hlophisa le ho emela dipokello tsa dintho
- Buisanang le ho tlaleha ka dipokello tse hlophilweng tsa dintho

## Ho etsa

- Ho bala ka molomo 1–10
- Ho bala dintho 1–5
- Ho hlahlamanya dinomoro 1–3
- Kgopolo ya dinomoro 1–3
- Pele ho le ka morao ho
- Kopolla dipaterone
- Ho rarolla bothata

## Tlotlontswe e ntjha ya mmetse

bokella	bapisa	ka dinako tse ding	mola	tse ding/ba bang
pokello	nyalanya	hohang/le kgale	tsohle/bohle/kaofela	mmoho
sehlopha	ka dinako tsohle	kholomo		khalendara
hlophisa				

## Ho itokisetisa

Bakeng sa diketsahalo tsa beke ena, o tla hloka ho hlophisa tse latelang:

- setshwantsho sa tekesi
- difahleho tse 10 tse bososelang tse takilweng dikgetjhaneng tsa karete ho emela bana ba ka tekesing
- dintho tse hlwekileng tse resaekelwang tsa mefuta e fapaneng: dibotlolo tsa polastiki tsa lebese, mekotlana ya polastiki, ditshelo tsa polastiki, dibotlolo tsa lebese tsa khateboto, mabokoso a khateboto, dikwahelo
- dileibole tsa matshwao a maemo a lehodimo bakeng sa matsatsi ao ho leng letsatsi, pula, maru le moya
- khalendara bakeng sa kgwedi eo re leng ho yona moo baithuti ba rekotang maemo a lehodimo a letsatsi le letsatsi. Etsa dileibole tse lekaneng tsa boholo bo lekanang bakeng sa maemo kang a lehodimo a bontshwang khalendareng: letsatsi le tshabile, pula e a na, ho maru, ho moya.
- leqephe le leholo la pampiri ho etsa kerafo ya ditshwantsho ya matshwao a maemo a lehodimo. Taka matshwao a mane a maemo a lehodimo tlase leqepheng.
- pokello ya diaparo: dikhafo, dikatiba, mekotlana, ditlalefo, dikausu, mabanta, dithae
- setshelo bakeng sa moithuti ka mong se nang le dipokello tse fapaneng tsa dihlotshwana tsa 4, 3, 2 tsa dibadi tsa diphoofolo ho tswa ho *Khiti ya Disebediswa*
- leqephe la A4 bakeng sa moithuti ka mong le nang le dikholomo tse 3 le mela e 4.

## KELETSO

Hopola ho sebedisa tlwaelo ya tsebediso ya ntlwana ho ikwetlisa ka dinomoro tsa boemo 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

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlohang

- Difrizi tsa dinomoro 1–3
- Dikarete tsa matheba, mantswe, matshwao le ditshwantsho tsa dinomoro 1–3 (*Khiti ya Disebediswa*)
- Mokotla wa matlakala o tletseng dintho tse hlwekileng tsa ho resaekelwa
- Dikarete tse nang le mabitso le matshwao a baithuti

1. **Pina/raeme:** Ikwetliseng ka pina kapa raeme e rutilweng kotareng ena.
2. **Ho bala ka molomo:** Balang ho ya pele ho tloha ho 1 ho isa ho 10 le ho kgutlela morao ho tloha ho 5 ho isa ho 1.
3. **Ho bala dintho 1–5:** Beang dintho tse resaekelwang hodima mmata. Bua ka hore dintho tse di sebedisetswa eng. Mmoho balang sehlopha sa dintho tse hlano.
4. **Ho ikwetlisa ka dinomoro 1–3:** Efa baithuti dikarete tsa matheba, mantswe, matshwao le ditshwantsho bakeng sa dinomoro 1–3. Baithuti ba bang ba bala dihlopha tsa dintho tse tharo tse resaekelwang. Baithuti ba nyalanya dikarete le dihlopha.
5. **Ho hlophisa le ho hlopha:** Bea dintho tsohle tse resaekelwang mmoho qabung e le nngwe.

### Dipotso tse tataisang:

- ★ O nahana hore re lokela ho hlophisa dintho tse na jwang?
- ★ Hobaneng o nahana hore re lokela ho di hlophisa jwalo?
- ★ Na re ka di hlophisa ka tsela e nngwe?
- ★ Ke dife tsa dintho tse tshwanang? Hobaneng? (Di bokelle mme o di behe mmoho ka sehlopha.)
- ★ Re ka bitsa sehlopha sena eng? (ho etsa mohlala, dintho tse entsweng ka polastiki, dintho tseo re di sebedisang ho boloka dijo ka hara tsona)

Bea dintho mmoho sehlopheng se fapaneng.

- ★ Re ka bitsa sehlopha sena eng?

Pheta hape ele hore o be le dihlopha tse tharo, ho etsa mohlala, ditshelo tsa lebase, mekotlana ya polastiki le mabokoso.

- ★ Na dintho tse sebediswang ho etsa dintho dife kapa dife tse dihlopheng tse di a tshwana?

Bea dintho tsohle mmoho sehlopheng se le seng se seholo hape.

- ★ Na o ka nahana ka dihlopha tse ding hape tseo re ka di etsang re sebedisa dintho tse na?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo tsa diteisheneng tse nne. Hopotsa baithuti ka mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 2

### Tseo o di hlohang

- Raeme: *Tekesi, tekesi* (leqephe la 201)
- Setshwantsho sa tekese le difahleho tse 10 tse bososelang
- Dikarete tsa matshwao tsa dinomoro 1–3
- Lebokoso le nang le pokello ya diaparo, ho etsa mohlala, dikhafo, dikatiba, mekotlana, ditlelafo, dikausu, mabanta, dithae

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. **Raeme:** Tsebisa raeme, *Tekesi, tekese*. Kenya ditshwantsho tsa difahleho tse bososelang ka tekesing leboteng ha le ntse le etsa raeme.
2. **Ho bala ka molomo:** Balang le eya pele ho tloha ho 1 ho isa ho 10 le ho kgutlela morao ho tloha ho 5 ho isa ho 1, le supile ditshwantsho tse tekesing.
3. **Ho bala dintho 1–5:** Mmoho balang difahleho tse bososelang tse 1–5. Jwale balang tse ding tse 1–5.
4. **Ho ikwetlisa ka dinomoro 1–3:** Efa baithuti ba bararo karete ya letshwao la nomoro 1, 2 kapa 3 di sa bewa ka tatellano. Ba bontsha baithuti bohle dikarete tsa bona. Bolella baithuti bohle hore baithuti bana ba emetse tekese.

**Dipotso tse tataisang:**

★ Ha re ka etsa mola ka baithuti bana, ke mang ya lokelang ho ema e le wa pele? Wa bobedi? Wa boraro?

★ Ke nomoro efe ya ho qetela moleng ona?

Kopa moithuti ya nang le nomoro ya 2 hore a kgethe motswalle ele hore ba be babedi.

★ Na \_\_\_\_ ya tshwereng karete ya nomoro ya 1 o lokela ho kgetha metswalle bakeng sa sehlotshwana sa hae? Hobaneng a sa lokela?

Kopa moithuti ya nang le nomoro ya 3 hore a kgethe metswalle e mmedi ele hore ba be bararo.

5. **Ho bokella le ho hlophisa datha:** Hasanya diaparo fatshe.



**Dipotso tse tataisang:**

★ Re ka bea jwang dintho tsena ka dihlopha?

★ Ke dife tsa dintho tsena tse tshwanang? Hobaneng? (Di bokelle mme o di behe mmoho di etse sehlopha.)

★ Re ka bitsa sehlopha sena eng? (ho etsa mohlala, dikausu, dikhafo, mabanta, dikatiba)

★ Na re ka di bea ka dihlopha tsa diaparo tseo re di aparang ha ho tjhesa kapa ha ho bata?

6. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## 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.

### Letsatsi la 3

#### Tseo o di hlohang

- Raeme: *Tekesi, tekesi* (leqephe la 201)
- Ditulo tse 10 tsa boholo ba baithuti
- Setshwantsho sa tekesi le difahleho tse 10 tse bososelang
- Dikatiba tse 5
- Dikarete tsa matshwao, matheba le mantswe a dinomoro 1–3
- Mokotla o tletseng dintho tse hlwekileng tse resaekelwang tsa mefuta e fapaneng

1. **Raeme:** Ere *Tekesi, tekesi*, o supile difahleho tse ka tekesing ha o tjho jwalo.
2. **Ho bala ka molomo:** Balang ho ya pele ho tloha ho 1 ho isa ho 10 le ho kgutlela morao ho tloha ho 5 ho isa ho 1, le supile setshwantsho sa tekesi.
3. **Ho bala dintho 1–5:** Balang ditulo tse hlano mme le di behe moleng. Balang ditulo tse ding tse hlano mme le etse mola wa bobedi pela tsona, jwaloka hara tekesi. Botsa hore le tla hloka baithuti ba bakae ho tlatsa mola o mong le o mong wa eo e mmedi. Mmoho balang baithuti ba bahlano bakeng sa mola o le mong. Phetang hape bakeng sa mola o latelang. Kopa baithuti ba bahlano ho ema pela 'tekesi'. Mmoho balang dikatiba tse hlano bakeng sa moithuti ka mong.



#### Dipotso tse tataisang:

- ★ Ke baithuti ba bakae ba rwetseng dikatiba ba emetseng tekesi?
  - ★ Ho na le ditulo tse kae moleng ona?
  - ★ Na ho tla ba le ditulo tse lekaneng moleng ona bakeng sa baithuti ba rwetseng dikatiba?
  - ★ Na ho tla ba le ditulo tse lekaneng moleng ona bakeng sa ba sa rwalang dikatiba?
  - ★ Re tseba jwang hore ho tla ba le ditulo tse lekaneng bakeng sa baithuti kaofela ba emetseng tekesi?
4. **Ho bala o kgutlela morao 5–1:** Balang ha baithuti ba tswang moleng ka mong ba kgutlela dibakeng tsa bona.
  5. **Ho ikwetlisa ka dinomoro 1–3:** Hlophisa dintho tse hlwekileng tse resaekelwang ka dihlotshwana tse tharo mmoho le baithuti. Baithuti ba nyalanya dikarete tsa mantswe, matshwao le matheba a dinomoro tsa 1–3 le dihlotshwana tsa dintho tse resaekelwang.
  6. **Ho bokella le ho hlophisa datha:** Ere, 'Ke a ipotsa hore ke baithuti ba bakae ba rwetseng dikausu.' Baithuti ba ema ka sedikadikwe. Bolela makgetha a fapaneng, mme baithuti ba nyalanang le ona, ba fetela ka hara sedikadikwe bohareng.

#### Ditaelo tse tataisang:

- ★ Baithuti ba rwetseng dikausu ba ema mmoho.
- ★ Baithuti ba rwetseng disantlelase ba ema mmoho.
- ★ Baithuti ba sa rwalang dieta ba ema mmoho. (Etsa bonnete ba ho bolela mofuta wa dieta ho kenyeletsa baithuti bohle.)

#### Dipotso tse tataisang:

- ★ Na ho bobebe ho bona hore ke baithuti ba bakae ba rwetseng dikausu?
  - ★ Re ka itlhophisa jwang hore re tle re kgone ho bona ha bobebe sena?
7. **Ho emela datha:** Baithuti ba hlahisa ditsela tsa ho itlhophisa. Ba tataise hore ba dule ka mela ho emela baithuti ba rwetseng dikausu, disantlelase, jwalojwalo.

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

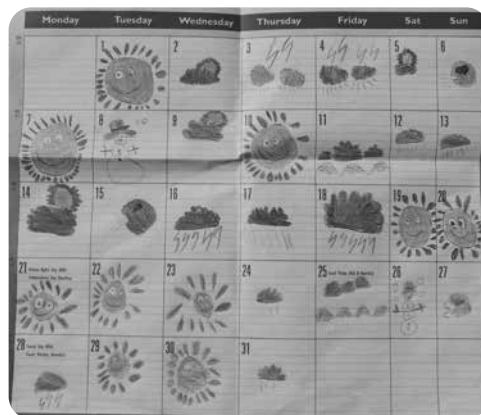
1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. 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. **Manolla le ho tlaleha ka datha:** Buisanang ka dihlopha tsa baithuti.

**Dipotso tse tataisang:**

- ★ Ke sehlopha sefe se nang le lenane la baithuti le lengata/mmalwa/ le lekanang?
- ★ Ke baithuti ba bakae ba rwetseng dikausu?

9. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

**Letsatsi la 4**

**Tseo o di hlokanang**

- Raeme: *Tekesi, tekese* (leqephe la 201)
- Khalendara bakeng sa kgwedi eo re leng ho yona moo ho yona ho rekotilweng maemo a lehodimo
- Ditulo tse 10 tse lekanang baithuti ka boholo
- Ditshwantsho tsa ho emela maemo a lehodimo letsatsing ka leng la kgwedi
- Leqephe la kerafo ya ditshwantsho le lokisitsweng
- Dikarete tsa matshwao, mantswa le matheba a dinomoro 1–3

1. **Raeme:** Etsa raeme, *Tekesi, tekese*. Pheta ketsahalo ya ditulo tsa tekese ho tswa ho Letsatsi la 3 mmoho le sehlopha se setjha sa baithuti.
2. **Ho bala ka molomo:** Bontshang menwana ha le bala ho ya pele ho tloha ho 1 ho isa ho 10 le ho kgutlela morao ho tloha ho 5 ho isa ho 1.
3. **Ho bala dintho 1–5:** Baithuti ba bala ditshwantsho tse 5 tsa letsatsi, tse 5 tsa pula, tse 5 tsa moya le tse 5 tsa maru. Di beheng hodima mmata ka dihlotshwana ha le ntse le bala.
4. **Ho ikwetlisa ka dinomoro 1–3:** Sebedisa difrizi tsa dinomoro 1–3. Supa nomoro ka nngwe ha baithuti ba bala.

**Dipotso tse tataisang:**

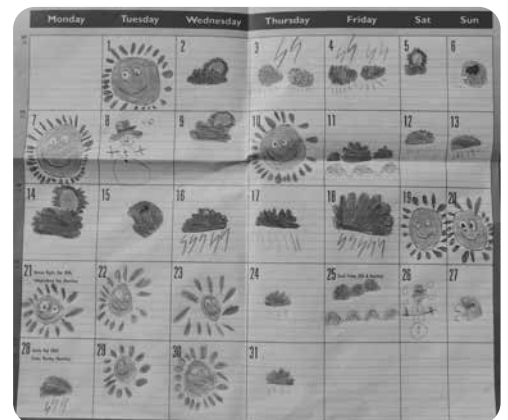
- ★ Ke nomoro efe ya ntlo e tlang pele ho 2?
- ★ Ke nomoro efe ya ntlo e tlang pakeng tsa 1 le 3?
- ★ Ke nomoro efe ya ntlo e leng nngwe ho feta 2?
- ★ Ke nomoro efe ya ntlo e leng nngwe ka tlase ho 3?

Baithuti ba bararo ba hokela ditshwantsho tse 1, 2 kapa 3 tsa maru, letsatsi kapa pula ka tlasa nomoro ya frizi e loketseng.

5. **Ho bokella datha:** Sheba khalendara ya kgwedi eo re leng ho yona moo baithuti ba rekotileng boemo ba lehodimo ba letsatsi le letsatsi.

**Dipotso tse tataisang:**

- ★ Khalendara ena e re bontsha eng?
- ★ Re ka fumana jwang hore re bile le matsatsi a mangata moo letsatsi le neng le tjhabile ho feta matsatsi a mang kgwedeng ena?



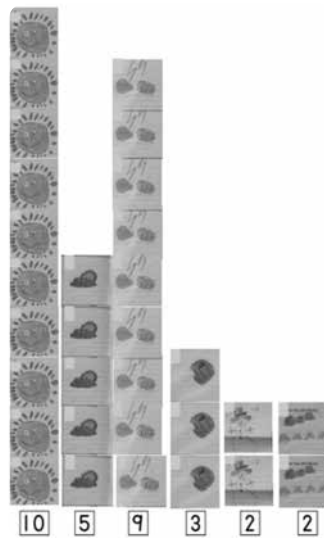
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ 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



### 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.

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.



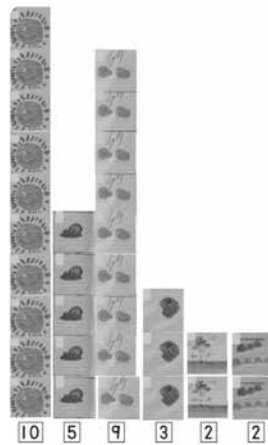
Lekang ho bala letsatsi ka leng, le bontsha kamoo ho leng thata kateng ho sala morao ho bala. Kopa baithuti ho etsa ditlhaliso tsa tharollo. Nyalanya ditshwantsho tsa maemo a lehodimo ho motako wa khalendara ha baithuti ba bala. Bea ditshwantsho hohle mmateng ka tsela e sa hlophiswang.

★ Re tla bea jwang ditshwantsho tsena ka dihlopha?

6. **Ho hlophisa datha:** Botsa baithuti hore re ka bea ditshwantsho jwang ka tsela e hlophisitsweng. Bea ditshwantsho ka dihlopha: tse maru, tsa letsatsi, tsa pula le tsa moya.

★ Re tla bitsa sehlotshwana ka seng eng?

7. **Ho emela datha:** Botsa baithuti hore re ka hlophisa ditshwantsho jwang ele hore re kgone ho bona ha bobebe hore ho bile le matsatsi a mangata ao letsatsi le neng le tjhabile ho feta matsatsi a mang kgweding. Tataisa baithuti ho bea ditshwantsho ka dikholomo. Bea karete e nang le nomoro ho bontsha maemo a lehodimo ka tlasa kholomo ka nngwe. Baithuti ba mmalwa ba bea ditshwantsho dikholomong tse nepahetseng.



8. **Ho manolla le ho tlaheha datha:** Shebang kerafo ya ditshwantsho ya maemo a lehodimo.

**Dipotso tse tataisang:**

- ★ Ke maemo afe a lehodimo ao re bileng le ona hangata ho fetisisa/ha mmalwa ho fetisisa/lenane le lekanang? O tseba jwang?
- ★ Na re bile le matsatsi a mangata a pula, a maru a kwahetseng, a moya kapa a letsatsi le tjhabileng?

9. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Letsatsi la 5

### Tseo o di hlohang

- Raeme: *Tekesi, tekese* (leqephe la 201)
- Ditulo tse 10 tsa boholo ba baithuti
- Disete tse 2 tsa dikarete tsa matshwao, tsa mantswe le tsa matheba tsa dinomoro 1–3
- Kerafo ya ditshwantsho ya maemo a lehodimo

## KELETSO

Dikotwana tsa khateboto tseo ditshwantsho tsa maemo a lehodimo a takilweng ho tsona di hloka hore di be boholo bo lekanang hantle. Bea e nngwe hodima e nngwe kholomong mme ho se be le sebaka dipakeng ele hore baithuti ba ka kgona ho bona hore ke kholomo efe e nang le tse ngata ho fetisisa, tse mmalwa ho fetisisa kapa tse lekanang.

## KELETSO

Bea 'tekesi' sebakeng sa boinahanelo bakeng sa baithuti ho e sebedisa ka nako ya papadi ya bolokolohi.



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?

3. **Ho ikwetlisa ka dinomoro 1–3:** Efa baithuti ba robong karete e le nngwe ya letshwao, lentswe kapa letheba la nomoro ho e mong le e mong. Hlophisa botjha ditulo tsa 'tekesi' ka mela e meraro ya ditulo tse tharo. Bea dikarete tsa dinomoro kamora setulo ka seng. Baithuti ba dula setulong se nyalanang le karete ya bona ha o bitsa nomoro ya bona.
4. **Ho ikwetlisetsa pokeletso ya datha le ho emela datha:** Sheba kerafo ya ditshwantsho ya maemo a lehodimo ho tswa ho Letsatsi la 4.

**Dipotso tse tataisang:**

- ★ Ke setshwantsho sefe seo re ka se kenyang bakeng sa maemo a lehodimo a kajeno? Kholomong efe?
- ★ Re bile le maemo afe a lehodimo a mangata ho fetisisa/a mmalwa ho fetisisa/a matsatsi a lekanang? Na a fapane le seo re se buileng maobane? O tseba jwang?

Bala dikarete tsa maemo a lehodimo bakeng sa mofuta ka mong wa boemo ba lehodimo kerafong ya ditshwantsho. Fetola nomoro e ka tlasa kholomo e kentsweng setshwantsho sa kajeno.

5. **Diketsahalo tsa dihlotshwana:** Hopotsa baithuti ka diketsahalo tsa diteisheneng tsa tshebetso le mokgwatshebetso wa ho hlwekisa.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

**Tseo o di hlokanang**

- Setshelo bakeng sa moithuti ka mong se nang le dipokello tse fapaneng tsa dihlopha tse 4, 3 le 2 tsa dibadi tsa diphoofolo (ho tswa ho *Khiti ya Disebediswa*)
- Leqephe bakeng sa moithuti ka mong le nang le dikholomo tse 3 le mela e 4

1. **Ho bala 1–10:** Baithuti ba dula ka bobedi mme ba a shebana. Ba opa matsoho a bona butle mmoho ha ba ntse ba bala ho fihla ho 10. Phetang.
2. **Ho bala dintho 1–5:** Bea dibadi tsa diphoofolo mmateng. Baithuti ba fana sebaka sa ho bala ho tloha ho 1 ho isa ho 5.
3. **Ho hlophisa le ho bea ho ya ka dihlopha:** Kopa baithuti ho hlophisa dibadi tsa diphoofolo ka tsela e nngwe mme ba lekole hore di ntse di le hlano. Kopa baithuti ho ntsha dibadi tsa diphoofolo ka ditshelong tsa bona mme ba di hlophise.

**Dipotso tse tataisang:**

- ★ Le hlophisitse diphoofolo jwang? Mpoelleng hore hobaneng le di hlophisitse jwalo.
  - ★ Na le ka di hlophisa ka tsela e nngwe hape?
  - ★ Na ho na le dihlopha tse tshwanang? (mmala, mofuta wa phoofolo)
- Bea qubu ya matata a 3, dikgoho tse 2 le pere e le 1 bohareng ba sedikadikwe.
- ★ Re ka bona jwang hore ho na le matata a mangata ho feta dikgoho sehlopheng?

4. **Ho hlophisa datha:** Hlophisa diphoofolo ka dihlotshwana.

**Dipotso tse tataisang:**

- ★ Na re ka bona hore ebe ho na le matata a mangata ho feta dikgoho jwale?
- ★ Re ka lekola jwang?

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.

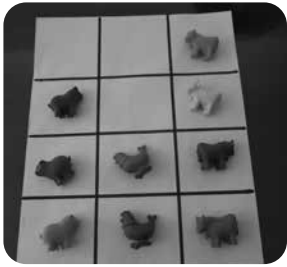
**Guiding questions:**

- ★ 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

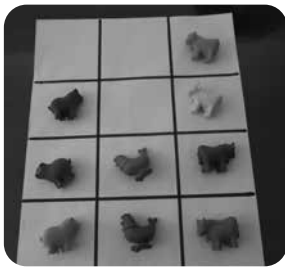
This activity should be done on the mat as the learners will need space. In pairs, learners sort the collection of recycled objects into the boxes.



5. **Ho emela datha:** Bea leqephe mmateng le nang le dikholomo tse tharo le mela e mene. Bea e le nngwe ya phoofolo ka nngwe tlase kholomong ka nngwe. Baithuti ba bea diphoofolo tsa bona dikholomong tse leqepheng la bona.
6. **Ho hlalosa le ho tlaheha ka datha:** Sheba dikholomo.

**Dipotso tse tataisang:**

- ★ Na ho na le matata a mangata kapa dikgoho tse ngata? Re tseba jwang?
- ★ Ke kholomo efe e nang le diphoofolo tse ngata/mmalwa ho feta?
- ★ Na ho na le dikholomo tse lekanang?



Nea moithuti ka mong diphoofolo tse 4, 3, 2. Hlalosa hore moithuti ka mong o na le pokello e fapaneng ya diphoofolo. Botsa moithuti ka mong potso e itseng e theilweng ho lenane la diphoofolo tse pokellong ya hae, ho etsa mohlala:

- ★ Na o na le dinku tse ngata kapa dipere tse ngata?
- ★ O tla fumana karabo jwang?
- ★ O tla hlophisa jwang pokello ena ka dihlotshwana hore o fumane karabo?
- ★ O tla etsa eng kamora hoba o hlophile diphoofolo tsa hao ka dihlotshwana?

Tataisa baithuti hore ba qale ka ho bea e le nngwe ya diphoofolo tse fapaneng tsa bona tlase kholomong ka nngwe leqepheng la bona. Hlalosang datha mmoho le bapisa dihlotshwana tse fapaneng tsa moithuti ka mong. Kopa moithuti ka mong hore a hlalose hore o tseba jwang hore ke diphoofolo dife tse ngata tseo a nang le tsona.



**Lekola hore baithuti ba kgona ho:**

- bokella, hlophisa le ho emela dipokello tsa dintho
- bala dintho tse 1–5

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Pokello ya dintho tse resaekelwang
- Mabokoso a 5 bakeng sa para ka nngwe ya baithuti

Ketsahalo ena e lokela ho etsetswa mmateng kaha baithuti ba tla hloka sebaka. Ka bobedi, baithuti ba hlophisa pokello ya dintho tse resaekelwang ka hara mabokoso.



## 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.

## Seteishene sa tshebetso sa 2

### Tseo o di hlohang

- Dintho tse kgubedu, bolou, tala le tse tshela bakeng sa ho hlophiswa
- Ditsheho tsa ho hlophisa ka mebala tse nang le leibole e bontshang mmala

Baithuti ba hlophisa dintho ka hara ditshelo tse mebala tse nepahetseng.

## Seteishene sa tshebetso sa 3

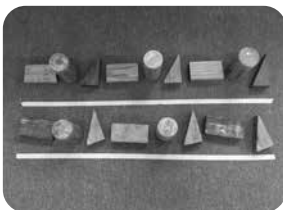
### Tseo o di hlohang

- Ho hlophisa ditereyi kapa mabokoso
- Dintho tsa tlhaho bakeng sa ho hlophiswa: mahlaku, makala, dipetale, majwana, dithollo tsa peo, dikgaketlana, masiba

Baithuti ba hlophisa dintho ka hara mabokoso kapa ditereyi.



## Seteishene sa tshebetso sa 4



### Tseo o di hlohang

- Kgwele le masking theipi
- Diboloko
- Hlophisa huku ya diboloko – bopa paterone e le nngwe ho para ka nngwe ya baithuti

Baithuti ba sebetsa ka bobedi ho kopitsa dipaterone tse karolong ya diboloko. Ba fetela pateroneng e fapaneng ha ba qeta e le nngwe. Ba ka iketsetsa dipaterone tsa bona ha dipaterone tsohle tse nne di phethilwe.

### Kgokahanyo

#### Puo ya Lapeng le Bokgoni ho tsa Bophelo:

- Ho sebedisa matshwao ho emela ho hong (tsebo ya ho bala le ho ngola e hlahellang).
- Ho hlalosa matshwao.
- Bapalang dipapadi moo baithuti ba hlophisitsweng ho ya ka makgetha a itseng, ho etsa mohlala, ba nweleng lero la ditholwana hoseng hoo, ba tla bapala papadi kamora sekolo, ba tlleng 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 <b>●</b> = partially competent <b>X</b> = not yet competent	Counts forwards to 10	Counts forwards to 10	Identifies patterns in environment Recognises the 'repeat' in patterns Copies and completes patterns Copies patterns using body percussion Copies, completes and creates own patterns 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 few	Distinguishes between many and few									
	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											



# Tekanyetso

## Kotara ya 1: Mohlala wa Rekoto ya Ditekanyetso tse Tswelang

Senotlolo	DINOMORO, MATSHWAO LE DIKAMANO	DIPATERONE, DITSEBETSO LE ALJEBRA	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = bokgoni bo sa fellang</p> <p>X = ha a eso be le bokgoni</p>	<p>O bala ho ya pele ho fihla ho 10</p> <p>O akanyetisa le ho bala dintho: 1-5</p> <p>O bala ho kgutlela morao: 5-1</p> <p>O ehlwa dinomoro ditkolohong tse thwaelehleng</p> <p>O utlwisisa dinomoro tsa boemo, mohl. ho</p> <p>O hwaya dikarete tsa mathaba/ditshwantsho: 1-3</p> <p>O hwaya matshwao a dinomoro: 1</p> <p>O hwaya mantswae a dinomoro: nngwe</p> <p>O bea dinomoro ka tatellano: 1-3</p> <p>O utlwisisa neelitsano pakeng tsa ntho tse pedi</p> <p>O ehlwa phapang pakeng tsa tse ngata le tse malwa</p> <p>O rarolla mathata ka dintho tse tshwarehang</p> <p>O rarolla mathata a sebedisa menwana kapa dibadi</p>	<p>O hwaya dipaterone tikelohong</p> <p>O ehlwa 'phetapheto' dipaterone</p> <p>O kopolla le ho getella dipaterone</p> <p>O kopolla dipaterone a sebedisa ditso tsa mmele ho etsa meropa</p> <p>O kopolla, a getella le ho ipopela dipaterone ya hae</p> <p>O hlalosa dipaterone ya hae (a pheta molawana)</p>	<p>Khoutu ya ho getela ya matshwao</p>
Mabitso a baithuti			
Letsatsi			



Senotlolo	SEBAKA LE SEBOPEHO (JEOMETRI)	MOMETHO	HO SEBETSA KA DATHA	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = bokgoni bo sa fellang</p> <p>✗ = ha a eso be le bokgoni</p>	<p>O hlalosa boemo, mohl. ka pela, ka mora, hodima, ka hodima, tlasa, ka hare, ka ntle, pela, pakeng tsa latela ditshupiso, mohl. pele, morao, hodimo, tlase</p> <p>O latela ditshupiso ho ditaelo</p> <p>Hlwaya le ho bolela dintho tsa 3-D: dibolo le mabokoso</p> <p>Hlophisa, bapisa le ho hlalosa dintho tsa 3-D tse thellang kapa tse thethang</p> <p>Hlwaya le ho bolela dibopeho tsa 2-D: sedikadikwe</p> <p>Hlwaya le ho bolela dibopeho tsa 2-D: kgutlonnetsepa</p> <p>Hlwaya le ho bolela dibopeho tsa 2-D: kgutlotharo</p> <p>Hlophisa, bapisa le ho hlalosa dibopeho tsa 2-D ho ya ka makgetha</p> <p>Lemoha molahare mmeleeng</p>	<p>O utlwisa hoseng, thapama le mantsoya/bosiu</p> <p>O sebedisa mantswa a kang motsheare le bosiu, kganya le lefifi, hoseng, thapama</p> <p>O hlahlamanya diketsahalo tse etsahalang hangata lenaneong la letsatsi le letsatsi</p> <p>O hlwaya diketsahalo tse ho lenaneo la letsatsi le letsatsi</p> <p>O bontsha ho ehlwa matsatsi a beke, diha le maemo a lehodimo</p> <p>O bona phapang pakeng tsa telele, telele ho feta, telele ho fetisisa le kgutshwane, kgutshwane ho feta le kgutshwane ka ho fetisisa (tshate ya bophahamo)</p>	<p>O bokella dintho ho ya ka lekgetha le le leng</p> <p>O hlophisa dintho ho ya ka lekgetha le le leng</p> <p>O bontsha ho ya ka lekgetha le le leng</p> <p>O araba dipotso tse mabapi le ho emela</p>	<p>Khoutu ya ho getela ya matswao</p>
<p>Mabitso a baithuti</p> <p>Letsatsi</p>				

# 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.

# Disebediswa

## Dipina, diraeme le dipale

### Beke ya 1

#### **Pale: Ho tsebisa lelapa la *Grade R Maths* ka kamahano le Phoustara ya 4**

Lena ke lelapa la Buka ya Diphoustara. Nkgono le bana ba dutse ka phaposeng ya ho phomola ba emetse Mme ho kgutla mosebetsing. Nkgono o dutse setulong o a bala mme o mametse Thami ya robetseng betheng ya hae. Ntate ha a yo hae, empa o ka mmona mmoho le Thami setshwantshong sa lelapa se leboteng. Na o a ba bona?

Laylah le Malusi ba ipatile. Ba batla ho tlolela ka ntle ba tshose mme wa bona ha a kena ka tlung. 'Sshh, Malusi, kgutsa, o tla senya dintho,' ho rialo Laylah.

Pepper eo e leng katse o mametse ha bana ba iketsa eka ba robotse mme Dash o bapalla tshimong. Hanghang Dash a qala ho bohola, a matha a potoloha a bile a tsoka mohatla haholo.

'Ke a kgolwa Mme o fihlile,' ha hweshetsa Malusi. 'Tholang le se ke la sisinyeha.'

Mme o bula lemati mme o bona Nkgono feela ha a bone ba bang.

'Dumelang,' a hoeletsa. Nkgono o a dumedisa, empa a boloka lekunutu la hore bana ba ipatile hokae.

Mme o re, 'Ho kgutsitse haholo feela ka mona. Bana ba hokae?'

'Ha ke tsebe,' ho rialo Nkgono a bososela hanyane a bile mahlo a hae a tletse thabo.

'Ke rona bao!' ha hoeletsa Malusi le Laylah ba matha ho tswa dibakeng tseo ba ipatileng ho tsona. Pepper o tlola a tswa ka lebokosong la hae a tshohile mme Dash a tloatlola ke thabo. Mme o maketse haholo mme o tsheha mmoho le bana.

'Ahaaa!' ho hoeletsa Thami.

'Ao bathong,' ho rialo bohle.

#### **Raeme ya ho bala: *Ba bahlano lapeng leso***

Mme Monwana, Mme monwana, o hokae?  
Ke nna enwa, ke nna enwa, re na le a le 1.  
Ntate monwana, Ntate monwana, o hokae?  
Ke nna enwa, ke nna enwa, jwale re na le ba 2.  
Laylah monwana, Laylah monwana, o hokae?  
Ke nna enwa, ke nna enwa, jwale re na le ba 3.  
Malusi monwana, Malusi monwana, o hokae?  
Ke nna enwa, ke nna enwa, jwale re na le ba 4.  
Thami monwana, Thami monwana, o hokae?  
Ke nna enwa, ke nna enwa, jwale re na le ba 5.

### Beke ya 2

#### **Pina ya ho bala: *Hokey Pokey***

Kenya letsoho le le leng ka hare,  
Ntshetsa letsoho le le leng ka ntle,  
Kenya letsoho le le leng ka hare,  
Le tsoke o be o le tsoke.

O etsa *Hokey Pokey*

Ebe o a potoloha.

Ke yona feela ntho e batlehang!

*(Pheta hape o sebedisa letsoho le leng le ditho tse ding tsa mmele.)*

#### **Raeme ya ho bala: *Dipanana***

Panana e le nngwe, dipanana tse pedi,  
dipanana tse tharo le tse nne.

Dipanana tse hlano ka sehlopha,  
ha re di jeng kaofela.

## 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.)

## **Pale: Pale ya nomoro ya 1 (mmoho le thempleiti ya frizi ya Nomoro ya 1)**

Tse ding tsa diphoofolo di ne di batla ho dula mmoho. 'Ha re aheng matlo a bapileng,' tsa rialo. 'Ho ka ba monate haholo!'

Yaba he diphoofolo di qala ho aha matlo a tsona.

Ntlo ya pele e ne e le ya Tlou. O ne a le moholo a dula a le mong feela tlung ya hae. O ile a penta nomoro ya 1 e kgolo hodima marulelo a ntlo ya hae. Ntlo ya hae e ne e ena le lematisi le leng le fenstere e le nngwe. Tshimong ya Tlou, ho ne ho ena le palesa e le nngwe, sefate se le seng sa dipanana le setulo se le seng sa banka. Tlou o ne a rata ho dula bankeng tlasa sefate letsatsi le leng le leng mme a fofonele palesa. Hape o ne a rata ho sheba hodimo marung mme a batle dintho tse ka fofang. O nahana hore o ile a bona eng?

## **Beke ya 3**

### **Raeme ya ho bala: Tlhatswana e le nngwe**

Tlhatswana e le nngwe e dutse e le nngwe e ntjha, E fumana motswalle, mme jwale di se di le pedi. Ditlhatswana tse pedi di sesa lewatleng, Tsa fumana e nngwe hape, mme jwale di se di le tharo.

Ditlhatswana tse tharo di sesetsa haufi le lebopo, Di kopana le e nngwe hape, mme jwale di se di le nne.

Ditlhatswana tse nne di matha ho ya qwela, E nngwe hape ya sesetsa hodimo, mme jwale di se di le hlano.

## **Beke ya 4**

### **Pale: Pale ya nomoro ya 2 (ka thempleite ya frizi ya Nomoro ya 2)**

Na le a hopola hore tse ding tsa diphoofolo di ne di batla ho dula mmoho mme di natefelwe ke ho aha matlo a tsona ho ba baahisane? Ke mang ya hopolang hore ntlo ya pele e ne e le ya mang? Le nepile – Tlou!

Lelapa le bitswang ba ha Qwaha la aha ntlo ya lona haufi le ntlo ya Tlou. Ba ha Qwaha ba penta nomoro e kgolo ya 2 hodima marulelo a ntlo ya bona hobane ba ne ba le babedi.

Tlou o ne a thabile haholo ha ba aha ntlo ya bona hobane o ne a se a sa dule a le mong jwale.

Ntlo ya ba ha Qwaha e ne e ena le mamati a mabedi le difenstere tse pedi. Tshimong ba ne ba ena le dipalesa tse pedi, difate tse pedi tsa diapole le dibanka tse pedi.

Kamora ho ja jwang ka tlasa difate, ba ha Qwaha ba ne ba rata ho bapala ka dibolo tsa bona tsa maoto tse pedi mme ba shebelle Tlou a shebile hodimo marung mme a ntse a otlanya ditsebe tsa hae tse pedi tse kgolo.

### **Raeme ya ho bala: Nngwe, pedi, tharo, nne, hlano**

Nngwe, pedi, tharo, nne, hlano

Nkile ka tshwasa tlhapi e phela.

'O ile wa e tlohellang jwale?'

Hobane e ntomme menwana jwalo.

Nngwe, pedi, tharo, nne, hlano

Yaba ke tshwara senqanqane se phela.

'O ile wa etsa eng ka sona?'

Ka se dumedisa yaba ke se kgutlisetsa morao.

### **Pina: Didikadikwe**

Qala hodimo

Potoloha hohle fatshe

Potolohela ka mona hape ...

Ha re pheteng hape!

## **Beke ya 5**

### **Raeme ya ho bala: Dikgudu tse hlano tse thabileng**

Kgudu e lenama e le nngwe e theosa tseleng, Dikgudu tse lenama tse pedi di jere morwalo o boima.

Dikgudu tse lenama tse tharo di a phomola, Dikgudu tse lenama tse nne di a iteka.

Dikgudu tse lenama tse hlano di phakisa mmoho, Dikgudu tse nyane tse thabileng di bina pina.

(Opang matsoho lentsweng ka leng.)



## 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

### **Pale: Pale ya nomoro ya 3 (ka thempleiti ya frizi ya Nomoro ya 3)**

Na o a hopola hore diphoofolo tse ding Naheng ya Dinomoro di ne di batla ho dula mmoho mme di natefelwe ke ho ikahela matlo a tsona a bapileng e be baahisane?

Baahisane ba Tlou ke ba ha Qwaha ka lehlakoreng le leng. Tlou ha a na baahisane ka lehlakoreng le leng.

#### **Dipotso:**

- Hobaneng ba ha Qwaha ba ile ba penta nomoro e kgolo ya 2 hodima marulelo a ntlo ya bona?
- Ke mang ya ka nkgopotsang hore phapang ke efe pakeng tsa ntlo ya Tlou le ntlo ya ba ha Qwaha?
- Ke mang eo o nahanang hore o lokela ho aha ntlo ya hae pela ntlo ya ba ha Qwaha? Mme ke diphoofolo tse kae tseo o nahanang hore di lokela ho dula ntlong eo?

Lelapa la bahlankana ba baholo ba bitswang ba ha Mosha ke bona diphoofolo tse latelang tsa ho aha ntlo ya bona Naheng ya Dinomoro. Ba ha Mosha ba aha ntlo ya bona haufi le ya ba ha Qwaha.

Ena e ne e se ntlo ya pele eo ba ha Mosha ba e ahileng. Mohla ba neng ba tloha habo bona hobane ba se ba hodile, ba ile ba ikahela matlo a bona. Empa ka bomadimabe, matlo a bona a pele a ne a sa tiya hakaalo. Mosha wa pele o ne o ahile ntlo ya ona ka jwang mme Mosha wa bobedi o ahile ntlo ya hae ka dithupa. Le ha Mosha wa boraro o ne o ahile ntlo ya ditene, o ne a sa tsebe hore o tshwanetse ho sebedisa samente pakeng tsa ditene kahoo, eitse ha phokojwe e etla, matlo ao boraro ba ona a ile a fefolwa ke moya wa phokojwe ha a a butswela.

Ba ha Mosha ba ile ba etsa qeto ya ho aha ntlo e matla haufi le ba ha Qwaha ele hore ba tle ba be le baahisane haufinyane hore ba ikutlwe ba bolokehile. Hape ba ne ba hopolane ka hobane ba ne ba ntse ba dula ba arohane, kahoo ba ne ba thabile haholo ho ba le dibethe tsa bona di atamelane hape. Hape ba ne ba thabetse ho ba le metjha e meraro ya ka tlasa lefatshe, majwe a maholo a mararo le dihlaha tse tharo tshimong. Jwale ba se ba di sebedisa haholo kaha ba rata ho bapala boleke-maipatile. Hape ba paqama letsatsing hodima majwe ha ba hatsetse.

### **Pina ya ho bala: Ke na ke keribae e nyane**

(ka molodi wa *Mary had a little lamb*)

Ke na le keribae e nyane, keribae, keribae  
Ke na le keribae e nyane, ke e tlatsa ka santa.  
Ke e tlatsa ka kgarafu e le nngwe, e le nngwe,  
e le nngwe  
Ke e tlatsa ka dikgarafu tse pedi, ke e tlatsa  
ka santa.  
Ke e tlatsa ka dikgarafu tse tharo, tse tharo,  
tse tharo  
Ke e tlatsa ka dikgarafu tse nne, ke e tlatsa  
ka santa.  
Qetellong ke tshela dikgarafu tse hlano, tse  
hlano, tse hlano  
Qetellong ke tshela dikgarafu tse hlano, ebe ke  
a tsamaya.

## Beke ya 7

### **Pina ya kgutlotharo: Ena ke kgutlotharo**

(ka molodi wa *Row, row, row your boat*)

Ena ke kgutlotharo,  
Sheba o tla bona.  
Ka dihuku tse tharo le mahlakore a mararo.  
Di bale nngwe, pedi, tharo!

### **Raeme ya ho bala: Mamela ha ke bala**

Ke tseba ho bala, o batla ho bona?  
Menwana ya ka ke ena – nngwe, pedi, tharo.  
Nne le hlano, letsoho le felletse,  
Jwale ke tla bala le leng.  
Tshelela, supa, robedi le robong,  
Ho setse o le mong, ke etsa hantle.  
Monwana wa ho qetela o monyane ke wa leshome,  
Jwale ke tla e bala hape.

## Beke ya 8

### **Pina ya motsheare le bosiu: Letsatsi le marung**

(ka molodi wa *The farmer's in the den*)

Letsatsi le marung, letsatsi le marung,  
Le a tjhesa le a kganya le re fa kganya,  
Letsatsi le marung.  
Kgwedi e marung, kgwedi e marung,  
Ke bosiu ho lefifi, re kena dikobong,  
Kgwedi e marung.

## 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.

## Pale ya motsheare le bosiu: *Malik o a e fosa*

Malik o ne a kgalehile betheng ya hae. O ne a lora toro e monate haholo, empa hanghang a phaphama mme a tlola a theoaha betheng.

'Ke tlo fihla morao sekolong,' Malik a rialo a kgathatsehile. 'Ke lokela ho potlaka.'

Yaba o borosola meno, a apara diaparo mme a mathela ka kitjhineng ho ya batla dijo tsa hoseng.

Empa yare ha a fihla ka kitjhineng, a fumana ho kgutsitse. Ho ne ho se na dijo tsa hoseng mme ba lelapa le bona ba ne ba le siyo.

'Ho etsahalang?' Malik a makala. 'Mme le Ntate ba ile kae? Batho kaofela ba ile kae? Ebile, dijo tsa ka tsona di kae?'

Malik a ema. A sheba kwana le kwana. Hohle ho ne ho le lefifi. A nanabela leboteng ho bonesa.

Malik a sheba hohle. Ho ne ho etsahala eng? A bula dikgaretene mme a sheba ka ntle. A bona kgwedi e ntle e kganyang le dinaledi tse qadikaneng.

'Ha se hantle,' ha nahana Malik. 'Haeba e le nako ya sekolo, hobaneng ho le lefifi ka ntle?'

Malik a mamela modumo wa ntlo. Ho ne ho kgutsitse haholo. Empa hang a utlwa modumo o mong oo a o tsebang hantle – Ntate o ne a hona! Aya ka phaposing ya ho robala mme a bona Ntate a kgalehile.

Mme a phaphama. 'Ho etsahala eng, Malik? Hobaneng o apere diaparo tsa sekolo? E sa ntse e le hara mpa ya bosiu. Tsamaya. Kgutlela dikobong o ilo robala. Robala ha monate ho fihlela hoseng,' a rialo a mo haka haholo.

Malik a kgutlela dikobong. Ha a ka a itshwenya le ka ho apara dipijama hape. Ho eso ye kae a kgaleha mme ha a tsoha, e ne e le hoseng.

Malik a mathela ka kitjhineng mme kgetlong lena dintho e ne e le tsa tlwaelo. O ne a bona letsatsi le tjhaba, dijo tsa hae tsa hoseng di le tafoleng mme ba lelapa ba se ntse ba eja.

Kamora moo, yaba Ntate o a hoeletsa, 'Phakising kaofela ha lona, tekesi ya sekolo e tla re siya.'

Bana ba phakisa ho ya monyako mmoho le ntata bona. Malik a bososela. Dintho tsohle di ne di kgutletse setlwaeding.

## Beke ya 9

### Pina ya ho bala: *Ba bahlano betheng*

Ho ne ho ena le ba bahlano betheng

yaba e monyane o re,

'Tjhetjhella kwana. Tjhetjhella kwana.'

Yaba bohle ba a tjhetjhella mme ba wela fatshe.

*(Pheta hape ka nne, tharo, pedi)*

Ho ne ho ena le a le mong betheng

yaba e monyane o re,

'Fonaneng. Robalang hantle.'

## Beke ya 10

### Raeme ya ho bala: *Tekesi, tekesi*

Mokganni wa tekesi emisa,

Re batla ho palama tekesi ya hao.

Re a palama 1, 2, 3, 4, 5.

Mokganni wa tekesi o ka nna wa tsamaya.

Mokganni wa tekesi ba emele.

Re a palama 6, 7, 8, 9 le 10.

Re a leboha, mokganni, re kene bohle.



one

1

pedi

2

Playdough template: Number 1

one

## Templates • Dithempleiti

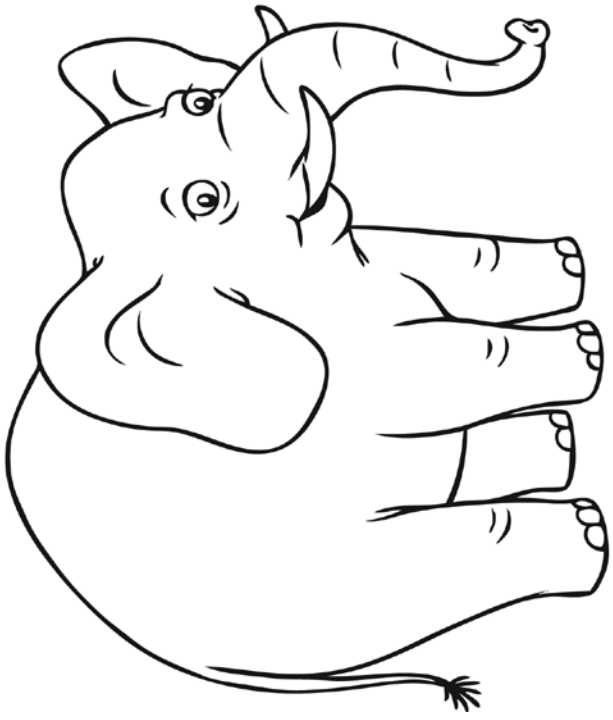
Thempleiti ya hlama ya ho bapala: Nomoro ya 3

tharo

3

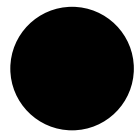
A beetle (Week 4) • Maleshwane (Beke ya 4)

Six-piece puzzle • Phazele ya dikotwana tse tsheletseng

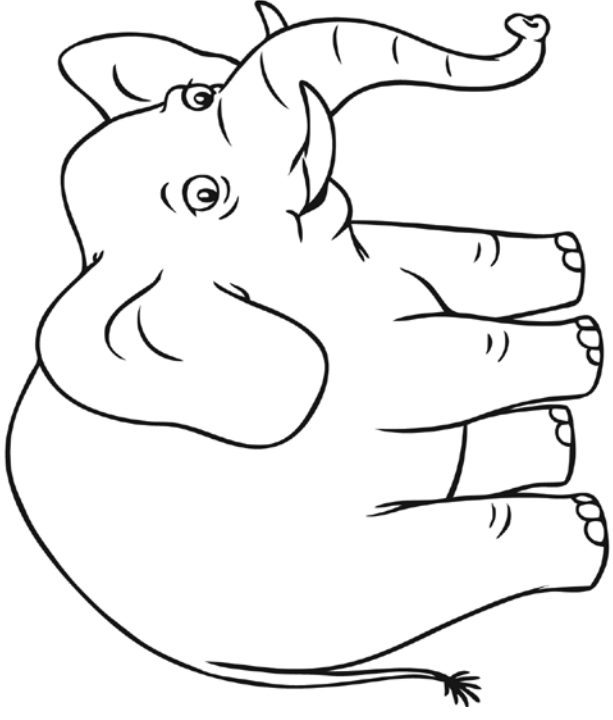


one

—

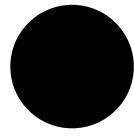


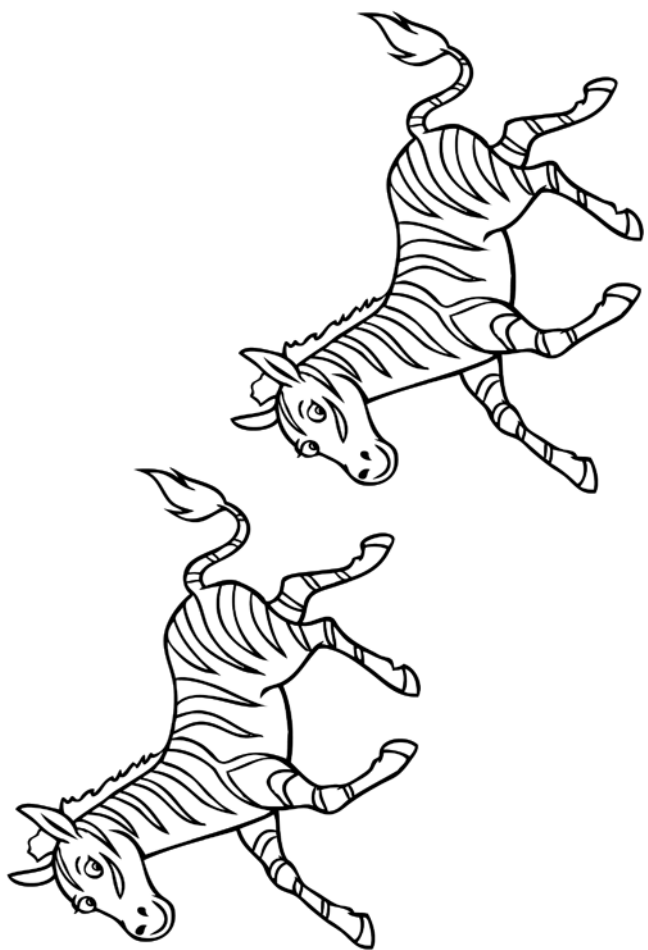




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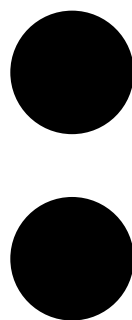
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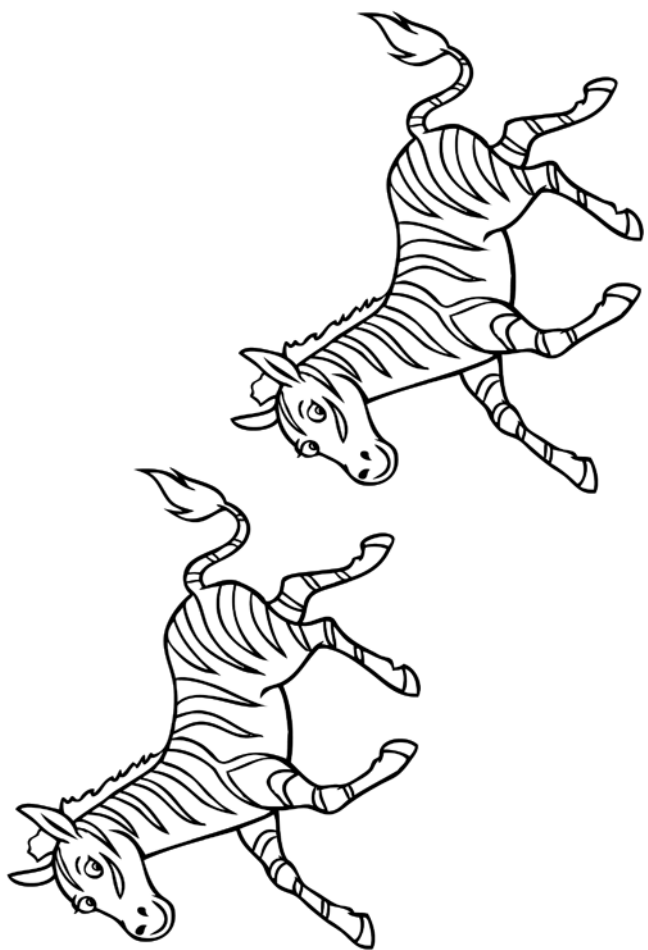




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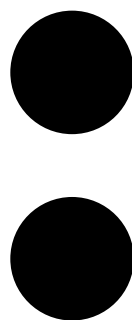
two

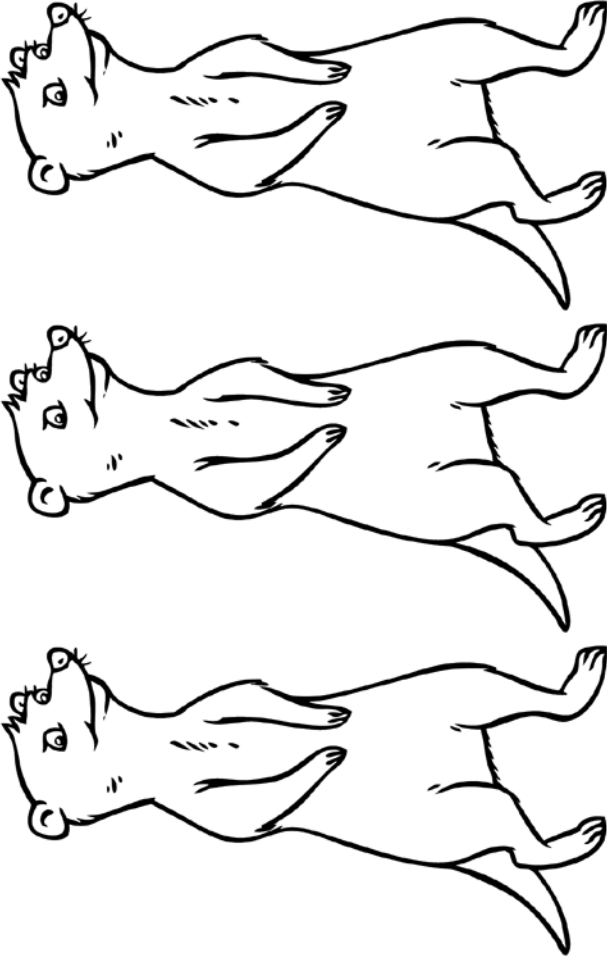




2

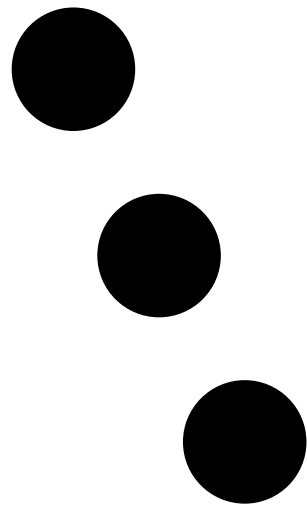
pedi



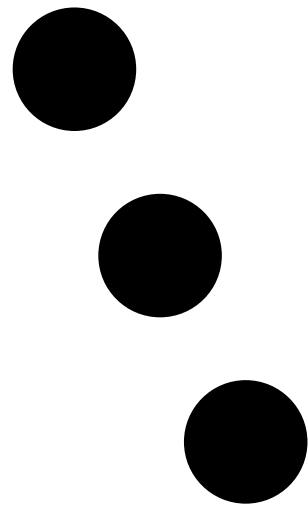
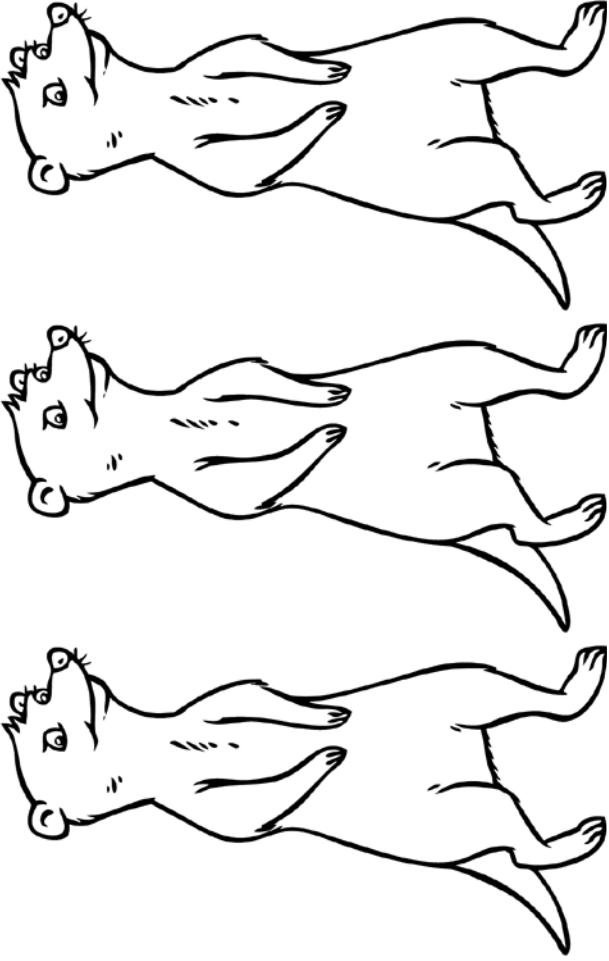


3

three

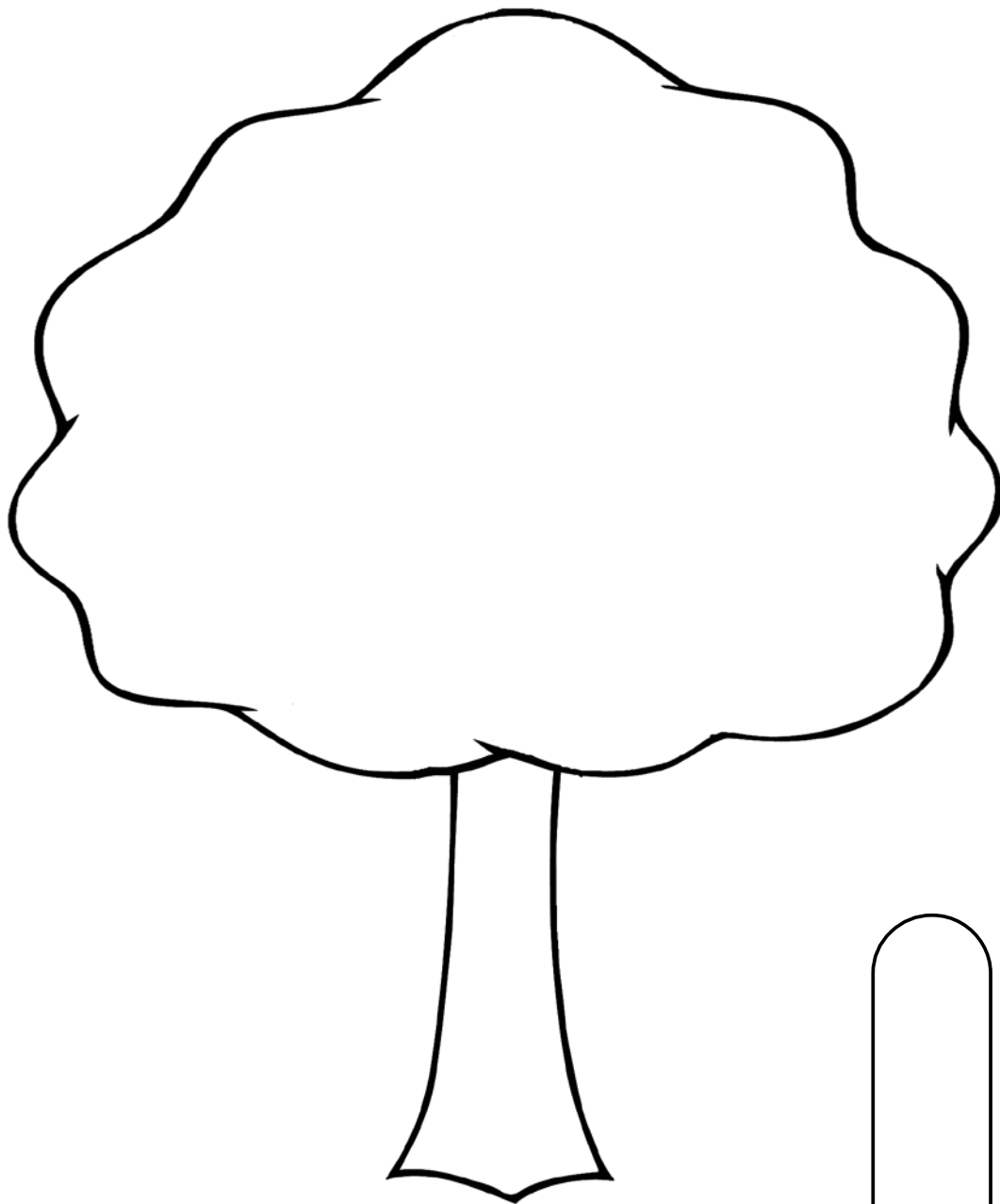


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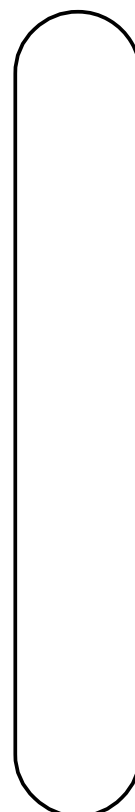
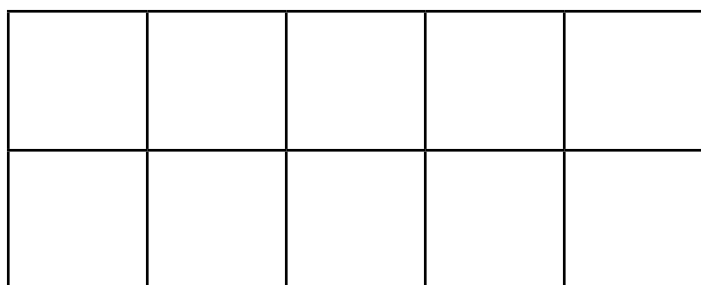


tharo

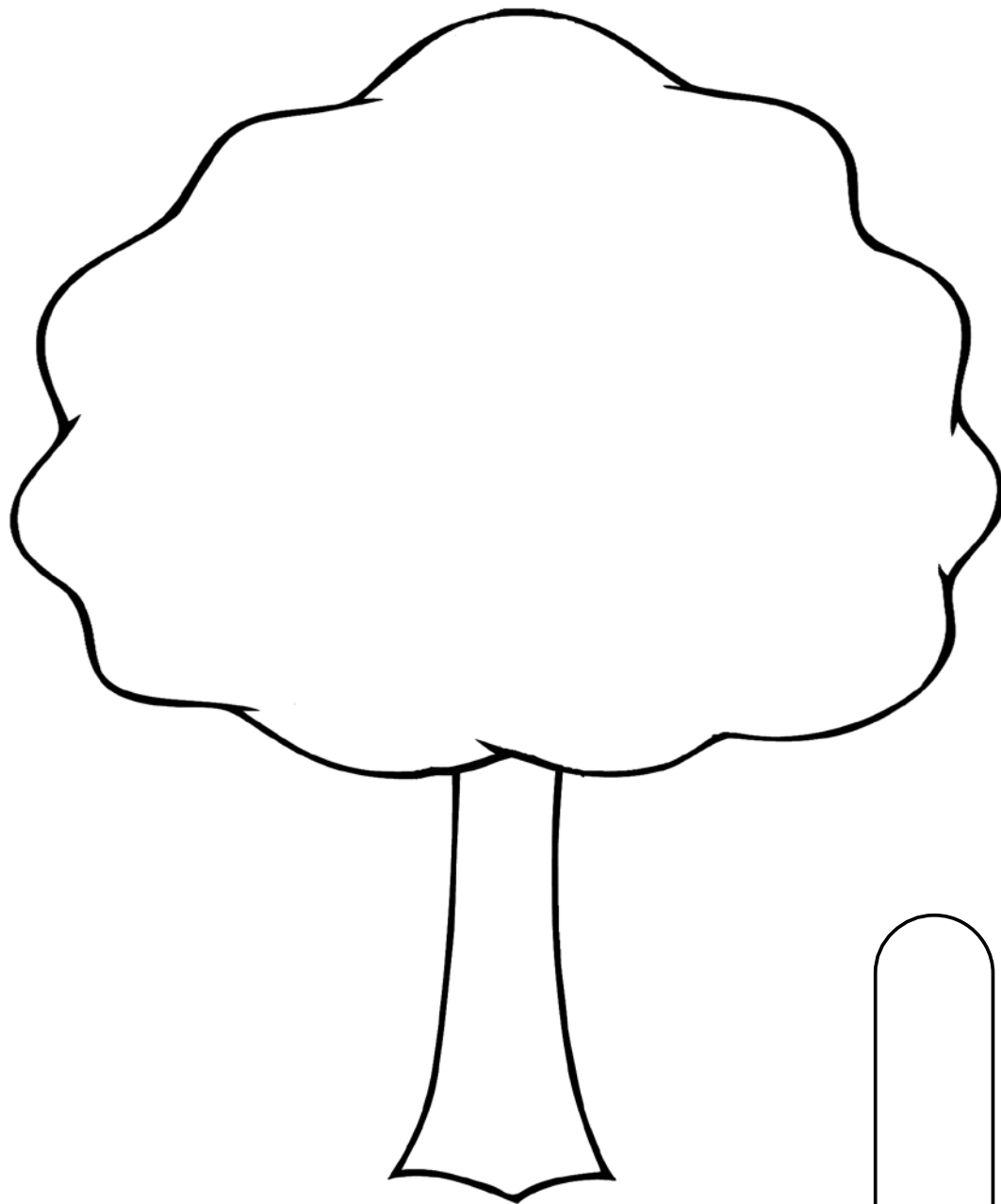
# Playdough template: Number 1



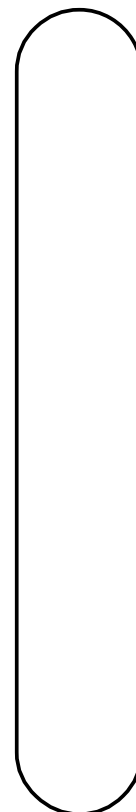
one



Thempleiti ya hlama ya ho bapala: Nomoro ya 1

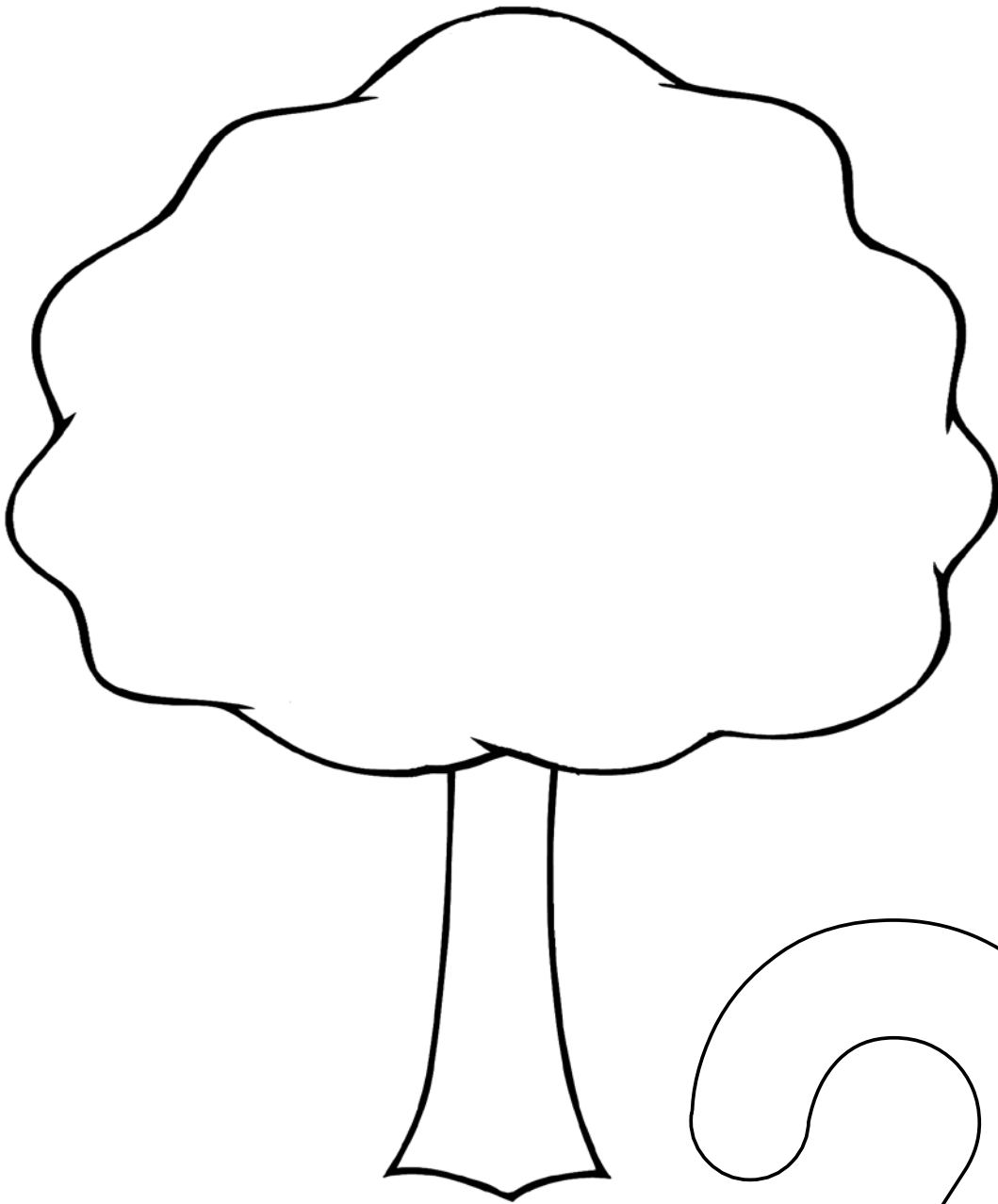


nngwe

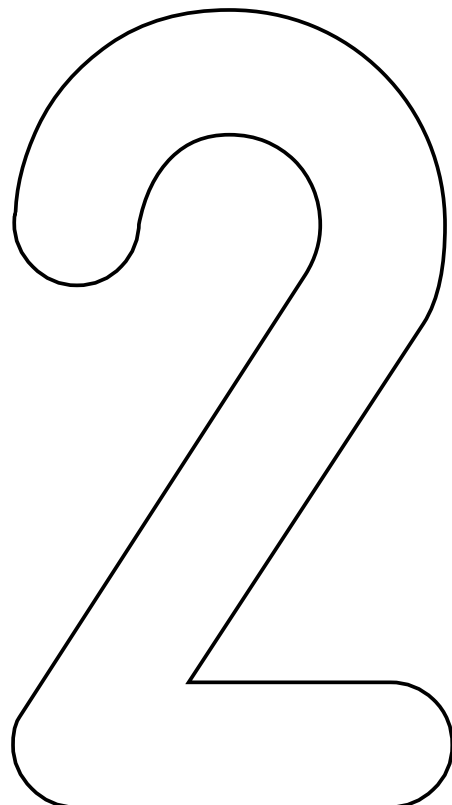





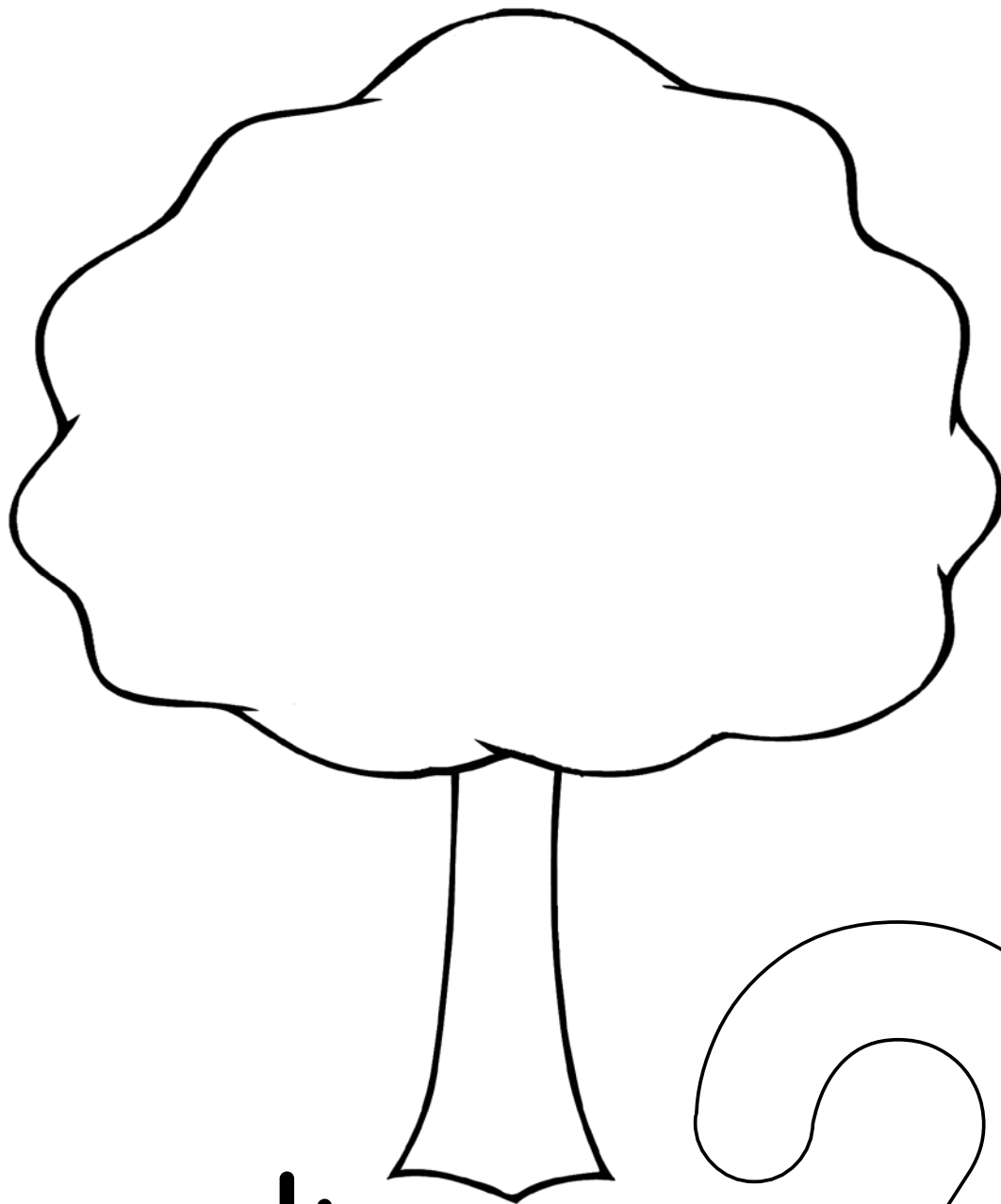
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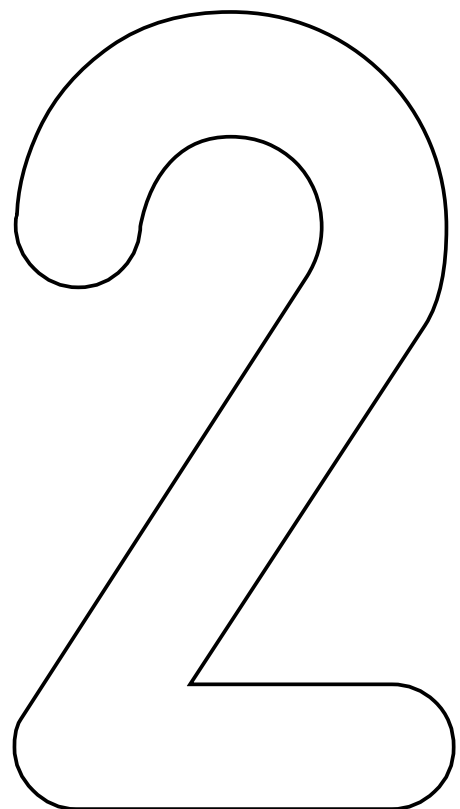
two



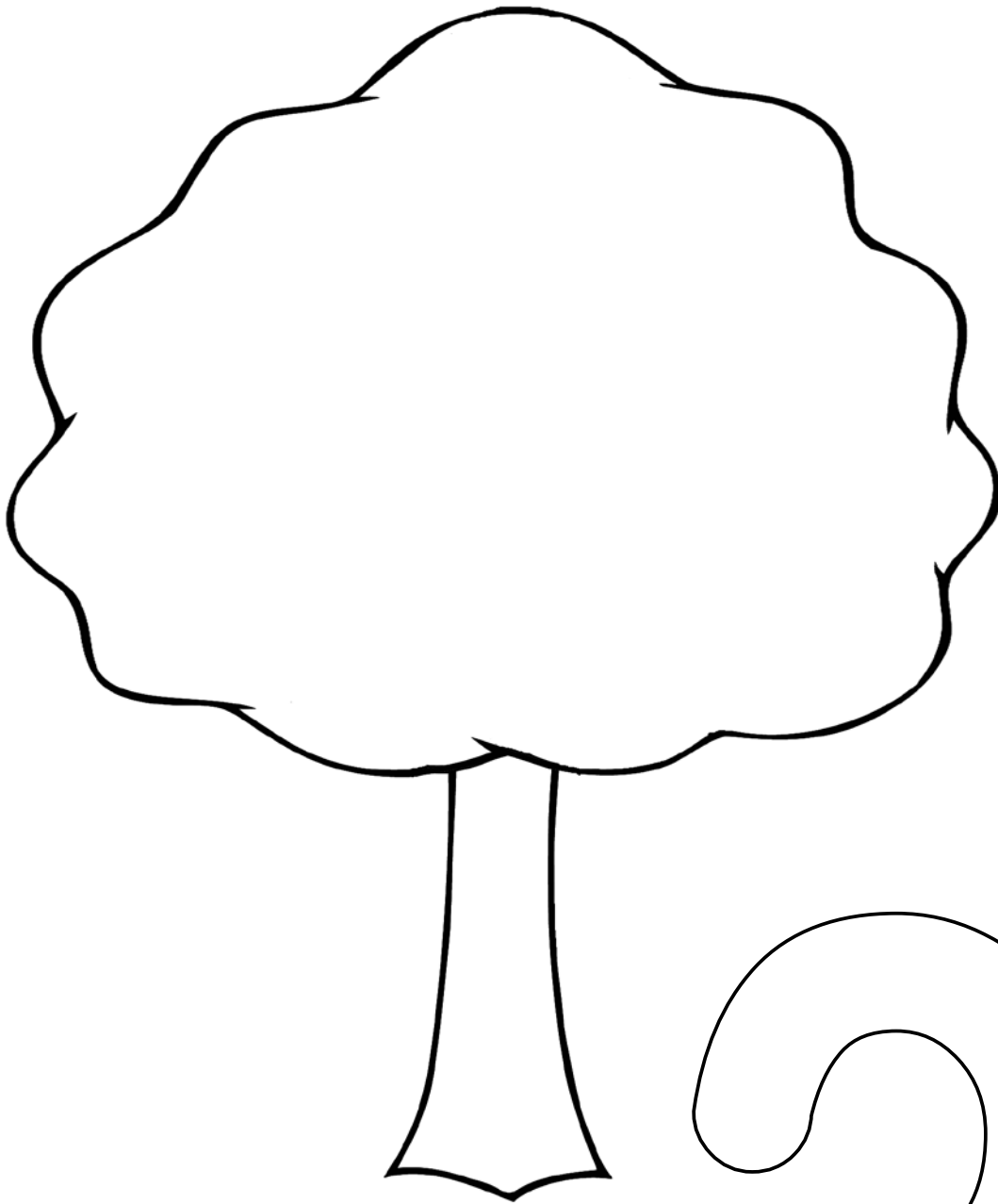
Thempleiti ya hlama ya ho bapala: Nomoro ya 2



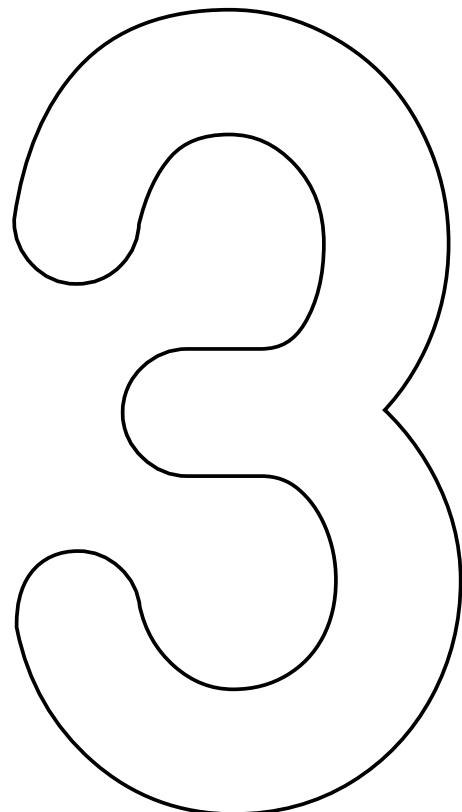
pedi

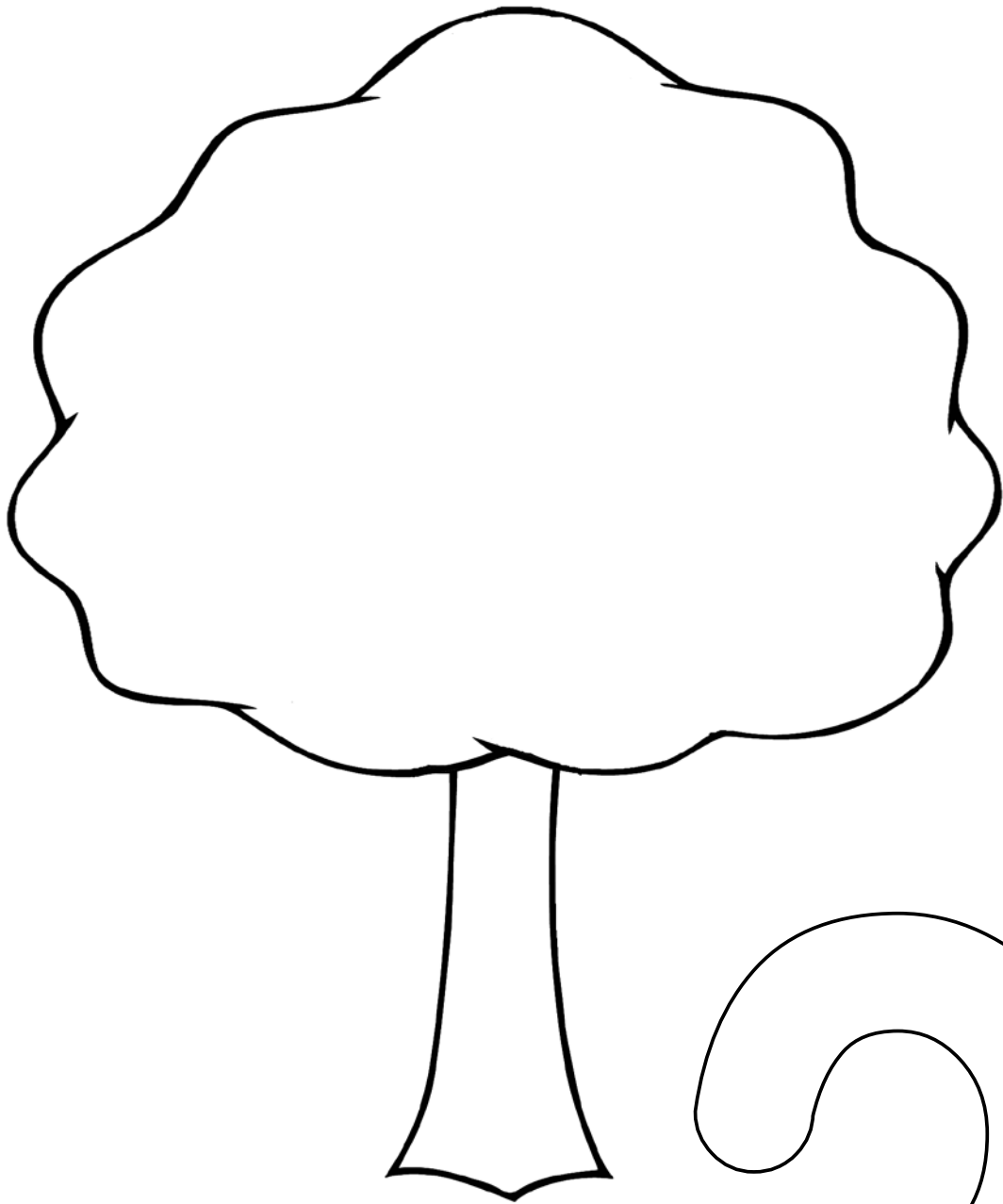
# Playdough template: Number 3



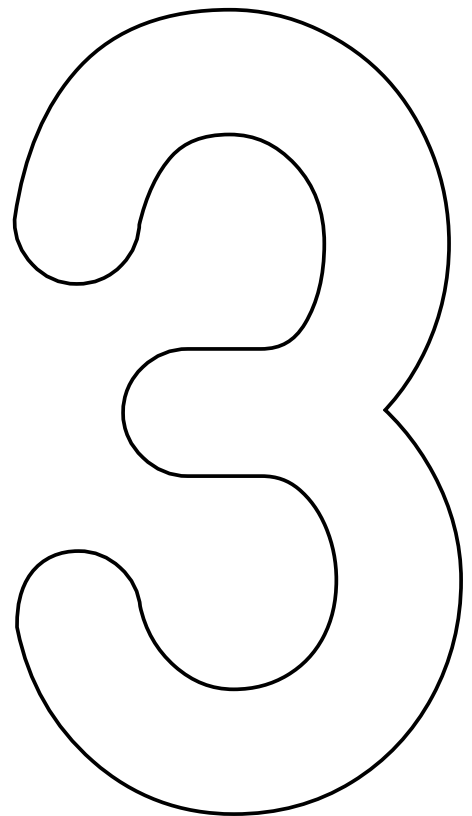
three



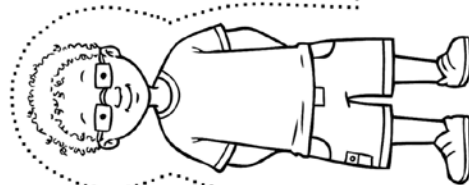
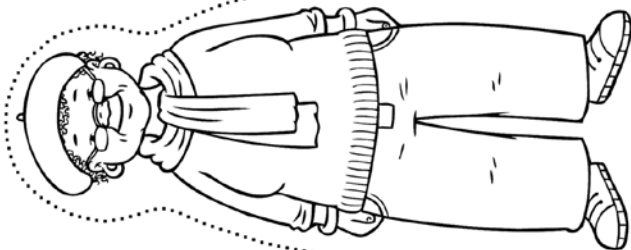
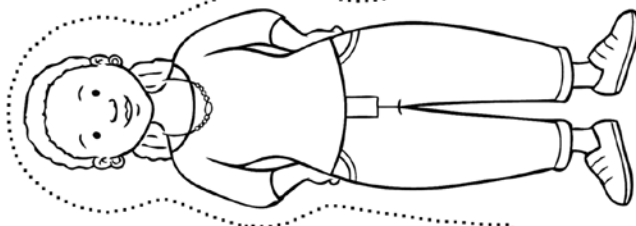
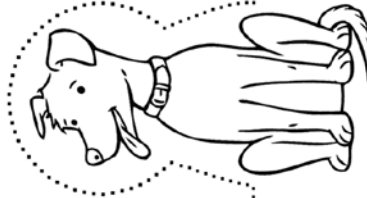
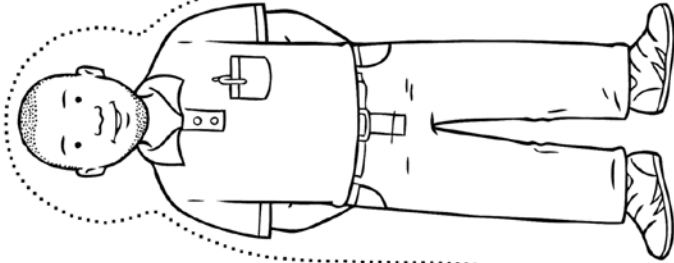
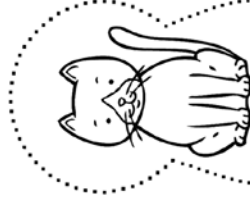
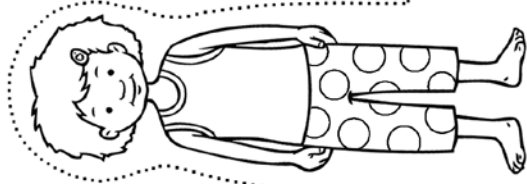
Thempleiti ya hlama ya ho bapala: Nomoro ya 3



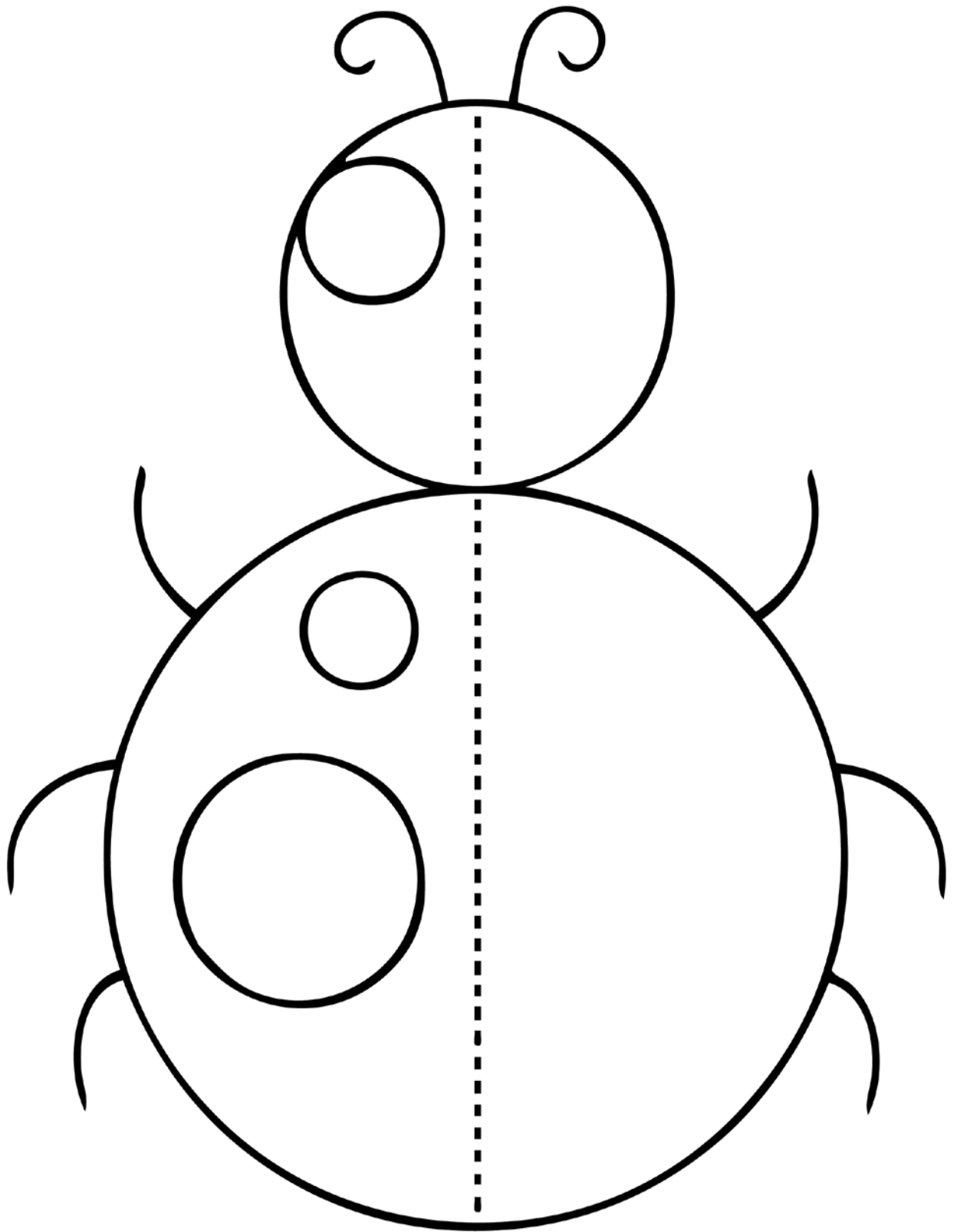
tharo

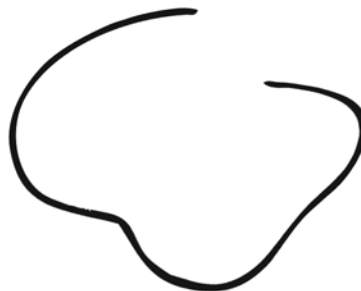
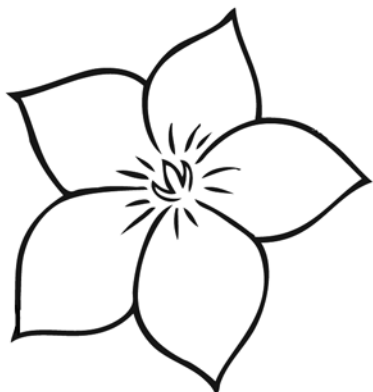
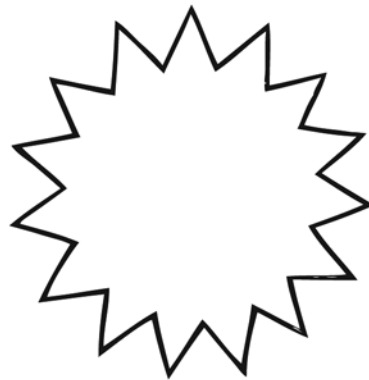
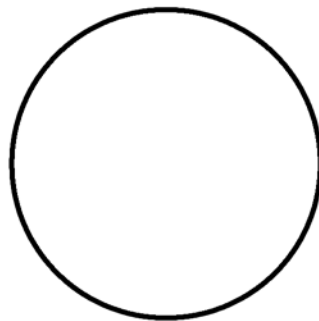
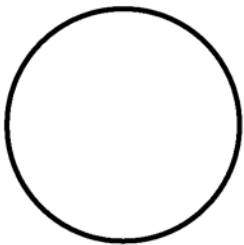
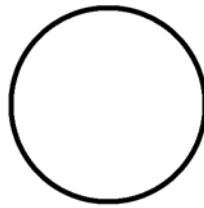
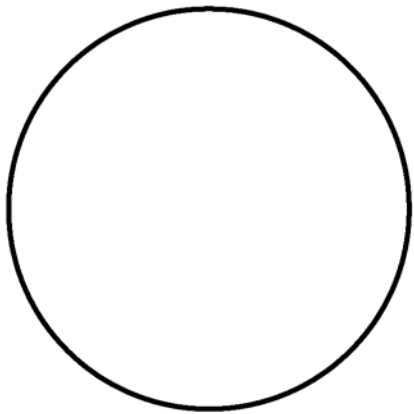
# Finger puppets (Week 1) • Diphapete tsa menwana (Beke ya 1)



A beetle (Week 4) • Maleshwane (Beke ya 4)

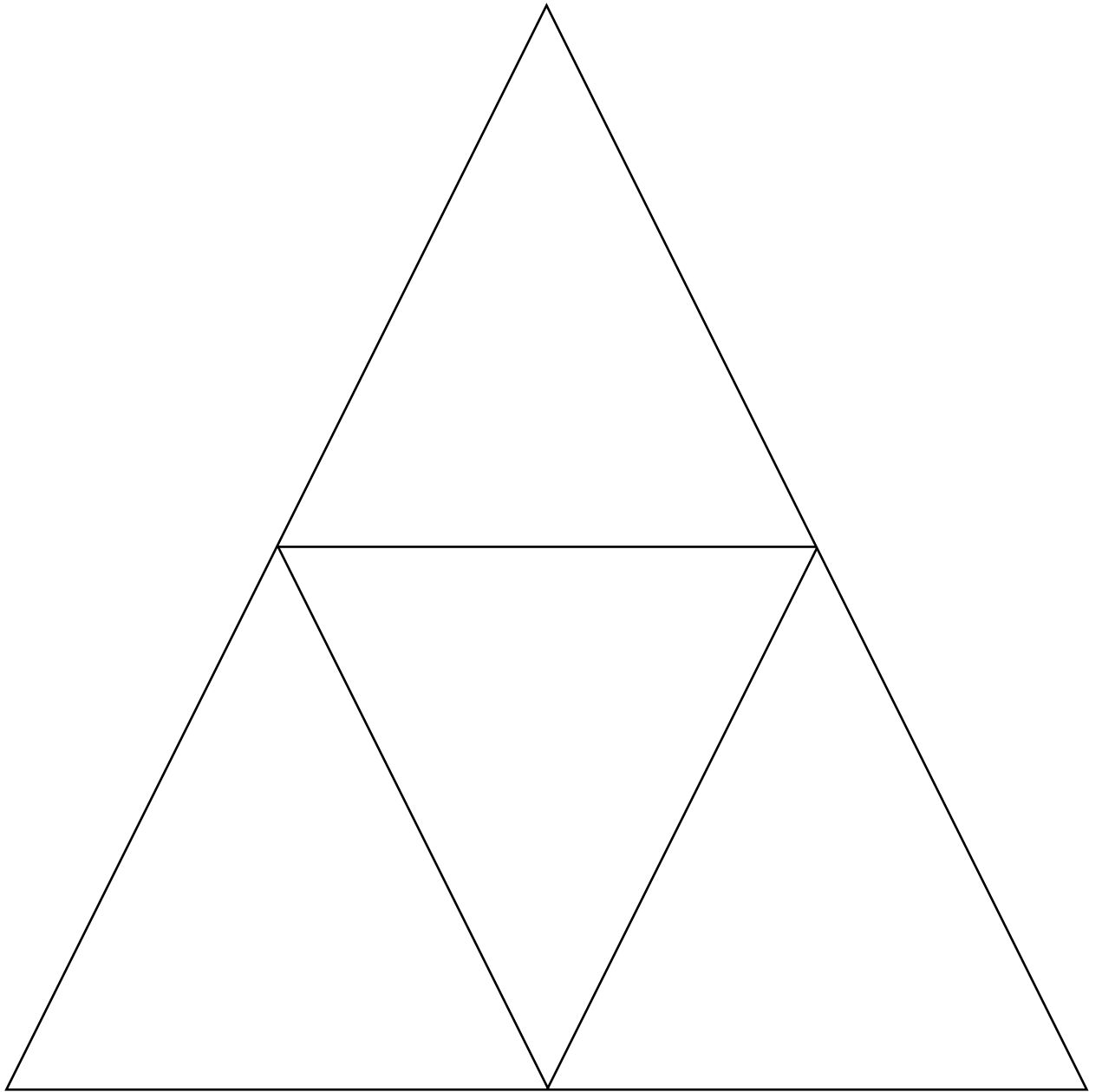


Circles (Week 4) • Didikadikwe (Beke ya 4)

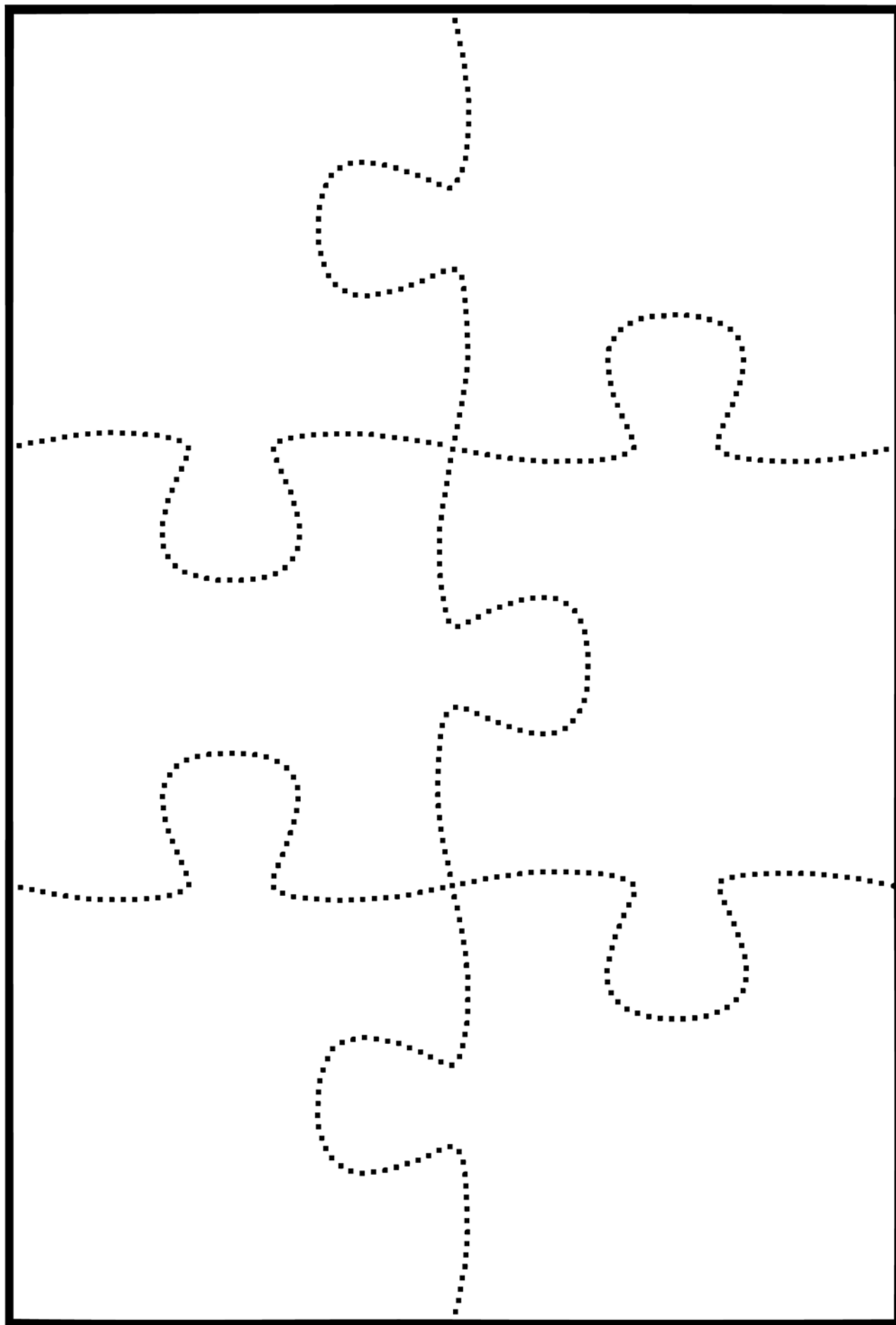




## Triangles (Week 7) • Dikgutlotharo (Beke ya 7)



Six-piece puzzle • Phazele ya dikotwana tse tsheletseng





# Notes • Dinoutsu

A series of 22 horizontal dashed lines for taking notes.

# Notes • Dinoutsu

A series of horizontal dashed lines for taking notes.

