

Lenaneotokafatso la Dipalo
tsa Mophato R

Grade R Mathematics
Improvement Programme

**Kaedi ya Ditirwana:
Kgweditharo 1**
Activity Guide: Term 1



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

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

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

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

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Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R ke itshimololelo ya **Lefapha la Thuto la Gauteng (Gauteng Department of Education)** mmogo le badirisani ba bona ba botlhokwa, **Gauteng Education Development Trust**.

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Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R e laolwa ke **JET Education Services** mmogo le **Schools Development Unit** ya **UCT** le **Wordworks** jaaka badirisani ba setegeniki.

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Kgatiso eno ya dibukana tsa dipalo e ungwetswe go tswa mo dipuisanong tsa tirisano le badiri ba Wordworks mme e bile gape e tokafaditswe ke go itepatepanya le dibukana tsa Lenaneotokafatso la Dipuo. E nontshitswe ke tiro ya badiri ba legoro la Kgodiso ya Bana ba Banye go sale gale le Kgato ya Motheo ba ba direlang Sedika le Porofense mo Lephatheng la Kharikhulamo kwa Lefapheng la Thuto la Gauteng mme e bile ba nniile le seabe se se seng kana ka sepe mo ditennyeng tsa dibukana le go dira go tlaa seatla go netefatsa gore go na le nyalanyo le dipholisi, ditiragatso le ditsabotlhokwa tsa porofense.

DITEBOGO

Ditebogo di lebiswa segolobogolo go:

- ★ Batlhankedi ba Lefapha la Thuto la Gauteng mo Lephatheng la Kharikhulamo, Bokaedi jwa Thuto ya Barutabana le Thuto e e Kgethegileng ka ntlha ya seabe sa bona go dirisa dibukana tseno tsa rona.
- ★ Badiramongo le rona go tswa kwa Wordworks, badiramongo le rona ba setegeniki mo puong mo porojekeng ya Lenaneotokafatso la Dipalo tsa Mophato R, tebang le go dira mmogo le rona go kwala dibukana tseno.
- ★ Badiri le barutabana ba Western Cape Education Department (WCED) ka ntlha ya seabe sa bona mo go netefatseng gore Grade R Mathematics Programme (*R-Maths*) e a diragadiwa mo Kapabophirima magareng ga 2016 le 2019.
- ★ Setlhopa se se kwalang *R-Maths*: Badiri ba SDU le bagakolodi, le badiri ba WCED.

Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R le tserwe go tswa mo *R-Maths*, e phasaladitswe lwa ntlha ka 2017 ke Schools Development Unit, ya University of Cape Town. Tetlokhopi ya *R-Maths* e tshwerwe ke University of Cape Town.

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Introduction

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

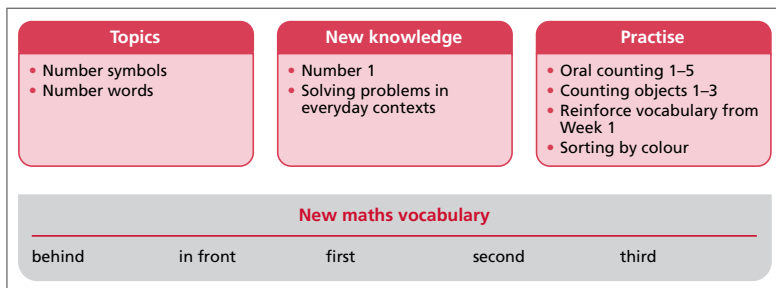
The Grade R Maths *Activity Guide: Term 1* offers a structure for teaching maths in the first term of Grade R by:

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

Features of Activity Guide: Term 1

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

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



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

Grade R Maths in the daily programme

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

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

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

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

Matseno

Lenaneotokafatso la *Grade R Maths* (Dipalo tsa Mophato R) le ikaegile ka kitso e e nonofileng ya dipalo, go tshloganya tswelolepele mo kharikhulamong ya Mophato R, le go lemoga gore ditsela tse dingwe tsa go ruta di siametse go rotloetsa dipolelo tse di rileng tsa go ithuta.

Kaedi ya Ditirwana ya Grade R Maths: Kgweditharo 1 di neela letlhomiso la go ruta dipalo mo kgweditharong ya ntlha ya Mophato R ka go:

- rulaganya diteng tsa Dikaroloteng tsa Dipalo go ralala dibeke di le lesome
- neelana ka tswelolepele le go laola lebelo mo Dikarolongteng tse tlhano
- lebelela Karoloteng e kgolo e le nngwe beke nngwe le nngwe (Le fa go le jalo, ditlhogo tsa Dikaroloteng tse dingwe di ka tlhagisiwa le go diragadiwa mo gare ga beke eo. Thuto le go rutiwa go go ikaegileng ka dinomere go diragala letsatsi le letsatsi mme e bile go tsenyeleditswe mo Dikaroloteng tsotlhe.)
- tshikhinya ditirwana tsa phaposiborutelo yotlhe, ditiro tsa setlhopha tse di kaelwang ke morutabana le tsa boikemedi.

Dipopego tsa Kaedi ya Ditirwana: Kgweditharo 1

Dipopego tse di latelang ke karolo ya *Kaedi ya Ditirwana: Kgweditharo 1*:

- Thadiso ya diteng e bontsha kitso e ntšhwa le ikatiso e e lebeleletsweng beke nngwe le nngwe.
- Kgweditharo, beke le Karoloteng e e Lebeleletsweng di umakilwe sentle mo tshimologong ya beke nngwe le nngwe.
- Ditlhogo, Kitso e ntšhwa le mabokoso a go ikatise di bontsha tse di tlaa dirwang mo bekeng.
- Tlotlofoko e ntšhwa ya dipalo e e tshwanetseng go rutwa e neetswe beke nngwe le nngwe.



- Lenane la tse o tshwanetseng go di ipaakanyetsa beke nngwe le nngwe le neetswe.
- Mabokoso a maele a neelana ka megopolo le dikgakololo.
- Mabokoso a tomagano a tshikhinya gore dipalo di ka matlafadiwa jang mo dirutweng tse dingwe le mo ditirong tsa letsatsi le letsatsi mo lenaneong la letsatsi le letsatsi la Mophato R.
- Mabokoso a 'Netefatsa gore barutwana ba kgona go' a lemosa tiriso ya kaedi le tlhatlhobotsweledi.
- Tsebe ya tlhatlhobotsweledi e ikaegile ka ditirwana tsa kgweditharo.
- Metswedi le dithempoleiti di akareditswe kwa morago mo kaeding.

Grade R Maths mo lenaneong la letsatsi le letsatsi

Ditirotlwaelo di botlhokwa mme e bile barutwana ba itumelela dipoeletso le go ikutlwa ba sireletsegile fa ba itse se ba tshwanetseng go se dira le se se solofetsweng mo go bona.

Go ithulaganya le gona go botlhokwa go netefatsa gore ditirotlwaelo di dirwa ka thelelo. Buisa diteng tsa beke mme o baakanye didiriswa tsotlhe tse o tlaa di tlhokang letsatsi lengwe le lengwe go sa le gale. Baakanya didiriswa tsa letsatsi le le rileng go sa le gale go direla gore dilo tsotlhe di bo di lolame mo mosong.

Grade R Maths di tshikhinya thulaganyo ya ditiro tse di boelediawang letsatsi le letsatsi mo sebakeng sa beke ya malatsi a le matlhano. Thulaganyo ya phaposiborutelo le ditirwana tse di ka dirisediawang go maatlafatsa megopolo ya dipalo di tshikhintswe beke nngwe le nngwe. Tseno di akaretsa:

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

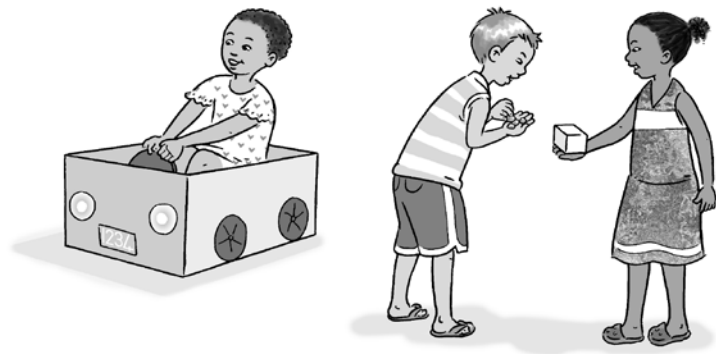
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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



Ditirwana tsa phaposiborutelo yotlhe ka letsatsi

- Morumo kgotsa pina
- Go balela kwa godimo
- Go bala dilo tse di bonalang
- Ditirwana le dipotso tse di golaganang le ditlhogo tsa Karoloteng

Kwa bofelong jwa tirwana ya phaposiborutelo yotlhe, bontsha barutwana se ba tlaa tlhokang go se dira kwa diteišeneng tsa bona tsa tiro. Didiriswa tsotlhe tse ba di tlhokang di tshwanetse go bewa sentle gore ba tle ba simolole go dira ditirwana.



Diphetogo: go tswa mo tirwaneng e nngwe go ya go e nngwe

Go tswa mo mmetsheng go ya kwa diteišeneng tsa ditiro ke tšhono e e siameng ya go ikatisa go bala ka go dirisa moribo le go ja monate, ditsela tsa go supa motsamao wa boitlhamedi, sekao, ka bonya jaaka dikhudu, go tloatlola jaaka mebutla, go tsamaya ka setu jaaka dipeba, ka bongwe ka bongwe ka maina/dikarata tsa matshwao kana ditshwantsho.

Ditirwana tsa ditlhopha tse dinnye

- Go na le tirwana e le nngwe mo tirwana e e kaelwang ke morutabana.
- Go na le ditirwana di le nne tsa ditlhopha tse dinnye ka letsatsi. Ditirwana di le nne tsa boikemedi (kgotsa ditirwana tse di kwa thoko) di tshwanetse go direlwa kwa **diteišenetiro** di le nne mo phaposiborutelong – gongwe kwa dipapetleng mo go dutseng barutwana kgotsa ba emeng, kgotsa mo mmetsheng, kgotsa kwa ntle. Ditlhopha di refosana go ya kwa **seteišenetiro** sengwe le sengwe mo nakong ya beke, go ya fela ka gore morutabana o rulagantse jang ditirwana. Gopotsa barutwana go refosana, go arogana didiriswa le go thusana fa ba ntse ba dira.

Nako ya phepafatso

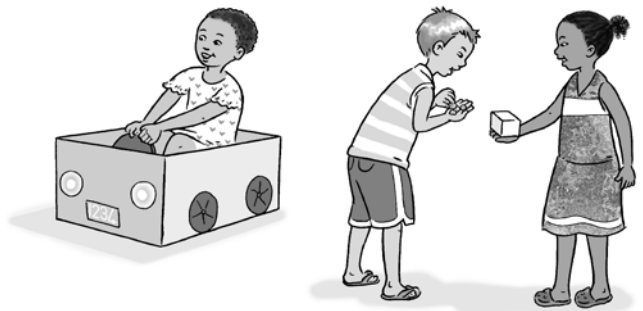
Barutwana ba tshwanetse go itse gore didiriswa di nna kae. Shelofa kgotsa tafole e e leng ya didiriswa tsa dipalo fela e tlaa thusa gore barutwana ba nne le thulaganyo. Rotloetsa barutwana go thusana ka nako ya phepafatso. Kwa tshimologong, barutwana ba tlaa tlhoka thuso mme e bile o tlaa tlhoka go ba gopotsa gore ba beye kae didiriswa, mme mo nakong e khutshwane ba tlaa tlwaela gore ba beye didiriswa mo di nngang gona.

Tlhopha baeteledipele ba ditlhopha le bathusi ba phepafatso beke nngwe le nngwe. Ba neele ditiro mmogo le maikarabelo a a rileng.

Ditirwana tsa go itlhophela ka tokologo

Baakanya ditirwana tse di kgatlhisang tsa boitlhamedi tseo barutwana ba ka tlhophang mo go tsona fa ba fetsa tirwana ya bona ya seteišene sa tiro. Tseno di ka akaretsa:

- diboloko kgotsa ditshamekisi tse dingwe tsa dikago
- diphazele
- letsopa la go bopa
- sekhutlo sa dibuka
- motshameko wa maitlhommo, sekao, go reka
- bukatiro kgotsa ditsebe tsa matlharetiro.



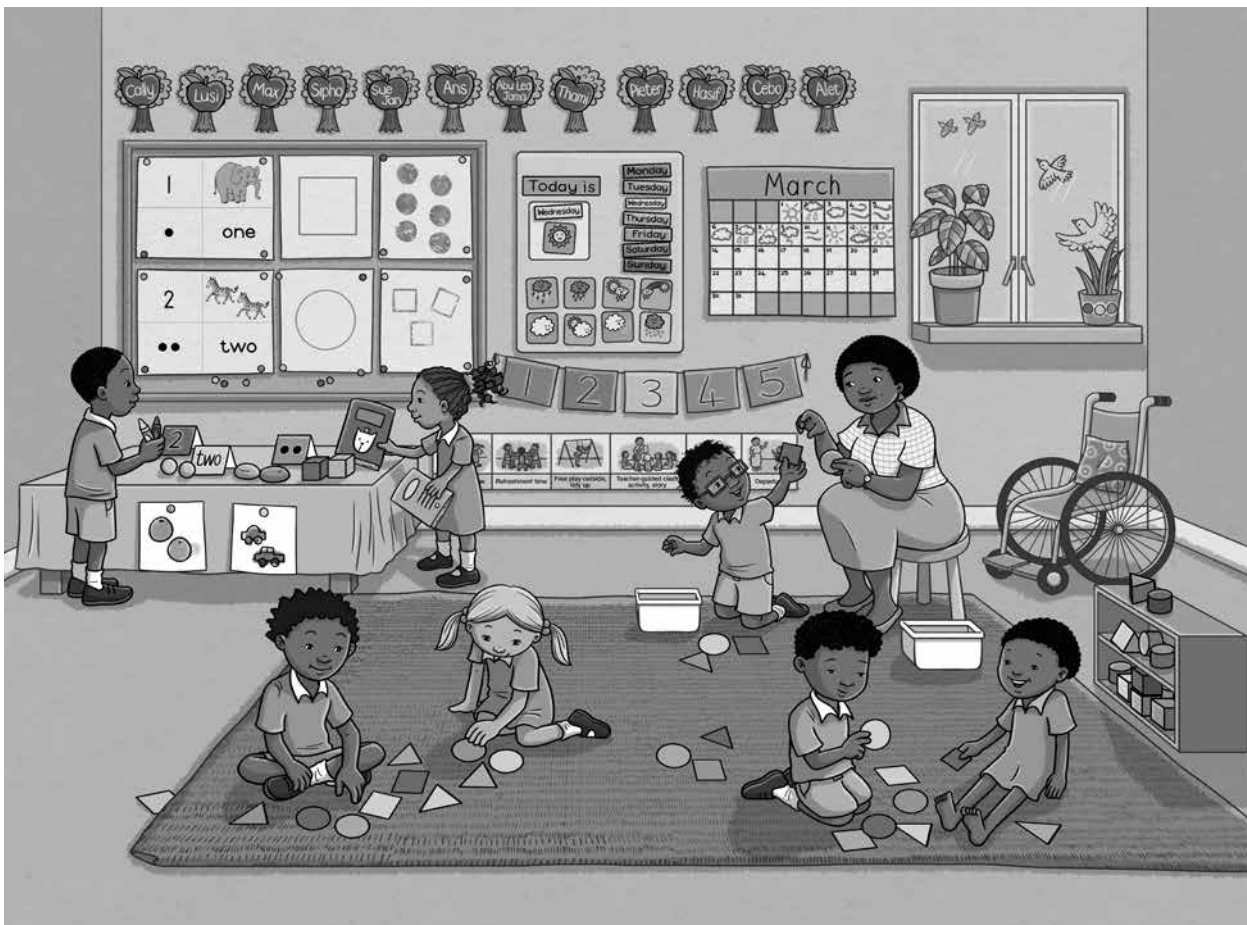
Assessment

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.



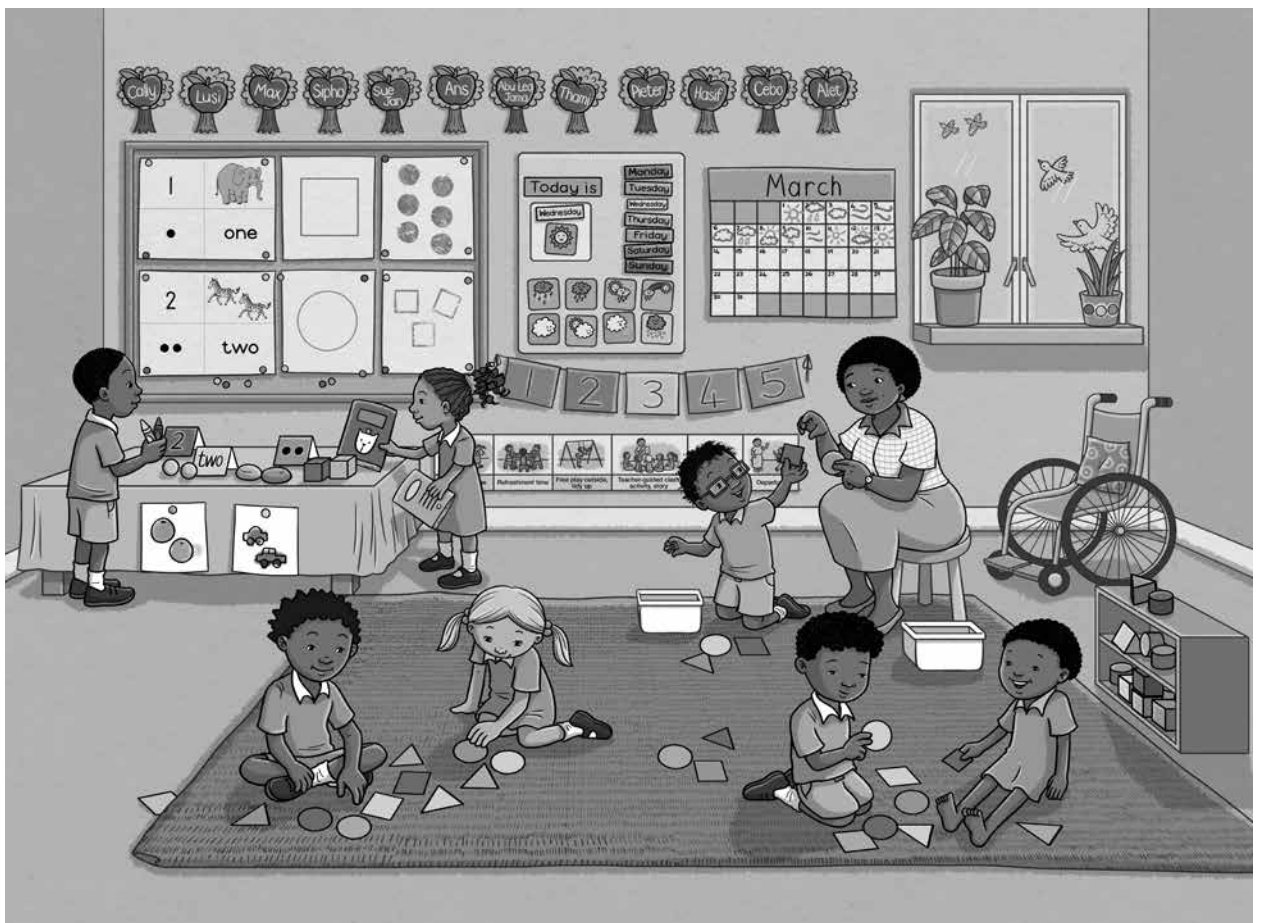
Tlathobob

Kelotlhoko le tlathobotsweledi ka nako ya ditirwana tse di mo kaelong ya morutabana mmogo le tsa phaposiborutelo yotlhe di neelana ka ditšhono tsa go lemoga le go thadisa tswelelopele ya morutwana mongwe le mongwe. Tshedimotsetso eno e botlhokwa go ka kaela thuto mmogo le ditseleganyo tsa morutwana ka nosi. Lenanenetefatso la tlathobotsweledi mo ditsebung 191 le 193 ya kaedi eno le ikaegile ka diteng tse di rutilweng mo Kgweditharong ya 1. Thempoleiti eno e ka dirisiwa go rekota tswelelopele ya morutwana mongwe le mongwe mo kgweditharong.

Grade R Maths mo phaposiborutelong

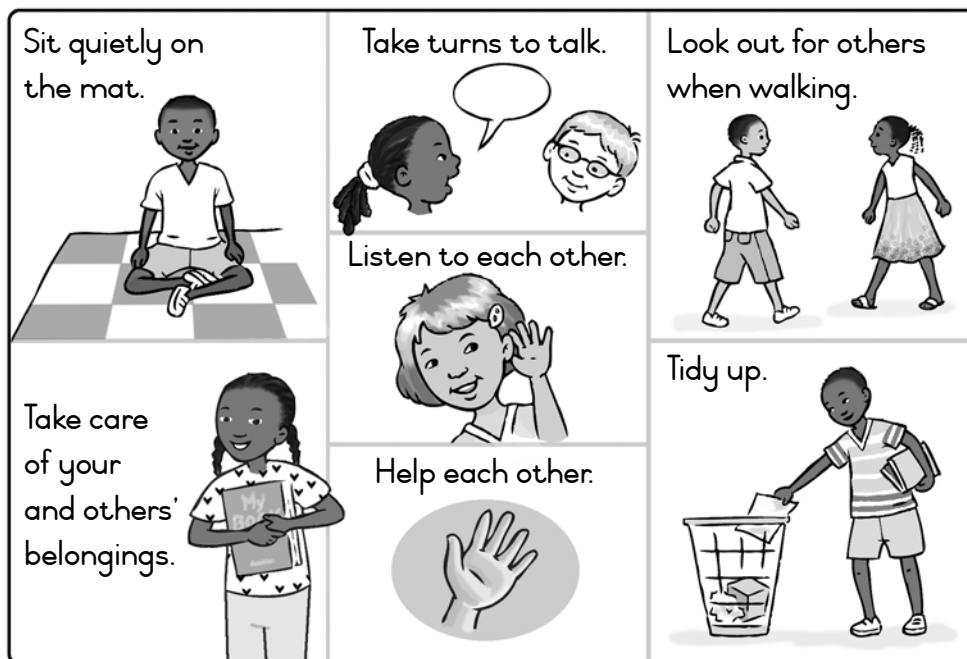
Baakanyetsa thuto ya dipalo lefelo mo phaposiborutelong mme e bile le le gaufi le mmetshe. Seno ke sebaka se se dirisiwang mmogo moo barutwana ba ka inakanyang le setlhogo se ba ithutang ka ga sona mmogo le go nna le seabe. Sebaka sa dipalo se tlaa akaretsa:

- tafojana e e ikaegileng ka lobota
- molapalo o o dirilweng ka megala le diphekese
- tšhate ya maemo a bosa a letsatsi le letsatsi
- khalendara ya kgwedi e nngwe le e nngwe e na le diboloko tsa letsatsi le letsatsi
- tšhate e e nang le maina a malatsi a beke
- lenaneotsatsi le le nang le ditshwantsho tsa ditirwana tse di farologaneng
- dikaratana tsa barutwana le matshwao di rulagantswe go ya ka maina a ditlhopho tsa bona
- matshwaoina a bathusi go tsamaya magareng ga barutwana go ya ka letsatsi le lengwe le le lengwe la beke
- tšhate 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

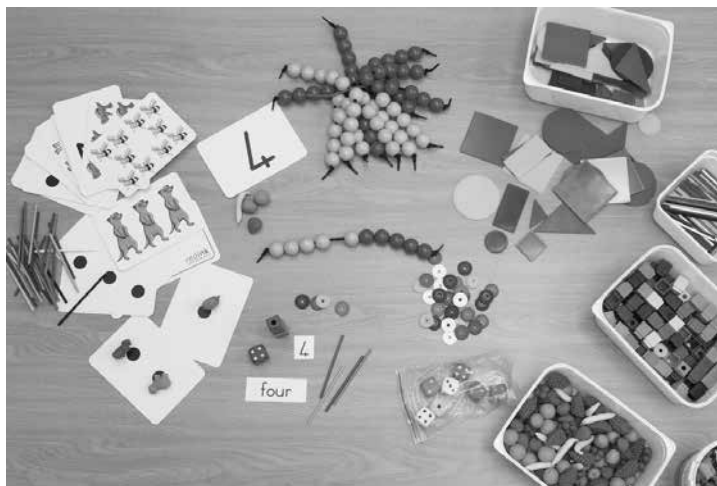


Resources for Grade R Maths

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:

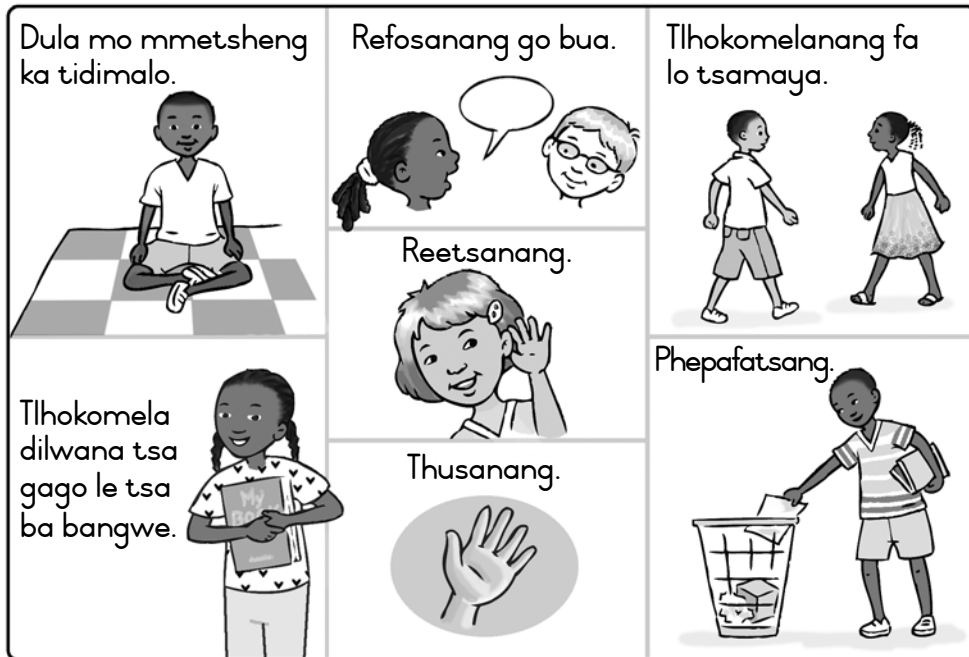
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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.

Dira phousetara ya 'melawana ya phaposiborutelo' le barutwana. E beye moo ba ka e bonang bonolo gona. Melawana e seka ya feta supa ka palo.

Melawana ya phaposiborutelo ya rona

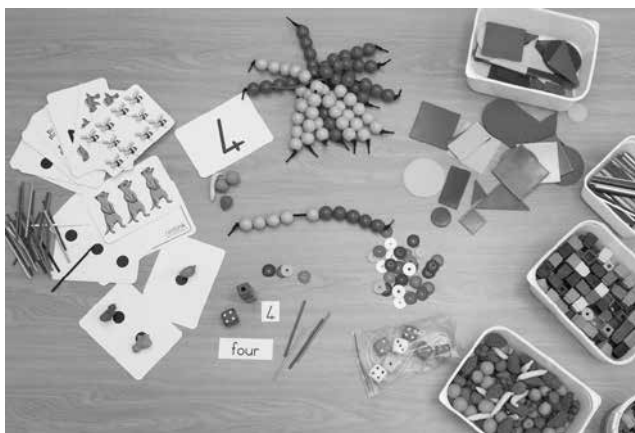


Didiriswa tsa *Grade R Maths*

Kgetsana ya Didiriswa tsa *Grade R Maths*

Grade R Maths di tlamela barutwana ka kgetsana ya didiriswa tsa go rutiwa le go ithuta dipalo moo go neelwang dilwana tse di ka dirisiwang ke setlhopha se sennye sa barutwana ba ka nna thataro kana robedi. Kgetsana e akaretsa dilwana tse di latelang:

- dilo tsa go bala, sk. didisiki tse di mmalafaditsweng le dithobane, dibalamaungo le diphologolo, le dibolokokgokedi
- letaese la jambo
- megala ya dibagapopego di le lesome
- dikaratarontho
- dikaratapalo: matshwaopalo (0–10) le mafokopalo (lefela–lesome)
- dibolokoPONAGALO.



Tseno ga di a tshwanela gore e bo e le tsona fela didiriswa tse barutabana le barutwana ba di dirisang ka nako ya ditirwana tsa dipalo. Dilwana tse di dirisiwang letsatsi le letsatsi kwa gae di ka dirisetswa go latedisanya, go bala le go ithuta dipopego.

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

Dilo tse di dirisiwang gape

Baya dilo tse di dirisiwang gape mo ditshoding tse di tshwailweng mme e bile di na le dikhurumelo (jaaka: diphuthelwana tsa maungo le merogo, ditshodi tsa dillitara tse 2 tsa bebetsidid le 500-ml ya setshodi sa fetha). Baya ditshodi mo shelofong kgotsa felo gongwe moo barutwana ba ka di fitlhelang. Rotloetsa barutwana go baya dilwana ka nako ya phepatso morago ga go di dirisa mo ditešheneng tsa bona tsa tiro kgotsa ka nako ya ditirwana tsa go itlhophela ka tokologo. Dikakanyo dingwe ke tseo tebang le didiriswa tsa dipalo:

- dikhurumelo tsa mabotlolo (dipoego, bogolo le mebala e e farologaneng)
- mabokoso a bogolo jo bo farologaneng (sesepa sa meno, lebokoso la mokgwaro, diserele, melemo, diphuthelwana)
- ditshodi tsa polasetiki (mabotlolo a 500-ml litara e le 1, ditshodi tsa botoro, ditshodi tsa yokate tsa bogolo jwa 250 ml le 500 ml, ditshodi tsa bebetsididi, diphuthelwana tsa merogo)
- ditšhupu le diselennere (mateng a dikhateboto tsa pampiri a ntlwanaboithusetso, mateng a khateboto ya pampiri ya kitšhini, mateng a foele, meteme)
- mabokoso a mae
- dikonopo, dilotlolo tsa kgale, maswana a polasetiki, dithobanyane tsa bebetsidid, ditheke tsa sephuthelwana sa borotho
- dikgwele tsa methalethale, dibinibeke, dihulahupu.



Didiriswa tse dingwe

Didiriswa tse dingwe tsa phaposiborutelo tse di botlhokwa tsa go ruta *Grade R Maths* di akaretsa:

- dikherayone, pente, semamaretsi, sekere
- tege ya go tshameka kgotsa letsopa la go bopa
- dibuka tse di ka dirisediwang dipuisano tsa dipalo
- dibolokokago le ditshamekisi tsa dikago (kokoanya diphatsa tsa logong fa go tlhokega)
- metshameko e e farologaneng le diphazele, sekao, didomino, dinoga le dillere, *Ludo*, *Lotto*

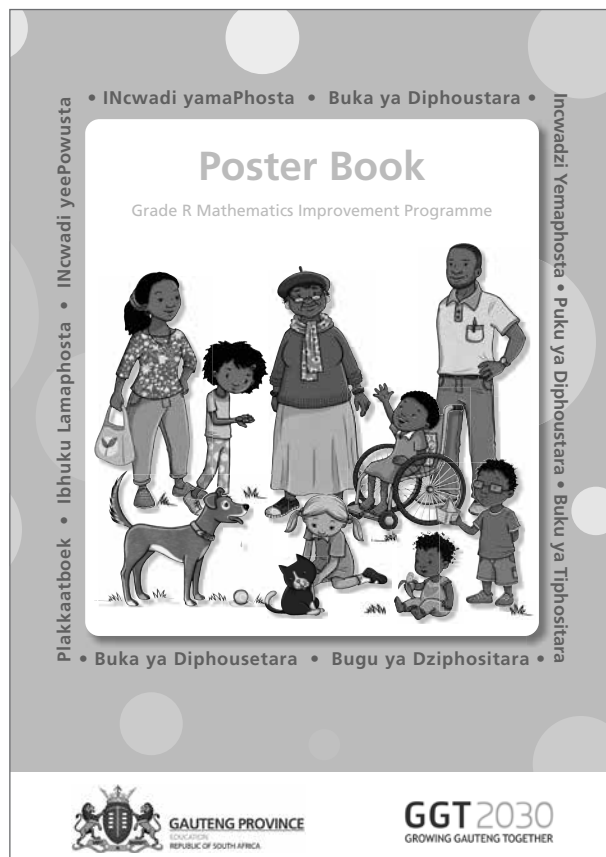
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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

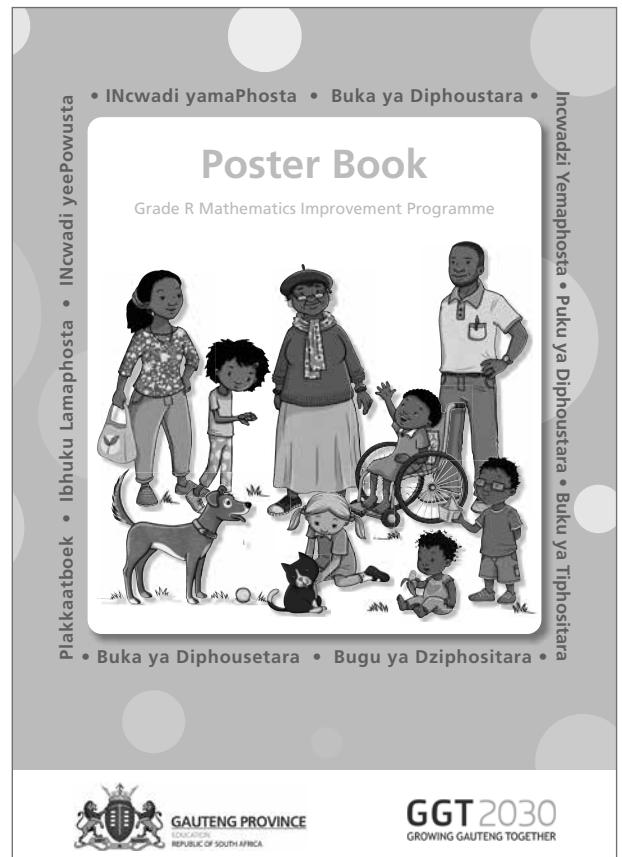


- tšhate ya bogodimo
- dikarata tsa go tshameka jambo
- sekamadi: madi a ditshipi le a dipampiri (go a dirisa mo lebenkeleng la mantlwane)
- tshupanako e kgolo ya lenaka ya lebota
- sekalamaleka
- dibaga tsa go rulaganya, go loga le go dira dipaterone
- didiriswa tsa go tshameka ka metsi le motlhaba
- didiriswa tsa go palama, go itsetsepela, go ikakga le go tlola.

Buka ya Diphousetara tsa *Grade R Maths*

Go na le diphousetara di le lesomenngwe mo *Bukeng ya Diphousetara tsa Grade R Maths*. Diphousetara di tlhagisa bokaello jo bo tlwaelegileng joo barutwana ba ka ikamanyang le bona mme e bile bo na le dikarolwana dingwe tsa dipalo, sekao, mo phaposiborutelong, (k.g.r., kwa lebaleng la metshameko), le mo ntloboapeelong. Maitlhommo a diphousetara ke go tlhotlheletsa dikgatlhego mo barutwaneng le go tlhotlheletsa dipuisano ka ga ditlhogo tsa dipalo, go akaretsa: dinomere, dipaterone, boalo le dipopego, thulaganyo ya nako le tekanyo. Diphousetara di ka dirisiwa go gwetlha barutwana go akanyetsa kwa teng teng le go ntsha mabaka. Di siametse go nonotsha dikgono tsa go rarabolola dipalo le go tlhotlhomisa dipalo. Barutabana ba ka rotloetsa barutwana go buisana ka ga diphousetara le go abelana megopolo ka go botsa dipotso go ba kaela tota le go lepa karolo e e rileng ya phousetara, sekao:

- O bonang mo setshwantshong?
- O akanya gore bana/batho ba kwa kae?
- Go diragalang mo setshwantshong?
- A o ka nkanegela kgang ka ga setshwantsho?
- O bona ... ba le kae? Fa go ne go feta/tlhaela ka ... a le mongwe?
- ... se kae?
- Go ne go ka diragalang fa e ne e le gore ...?
- O akanya gore go ya go diragalang gape?
- O akanyang ... a o kgona go bona go tswa mo ba emeng gona?
- O kgona go bona paterone efe? Tlhalosa paterone.
- O kgona go bona dipopego dife?
- Ke ofe ... yo moleele/mokhutshwane go feta?
- A o ka kgona go dirisa mafoko mangwe a dipalo go tlhalosa sengwe mo 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
1. Numbers, Operations and Relationships	Oral counting 1–5 Counting objects 1–3 One-to-one correspondence	Number 1 Solving problems in everyday contexts Oral counting 1–5 Counting objects 1–3 Reinforce vocabulary from Week 1	Counting objects 1–5 Oral counting 1–5 Reinforce 1	Number 2 Oral counting 1–5 Number 1 Counting objects 1–5	Number concepts 1 and 2 Oral counting 1–5 Counting objects 1–5
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)	Tidy-up chart Learners' symbols Helpers' chart Building a six-piece puzzle Modelling with playdough/clay Building with blocks		Properties of balls and boxes Objects that roll or slide Position: in and out Big and small Biggest and smallest	Circle Symmetry Six-piece puzzles	2-D shapes: square Direction: forwards and backwards Position: inside and outside Circle Boxes and balls Six-piece puzzles
4. Measurement	Sequencing daily events Birthday chart				
5. Data Handling	Sorting by colour Drawing	Sorting by colour	Sorting by size		

Thadiso ya diteng: Kgweditharo I

ELA TLHOKO: Karoloteng e e Lebeleletsweng le Kitso e ntšhwa di kwadilwe ka bohhibidu. Diteng tse dingwe tse di amiwang mo bekeng di kwadilwe ka mmala o o thokwa.

Karoloteng e e Lebeleletsweng	Beke 1	Beke 2	Beke 3	Beke 4	Beke 5
1. Dinomere, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Go balela kwa godimo 1–5 Go bala dilo 1–3 Tsamaelano ya nngwe ka nngwe	Nomere 1 Tharabololo dipalo mo bokaelong jwa letsatsi le letsatsi Go balela kwa godimo 1–5 Go bala dilo 1–3 Maatlafatsa tlotlofoko go simolola ka Beke 1	Go bala dilo 1–5 Go balela kwa godimo 1–5 Maatlafatsa 1	Nomere 2 Go balela kwa godimo 1–5 Nomere 1 Go bala dilo 1–5	Megopolopalo 1 le 2 Go balela kwa godimo 1–5 Go bala dilo 1–5
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiro le Alejebera')					
3. Boalo le Popego (Jeometeri)	Tšhate ya bophepafatsi Matshwao a barutwana Tšhate ya bathusi Aga phazele ya dikarolwana tse thataro Go dira dimmotlolo ka tege ya go tshameka/letsopa Go aga ka diboloko		Dipharologantsho tsa dibolo le mabokoso Dilo tse di kgokologang le tse di relelang Maemo: mo teng le kwa ntle Kgolo le nnye Kgolo thata le nnye thata	Sediko Tekano Diphazele tsa dikarolo tse thataro	Dipopego tsa 2-D: khutlonne Ntlhakaelo: kwa pele le kwa morago Maemo: mo teng le kwa ntle Sediko Mabokoso le dibolo Diphazele tsa dikarolo tse thataro
4. Tekanyo	Go rulaganya ditiro tsa letsatsi le letsatsi Tšhate ya matsalo				
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')	Go rulaganya ka mmala Go tshwantsha	Go rulaganya ka mmala	Go rulaganya ka bogolo		

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

Karoloteng e e Lebeleletsweng	Beke 6	Beke 7	Beke 8	Beke 9	Beke 10
1. Dinomore, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Nomoro 3 Go latedisanya dinomore 1-3 Go balela kwa godimo 1-5 Go bala dilo 1-5 Go gatelela megopolo ya dipalo 1 le 2 Tharabololo ya dipalo ka go dirisa dilo	Go balela kwa godimo 1-10 Go bala dilo 1-5 Go gatelela megopolo ya dipalo 1-3 Go latedisanya dinomore 1-3	Go balela kwa morago 5-1 Go balela kwa godimo 1-10 Go latedisanya dinomore 1-3 Go bala dilo 1-5 Go gatelela 1-3	Lefela Tekanyetso Tharabololo ya dipalo Dinomore mo bokaelong jo bo tlwaelegile Go balela kwa pele 1-10 Go balela kwa morago 5-1 Go bala dilo 1-5 Go rulaganya dinomore 1-3 Kgopolopalo 1-3	Go balela kwa godimo 1-10 Go bala dilo 1-5 Go latedisana dinomore 1-3 Megopolopalo 1-3 Tharabololo ya dipalo
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiriso le Alejebera')	Tlhaola dipaterone Go kopolola dipaterone				Pele le morago Go kopolola dipaterone
3. Boalo le Popego (Jeometri)		Dipopego tsa 2-D: khutlotharo Bodilo jwa setswantsho Maemo: fa pele ga le kwa morago Sediko, khutlonne Tekano Kgolo, nnye Diphazele tsa dikarolo tse thataro	Maemo: mo, tlase, mo godimo, fa tlase, go bapa le, magareng ga	Ntlhakaelo: godimo le tlase Sediko, khutlonne le khutlotharo Diphazele tsa dikarolo tse thataro	
4. Tekanyo			Go latedisanya nako: motshegare le bosigo, lesedi le lefifi Bolelele: tshate ya bogodimo		
5. Go Ranola Tshedimoseetso ('Dipalo tsa Tshedimoseetso')		Go rulaganya ka popego			Kokoanya, rulaganya mme o tlhagise dilo tse di kokoantsweng Buisanang ka ga dilo tse di kokoantsweng mme di rulagantswe le go bega ka ga tsona

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.

Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

- Go balela kwa godimo
- Go bala dilo

Kitso e ntšhwa

- Go balela kwa godimo 1–5
- Go bala dilo 1–3
- Tsamaelano ya nngwe ka nngwe
- Go rulaganya ditiro tsa letsatsi le letsatsi
- Tšhate ya matsalo
- Tšhate ya bophepafatsi
- Matshwao a barutwana
- Tšhate ya bathusi
- Aga phazele ya dikarolwana tse thataro

Ikatise

- Go rulaganya ka mmala
- Go dira dimmotlolo ka tege ya go tshameka/letsopa
- Go tshwantsha
- Go aga ka diboloko

Tlotlofoko e ntšhwa ya dipalo

bala
nngwe

pedi
tharo

nne
tlhano

pele
morago

latelang
bofelo

rulaganya

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- dira diphaphete tsa menwana ya baanelwa ba *Grade R Maths* (tsebe 216)
- letshwaotshwantsho la morutwana mongwe le mongwe
- dikaratatshwantsho tsa ditirwana tsa lenaneo la letsatsi le letsatsi
- segela morutwana mongwe le mongwe dipampiri tse dinnye tsa khutlonne gore a tshwantshe sefatlhego sa gagwe (tšhate ya matsalo)
- kopolola le go khalara ditshwantsho tsa moanelwa mongwe le mongwe wa *Grade R Maths* (bokafateng jwa letlharemorago la *Buka ya Diphusetara*)
- baakanya lebota la pontsho (leba Letsatsi 5, tsebe 31)
- dira phazele ya dikarolwana di le 6 (tsebe 220)
- kokoanya diboloko (kgotsa dira seno ka diphatsha tsa logong).

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Phousetara ya melawana ya phaposiborutelo (leba tsebe 13)
- Dikaratatshwantsho tsa lenaneo la letsatsi le letsatsi
- Matshwao a barutwana

1. **Matseno:** Buang ka gore re reetsana jang, refosanang mme lo thusaneng.

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 barutwana:** Naya morutwana mongwe le mongwe letshwaotshwantsho la gagwe go le dirisa jaaka 'tshupaina' ya gagwe mo phaposiborutelong, sekao, folaga ya Aforikaborwa, tshepe, tlou, khukhwana, serurubele, tau, lelomo, sejanaga. Kopa barutwana go tllaola le go tthalosa letshwaotshwantsho lengwe le lengwe.
3. **Thulaganyo ya ditiro tsa letsatsi le letsatsi:** Bontsha barutwana dikaratatshwantsho tsa lenaneo la letsatsi le letsatsi. Buisanelang thulaganyo ya ditirwana tsa letsatsi le letsatsi tse di supang setshwantsho se se maleba. Baya dikaratatshwantsho tsa lenaneo la letsatsi le letsatsi moo barutwana ba ka di bonang.

Dipotso tse di kaelang:

- ★ O dirileng *pele* ga o tla sekolong?
- ★ Re dirang *pele* ga re ka ja ... le *morago* ga go ja?
- ★ Re dirang se se *latelang*?
- ★ Re dirang sa *bofelo pele* ga re ya gae?



MAELE

Mo mosong ka nako ya kopano, bua ka ga maemobosa le ditirwana tse barutwana ba di dirileng pele ga ba tla sekolong.

4. **Kitsiso ya ditirwana tsa ditlhopho tse dinnye:** Tthalosa gore barutwana ba tlaa dira mo ditlhopheng tse dinnye letsatsi le letsatsi. Bontsha barutwana diteišenetiro tse tlhano. Tthalosa phapaano ya letsatsi le letsatsi. Ba gopotse maina a ditlhopho. Ba gopotse melawana ya phaposiborutelo. Tthalosa le go supa tirwana kwa seteišeneng sengwe le sengwe sa tiro. Tthalosa tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo: thulaganyo ya ditiro tsa letsatsi le letsatsi; melawana ya phaposiborutelo.

Letsatsi 2

Se o se tlhokang

- *Buka ya Diphousetara*, bokafateng jwa letlharemorago
- *Diphaphete tsa menwana*
- *Morumo: Botlhanano mo lapeng la etsho* (tsebe 195)
- Phousetara ya melawana ya phaposiborutelo (tsebe 13)
- *Tšhate ya bophepafatsi*
- *Tšhate ya bathusi*
- *Matshwao a barutwana*

1. **Matseno:** Gopotsa barutwana ka ga melawana ya phaposiborutelo.
2. **Tšhate ya bathusi:** Buisanang ka ga ditlhopho le ditiro tsa phaposiborutelo. Tlhagisa tšhate ya bathusi le ya bophepafatsi. Dirisa matshwao a barutwana mo tšhateng ya bathusi le ya bophepafatsi.
3. **Morumo:** Itsise morumo, *Botlhanano mo lapeng la etsho*, o bontsha diphaphete tsa menwana bongwe ka bongwe.



MAELE









Gakologelwa go bua ka lenaneo la letsatsi le letsatsi, tšhate ya bathusi le ya bophepafatsi letsatsi le letsatsi.

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

Guiding questions:

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

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

 <p>Mom/Mamma/UMama/UMama Occupation: teacher Favourite colour: orange Favourite activity: walking on the beach or the mountains Bingo: on/over/for Gunstelingkeur: orange Gunstelingkeurtwit: stap langs die strand of in die berg Umsebenzi: u/hiha Umbala azeubandayo: ocazolintshi Athanda ukukwenzeka: ukukhamba ebhishi noma ezimbini Umsebenzi athanda ukukwenzeka: ukukhambabamba ngasawande okanye ezimbini</p>	 <p>Dad/Pappa/UBaba/UTata Occupation: supermarket manager Favourite colour: blue Favourite activity: reading about other countries Bingo: be/under van 'n supermark Gunstelingkeur: blue Gunstelingkeurtwit: lees oor ander lande Umsebenzi: umphuhliso wezaphakathi Umbala azeubandayo: oluhlaza okwesibhakaba Athanda ukukwenzeka: ukufunda ngamanye amazwi Umsebenzi athanda ukukwenzeka: ukufunda ngamanye amazwi</p>
 <p>Mkhulu/Malusi/UMalusi/UMalusi Age: 5 Grade: R Favourite food: ice cream Favourite colour: red Favourite activity: making things that float Outdoors: R Grade: R Gunstelingkeur: soomp Gunstelingkeurtwit: maak goed wat kan dryf Iminyaka: 5 Bango: R Ukufunda akuthandayo: ayikhulu Umbala azeubandayo: obomvu Athanda ukukwenzeka: ukwakha izinto ezintantayo Umsebenzi athanda ukukwenzeka: ukwenza izinto ezimbini nominga</p>	 <p>Laylah/Laylah/Ulaylah/Ulaylah Age: 8 Grade: 2 Favourite food: pizza Favourite colour: yellow Favourite activity: climbing to the top of everything Outdoors: 8 Grade: 2 Gunstelingkeur: pizza Gunstelingkeurtwit: klouer tot bo-op alles Iminyaka: 8 Bango: 2 Ukufunda akuthandayo: ipiza Umbala azeubandayo: ophuzi Athanda ukukwenzeka: ukukhetha ama phezu kwentlo Umsebenzi athanda ukukwenzeka: ukugcencela aye kutsho phezu kwentlo jonke</p>
 <p>Eranny/Eranny/UGogo/UMakhulu Occupation: retired Favourite colour: purple Favourite activity: singing with a local jazz band Bingo: on/over/for Gunstelingkeur: para Gunstelingkeurtwit: sing saam met 'n plaaslike jazz-band Umsebenzi: ukumbhalephansi Umbala azeubandayo: okalwebezane Athanda ukukwenzeka: ukucula nabandho yejezi Umsebenzi athanda ukukwenzeka: ukucula nabandho yejezi Umbala azeubandayo: umfusa Umsebenzi athanda ukukwenzeka: ukucula nepela lomculo wejezi Athanda ukukwenzeka: ukucula nabandho yejezi</p>	 <p>Thami/Thami/UThami/UThami Age: 1 Favourite food: bananas Favourite colour: green Favourite activity: putting things in her mouth Outdoors: 1 Gunstelingkeur: oisango Gunstelingkeurtwit: sit alles in haar mond Iminyaka: 1 Ukufunda akuthandayo: ibhanana Umbala azeubandayo: oluhlaza okotshani Athanda ukukwenzeka: ukufaka izinto eminyeni Umsebenzi athanda ukukwenzeka: ukufaka izinto eminyeni walthe</p>
 <p>Dash/Dash/UDash/UDash Occupation: retired Favourite food: sandwiches Favourite activity: running fast Bingo: on/over/for Gunstelingkeur: toebroodjes Gunstelingkeurtwit: hardop vinnig Ukufunda akuthandayo: ukujijima kukhulu Ukufunda akuthandayo: isandwichi Umsebenzi athanda ukukwenzeka: ukubakika ngamandla aqhezu</p>	 <p>Pepper/Pepper/UPepper/UPepper Age: 1 Favourite food: fish Favourite activity: sleeping in boxes Outdoors: 1 Gunstelingkeur: vis Gunstelingkeurtwit: slap 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. **Kanelo ya lelapa ya Grade R Maths:** Bontsha barutwana bokafateng jwa lelharemorago jwa *Buka ya Diphousetara*. Buang ka ga moanelwa mongwe le mongwe mme o buise tshedimosetso ka ga bona. Balang ditokololo tsa lelapa leno mmogo.

Dipotso tse di kaelang:

- ★ O bonang?
- ★ O kgona go bona batho ba le bakae? (Supa mme o bale.)
- ★ O gopolang ka batho bano?
- ★ Maina a bona ke bomang?
- ★ Go na le basimane/basetsana ba le bakae?
- ★ Ba na le dingwaga tse kae?
- ★ Ba farologana jang? (sekao, mokhutshwane/moleele, monnye)
- ★ Ke batho ba le kae ba ba apereng marukhu/ba rweleng ditlhako, j.j.?

Kopana le baanelwa • Kopana le baphetwa	
Kopana le baanegwa	
<p>Meme/Mma/Mma Mma: mma Mme: mme Mma: mma Mme: mme Mma: mma Mme: mme Mma: mma Mme: mme Mma: mma Mme: mme Mma: mma Mme: mme</p>	<p>Ene/Wata/Toto Ene: ene Wata: wata Toto: toto Ene: ene Wata: wata Toto: toto Ene: ene Wata: wata Toto: toto Ene: ene Wata: wata Toto: toto</p>
<p>Makusi/Makasi/Makasi Makasi: makasi Makusi: makusi Makasi: makasi Makusi: makusi Makasi: makasi Makusi: makusi Makasi: makasi Makusi: makusi Makasi: makasi Makusi: makusi</p>	<p>Layeli/Layeli/Layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli Layeli: layeli</p>
<p>Makasi/Makasi/Makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi Makasi: makasi</p>	<p>Thami/Thami/Thami Thami: thami Thami: thami Thami: thami Thami: thami Thami: thami Thami: thami Thami: thami Thami: thami Thami: thami Thami: thami</p>
<p>Dashi/Dashi/Dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi Dashi: dashi</p>	<p>Peppi/Peppi/Peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi Peppi: peppi</p>

5. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. Tlhalosa le go supa tirwana kwa seteišeneng se sengwe le se sengwe. Gopotsa barutwana ka ga ditsela tsa go phepafatsa.

Letsatsi 3

Se o se tlohakang

- Phousetara ya melawana ya phaposiborutelo (tsebe 13)
- Diphaphete tsa menwana
- Morumo: *Bothano mo lapeng la etsho* (tsebe 195)
- *Buka ya Diphousetara*, Phousetara 4
- Kanelo ya lelapa ya *Grade R Maths* (tsebe 195)
- Tšhate ya bathusi
- Tšhate ya bophepafatsi
- Matshwao a barutwana
- Dipoleiti tsa pampiri
- Motsu wa poleiti nngwe le nngwe

1. **Tšhate ya bathusi:** Gopotsa barutwana gore ba mo ditlhopheng dife. Ba gopotse gape ka ga ditiro le melawana ya phaposiborutelo. Ka go dirisa poleiti e e farologaneng ya pampiri mo setlhopheng sengwe le sengwe, mamaretsa matshwao a barutwana mo poleiting ya pampiri mme o beye motsu mo go yona. Barutwana ba kgoma le go bala palo ya matshwao mo poleiting e nngwe le e nngwe. Dirisa motsu go supa morutwana yo o eteletseng setlhopho pele mo setlhopheng sengwe le sengwe.
2. **Tšhate ya bophepafatsi:** Baya letshwao la morutwana go bapa le tiro ya bophepafatsi mme o tlhalose gore morutwana o neetswe maikarabelo a tiro eo.
3. **Morumo:** Bua morumo, *Bothano mo lapeng la etsho*. Bontsha diphaphete tsa menwana ka bongwe ka bongwe mme o tsenye ditiragatso.

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

Guiding questions:

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

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

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

Day 4

What you need

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

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

Guiding questions:

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

4. **Go balela kwa godimo 1–5:** Bala go tloga ka 1 go fitlha ka 5, o opa diatla ka dinako tsotlhe. Letla barutwana go bala le go opa diatla mmogo le wena. Boeletsa fa o bitsa leina la morutwana mongwe le mongwe ka go opela noko nngwe le nngwe ka go opa diatla.
5. **Kanelo ya lelapa ya *Grade R Maths*:** Bontsha barutwana Phousetara 4.
Dipotso tse di kaelang:
 - ★ O bonang?
 - ★ Ke bana ba le kae ba ba iphitlhileng?
 - ★ Ke bana ba le kae ba ba leng mo morago ga lebati?
 - ★ Ke bana ba le kae ba ba sa ntseng ba ka tseba ka fa tlase ga tafole?
 - ★ Goreng o akanya gore Nkoko ga a iphitlha ka fa tlase ga tafole?
 - ★ O ka iphitlha kae?
 - ★ Go na le diotlwana di le kae?

Mmogo, supang le go bala bagolo, bana le diphologolo mo phousetareng. Ba anegele kanelo ya lelapa ya *Grade R Maths* mme o e diragatse mmogo le barutwana.
6. **Ditirwana tsa ditlhopho tse dinnye:** Buisanang ka ga ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. Gakolola barutwana ka ga tsela ya go phepafatsa.

Letsatsi 4

Se o se tlhokang

- Morumo: *Botlhamo mo lapeng la etsho* (tsebe 195)
- *Buka ya Diphousetara*, Phousetara 4
- Matlhare a mannye a pampiri
- Dipoleiti tsa pampiri di le 12

1. **Morumo:** Bua morumo, *Botlhamo mo lapeng la etsho*. Barutwana ba bontsha palo e e nepagetseng ya menwana ka dinako tsotlhe fa ba bua lefokopalo.
2. **Go balela kwa godimo 1–5:** Bala go tloga ka 1 go fitlha ka 5, o iteela nomore nngwe le nngwe leoto. Letla barutwana ba bale le go itaya leoto mmogo le wena.
3. **Go bala dilo 1–3:** Bontsha barutwana Phousetara 4. Supa le go bala dilo tse tharo tse di farologaneng mo phousetareng (seka, buka, setulo, ntšwa) mmogo le barutwana.
4. **Go rulaganya ditiro tsa letsatsi le letsatsi:** Botsa barutwana gore ba dirileng fa ba tsoga. Ba botse gore ba dirileng fa ba goroga mo sekolong. Kopa morutwana go supa setshwantsho se se nyalanang mo lenaneong la letsatsi le letsatsi. Botsa dipotso ka ga tatelano ya ditirwana mo lenaneong la letsatsi le letsatsi.

Dipotso tse di kaelang:

- ★ Re ne re dirang *pele* ga re dira dipalo?
- ★ Re ya go dirang se se *latelang*?
- ★ Re tlaa dirang kwa bofelong jwa letsatsi?
- ★ Go tlaa diragalang *morago* ga 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. **Matsalo:** Naya morutwana mongwe le mongwe lenathwana la pampiri. Ba kope go tshwantsha difatlhego tsa bona mo go lona. A barutwana ba nne ka tatelano ya dikgwedi tsa bona tsa matsalo.

Dipotso tse di kaelang:

★ Ke dikgwedi dife tse di nang le malatsi a matsalo a le mantsi/ mannye go gaisa?

★ Ke dikgwedi dife tse di nang le malatsi a matsalo a a lekanang?

Bontsha dipoleiti tsa pampiri di le 12. Kwala leina la kgwedi mo poleiting e nngwe le e nngwe. Baya ditshwantsho tsa difatlhego tsa barutwana mo dipoleiting tseo tsa pampiri go ya ka dikgwedi tsa bona tsa matsalo.

6. **Ditirwana tsa ditlhopha tse dinnye:** Buisanang ka ga ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. Gopotsa barutwana ka ga tsela ya go phepafatsa.

Letsatsi 5

Se o se tlhokang

- Morumo: *Botlhamo mo lapeng la etsho* (tsebe 195)
- Matshwao a barutwana
- Lobota lwa dipontsho

1. **Morumo:** Bua morumo, *Botlhamo mo lapeng la etsho*. Barutwana ba bontsha palo e e nepagetseng ya menwana ka dinako tsotlhe fa ba bua lefokopalo.
2. **Go balela kwa godimo 1–5:** Barutwana ba tsholetsa matsogo a bona mme ba bale go tloga ka 1 go fitlha ka 5 ka dinako tsotlhe.
3. **Matshwao a barutwana:** Barutwana ba tlaola matshwao a bona mme ba a beye mo bolokong jo bo nyalanang mo loboteng lwa dipontsho.

Dipotso tse di kaelang:

★ Letshwao la gago le kae?

★ Mmala wa letshwao la gago ke ofe?

★ Mpolelele ka ga letshwao la gago.

4. **Ditirwana tsa ditlhopha tse dinnye:** Buisanang ka ga ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. Gopotsa barutwana ka ga tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo: kgolo ya tlotlofoko e e buiwang, thefosano ka nako ya dipuisano; kgolo ya tiriso ya mesifa e e boleta.

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.

Ditirwana tsa ditlhopha tse dinnye

MAELE

Ga go na tirwana e e kaelwang ke morutabana mo Bekeng 1. Eya kwa seteišeneng sa tiro go ya go se sengwe go tlhola gore barutwana ba dira jang le go ba tshegetsatsa.



Ela tlhoko gore barutwana ba dira jang ditirwana:

- Ba tsaya karolo jang?
- A ba kgona go sala ditaello morago?
- A ba kgona go tsepamisa megopolo mo tirwaneng?
- A ba kgona go abelana?
- Ba tlhaeletsana le barutwana ba bangwe kana le wena jang?
- Ba tshola jang didiriswa?

Seteišetiro 1

Se o se tlhokang

- Setshodi se se nang le diphologolo tsa mebala e e farologaneng le dibalamaungo (*Kgetsana ya Didiriswa*) ya morutwana mongwe le mongwe

Barutwana ba rulaganya dibadi ka mmala.



Seteišetiro 2

Se o se tlhokang

- Tege ya go tshameka kgotsa letsopa

Barutwana ba dirisa tege ya go tshameka kgotsa letsopa go dira mmotlolo.

Seteišetiro 3

Se o se tlhokang

- Pampiri
- Dikherayone

Barutwana ba tshwantsha setshwantsho se ba se itlhophetseng.



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.



MAELE

Tlhopha mefuta ya diphazele go tshwanela bokgoni jo bo farologaneng jwa barutwana.

Seteišenetiro 4

Se o se tlhokang

- Phazele ya dikarolwana di le thataro ya morutwana mongwe le mongwe (leba tsebe 220)

Barutwana ba aga phazele ya dikarolwana di le thataro.

Seteišenetiro 5

Se o se tlhokang

- Dibolokokago

Barutwana ba dirisa dibolokokago go tlhama dikago tsa 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

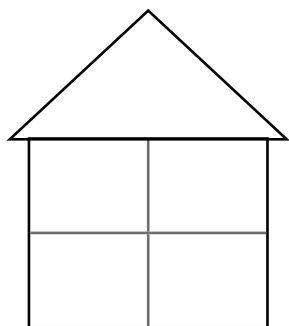
Getting ready



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.)



Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

- Matshwaopalo
- Mafokopalo

Kitso e ntšhwa

- Nomore 1
- Tharabololo dipalo mo bokaelong jwa letsatsi le letsatsi

Ikatise

- Go balela kwa godimo 1–5
- Go bala dilo 1–3
- Maatlafatsa tlotlofoko go simolola ka Beke 1
- Go rulaganya ka mmala

Tlotlofoko e ntšhwa ya dipalo

morago

fa pele

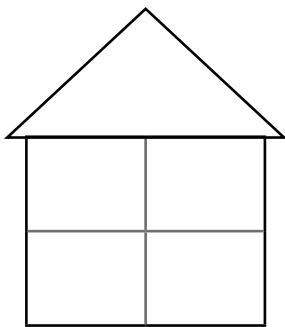
ntlha

bobedi

boraro

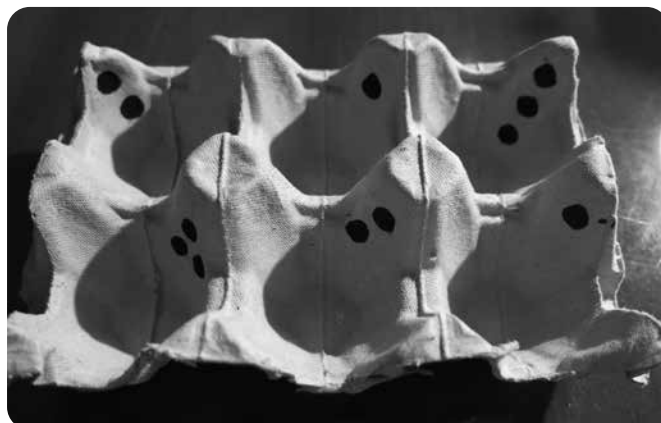
Ipaakanye

 **MAELE**
Dirisa ditšhono tse di mo ditirotlwaelong tsa letsatsi le letsatsi go tthagisa tlotlofoko e ntšhwa ya dipalo. Gakologelwa go bua ka lenaneo la letsatsi le letsatsi.



O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- tlatsa kgetsana ka dilwana tse di farologaneng gore o tle o kgone go neela morutwana mongwe le mongwe
- nomorekgabisi ya nomore 1:
 - dira popego ya ntlo mo tsebeng ya A3
 - kopolola mme o khalare dithempoleiti mo tsebeng 205 – 1, *nngwe, lerontho le le lengwe, tlou e le nngwe*
 - mamaretsa matshwao le ditshwantsho mo ntlong
- baakanya lefelo la dipalo o totile '1' – batla ditshwantsho tsa dilo di le dingwe
- dira dikarataronho tsa '1' di le 15
- dira dikaratatshwao tsa nomore '1' di le 15 (tsebe ya thempoleiti 205)
- dira dikaratafoko tsa nomore 'nngwe' di le 5 (tsebe ya thempoleiti 205)
- kokoanya mabokoso a mae a le 10 (Tshwaya kopi nngwe le nngwe ya lee ka lerontho le le lengwe, maronho a le mabedi kgotsa a le mararo. Dira maronho a a farologaneng mme a kopantswe mo lebokosong lengwe le lengwe la mae.)



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

Whole class activities

Day 1



TIP

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

What you need

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

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

Integration

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

- dilo tsa letsatsi le letsatsi di le 8, sekao, bolo ya tenese, kopi, pene, boraše jwa moriri, sekere, leswana, selotlolo, selefoune
- dithempoleiti tsa 'nomore 1' di le 8 tse di gatisitsweng (tsebe 211) di apesitswe ka polasetiki kgotsa mo kgetsaneng ya polasetiki
- dikhurumelo di le 3 go neela morutwana mongwe le mongwe mo setlhopheng se sennye (e ka nna dikhurumelo di le 18).

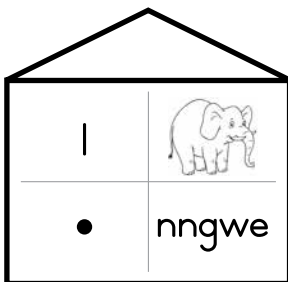
Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

 **MAELE**
Gopotsa barutwana ka maina a ditlhophha le melawana ya phaposiborutelo, mmogo le tsela ya go phepafatsa.

Se o se tlhokang

- Pina: *Hokhi Phoki* (tsebe 195)
- *Kanelo ya nomore 1* (tsebe 197)
- Dikarataronho tsa nomore '1' di le 15
- Dikaratatshwao tsa nomore '1' di le 15
- Dilo tse di farologaneng tse di lekaneng gore o kgone go ka neela morutwana mongwe le mongwe e le nngwe
- Nomorekgabisi: Nomore 1



1. **Pina:** Itsese pina, *Hokhi Phoki*, ka ditiragatso.
2. **Go balela kwa godimo 1–5:** Bala mme o iteye leoto mo palong ya nomore nngwe le nngwe. Boeletsa mme o letle barutwana go dira jalo le wena.
3. **Go tlhagisa nomore '1':** Anegela ka ga *Kanelo ya nomore 1*. Ntlo ya phologolo ke yona e totilweng mo kanelong. Bontsha dikarolo tsa nomorekgabisi fa o ntse o tlhama kanelo ka ga phologolo le ditshwantsho tsa ntlo: ditlhagiso tse di farologaneng tsa nomore 1, sekao, setshwantsho sa tlou, leronho, letshwao le lefoko. Bontsha dikarolo tsa kgabisi mo ntlolong ya phologolo mo loboteng mo lefelong la dipalo.
4. **Dirwe tsa mmele:** Bua ka ga dirwe tsa mmele tse re nang fela le e le nngwe ya tsona, sekao, nko e le nngwe, molomo o le mongwe, tlhogo e le nngwe, leleme le le lengwe.
5. **Go tthaola selo se le sengwe:** Baya dilo tse di farologaneng tse dinnye tse di lekaneng mo kgetsaneng go neela morutwana mongwe le mongwe. Barutwana ba refosane go ntsha selo se le sengwe mo kgetsaneng. Ba tlhalose selo seo mme ba bue gore ba ka se dirisa jang. Ba rotloetse go dirisa lefoko 'nngwe', sekao, 'Ke na le boraše jwa moriri bo le bongwe.' Jaanong baya dilo mo godimo ga tafole. Barutwana ba le batlhano ba beye karataronho ya nomore 1 le karatatshwantsho ya nomore 1 e le nngwe go bapa le dilo tse tlhano tse di mo tafoleng. Boeletsa tiragalo eno le ditlhophha tse dingwe gape tse pedi tsa barutwana ba le batlhano mo setlhopheng.
6. **Ditirwana tsa ditlhophha tse dinnye:** Bontsha barutwana diteišenetiro di le nne. Ba bontshe tirwana mo seteišeneng se sengwe le se sengwe sa tiro. Tlhalosa tiro ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo: go paka dilo mo dishelofong go ya ka matshwaotshwantsho, mabokoso le ditshodi (kitso ya go buisa le go kwala e e golang); dirwe 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 2



Ka nako ya ditirotlwaelo le ya go fola mela, dirisa dipalokemotatelano jaaka: ntlha, bobedi, boraro.

Gopola go dira khalendara, malatsi a beke, dikgwedi tsa ngwaga le tshate ya matsalo letsatsi le letsatsi.

Se o se tlhokang

- Pina: *Hokhi Phoki* (tsebe 195)
- Dikaratatshwao tsa nomore '1' le dikaratafoko tsa nomore 'nngwe'
- Nomorekgabisi: Nomore 1

1. **Pina:** Opela pina, *Hokhi Phoki*, ka ditiragatso.
2. **Go balela kwa godimo 1–5:** Barutwana ba itira e kete ke ditlou mme ba iteye maoto fa fatshe fa ba bala go fitlhelela kwa go tlhano.
3. **Nomorekgabisi:** Buisanang ka ga nomorekgabisi le kanelo go simolola ka Letsatsi la 1.

Dipotso tse di kaelang:

- ★ Ditlou tse di nnang mo ntlong ke tse kae?
- ★ Ditlhare tse di mo tshingwaneng ke tse kae?
- ★ Goreng o akanya gore tlou e nna e le nosi?
- ★ Goreng o akanya gore go na fela le banka (bench) e le nosi mo tshingwaneng?
- ★ Ke dikarolo dife tsa kanelo tse di go kgathileng? Goreng?

Neela barutwana dikaratatshwao tsa nomore '1' le dikaratafoko tsa nomore 'nngwe'. Ba di nyalanye le '1' le 'nngwe' mo nomorekgabising.

4. **Dirwe tsa mmele:** Tshameka motshameko. Barutwana ba kopise se o se dirang fela fa e le gore se nyalana le mafoko a gago:
 - ★ Ke na le nko e le nngwe. (Tshwara matlho a gago otlhe.)
 - ★ Ke na le molomo o le mongwe. (Tshwara ditsebe tsa gago tsotlhe.)
 - ★ Ke na le molala o le mongwe (Tshwara molala wa gago.)
 - ★ Ke na le tlhogo e le nngwe. (Tshwara menwana ya gago ya maoto.)

Barutwana ba supa dirwe tsa mmele tse ba nang le e le nngwe fela ya tsona. Ba boeletse, 'tlhogo e le nngwe, nko e le nngwe, molomo o le mongwe, seledu se le sengwe, molala o le mongwe' fa ba ntse ba supa dirwe tseno mo mebeleng ya bona.

5. **Go ikatisetsa nomore '1':** Botsa, 'Ke mang yo o kgonang go bona sengwe se se leng sosi fela mo phaposiborutelong?' Neela morutwana mongwe le mongwe o o tsibogang karatatshwantsho ya nomore '1'. Barutwana ba beye karata mo selong seo.

Bontsha barutwana gore letshwaopalo '1' le 'kwalwa' jang mo moweng. Barutwana 'ba kwale' '1' mo moweng, mo diatleng tsa bona le mo maotong, le mo mekwatleng ya ditsala.

6. **Ditirwana tsa ditlhopa tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

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 3

Se o se tlhokang

- Pina: *Hokhi Phoki* (tsebe 195)
- Dilo tse di farologaneng di kokoantswe ka bo1, bo2 le bo3 (sekao, dikoloi tsa ditshamekisi, diboloko, dikousu, le dibolo) mme di beilwe mo phaposiborutelong. Dilo tse di kokoantsweng tseno di nne moo barutwana ba tlaa kgonang go di bona bonolo teng.

1. **Pina:** Opela pina, *Hokhi Phoki*. Tsenya mola o mongwe moo barutwana ba dirisang serwe se sengwe sa mebele ya bona, sekao, lenao kgotsa monwana.
2. **Go balela kwa godimo 1–5:** Barutwana ba gwanta ka gangwe fa ba ntse ba bala go fitlhelela ka tlhano.
3. **Go bala dilo 1–3:** Barutwana ba batle dilo mo phaposiborutelong, sekao, bolo e le 1, diboloko tse 2, jalo le jalo.
Tshameka 'Ke setlhodi', sekao, 'Ke tlhola ka leitlhonyana la me, e le selo se se kgolokwe.' (bolo e le nngwe); 'Ke tlhola ka leitlhonyana la me, dilo tse pedi tse o ka di kgweetsang.' (dikoloi tse pedi); 'Ke tlhola ka leitlhonyana la me, dilo tse tharo tse o ka di dirisang go aga tora.' (diboloko di le tharo). Fa morutwana a tlaola selo/dilo ka nepo, a se tlise fa pele ga barutwana botlhe. Di tshware le go di bala mmogo.
4. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.

Letsatsi 4

Se o se tlhokang

- Morumo: *Dipanana* (tsebe 195)
- *Buka ya Diphousetara*, Phousetara 4
- Kanelo ya lelapa ya *Grade R Maths* (tsebe 195)
- Dikaratarontho tsa nomore '1' di le 5
- Dikgwele tse 2 tsa motshameko wa kgwele ya dinao

1. **Morumo:** Itsese morumo, *Dipanana*.
2. **Go balela kwa godimo 1–5:** Barutwana ba thwantshe menwana mme ba bale go fitlhelela ka tlhano.
3. **Go bala dilo 1–3:** Anegela ka kanelo ya Phousetara 4 (Kanelo ya lelapa ya *Grade R Maths* (tsebe 195)).

Dipotso tse di kaelang:

- ★ Maina a batho le ntšwa ke afe?
- ★ O kgona go bona bana ba le kae?
- ★ Goreng o akanya gore Rre ga a yo mo setshwantshong se?

Mmogo balang gore go na le batho ba le kae le diphologolo di le kae.

- ★ A go na le batho ba le bantsi kana diphologolo di le dintsi mo setshwantshong?
- ★ Ke eng se o se bonang mo setshwantshong mme se le sengwe fela?



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

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

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

Guiding questions:

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

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

Day 5

What you need

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

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

Integration

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

- ✦ Ke eng se o bonang se tlhagelela mme di le pedi?
- ✦ Fa re ka dira setlhophha sa dilo di le tharo tse di nnang mmogo mo setshwantshong, e ka nna dife?

Barutwana ba refosanele go tla go supa dilo mo setshwantshong. Barutwana ba beye karatarontho ya nomore 1 moo go nang le selo se le sosi.

4. **Tharabololo ya dipalo:** Bua ka ga Phousetara 4.

Dipotso tse di kaelang:

- ✦ O akanya gore ke mang yo o tshamekang ka kgwele eno ya dinao?
- ✦ Fa Laylah le Malusi ba batla kgwele, Mme o ya go tlhoka go reka dikgwele di le kae? (Dirisa barutwana ba le babedi le dikgwele di le pedi go ba bontsha.)
- ✦ O kgona go bona dikatse di le kae?
- ✦ Go na le dikopi di le kae mo tafoleng?
- ✦ A go na le batho ba le bantsi kana dikopi di le dintsi?
- ✦ Gore mongwe le mongwe yo o mo setshwantshong a nne le kopi e le nngwe, re tlhoka dikopi di le kae gape?

5. **Ditirwana tsa ditlhophha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.

Letsatsi 5

Se o se tlhokang

- Morumo: *Dipanana* (tsebe 195)
- Dilo tsa phaposiborutelo
- Dikaratatshwao tsa nomore '1', dikaratarontho tsa nomore '1' le dikaratafoko tsa nomore 'nngwe'

1. **Morumo:** Bua morumo, *Dipanana*.
2. **Go balela kwa godimo 1–5:** Barutwana ba kome ka tlhogo mme ba bale go fitlhelela mo go tlhano. Boeletsa.
3. **Go bala dilo 1–3:** Dira thulaganyo ya motsamao ka go dirisa ditiragatso tse tharo tse di farologaneng, sekao, go itaya ka leoto gangwe, go koma ka tlhogo gabedi le go opa diatla gararo. Boeletsa seno makgetlho a le mmalwa. Kopa barutwana go tshikhinya ditiragatso tse di farologaneng di le tharo go tlhama thulagano e ntšhwa.
4. **Maatlafatso ya nomore '1':** Kopa barutwana ba le mmalwa ka nako e le nngwe go tsaya selo mo phaposiborutelng le go se baya mo tafoleng ya dipalo. Neela barutwana ba bangwe letshwaopalo la '1' kgotsa karatarontho go e tshwarisa mo selong seo. Boeletsa.
5. **Ditirwana tsa ditlhophha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo: batla 'nngwe' mo dikanelong le mo ditirwaneng tse dingwe.

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.



Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Dibadi di le mmalwa tse di ka neelwang morutwana yo mongwe le yo mongwe
- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dikaratatshwao le dikaratarontho tsa nomore '1'
 - Karatatshwantsho e e emetseng selo se le sengwe
 - Dibadi tsa diphologolo di le 3
- Dilo di le 8 go nyalana le dikaratatshwantsho
- Dikhurumelo tsa polasetiki tsa yokate di le 3 go neelwa morutwana yo mongwe le yo mongwe
- Dibadi tsa diphologolo tse di tlaleletsang
- Tege ya go tshameka

1. **Go bala dilo – tsamaelano ya nngwe ka nngwe:** Baya moko wa dibadi tse di farologaneng tsa mebala fa pele ga morutwana mongwe le mongwe. Barutwana ba di tshware le go di bala.
2. **Go rulaganya:** Barutwana ba rulaganye dibadi tsa bona tsa diphologolo go ya ka mmala. Mongwe le mongwe a bale gore o tshwere palo e kae ya mmala mongwe le mongwe.
3. **Go ikatisa ka nomore '1':** Baya dilo di le 8 tse di nyalanang le dikaratatshwantsho mo mmetsheng. Kopa ngwana mongwe le mongwe go tlhopha selo se le sengwe go tswa mo ngataneng mo gare ga sediko se se nyalanang le dikarata tshwantsho tsa bona. Barutwana ba nyalanye karata ya letshwaopalo le dikaratatshwantsho tsa bona. Barutwana ba fapaane dikaratatshwantsho mme ba boeletse.

Naya morutwana mongwe le mongwe dikhurumelo di le tharo tsa polasetiki tsa ditshodi tsa yokate. Kopa barutwana go baya sebadi se le sengwe sa diphologolo go tswa mo ditshoding tsa bona mo sekhurumelong se sengwe le se sengwe. Baya dibadi tsa diphologolo tse di setseng di le mmalwa mo sekhurumelong se sengwe le se sengwe. Barutwana ba beye dikaratarontho, letshwaopalo le dikaratafoko go bapa le sekhurumelo se sengwe le se sengwe. Kopa barutwana go ntsha dibadi go direla gore sekhurumelo sengwe le sengwe se nne le se le 'sengwe' gape.

Tlhama/kwala '1' mo moweng. Naya morutwana mongwe le mongwe tege ya go tshameka e e seng kalo mme o ba kope go dira popego ya letshwao la nomore '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.

MAELE

Ela barutwana tlhoko, o ba tshagetse le go ba botsa dipotso. Go botlhokwa go itse se barutwana ba kgonang go se dira gore o kgone go agelela mo kitsong ya bona ya pele. Kwala dintlha tse go utlwala ka ga morutwana mongwe le mongwe mo setlhopheng.



Netefatsa gore barutwana ba kgonang go:

- rulaganya dibadi go ya ka mmala
- bala setlhophha sa dilo ka go dirisa tsamaelano ya nngwe ka nngwe
- nyalanya selo se le sengwe le karata ya letshwaotshwantsho le letshwao la morutwana
- nyalanya letshwao la nomore '1' le letshwao la karatatshwantsho ya '1'

Seteišenetiro 1

Se o se tlhokang

- Mabokoso a le 10 a mae a tshwailwe ka ditlhophha tsa marontho go simolola ka nngwe go ya go tharo mo koping nngwe le nngwe ya mae
- Moko wa dibadi tsa maungo go neela morutwana mongwe le mongwe

Barutwana ba tlophhe lebokoso la mae. Ba nyalanye palo ya dibadi tsa maungo le palo ya marontho mo koping e nngwe le e nngwe ya mae. Barutwana ba boeletse seno ka go dirisa mabokoso a a farologaneng a mae.



Seteišenetiro 2

Se o se tlhokang

- Tege ya go tshameka
- Pampiri
- Dikherayone

Barutwana ba dirise tege ya go tshameka go dira selo se le sengwe. Barutwana ba thale setshwantsho sa selo seo.

Workstation 3

What you need

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

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



Workstation 4

What you need

- Building blocks

Learners use building blocks to build anything of their choice.



TIP

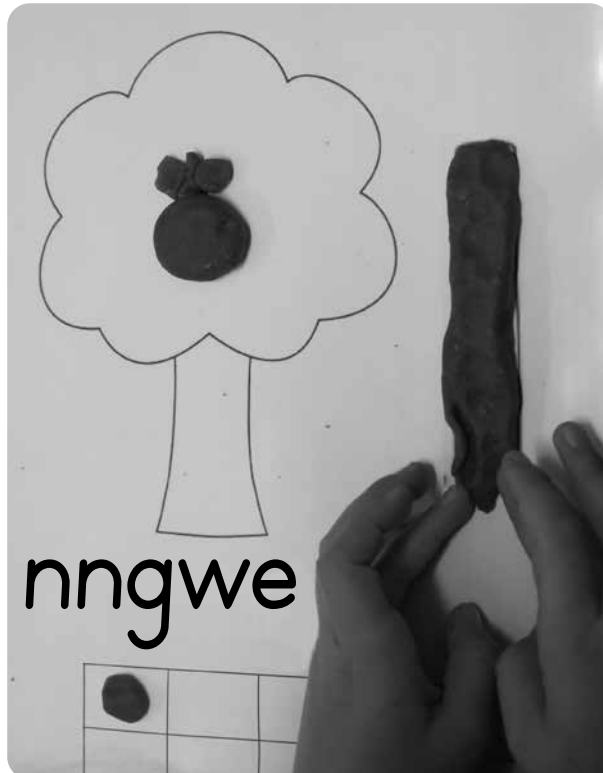
Independent activities could include threading, peg boards, buttoning, zipping, drawing and painting.

Seteišenetiro 3

Se o se tlhokang

- Thempoleiti ya tege ya go tshameka: Nomore 1 ya morutwana mongwe le mongwe (tsebe 211)
- Tege ya go tshameka

Barutwana ba dirise tege ya go tshameka go tlhama nomore '1', go kgokolosa bolo e le nngwe ya tege ya go tshameka go e baya mo setlhareng, le go kgokolosa bolo e le nngwe ya tege ya go tshameka go e baya mo keriting (grid).



Seteišenetiro 4

Se o se tlhokang

- Dibolokokago

Barutwana ba dirise dibolokokago go aga sengwe le sengwe se ba se itlhophetseng.



MAELE

Ditirwana tsa boikemedi di ka akaretsa go loga, dibotophelese, go tswala dikonopo, go zipa, go thala le go penta.

Content Area Focus: Space and Shape (Geometry)

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

roll
slide
big/biggest

small/smallest
in
out

side
corner
edge

straight
flat
round

Getting ready

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

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

Whole class activities

Day 1

What you need

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

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

Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometri)

Ditlhogo

- Lemoga, tlaola le go taya dilo tsa 3-D maina
- Tlhalosa, rulaganya le go bapisa dilo tsa 3-D: dibolo le mabokoso
- Go baya mo maemong, go tlwaetsa le go lebelela: mo teng le kwa ntle

Kitso e ntšhwa

- Go bala dilo 1–5
- Dipharologantsho tsa dibolo le mabokoso
- Dilo tse di kgokologang le tse di relelang
- Maemo: mo teng le kwa ntle
- Kgolo le nnye
- Kgolo thata le nnye thata

Ikatise

- Go balela kwa godimo 1–5
- Maatlafatsa 1
- Go rulaganya ka bogolo

Tlotlofoko e ntšhwa ya dipalo

kgokologa	nnye/nnye thata	thoko	tlhamaletse
relela	teng	khutlo	phaphathi
kgolo/kgolo thata	ntle	letlhakore	kgolokwe

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- ditshwantsho tsa panana tsa bogolo jwa A4 di le 5
- dikhateboto tsa tlhapi tse dinnye di le 5
- khateboto ya ditlhapi e kgolo e le 1, e bogolo jwa yona bo ka lekanang dikhateboto tsa tlhapi tse dinnye di le 5
- mabokoso a khateboto a a bogareng a le 2, le lengwe le na le letshwao le 'legolo' la setshwantsho mme le lengwe le na le letshwao le 'lennye' la setshwantsho
- molana o monnye o o dirilweng ka buka ya khavara e e thata, boto ya lepolanka/lepolanka, kgotsa bogodimo jwa tafole bo ikaegile ka letlapana kgotsa lebokoso
- lekwalodikgang
- mabokoso a mannye a khateboto a le 12, sekao, sesepa sa meno, sesepa kgotsa mabokoso a motswako wa moutlwalo
- kokoanyo ya dibolo tsa bogolo jo bo farologaneng.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Morumo: *Dipanana* (tsebe 195)
- Kokoanyo ya mabokoso le dibolo tsa bogolo jo bo farologaneng
- Ditshwantsho tsa dipanana di le 5

1. **Morumo:** Bua morumo, *Dipanana*.
2. **Go balela kwa godimo:** Barutwana ba iphaphatha mangole mme ba bale go tloga ka 1 go fitlhelela ka 5.

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

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

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

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

Guiding questions:

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

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

Guiding questions:

- ★ What can you tell me about this ball?

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

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

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

Guiding questions:

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

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



TIP

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

3. **Go bala dilo 1–5:** Barutwana ba le barataro ba eme kwa pele. Neela morutwana a le mongwe ditshwantsho tsa dipanana di le tlhano. Barutwana botlhe ba bue morumo wa *Dipanana* fa morutwana yo o tshwereng ditshwantsho tsa dipanana a ntse a neela morutwana mongwe le mongwe wa ba le batlhano ba ba emeng kwa pele setshwantsho sa dipanana se le sengwe. Buisanang:

- ★ Morutwana *mongwe le mongwe* o tshwere dipanana di le kae? (Bala e le nngwe mo morutwaneng yo mongwe le yo mongwe.)
- ★ Palogotlhe ya dipanana ke efe? (Bala tse.)

Barutwana ba babedi ba nna ba ntse ba eme. Ba bangwe ba ba neela ditshwantsho tsa bona tsa dipanana ba bo ba dula fatshe. Botsa phaposi gore ke ofe yo o nang le tse dintsi le gore ke ofe yo o nang le tse dinnye. Bala palo ya dipanana tse mongwe le mongwe wa barutwana o di tshwereng.

4. **Go ribolola dipharologantsho tsa mabokoso:** Baya mabokoso a le matlhano a bogolo jo bo farologaneng mo mmetsheng. Bala mabokoso ao. Tsholeletsa lebokoso kwa godimo mme lo buisane.

Dipotso tse di kaelang:

- ★ O ka mpolelela eng ka ga lebokoso leno?
- ★ A go na le yo o ka mpolelelang moo sekhutlo se leng gona mo phaposiborutelong? (Kopa morutwana a le mongwe go ema mo sekhutlong.)
- ★ A go na le yo o ka mpontshang sekhutlo mo lebokosong leno?
- ★ A re bale palo ya dikhutlo tsotlhe mo lebokosong.
- ★ A o ka mpontsha letlhakore le le lengwe la lebokoso?
- ★ A o ka mpontsha letlhakore le lengwe la lebokoso?
- ★ Go na le palogotlhe ya matlhakore a le makae?
- ★ Lethoko la lebokoso le fa kae?
- ★ A re ka bala mathoko otlhe?

5. **Go ribolola dipharologantsho tsa dibolo:** Tsholeletsa bolo gore phaposiborutelo e e bone.

Dipotso tse di kaelang:


- ★ O ka mpolelela eng ka ga bolo eno?
- Kopa barutwana go dira sediko mme ba nne fatshe ba bo ba ragelane bolo. Fa e tswa go morutwana yo mongwe go ya go yo mongwe, ba tlhalose popego ya yona. Ba rotloetse go go bolelela gore e kgolokwe le gore ga e na dikhutlo kana mathoko.
- ★ O ka mpolelela eng ka ga bodilo jwa bolo?
 - ★ A bolo e na le dikhutlo kgotsa mathoko?

6. **Go relela le go kgokologa:** Barutwana ba kgokolose bolo go tswa mo go yo mongwe go ya go yo mongwe. Tlhalosa gore bolo e tsamaya jang: re a e 'kgokolosa'. Bontsha barutwana lebokoso.

Dipotso tse di kaelang:

- ★ Bolo e tsamaya jang?
- ★ A re ka kgokolosa lebokoso?
- ★ Tsela e e gaisang thata go sutisa lebokoso go ralala bodilo ke efe? (Rotloetsa barutwana gore ba re go relela.)

7. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka tsela ya go phepafatsa.

 **MAELE**
 Fa go buiwa ka ga dilo tse dingwe mo phaposiborutelong, sekao, dideseke, dibuka kgotsa diboloko, dirisa tlotlofoko ya dipalo jaaka: kgolokwe, matlhakore, dikhutlo, mathoko, tlhamaletse, sephaphathi.

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 2

Se o se tlhokang

- Morumo: *Tlhatswana e le nngwe* (tsebe 197)
- Dithlapi tsa dikhateboto di le 5
- Lebokoso le le lolea go tsenya dithlapi
- Kokoanyo ya dibolo le mabokoso a bogolo jo bo farologaneng
- Moropana kgotsa dikgatšhakgatšha

1. **Morumo le go bala dilo 1–5:** Tsholeletsa dithlapi tsa khateboto di le tlhano godimo mme o di bale fa barutwana ba ntse ba bua morumo, *Tlhatswana e le nngwe*. Kopa barutwana ba le batlhano go emelela mongwe le mongwe wa bona a tshwere tlhapi. Barutwana bano ba tsenye dithlapi mo lebokosong fa ba bangwe botlhe ba bua morumo mmogo.
2. **Go balela kwa godimo 1–5:** Balela go latela moribo wa moropana kgotsa dikgatšhakgatšha.
3. **Tharabololo ya dipalo:** Dirisa dithlapi tse tlhano mo lebokosong tharabololo ya dipalo.

Dipotso tse di kaelang:

- ★ Fa ke ntsha dithlapi tse di lekaneng go tshwara e le nngwe mo seatleng se sengwe le se sengwe sa me, ke tlaa bo ke tshwere dithlapi di le kae?
 - ★ Fa ke ntsha tlhapi e nngwe gape, ke tlaa bo ke tshwere dithlapi di le kae?
- Bala dithlapi 1, 2, 3 le phaposiborutelo yotlhe. Ntsha tlhapi e nngwe gape mme lo bale 1, 2, 3, 4 mmogo. Boeletsa seno, lo bala go fithelela mo go 5.
- ★ Ke tlaa bo ke tshwere dithlapi di le kae fa ke busetsa tlhapi e le nngwe mo lebokosong?

4. **Go rulaganya le go bapisa dibolo le mabokoso:** Kokoanya mabokoso a bogolo jo bo farologaneng le dibolo mo mmetsheng. Kopa barutwana go go bontsha sengwe se se nang le dikhutlo, sengwe se se kgolokwe, sengwe se se nang le mathoko, sengwe se se ka kgokologang. Rulagana dibolo le mabokoso mo dithlopheng tse pedi le barutwana. Tlhopha barutwana go refosana go tla ka lebokoso kgotsa bolo go tswa mo kokoanyong.

Dipotso tse di kaelang:

- ★ A o ka mpolelela ka ga lebokoso/bolo?
- ★ O ka e tsenya mo setlhopheng sefe?
- ★ Goreng o akanya gore ke ya setlhopha se?

5. **Go bapisa bogolo jwa mabokoso:** Barutwana ba tlhaola gore ke mabokoso afe a magolo le gore ke afe a mannye. Bapisa lebokoso le legolo le le lennye.
6. **Go bapisa bogolo jwa dibolo:** Barutwana ba tlhaole gore ke dibolo dife tse dikgolo le gore ke dife tse dinnye. Bapisa bolo e kgolo le e nnye.
7. **Go ikatisa ka 'kgolo' le 'nnye':** Botsa dipotso ka dilo tse dikgolo le tse dinnye.

Dipotso tse di kaelang:

- ★ Ke mang yo o ka ntshupetsang selo se segolo thata mo ngataneng?
- ★ Ke mang yo o ka ntshupetsang selo se segolo thata mo phaposiborutelong?
- ★ Ke eng se se se dirang segolo thata?
- ★ Ke mang yo o ka ntshupetsang selo se segolo thata mo ngataneng?
- ★ A go na le sengwe se sennye go feta mo phaposiborutelong?
- ★ A mongwe o ka akanya ka ga sengwe se segolwane gape?
- ★ A mongwe o ka akanya ka ga sengwe se sennye thata gape?

8. **Ditirwana tsa dithlopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.

 **MAELE**
Tlogela dibolo le mabokoso mo ditshoding mo tafoleng ya dipalo kgotsa gaufi le yona gore barutwana ba tswelale go tlhotlhomisa 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 3

Se o se tlhokang

- Morumo: *Tlhatswana e le nngwe* (tsebe 197)
- Dithlapi tsa khateboto di le 5
- Tlhapi e kgolo ya khateboto e le 1
- Semamaretsi
- Kokoanyo ya dibolo tsa bogolo jo bo farologaneng
- Tselanathoko e nnye
- Bolo le lebokoso la tafole ya dipalo

1. **Morumo:** Tsholetsa tlhapi ya khateboto e le nngwe mo nakong e le nngwe fa o bua morumo, *Tlhatswana e le nngwe*. Kopa barutwana ba le batlhano go ema mongwe le mongwe a tshwere tlhapi e le nngwe. Barutwana ba le batlhano ba tsenye dithlapi mo lebokosong fa ba bua morumo mmogo.
2. **Go balela kwa godimo:** Barutwana ba kome ka tlhogo fa ba ntse ba bala go simolola ka 1 go fitlhelela ka 5.
3. **Go gatelela 'kgolo' le 'nnye':** Baya tlhapi e kgolo mo loboteng mo godimo ga tafole ya dipalo. E re, 'Tlhapi e kgolo e batla go ja tlhapi e nnye mo lebokosong.' Neela barutwana ba ba farologaneng dithlapi tsa dikhateboto tse tlhano tse dinnye. Mmogo buang lo re, 'E ja tlhapi e le nngwe.' 'E ja tlhapi e nngwe.' fa morutwana mongwe le mongwe a mamaretsa tlhatswana mo tlhaping e kgolo. Morago ga gore tlhapi e nngwe le e nngwe e tsenngwe, botsa potso e e latelang.

Dipotso tse di kaelang:

- ★ Tlhapi e kgolo e jele ditlhatswana tse kae?

Tswelela fela jalo go fitlhelela barutwana ba mamareditse ditlhatswana tsotlhe ka botlhano. Botsa barutwana gore tlhapi e kgolo e jele ditlhatswana di le kae ka palo. Bala ditlhatswana.

4. **Go bapisa dipharologantsho tsa mabokoso le dibolo:** Tlhakanya mabokoso le dibolo tse di kokoantsweng. Barutwana ba rulaganye mabokoso le dibolo.

Dipotso tse di kaelang:

- ★ Goreng o di rulagantse ka tsela eo?
- ★ Dilo tsotlhe tsa setlhophisa seno di tshwana ka eng? (Supa kwa mabokosong.)
- ★ Mo setlhopheng se gona? (Supa kwa dibolong.)
- ★ A o ka di rulaganya ka mokgwa mongwe?
- ★ Goreng o tsentse seno mo setlhopheng seno?
- ★ Seno se tshwanetse go ya kae? Goreng?
- ★ Fa o tlhophisa selo se se nang le dikhutlo, o ya go se tsenya mo setlhopheng sefe?
- ★ Fa o tlhophisa selo sa mathoko a a sephaphathi, se ya go tsenya mo setlhopheng sefe?

5. **Go relela le go kgokologa:** Dira tselanathoko. Barutwana ba tlhophe bolo kgotsa lebokoso.

Dipotso tse di kaelang:

- ★ Ke dife tsa tseno tse o naganang gore di tlaa relelela mo tselanathokong?
- ★ Goreng o akanya gore di tlaa relelela?
- ★ Ke dife tsa tseno tse o akanyang gore di tlaa kgokologa?
- ★ Goreng o akanya gore di tlaa kgokologa?
- ★ Ke efe e o akanang gore e tlaa fitlha kwa tlase pele? Goreng?

6. **Ditirwana tsa ditlhophisa tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.

MAELE

Tiragalo eno ya tselanathoko e ka direlwa kwa ntle. Neela barutwana nako ya go lekeletsa go reledisa le go kgokolosa 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 4

Se o se tlhokang

- Morumo: *Tlhatswana e le nngwe* (tsebe 197)
- Kokoanyo ya dibolo le mabokoso a bogolo jo bo farologaneng di beilwe mo phaposiborutelong

1. **Morumo:** Bua morumo, *Tlhatswana e le nngwe*. Tlaleletsa ka ditiragatso. Tlhopha barutwana ba batlhano go nna ditlhapi tse tlhano. Boeletsa ka go naya barutwana ba bangwe ba batlhano sebaka.
2. **Go balela kwa godimo:** Barutwana ba thwantshe menwana fa ba ntse ba bala go tloga ka 1 go fitlhelela ka 5 go latela moribo wa moropana kgotsa dikgatšhakgatšha.
3. **Go gatelela 1, ka go ikatisa ka kgolo le nnye:** Tlhopha barutwana ba le mmalwa go tla ka selo se le sengwe se segolo/senye mo phaposiborutelong mme ba boele kwa mmetsheng. Ba bolelele setlhopha sa bona gore selo se sa bona ke eng le gore a se segolo kgotsa se senye. Barutwana ba beye dilo tsa bona mo ditlhopheng tsa dilo tse dikgolo le tse dinnye.
4. **Go gatelela go relela le go kgokologa:** Barutwana ba tlhalose gore go diragetseng ka mabokoso le dibolo mo tselanengthoko mo Letsatsing la 3. Barutwana ba le mmalwa ba tshware dibolo le mabokoso le go di kgokolosetsa mmogo le go di reledisetsa go morutwana yo mongwe mo sedikong. Buang gore ke dilo dife tse di kgokologang le gore ke dife tse di relelang.

Dipotso tse di kaelang:

 - ✦ Ke dilo dife tse di kgokologang? Goreng o akanya gore di a kgokologa?
 - ✦ Ke dilo dife tse di relelang? Goreng o akanya gore di a relela?
5. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa ditešheneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.



MAELE

Batlela tirwana eno sebaka sa bodilo jo bo borethe go gaisa ka jaana gantsi go thata gore mabokoso a kgokologe mo mmetsheng.

Letsatsi 5

Se o se tlhokang

- Morumo kgotsa pina nngwe le nngwe go tswa mo Dibekeng 1–3
- Setshwantsho sa tlhapi e kgolo le ditshwantsho tse 5 tsa ditlhatswana (go tswa Letsatsing la 3)
- Dihulahupu tsa seripa sa barutwana
- Mabokoso a magolo a a palamiwang
- Dibinibeke
- Dikgamelo kgotsa ditshodi tse dikgolo

1. **Morumo:** Bua merumo kgotsa o opele dipina dingwe le dingwe tsa Dibeke 1 go 3.
2. **Go balela kwa godimo:** Barutwana ba akge matsogo mme ba bale go tloga ka 1 go fitlhelela ka 5.
3. **Go bala 1–5:** Tsaya ditshwantsho tsa ditlhatswana tse dinnye go gaisa go tswa mo ditlhaping tse dikgolo, mme o di bale fa o ntse o di tsenya mo lebokosong mo tafoleng ya dipalo.
4. **Go itsese 'teng' le 'ntle':** Bua ka kwa ditlhapi di leng gona. Seno ke tirwana ya motsamao o o tlhokang sebaka. Barutwana ba dire ka ditlhopha mme ba latele ditaello:
 - ✦ Itatlhele mo hulahunung o bo o tlolele kwa ntle.
 - ✦ Ema ka leoto le le lengwe mo hulahunung le le lengwe kwa ntle.
 - ✦ Palama lebokoso o bo o fologa.
 - ✦ Latlhela binibeke mo kgamelong o bo o e ntshe.

Barutwana ba bue kwa ba leng gona kgotsa kwa binibeke e leng gona.



MAELE

Thala dipopego ka tšhoko fa o sena dihulahupu kgotsa mabokoso a magolo. Dira dibolo ka lekwalodikgang fa o se na dibinibeke.

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. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro mme o ba gopotse le ka tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo: baya mabokoso a le mmalwa kwa ntle gore barutwana ba a dirisetse tekeletso ka 'teng' le 'ntle'.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Tlhopho ya dilo tsa letsatsi le letsatsi tsa popego ya bolo le lebokoso
- Tselanathoko e nnye
- Dibolokokago tse dikgolo le tse dinnye
- Dilo tse dikgolo le tse dinnye di le 15

1. **Go bala 1–5:** A barutwana ba tsholeletse seatla kwa godimo mme ba bale go tloga ka 1 go ya go 5 ka menwana ya bona.
2. **Motshameko wa 'kgolo' le 'nnye':** Dira tlhopho ya dilo tse dikgolo le tse dinnye di le 15 mme o di beye mo gare ga setlhopha. Buisanang gore ke dife tse dikgolo le gore ke dife tse dinnye. Tlhalosetsa barutwana motshameko:
Bitsa leina la morutwana mme o bo o re 'kgolo' kgotsa 'nnye'. Ka bonako jwa legadima, a morutwana a tseye selo se segolo kgotsa se sennye. Morutwana yo mongwe le yo mongwe a nne le tšhono.
Kwa bokhutlong jwa motshameko, a barutwana ba fetole dilo tse di mo gare ga mmetshe ka tse dingwe. Botsa barutwana gore a ba ne ba na le selo se segolo kgotsa se sennye, le gore selo e ne e le eng.
3. **Go rulaganya dilo ka 'bogolo' le 'bonnye', o bala:** Neela morutwana yo mongwe le yo mongwe diboloko tsa bogolo jo bo farologaneng di le tlhano tse di ka rulaganngwang ka bogolo le bonnye. A barutwana ba bale diboloko tsa bona. A barutwana ba bontshe setlhopha diboloko tsa bona tse dikgolo le tse dinnye go gaisa. A barutwana ba rulaganye diboloko go tswa go nnye go gaisa go ya go kgolo go gaisa. A barutwana ba rulaganye diboloko go tswa go kgolo go gaisa go ya go nnye go gaisa.
4. **Diponagala tsa dibolo le motshameko wa mabokoso:** Baya tlhopho ya dilo tsa popego ya dibolo le ya mabokoso mo mmetsheng. Bitsa leina la morutwana le ponagalo ya lebokoso kgotsa ya bolo, sekao, e na le dikhutlo, e kgolokwe, e na le mathoko, e na le matlhakore, e a kgokologa, e a relela. A barutwana ba tlhaole selo ka ponagalo. A barutwana ba tshole selo fa ba se tlhaotse. Bapisa dipharologantsho le dintlhatshwano tsa dilo tsa bona.

Dipotso tse di kaelang:

- ★ Ke tsefe tse di nang le dikhutlo?
- ★ Ke tsefe tse di kgolokwe?
- ★ Ke tsefe tse di nang le matlhakore?

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.

Rulaganya dilo tse di relelang le tse di kgokologang. Tlhopa dilo tse tlhano.

★ O akanya gore ke dilo dife tse di tlaa kgokologang? Goreng?

★ O akanya gore go ke dilo dife tse di tlaa relelang? Goreng?

A barutwana ba dirise tselanathoko go tlhotlhomisa gore a dilo di a kgokologa kgotsa di a relela. A barutwana ba dire dingatana tse pedi tsa dilo: tse di relelang le tse di kgokologang.

★ Re na le dilo tse kae tse di relelang? Tse di kgokologang tsona di kae?

★ Ke setlhopha sefe se nang le tse dintsi? Ke setlhopha sefe se nang le bonnye?

Tomagano

Puogae le Dikgono tsa Botshelo (ditirwana tsa kwa ntle):

- Kgolo ya tlotlofoko (phapaano) le go tsibogela ditaello.
- A barutwana ba dire ka ditlhopha go tlhotlhomisa gore ke dilo dife tse di kgokologang le tse di relelang mo tselanathokong.
- Go gatelela mogopolo wa kgolo le nnye, barutwana ba kgona go nna ka popego ya bolo e nnye le go itaolosa go itira kgolo ka moo ba ka kgonang.



Netefatsa gore barutwana ba kgona go:

- rulaganya le go bapisa dibolo le mabokoso
- tllaola dipharologantsho tsa dibolo le tsa mabokoso
- tllaola dilo tse di kgokologang le tse di relelang
- tlhaloganya maemo 'teng' le 'ntle' (Lepa ka nako ya tirwana ya setlhopha sotlhe mo Letsatsing la 5.)
- tlhaloganya megopolo 'kgolo' le 'nnye'

Seteišenetiro 1

Se o se tlhokang

- Mabokoso a bogolo jo bo farologaneng
- Dimamaretsi le dikgomaretsi
- Manathwana a lekwalodikgang

A barutwana ba dirise mabokoso, semamaretsi (kgotsa dikgomaretsi) le manathwana a lekwalodikgang go aga dilo tse ba di itlhophetseng.

Seteišenetiro 2

Se o se tlhokang

- Tege ya go tshameka
- Mabokoso a le 2, le lengwe ka leibole ya setshwantsho sa
- 'kgolo' fa e nngwe e le ya leibole ya setshwantsho sa 'nnye'

A barutwana ba dire dibolo tsa ditege tsa go tshameka tse dikgolo le tse dinnye mme ba di rulaganye ka go di baya mo mabokosong ka dileibole tsa 'kgolo' le 'nnye'.

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.



MAELE

Tlhopha dikgatiso tseno jaaka ditshupetso go buisanelwa mo Bekeng ya 5.

Seteišenetiro 3

Se o se tlhokang

- Pente mo dithereing
- Dipontšhe tse di sephaphathi (fa o batla)
- Pampiri
- Diboloko tsa logong tsa bogolo jo bo farologaneng kgotsa mabokoso a khateboto

Tshela pente e nnye fela mo setshoding kgotsa mo thereing ya polasetiki. A barutwana ba ine letlhakore le le lengwe la boloko (kgotsa lebokoso le lennye la khateboto, sekao, sesepa sa meno, sesepa kgotsa lebokoso la ditswaki) mo thereing ya pente. A ba gatelele boloko mo pampiring go dira kgatiso.



Seteišenetiro 4

Se o se tlhokang

- Dibolokokago tsa bogolo jo bo farologaneng
- Diphologolo tsa polasa tsa polasetiki

Baya diboloko tsa legong le diphologolo tsa polasa tsa polasetiki. A barutwana ba agele diphologolo botshabelo.



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.

Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometri)

Ditlhogo

- Lemoga, tthaola le go bua leina la dipopego tsa 2-D: sediko
- Tlhalosa, rulaganya le go bapisa dilo tsa 3-D le tsa 2-D (sediko)
- Tekano

Kitso e ntšhwa

- Sediko
- Nomore 2
- Tekano

Ikatise

- Go balela kwa godimo 1-5
- Nomore 1
- Go bala dilo 1-5
- Diphazele tsa dikarolo tse thataro

Tlotlofoko e ntšhwa ya dipalo

sediko
tshwana

mola o o kgogoropo
popego

godimo
tlase

gare

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- tafole ya dipalo tsa nomore '2'. Tlosa dilo le dikarata tse di diriseditsweng nomore '1'.
- nomorekgabisi ya nomore 2 ka go dirisa molathoko wa ntlo mo tsebeng 37 le dithempoleiti mo tsebeng 207 (2, *pedi, marontho a mabedi, dipitse tse di tilodi tse pedi*)
- sete ya dikarata tsa nomore '2' dikarata: letshwao, lefoko le lerontho
- lebokoso le le nang le kokoanyo ya dilo tsa didiko di le 16, sekao, kopi, poleiti, moteme, kgamelolo, tleloko, sejana, mateng a pampiri ya ntlwanaboithusetso a khateboto, dikhurumelo
- didiko tse dikgolo tse di tshwailweng tse 2
- ditshwantsho tsa tlhapi le segwagwa
- setshwantsho se le 1 sa khukhwana (thempoleiti mo tsebeng 217)
- ditshwantsho di le 10 tsa didiko – tse di thadilweng kgotsa di segolotswe mo dimakasineng kgotsa makwalodikgang
- dithempoleiti tse 8 (tsebe 213) tse di gatisitsweng tsa 'nomore 2' di apesitswe ka polasetiki kgotsa ka kgetsana ya polasetiki
- molantle wa sediko o o thadilweng mo pampiring ya A4 ya morutwana yo mongwe le yo mongwe
- diphazele tsa dikarolo tse 6 (thempoleiti mo tsebeng 220)
- diphamfolete tsa dipapatso, dimakasine le makwalodikgang
- dikhurumelo tsa polasetiki tsa yokate di le 2
- dikaratatshwantsho tsa 1 le 2.

Whole class activities

Day 1



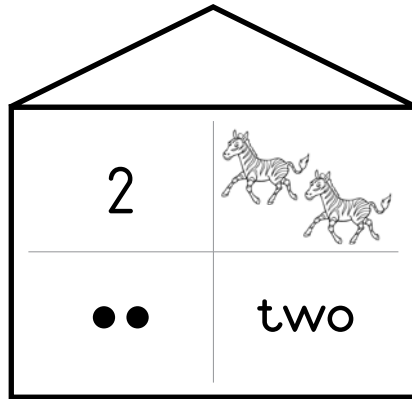
TIP

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.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

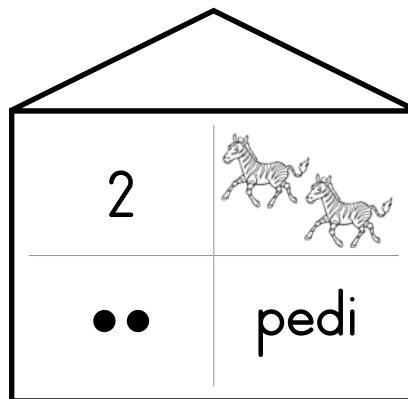


Gopola go dirisa nakotlwaelo ya ntlwanaboithusetso go ikatisetsa dipalokemotatelano (ntlha, bobedi, boraro) le maemo (fa pele ga, morago, magareng, leele go gaisa, khutshwane go gaisa).

Se o se tlhokang

- **Morumo:** *Tlhatswana e le nngwe* (tsebe 197)
- **Kanelo ya nomore 2** (tsebe 197)
- **Nomorekgabisi:** Nomore 2
- Baya dipara di le 5 tsa dilo mo phaposiborutelong
- Dikarataronho, dikaratafoko le dikaratatshwao di le 15 tsa nomore '2'

1. **Morumo:** Bua morumo, *Tlhatswana e le nngwe*.
2. **Go balela kwa godimo:** A barutwana ba bale go tloga ka 1 go ya go 5 mme ba betsabetse mangole a bona. Boeletsa fa barutwana ba betsabetsa magetla a bona.
3. **Go thagisa nomore '2':** Bua ka ga *Kanelo ya nomore 1*. Tlotla *Kanelo ya nomore 2*. Ntlo ya diphologolo ke yona e totilweng mo kanelong. Supa dikarolwana tsa nomorekgabisi fa o ntse o aga kang ya diphologolo le ditshwantsho tsa ntlo: ditlhagiso tse di farologaneng tsa nomore 2, sekao, setshwantsho, maronho, letshwao le lefoko. Bontsha dikarolwana tsa kgabisi mo ntlong ya phologolo mo leboteng mo lefelong la dipalo.



Dipotso tse di kaelang:

- ★ Go nna dipitse di le kae tse ditilodi mo ntlong?
 - ★ Ke eng gape se go nang le bobedi jwa sona mo kanelong?
 - ★ Go na le dipitse tse kae tse ditilodi go na le ditlou mo ditshwantshong?
 - ★ A o ka akanya ka dilo tse pedi tse o ka ratang go di tsenya?
4. **Go nyalanya maronho, ditshwantsho, matshwaopalo le mafokopalo a '2':** Kopa barutwana go nyalanya setshwantsho, leronho le letshwao le Nomorekgabisi 2. Bontsha barutwana lefokopalo mme o bue lefoko 'pedi'. Kopa morutwana go nyalanya lefokopalo le kgabisi.
 5. **Go batla dilo tse 2:** Tlhopha barutwana go batla bobedi jwa dilo tse di tshwanang mo phaposiborutelong. Neela barutwana ba bangwe dikarata tsa nomore '2' go di nyalanya le dilo. Di beye mo tafoleng ya dipalo.
 6. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tse nne tsa tiro. Ba gopotse le ka tsela ya go phepafatsa.

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 2

Se o se tlhokang

- Setshwantsho sa tlhapi
- Setshwantsho sa segwagwa
- Morumo: *Nngwe, pedi, tharo, nne, tlhano* (tsebe 197)
- Bolo ya kgwele ya dinao
- Matlhare a 2 a magolo a pampiri le khokhi
- Dilo tsa didiko di le 16
- Therei e e seng boteng e na le pente
- Pampiri
- Diboloko tsa dipharologantsho tsa sediko (*Kgetsana ya Didiriswa*)
- Didiko tse 2 tse dikgolo tse di tshwailweng

1. **Morumo:** Bua morumo, *Nngwe, pedi, tharo, nne, tlhano*, fa o supa ditshwantsho tsa tlhapi le segwagwa. A barutwana ba bue morumo le wena.
2. **Go balela kwa godimo:** A barutwana ba tlole jaaka digwagwa mme ba bale go tloga ka 1 go ya go 5.
3. **Go bala dilo 1-5:** A barutwana ba tsholetse palo e e nepagetseng ya menwana fa ba ntse ba bua morumo. Bua morumo, o opa seatla gangwe mo nomoreng e nngwe le e nngwe. Buisanang ka morumo.

Dipotso tse di kaelang:

★ Ngwana o tshwere ditlhapi di le kae? Digwagwa di le kae?

4. **Go bapisa dipopego tsa 2-D le dilo tsa 3-D:** Buisanang ka 'popego': dilo tsothe di na le popego. Go na le dipopego tse di farologaneng di le dintsi, sekao, mmele wa gago o na le popego, matlhabaphefo mo phaposiborutelong a na le popego, kgwele ya dinao e na le popego, setshwantsho se na le popego.

Dipotso tse di kaelang:

- ★ O ka mpolelelang ka ga popego ya matlhabaphefo?
- ★ O ka mpolelelang ka ga popego ya kgwele ya dinao?
- ★ Re ka bona dipopego tsa eng gape mo phaposiborutelong ya rona?
- ★ O gopola dipopego dife, go tswa mo phaposing ya gago ya borobalo kwa gae?

5. **Go tswa go popego ya 3 go ya go ya 2:** Kopa morutwana a le mongwe go ema. Bontsha gore go ikaegile ka gore o lebeletse kae o ka bona tebo e e farologaneng ya morutwana – go tswa kwa pele, morago, letlhakoreng le kwa godimo (dirisa setulo go ema). Bontsha gore go a kgonagala go ka retolosa morutwana, go mo tshwara, go mo atla.

Letla morutwana go robala ka mokwatla wa gagwe mo letlhareng le legolo la pampiri. Mo thalelele. Isa kgatlhego ya barutwana kwa moleng fa o ntse o thala mo 'tlhogong ya gagwe', 'mo letlhakoreng la gagwe'. Fa morutwana a ema, botsa barutwana gore ba bonang mo pampiring (setshwantsho sa mmele wa morutwana).





TIP

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



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

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

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

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

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

Day 3

What you need

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

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



TIP

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

MAELE

Baya ditshwantsho tse pedi tse di tshwailweng tsa sediko mo leboteng mo godimo ga tafole ya dipalo.



6. **Go itsese sediko:** A barutwana ba dule ka bobedi. Baya lebokoso le le nang le dikokoanyo tsa dilo tsa popego sediko mo mmetsheng. A morutwana a le mongwe go tswa mo bobeding a tseye selo. Bobedi ka bobedi, ba refosane go tabogisa monwana mo mathokong a sediko sa dilo, sekao, botlase jwa kopi, lethoko la poleiti.

Tsaya selo se le sengwe, sekao, poleiti. E re, 'Go tlaa diragalang fa re thala mo mathoko a poleiti?'

Baya lenathwana la pampiri mo mmetsheng. Thalelela poleiti ka khokhi. Botsa barutwana gore a ba a itse gore popego eno e bidiwang. Ba bolelele gore ke sediko. Botsa ka ga popego. Ba kope gore ba lebe mola fa o thala. Bua ka moo mola o obegang ka gona fa o potologa selo.

Kopa morutwana go tlhopha selo se sengwe mme o ba thuse go se thalelela. Bua ka gore mola o obega jang. Botsa barutwana gore a ba kgona go bona didiko tse dingwe mo phaposiborutelong.

7. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

Letsatsi 3

Se o se tlhokang

- Morumo: *Nngwe, pedi, tharo, nne, tlhano* (tsebe 197)
- Pina: *Didiko* (tsebe 197)
- Ditshwantsho tsa didiko di le 10 (tse di thadilweng kgotsa di segolotswe go tswa mo dimakasineng kgotsa makwalodikganye)

1. **Morumo:** Bua morumo, *Nngwe, pedi, tharo, nne, tlhano*.
2. **Go balela kwa godimo:** A barutwana ba tsamaise matsogo a bona jaaka difini tsa tlhapi fa ba bala go tloga ka 1 go ya go 5.
3. **Go bala dilo 1-5:** A barutwana ba bontshe menwana ya bona fa ba bala go tloga ka 1 go ya go 5.
4. **Go gatelela nomore '2':** Thala nomore '2' e kgolo mo moweng. A barutwana ba go itsise mme ba thale '2'. Mo diatleng tsa bona le mo mekwatleng a ditsala tsa bona. Ba botsa gore ke dirwe dife tsa mmele moo re nang le bobedi jwa tsona (diatla, matlhalela, matsogo, maoto, matlho, ditsebe, mangole, mangelana, dikgono, dinoka, magetla). Bala dirwe tsa mmele fa ba ntse ba di umaka: '1, 2 diatla' jalo jalo.
5. **Pina:** Itsise pina, *Didiko*. Ka ditiragatso.
6. **Go batla didiko:** Kopa barutwana ba le mmalwa ka nako e le nngwe go batla didiko tse pedi mo phaposiborutelong le go di baya mo mmetsheng. Bontsha barutwana ba bangwe gore a mme dipopego tsotlhe ke didiko. Kopa barutwana ba le mmalwa go tsenya didiko mo ditlhopheng tsa bopedi.
7. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

MAELE

Dirisa tšhono go bua ka gore a mme batho botlhe ba na le diatla di le pedi, matlhalela, matsogo, jalo jalo.

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 4

Se o se tlhokang

- Pina: *Didiko* (tsebe 197)
- Bolo e kgolo
- Dibadi tse 5 (*Kgetsana ya Didiriswa*)
- Diipone (fa o batla)

1. **Pina:** Opela pina, *Didiko*.
2. **Go balela kwa godimo:** A barutwana ba ragelane bolo e kgolo, ba bala go tloga ka 1 go ya go 5. Boeletsa seno go fitlhelela mongwe le mongwe a nnile le sebaka sa go ragela ba bangwe.
3. **Go bala dilo 1-5:** Supa dibadi tse tlhano mme o botse gore ba akanya gore o tshwere tse kae. Balang dibadi mmogo.
4. **Go gatelela sediko:** Dirisa tšhoko go thalelela dilo tse dikgolokwe di le tlhano bonnye (seka, hulapupu, kgamel, thaere) mo bodilong. A barutwana ba refosane ka ditlhopho go tsamaya mo dipopegong tse di thadilweng.
5. **Tekano:** Kopa morutwana a le mongwe go ema a lebeletse go ba bangwe.

Dipotso tse di kaelang:

 - ★ _____ o na le eng mo letlhakoreng leno la mmele wa gagwe (supa mo letlhakoreng la molema la mmele wa morutwana, seka, tsebe, leitlho, letsogo, leoto) se a nang le sona mo letlhakoreng le lengwe la mmele wa gagwe?
 - ★ A o na le letsogo mo letlhakoreng le lengwe? Tsebe yona?

Bobedi ka bobedi, a barutwana ba lebagane mme ba tlaole dirwe tse ba nang le tsona tsa mmele mme di nyalana mo matlhakoreng otlhe.
6. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa ditešeneeng tsa tiro le ka tsela ya go phepafatsa.

MAELE

Fa o na le diipone, letla barutwana go itebelela mo diiponeng go tlotlhomisa tekano mo mebeleng ya bona ka go tlaola dirwe tsa mmele tse di nyalanang mo letlhakoreng la molema le la moja.

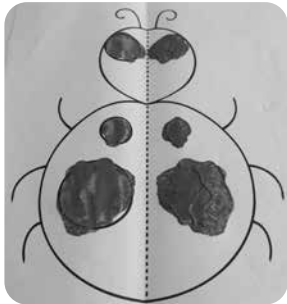
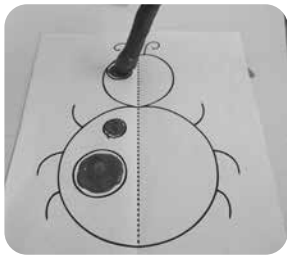
Letsatsi 5

Se o se tlhokang

- Morumo: *Nngwe, pedi, tharo, nne, tlhano* (tsebe 197)
- Pina: *Didiko* (tsebe 197)
- Diboloko tsa dipharologantsho tsa didiko tse dikgolo tsa mebala e e farologaneng di le 5 (*Kgetsana ya Didiriswa*)
- *Buka ya Diphousetara, Phousetara 8*
- *Setshwantsho sa khukhwana* (tsebe 217)
- *Pente le boratšhe jwa go penta*

1. **Morumo le pina:** Bua morumo, *Nngwe, pedi, tharo, nne, tlhano*, o bo o opele pina, *Didiko*.
2. **Go balela kwa godimo:** A barutwana ba betsabetse magetla a bona ka diatla tsoopedi mme ba bale go tloga ka 1 go ya go 5. Boeletsa go betsabetsa legetla ga magetla otlhe ka letsogo le le fapaaneng.
3. **Go bala dilo 1-5:** Neela mongwe le mongwe wa barutwana ba le batlhano boloko ya dipharologantsho tsa sediko sa mebala e e farologaneng. Mmogo di baleng. Ba botse gore ke tse kae tse dikhibidu, tse di serolwana, botala jwa legodimo, jalo jalo.
4. **Go batla didiko:** Lebelela Phousetara 8. A barutwana ba batle didiko mo phousetareng.





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

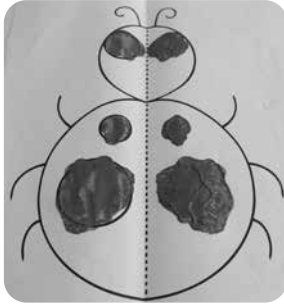
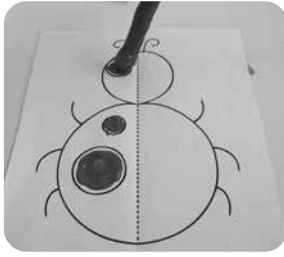
What you need

- 30 different-coloured counters
- Small chalkboards, whiteboards or A4 paper
- 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. **Tekano mo didikong:** Bontsha barutwana setshwantsho sa khukhwana. Ba botse gore ba kgona go bona didiko di le kae – mmele, tlhogo, marontho a mabedi le leitlho le le lengwe. Balang didiko mmogo. Ba bolelele kanelo eno ya Khukhwana: ‘Khukhwana e tshwenyegile gore ga e tshwane le dikhukhwana tse dingwe. Mebele ya tsona e a tshwana mo matlhakoreng otlhe ka bobedi. Le yona e batla go nna le marontho a mabedi mo letlhakoreng le lengwe le le lengwe la mmele wa yona.’

Dipotso tse di kaelang:

- ★ O akanya gore re ka thusa go khukhwana e jang go rarabolola bothata jwa yona?

Baya pente mo go e nngwe le e nngwe ya marontho ano le leitlho mo letlhakoreng le lengwe la setshwantsho seno sa khukhwana. Mena setshwantsho sa khukhwana ka bogare mo molengare, gore marontho a mabedi le leitlho le lengwe a gatisitswe mo seripeng se sengwe sa khukhwana. Buisana le barutwana gore a ba akanya gore matlhakore a mabedi a khukhwana a a tshwana.

6. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo:

- Kgolo ya tlotlofoko (tshwana/farologane).
- Tirwana ya kwa ntle: Thalelela molantle wa mebele ya barutwana ka go dirisa tšhoko kgotsa kotana. Thusa barutwana go thala mola mo gare ga melantle ya mebele ya bona.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Dibadi tse di farologaneng tsa mmala di le 30
- Go morutwana mongwe le mongwe:
- Setshodi sa:
 - Letshwaopalo, dikaratatshwao le dikaratarontho: 1 le 2 (*Kgetsana ya Didiriswa*)
 - Dibadi tsa mebala di le 5 (*Kgetsana ya Didiriswa*)
- Ditshwantsho tsa ‘sediko’ (tsebe 218)
- Ditšhokoboto tse dinnye, diboto tse ditshweu kgotsa pampiri ya A4
- Tšhoko/ditshwai tsa boto e tshweu/dikherayone
- Dikhurumelo tsa yokate ya polasetiki di le 2

1. **Go ikatisetsa nomore ‘2’:** Fa morutwana mongwe le mongwe setshodi. Buisanang ka ga diteng. Barutwana ba ntsha le go baya nngwe le nngwe ya dikaratatshwantsho tsa bona mo go ‘nngwe’ le ‘pedi’ mo pele ga bona.

Dipotso tse di kaelang le ditaello:

- ★ O bonang?
- ★ Ke eng tse di tshwanang? Di farologana ka eng?
- ★ Go na le ditshwantsho di le kae mo go e nngwe le e nngwe ya dikaratatshwantsho?
- ★ Nyalanya karatarontho nngwe le nngwe le karatatshwantsho (1 le 2).
- ★ O tlhoka go nyalanya dibadi tse kae le e nngwe le e nngwe ya dikaratatshwantsho?
- ★ Nyalanya karata ya gago ya nomore ‘2’. (Supa Nomorekgabisi 2 fa godimo ga tafole ya dipalo.)



TIP

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



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

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

Guiding questions:

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

Hold up a coloured disc counter.

Guiding questions and instructions:

- ★ What shape does this look like?

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

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

Give each learner two plastic yoghurt lids.

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

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



Check that learners are able to:

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

MAELE

Barutwana ba ba iseng ba ipaakanyetse go kwala kgotsa go thala ba ka dirisa tege ya go tshameka go dira '2' le dilo tse pedi.



Kwala '2' e kgolo mo tšhokobotong, boto e tshweu kgotsa pampiring. A barutwana ba kopolele seno le go thala dilo tse pedi mo ditšhokobotong, diboto tse ditshweu kgotsa dipampiring tsa bona.

2. **Go gatelela sediko:** A barutwana ba tseye ditshwantsho tse robedi go tswa mo tsebeng 218 go tswa mo setshoding. A ba di beye mo mmetsheng fa pele ga bona.

Dipotso tse di kaelang:

- ★ O bonang mo go e nngwe le e nngwe ya ditshwantsho tse?
- ★ O ka mpolelelang ka ga dipopego mo ditshwantshong tse?
- ★ Supa popego e e seng sediko. Goreng e se sediko?
- ★ Re itse jang gore selo ke sediko?

Tshwara sebadi sa disiki sa mmala.

Dipotso tse di kaelang le ditaelo:

- ★ Popego eno e tshwana le eng?

Baya ngatana ya dibadi mo mmetsheng mme o neye ditaelo. Kopa barutwana go:

- ★ Tsholetsa sebadi se le sengwe se se botala jwa legodimo.
- ★ Tsholetsa sebadi se le sengwe se sehibidu.
- ★ Tsholetsa sebadi se le sengwe se se serolwana.
- ★ _____, o tsaya sebadi se sehibidu o se neela _____.
- ★ _____, o tsaya sebadi sengwe le sengwe sa mmala.
- ★ _____, o bona sebadi se se tshwanang po le se _____ o nang le sona.

Neela morutwana mongwe le mongwe dikhurumelo tse pedi tsa yokate ya polasetiki.

- ★ A mongwe le mongwe a tseye sebadi se le sengwe mme a se beye mo sekhurumelong.
- ★ A lotlhe lo e tshotse? A re bone.
- ★ A mongwe le mongwe a tseye dibadi tse pedi mme a di beye mo sekhurumelong se sengwe sa gago sa polasetiki.
- ★ A lotlhe lo tshotse tse pedi? A re baleng.
- ★ A o ka rulaganya dibadi tsa gago tse pedi ka tsela e e farologaneng mo sekhurumelong sa gago?
- ★ Bala gape.

A barutwana ba nyalanye dikarataronho 1 le 2 tsa bona le dibadi mo dikhurumelong. Ba rotloetse go rulaganya dibadi tsa bona go nyalana le tsa gago.



Netefatsa gore barutwana ba kgona go:

- nyalanya ditshwantsho tsa nomore 2 le dilo tse pedi, dikarataronho le dikaratatshwao
- lemoga, tlhaola le go bua leina la sediko

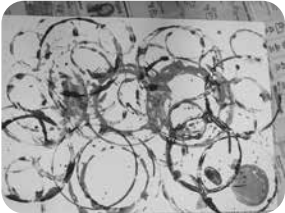
Workstation 1

What you need

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

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

Workstation 2



What you need

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

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


Workstation 3



What you need

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

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

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

Workstation 4

What you need

- Puzzles with a 'body' theme

Learners each build a puzzle.

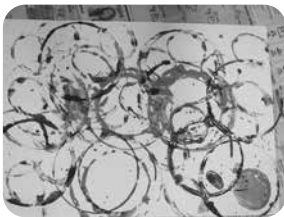
Seteišenetiro 1

Se o se tlhokang

- Thempoleiti ya tege ya go tshameka: Nomore 2 ya morutwana mongwe le mongwe (tsebe 213)
- Tege ya go tshameka

A barutwana ba dirise tege ya go tshameka go tlhama nomore '2', go kgokolosa dibolo tse pedi tsa tege ya go tshameka go di baya mo setlhareng, le go kgokolosa dibolo tse pedi tsa tege ya go tshameka go di baya mo keriting.

Seteišenetiro 2



Se o se tlhokang

- Penta mo dithereing tse di seng kwa teng
- Matlhare a magolo a pampiri a morutwana mongwe le mongwe
- Dilo tsa bogolo jo bo farologaneng di na le bodilo jo bo kgolokwe (sekao, ditshodi tsa yokate, meteme, bokoso ya pampiri ya ntlwana boithusetso, dikopi tse di latlhiwang, dikhurumelo)

A barutwana ba gatise ka go dirisa dilo tsa popego ya sediko. Gatelela selo seo mo penteng mme le mo pampiring go tlhama kgatiso ya sediko.


Seteišenetiro 3



Se o se tlhokang

- Ditshwantsho tsa dijo go tswa mo phamfoleteng ya dipapatso, makasineng le makwalodikgannyeng
- Sediko se segolo se le 1 se thadilwe mo pampiring ya A4 ya morutwana mongwe le mongwe
- Dikere le sekgomaretsi

A barutwana ba segolole sediko go dira 'poleiti'. A ba segolole le go kgomaretsa ditshwantsho tsa dijo mo dipoleiting.

 **MAELE** Barutwana ba ba nang le mathata a go sega ba ka gagola ditshwantsho mme ba ka bopa popego ya 'voroso' ka tege ya go tshameka go e baya mo molantleng wa 'poleiti'.

Seteišenetiro 4

Se o se tlhokang

- Diphazele tsa morero wa 'mmele'

A mongwe le mongwe wa barutwana a age 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.

Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometri)

Ditlhogo

- Lemoga, tlaola le go bua leina la dipopego tsa 2-D: khutlonne
- Tlhalosa, rulaganya le go bapisa dilo tsa 3-D le dipopego tsa 2-D
- Bontlha: kwa pele, kwa morago
- Maemo: mo teng, kwa ntle

Kitso e ntšhwa

- Dipopego tsa 2-D: khutlonne
- Ntlhakaelo: kwa pele le kwa morago
- Maemo: mo teng le kwa ntle

Ikatise

- Sediko
- Megopolopalo 1 le 2
- Go balela kwa godimo 1-5
- Go bala dilo 1-5
- Mabokoso le dibolo
- Diphazele tsa dikarolo tse thataro

Tlotlofoko e ntšhwa ya dipalo

khutlonne
sekhutlo

letlhakore
tlhamaletse

sephaphathi
bodilo

kwa pele
kwa morago

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- lebokoso le legolo le le nang le bonnye difatlhego tse pedi tsa khutlonne
- khutlonne e kgolo ya khateboto le sediko
- dipopego tsa sediko tsa bogolo le mmala mongwe le mongwe
- ditsebe di le 5 di na le khutlonne e khibidu le ditsebe di le 5 di na le dikhutlonne tse di botala jwa legodimo
- dikhutlonne tsa mebala tsa morutwana mongwe le mongwe
- dilo tsa popego ya khutlonne, sekao, dibolokogong, sekwaledi se sennye sa khutlonne, binibeke ya khutlonne, letaese, manathwana a mosaike, dibolokoponagalo tsa khutlonne
- dilo tsa popego ya sediko, sekao, dikhurumelo tsa polasetiki tsa mabotlolo a mašwi, dikhurumelo tsa polasetiki, dikonopo tse dikgolo, dibolokoponagalo tsa sediko
- dira disete tse 6 tsa dikaratarontho tse 2 di na le marontho a le 1 kgotsa 2, dikaratatshwantsho tse 2 di na le setshwantsho se le sengwe le di le pedi tsa diphologolo tsa ditshodi tsa barutwana
- ditshwantsho di le 7 tsa dikhutlonne
- dikaratarontho le dikarataphologolo (*Kgetsana ya Didiriswa*).



MAELE

Gopola go dirisetsa nakotlwaelo ya ntlwanaboithusetso go ikatisetsa dipalokemotatelano: ntlha, bobedi, boraro; maemo: mo pele ga, morago, magareng, leele go gaisa, khutshwane go gaisa.

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).

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Dilo tsa 3-D jaaka diboloko, mabokoso, mabokoso a bogolo jo bo farologaneng, ditshodi tsa khutlonne tsa tafole ya dipalo
- Khutlonne e le 1 e kgolo ya khateboto
- Lebokoso le legolo le le 1
- Letlhare le legolo la pampiri le le 1
- Khokhi

1. **Morumo:** Bua nngwe le nngwe fela ya merumo ya go bala go tswa mo dibekeng tse di fetileng.
2. **Go balela kwa godimo:** A barutwana ba ipetse dimpa mme ba bale go tloga ka 1 go ya go 5.
3. **Go bala dilo 1–5:** Baya mabokoso le diboloko mo mmetsheng. Kopa barutwana go tla ka boloko e le nngwe le lebokoso le le lengwe.

Dipotso tse di kaelang:

- ★ Re na le dilo di le kae?

Ba kope go tla ka boloko e nngwe.

- ★ Jaanong re na le dilo di le kae?

Boeletsa go fitlhelela go nna le dilo di le tlhano. A barutwana ba bale fa ba ntse ba kgoma selo se sengwe le se sengwe.

- ★ A re na le mabokoso a mantsi kgotsa diboloko tse dintsi?

- ★ Ke eng tse re nang le bonnye jwa tsona?

4. **Go dira dikhutlonne:** Bua ka ga e nngwe ya mabokoso mo phaposiboruleng. Thalelela lebokoso le legolo la khutlonne go thala khutlonne. Bua ka gore mola o tlhamaletse jang, o retologa ka go dira thetologo e e bogale kwa sekhutlong mme o tlhamalale gape, mo mathokong otlhe.

Dipotso tse di kaelang:

- ★ A o itse gore popego eno e bidiwang?

- ★ Khutlonne e na le mela ele kae e e tlhamaletseng?

- ★ Khutlonne eno e na le dikhutlo di le kae?

- ★ Nka dirisa matlhakore afe gape mo lebokosong leno go dira popego e nngwe ya khutlonne mo pampiring?

- ★ A e tlaa tshwana le ya pele? Goreng?

Thalelela matlhakore a barutwana ba a tlhaolang, o tthalosa mela fa o dira jalo.

5. **Dipharologantsho tsa khutlonne:** Supa khutlonne ya khateboto.

Dipotso tse di kaelang:

- ★ A go na le yo o itseng gore popego eno e bidiwang?

- ★ A popego eno e tshwana le e re sa tswang go e thala? Goreng?



MAELE

Fa o thalelela lebokoso, tlhokomela gore mela e tlhamalale go na le gore e obege (go builwe ka seno fa go thalelelwa mo 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.

 **MAELE**

Kwa bofelong, kopa barutwana go tla ka dilo tsa popego ya khutlonne go tswa gae go di dirisa mo Letsatsing la 2.

Fetisa diboloko tsa ponagalo ya khutlonne mo phaposing gore barutwana ba di utlwe le go tlhotlhomisa dipharologantsho tsa tsona.

- ★ O utlwang mo mathokong a dilo?
- ★ Matlhakore a lebega jang? Dikhutlo tsona?
- ★ O bonang gape le go utlwang mo khutlonneng ya gago?
- ★ Eno e farologana jang le dipopego tsa sediko tse re di lebileng beke e e fetileng?

6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka ga tsela ya go phepafatsa.

Letsatsi 2

Se o se tlhokang

- Morumo: *Dikhudu tse tlhano tse di itumetseng* (tsebe 197)
- Dilo tsa popego ya khutlonne go tswa gae
- Khutlonne e kgolo e le 1 le khateboto ya popego ya sediko e le 1 tse di segolotsweng

1. **Morumo:** Bua morumo, *Dikhudu tse tlhano tse di itumetseng*.
2. **Go balela kwa godimo:** A barutwana ba bonye ka iketlo mme ba bale go tloga ka 1 go ya go 5. Boeletsa, a ba bonye ka bonako.
3. **Go bala dilo 1–5:** Baya dilo tsa popego ya khutlonne, sekao, buka, lebokoso, sekhurumelo kgotsa boloko mo mmetsheng. Kopa barutwana ba le batlhano gore mongwe le mongwe a tseye selo mme a eme fa pele. Balang go tloga ka 1 go ya go 5 mmogo. A barutwana ba tlhalose dilo tsa bona mme ba bale dikhutlo, matlhakore le mathoko.

Dipotso tse di kaelang:

- ★ Ke eng se se dirang dilo tseno khutlonne?
- ★ _____ o tla ka selo se sengwe sa popego ya khutlonne.
- ★ Ke eng se se tshwanang ka mo selong se _____ a se tshwereng le se _____ a se tshwereng?
- ★ A o ka akanya ka sengwe fela se o ka bong o ne o tlile ka sona go tswa gae se se nang le popego ya khutlonne?

4. **Bapisa dikhutlonne le didiko:** Baya dikhutlonne tse dikgolo tsa khateboto le didiko mo loboteng. Botsa barutwana gore dipopego tseno di bidiwang. Kopa barutwana go 'tsamaya' sediko, mme morago ba tsamaye khutlonne. Kopa barutwana go thala khutlonne le sediko mo moweng. Buisanang ka ga dipharologantsho le dintlhatshwano magareng ga khutlonne le sediko.

Dipotso tse di kaelang:

- ★ Ke eng se se farologaneng ka dipopego tse pedi tseno?
- ★ Ke efe e e nang le mela e e tlhamaletseng? (Di bale.)
- ★ Ke efe e e nang le mola o o kgogoropo?
- ★ Ke efe e e nang le dikhutlo? (Di bale.)

5. **Ditirwana tsa ditlhophha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka tsela ya go phepafatsa.

 **MAELE**

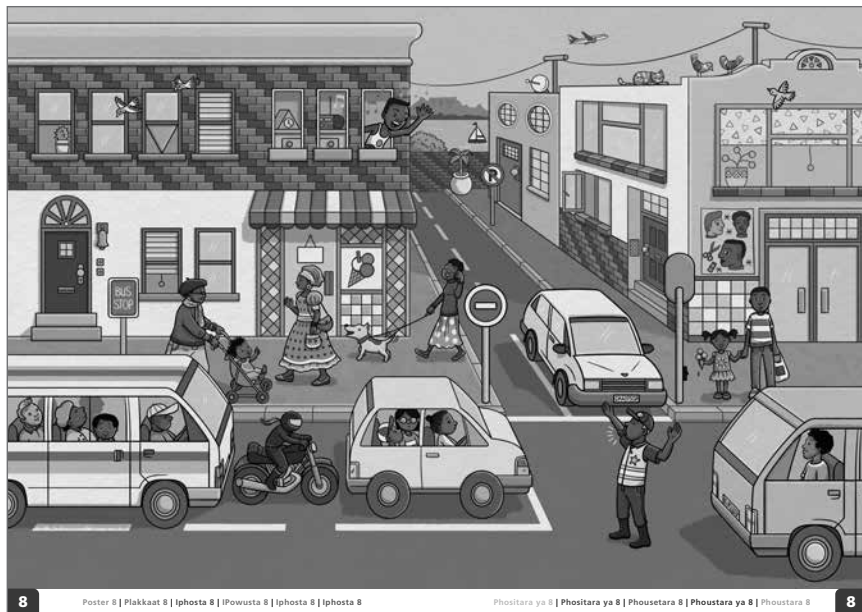
Ipaakanyetse go neelana ka dilo tsa dipopego tsa khutlonne tsa tlaleletso, sekao, dithaele, mosaike, dikhurumelo, diboloko, diipone, *Lego*, *Duplo* jalo jalo.

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:

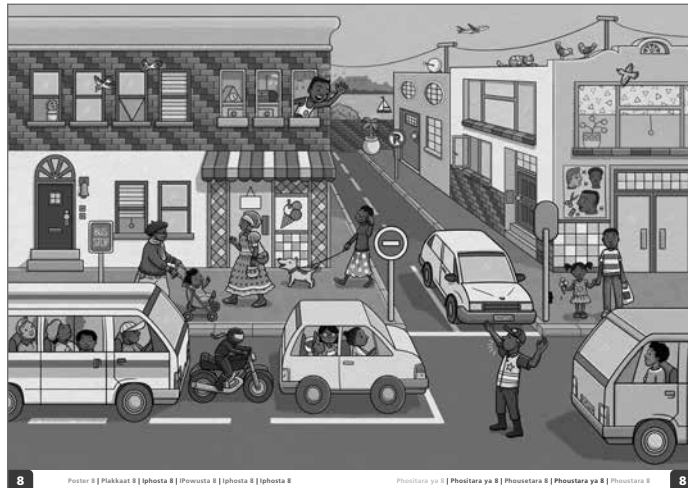
- ★ What do you see in this picture? What are the people doing?
 - ★ Can you see any squares? (Count these.)
 - ★ How do we know that these are squares?
 - ★ Can you see any circles?
 - ★ Are there more squares or more circles? How do you know? (Count them.)
 - ★ How many cars are waiting for the traffic 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 3

Se o se tlhokang

- Morumo: *Dikhu*du tse tlhano tse di itumetseng (tsebe 197)
- Buka ya *Diphousetara*, Phousetara 8
- Ditshwantsho tse 5 tsa dikhutlonne tsa bogolo le mmala mongwe le mongwe

1. **Morumo:** Bua morumo, *Dikhu*du tse tlhano tse di itumetseng, o diragatsa.
2. **Go balela kwa godimo:** A barutwana ba tsamaye ka bonya mme ba bale go tloga ka 1 go ya go 5.
3. **Go bala dilo 1-5:** Baya ditshwantsho tse tlhano tsa dikhutlonne mo phaposiborutelong. A barutwana ba refosane go batla ditshwantsho tsa dikhutlonne. A barutwana ba buisane gore a ditshwantsho tse barutwana ba di boneng ke tsa dikhutlonne mme ba tlhalose gore goreng.
4. **Tharabololo ya dipalo:** Buang ka ga Phousetara 8.



Dipotso tse di kaelang:

- ★ O bonang mo setshwantshong seno? Batho ba dirang?
 - ★ A o bona dikhutlonne dingwe? (Di bale.)
 - ★ Re itse jang gore ke dikhutlonne?
 - ★ A o bona didiko dingwe?
 - ★ A go na le dikhutlonne di le dintsi kana se sentsi ke didiko? O itse jang? (Di bale.)
 - ★ Ke dikoloi di le kae tse di emetseng molaolapharakano gore a re di ka tsamaya?
 - ★ Go na le dithuthuthu di le kae?
 - ★ Fa koloi e tshweu e tsamaya (apesa koloi eno mo setshwantshong), go ya go sala tse kae? (Balang dikoloi mmogo.)
 - ★ O bona batho ba le bakae mo teng ga koloi e nnye e e serolwana?
 - ★ Ke efe e e nang le batho ba bantsi mo go yona: koloi e nnye e e serolwana kgotsa thekesi?
 - ★ O bona batho ba le kae mo mokwakweng?
 - ★ Mo teng ga dikago?
5. **Ditirwana tsa ditlhophu tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka tsela ya go phepafatsa.

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 4



Fa go se na sebaka se se lekaneng, direla ditirwana tseno kwa ntle.

Se o se tlhokang

- Morumo: *Dikhudu tse tlhano tse di itumetseng* (tsebe 197)
- Koloji e kgolo ya setshamekisi

1. **Morumo:** Bua morumo, *Dikhudu tse tlhano tse di itumetseng*, ka tiragatso.
2. **Go balela kwa godimo:** A barutwana ba tsholetse magetla mme ba bale go tloga ka 1 go ya go 5.
3. **Go bala dilo 1–5:** Kopa barutwana ba bararo go ema kwa pele. Ba botse gore go tlaa nna le barutwana ba le kae fa a le mongwe a ka tsenngwa. Morutwana yo mongwe o ema kwa pele. Balang mmogo. Boeletsa go fitlhelela go na le barutwana ba le batlhano kwa pele.
4. **Go itsise 'kwa pele' le 'kwa morago':** A barutwana ba tsamaye ka bonya jaaka khudu go ya kwa pele le kwa morago ka ditsela tse di farologaneng, sekao, ba tsamaela kwa pele mme ba gagabele kwa morago, ba gagabela kwa pele mme ba tlolele kwa morago. Supa pharologano magareng ga 'go tsamaela kwa morago' le 'go boela morago go ya go'.
Tsamaisetsa koloji e kgolo ya setshamekisi kwa pele le kwa morago ka ditsela tse di farologaneng. Kopa barutwana go tlhalosa gore a o isa koloji kwa pele kgotsa kwa morago. Bua mafoko 'kwa pele' le 'kwa morago' mmogo fa o dira se. Refosanya barutwana ba le mmalwa tšhono ya go isa koloji kwa pele le kwa morago mme o bue gore ba e tsamaisa jang.
5. **Ditirwana tsa ditlhophha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka tsela ya go phepafatsa.

Letsatsi 5

Se o se tlhokang

- Morumo: *Dikhudu tse tlhano tse di itumetseng* (tsebe 197)
- Ditsebe di le 5 di na le khutlonne e khibidu
- Dilo di le 30 go tswa mo phaposiborutelong
- Ditsebe di le 5 di na le khutlonne e e botala jwa legodimo



Fa go se na sebaka se se lekaneng, direla ditirwana tseno kwa ntle.

1. **Morumo:** Bua morumo, *Dikhudu tse tlhano tse di itumetseng*, ka tiragatso.
2. **Go balela kwa godimo:** A barutwana ba gwantele kwa pele ba bala go tloga ka 1 go ya go 5. Boeletsa, barutwana ba gwantela kwa morago.
3. **Go bala dilo 1–5:** Baya dilo tse di tswang mo phaposiborutelong mo mmetsheng. Mmogo balang go tloga ka 1 go ya go 5 fa morutwana a ntsha dilo di le tlhano. Boeletsa fa barutwana ba bangwe ba dira ditlhophha tsa dilo di le tlhano.
4. **Go gatelela khutlonne ka go dirisa paterone:** Bontsha barutwana tsebe e e nang le khutlonne e khibidu.

Dipotso tse di kaelang:

- ★ Popego ya tsebe eno e bidiwang?
- ★ Popego ke ya mmala ofe?

- ★ 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.

- ★ A o bona sengwe gape mo phaposiborutelong se se go gopotsang khutlonne?
- ★ A go na le sengwe sa mmala o o tshwanang le wa se?

Boeletsa ka khutlonne e e botala jwa legodimo.

Neela mongwe le mongwe wa barutwana ba babedi khutlonne e khibidu, mme o neela ba bangwe ba babedi dikhutlonne tse di botala jwa legodimo mongwe le mongwe. Di rulaganye ka paterone ya khibidu, botala jwa legodimo, khibidu, botala jwa legodimo gore ba bangwe ba kgone go bona dipopego tsa tsona. A barutwana ba bue mebala mmogo fa o supa.

- ★ O ka mpolelelang ka tsela e dikhutlonne di rulagantsweng ka yona?
- ★ Go tla eng morago ga khutlonne e khibidu ya ntsha? Go bo go latelang?
- ★ A ke tshwanetse go tsenya khutlonne e khibidi kgotsa e e botala jwa legodimo kwa bofelong jwa paterone eno?
- ★ Goreng o akanya jalo?

Neela barutwana ba bangwe gape ba barataro ditsebe tsa dikhutlonne tse dikhibidu le tse di botala jwa legodimo mme o ba kope go ema gore ba kgone go dira paterone e telejana.

5. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo:

- Go buisana ka ga ditshwantsho, kgolo ya tlotlofoko (dipopego).
- Motshameko wa kwa ntle: Neelana ka dibokoso tsa diphuthelwana tse dikgolo tsa dikhateboto tsa methalethale gore barutwana ba tshameke ka tsona le go tlhotlhomisa ka tsona. Ba ka aga ka tsena e le karolo ya motshameko wa maitlhomo.
- Motshameko wa kwa ntle: Go tlola popego – dirisa theipi ya tshireletso kgotsa tšhoko go thala khutlonne mo bodilong mme o tshameke motshameko wa go tlola kgotsa wa dikhutlonne tsa dipina.

Ditirwana tsa ditlhopho tse dinnye

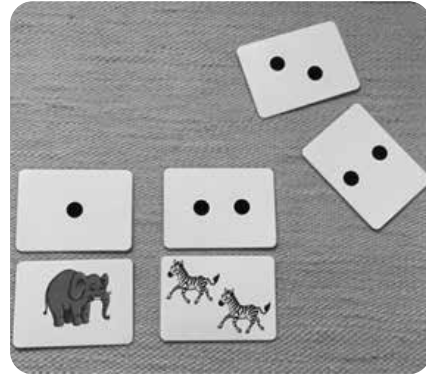
Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dibadi tsa diphologolo di le 3 (1 ya mofuta o o rileng le tse 2 tsa mofuta o o rileng)
 - Nomorerontho, dikaratafoko le tshwao 1 le 2
- Dikaratatshwantsho tse 2 tsa diphologolo tse di nyalanang le dibadi tse di tlhophilweng
- Kgetsanagomô e e nang le dibolo le mabokoso
- Lebokoso le legolo la khateboto ya khutlonne e le 1
- Matlhare a magolo a pampiri
- Khokhi

1. **Go balela kwa godimo:** A barutwana ba rethe bodilo mo fatshe ba tsamaisa diatla go ya pele fa ba ntse ba bala go tloga ka 1 go ya go 5. Boeletsa, barutwana ba tsamaisa diatla go ya kwa morago.
2. **Go bala dilo 1–5:** A barutwana ba lebagane le go lebana bobedi ka bobedi mme ba nyalanye letsogo le le lengwe le balekane. Ba kgome monwana o mongwe le o mongwe o o nyalanang le monwana wa kgonojwe, ba bala go tloga ka 1 go ya go 5 fa ba ntse ba dira jalo. A barutwana ba boeletse seno ba dirisa seatla se sengwe.

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



Guiding questions:

- ★ Can you match the zebras to another card?

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

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

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

4. **Reinforcing boxes and balls:** Explain to the group how to use the feely bag. Without looking at it, a learner feels for an object inside the bag and describes what it feels like. The other learners 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

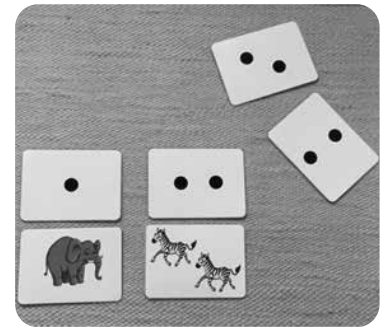
Observe the learners' progress across other Grade R Mathematics Content Areas that have been covered in previous weeks.



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. **Go nyalanya dikarataronho 1 le 2:**
 Bontsha dikarataronho tsa 1 le 2 (go tswa mo *Kgetsana ya Didiriswa*) mme o di beye mo mmetsheng. Bontsha diphazele tsa tlou le dipitse tse ditilodi. A barutwana ba nyalanye tlou le karataronho ya 1, pitse e tilodi le karataronho ya 2.



Dipotso tse di kaelang:

- ★ A o ka nyalanya dipitse tse ditilodi le karata e nngwe?

A barutwana ba ntshe dikarataronho tsa bona mme ba di ribege mo mmetsheng. A ba pitikolole karata nngwe le nngwe mme ba refosane go bua gore karataronho ya bona e emetseng. A ba nyalanye nomore e e nepagetseng ya dibadi tsa diphologolo le dikarata tsa bona. Boeletsa seno ka go dirisa karataronho e nngwe.

- ★ Ke phologolo efe e o nang le e le nngwe ya mofuta wa yona?
- ★ Ke phologolo efe e o nang le tse pedi tsa mofuta wa tsona?
- ★ O na le palogotlhe ya diphologolo di le kae? (Di bale.)

A barutwana ba nyalanye dikaratatshwantsho tsa bona le dikarataronho tsa bona. A ba nyalanye dikarata tsa matshwaopalo a bona le dikarata tsa mafokopalo le dikaratatshwantsho tsa bona.

4. **Go gatelela mabokoso le dibolo:** Tshalosetsa setlhopha gore kgetsanakgomô e dirisiwa jang. Kwa ntle ga go e lebelela, morutwana o utlwelela selo mo gare ga kgetsana mme a tshalose gore e utlwala jang. Barutwana ba bangwe ba bua se ba akanyang e le sona. A morutwana a tseye selo go tswa mo kgetsaneng mme barutwana ba se lebelela mmogo, ba buisana ka ga dipharologantsho tsa sona. Rotloetsa barutwana go dirisa tlotlofoko e e jaaka: matlhakore, borethe, kgolokwe, dikhutlo tse di bogale le matlhakore a a tlhamaletseng.
5. **Go tlhotlhomisa dipharologantsho tsa lebokoso – tirwana ya 3-D:**
 A barutwana ba tlhotlhomise bokafateng le bokwantle jwa lebokoso le legolo la khateboto. Ba palame mo teng ga lebokoso mme ba eme kwa ntle ga lebokoso, ba tsamae ba e potologa ba thalelela mathoko ka diatla, ba kgoma dikhutlo le go ribolola lebokoso. Balang matlhakore a lebokoso mmogo.
6. **Go tlhotlhomisa khutlonne – tirwana ya 2-D:** Mo letlhareng le legolo la pampiri, thalelela sengwe sa difatlhego tsa lebokoso le legolo.

Dipotso tse di kaelang:

- ★ O akanya gore popego eno e tlaa bonala jaaka eng?
- ★ O itse jang gore ke khutlonne?
- ★ A re ka thalelela letlhakore le lengwe gape la lebokoso fa re batla go dira khutlonne e nngwe?
- ★ Khutlonne e na le mela e le mekae? Mpolelele ka ga yona.

MAELE

Thala sefatlhego mo letlhakoreng le lengwe le le lengwe la lebokoso go thusa barutwana go bala matlhakore.

MAELE

Ela tlhoko tswelelopele ya barutwana go ralala Dikaroloteng tsa Dipalo tsa Mophato R tse di dirilweng mo dibekeng tse di fetileng.



Netefatsa gore barutwana ba kgona go:

- lemoga, bua leina ka khutlonne le go e tlhalosa
- tlhaola dipharologantsho tsa lebokoso le popego ya khutlonne
- latela ditaelo go ya kwa pele le kwa morago
- latela ditaelo tse di amanang le mo teng le kwa ntle
- nyalanya dilo go dikarataronho, tshwantsho letshwaopalo



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.



Seteišenetiro 1

Se o se tlhokang

- Tege ya go tshameka
- Dikgokologi le disegatege (khutlonne le sediko)
- Diboto tsa tege ya go tshameka tsa morutwana mongwe le mongwe

A barutwana ba bope dipopego tsa tege ya go tshameka ka go dirisa disegatege tsa dipopego tsa sediko le khutlonne. Ba dirise dipopego tseno go dira dimmotlolo tse ba di batlang.

Seteišenetiro 2

Se o se tlhokang

- Pampiri ya mmala
- Dikere le semamaretsi
- Pampiri e e sa kwalelang ya morutwana mongwe le mongwe
- Dikhube le diboloko

A barutwana ba thalelele dikhube kgotsa diboloko go thala khutlonne. Ba segolole dikhutlonne tsa bogolo le mmala o o farologaneng. Ba di manege mo pampiring e e sa kwalelang go dira setshwantsho.

Seteišenetiro 3 (Eno ke tirwana ya setlhopha.)

Se o se tlhokang

- Tsa morutwana mongwe le mongwe: dilo tsa letsatsi le letsatsi tsa popego ya sediko le khutlonne
- Pampiri e kgolo e go thadilweng sediko mo go yona
- Pampiri e kgolo e go thadilweng khutlonne mo go yona

A barutwana ba rulaganye dilo mo ditlhopheng tse pedi – dilo tsa khutlonne le tsa sediko. A ba beye dilo mo pampiring le popego e e nyalanang.



Seteišenetiro 4

Se o se tlhokang

- Phazele ya dikarolo tse thataro ya morutwana mongwe le mongwe (leba tsebe 220)

A barutwana ba age diphazele ka dikarolo tsa phazele di le thataro bonnye.



Rulaganyetsa barutwana ba ba palelwang ke go thalelela dikhutlonne.



Tlhopha diphazele o ikaegile ka bokgoni jwa barutwana.

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.

Karoloteng e e Lebeletsweng: Dipaterone, Ditiro le Alejibora

Ditlhogo

- Dipaterone tsa jeometeri

Kitso e ntšhwa

- Tlhaola dipaterone
- Go kopolola dipaterone
- Nomore 3
- Go latedisanya dinomore 1–3

Ikatise

- Go balela kwa godimo 1–5
- Go bala dilo 1–5
- Go gatelela megopolo ya dipalo 1 le 2
- Tharabololo ya dipalo ka go dirisa dilo

Tlotlofoko e ntšhwa ya dipalo

go tshwana le
go sa tshwaneng le

farologane
paterone

kopolola
boeletsa

latelang
tshimologo

bokhutlo

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- nomorekgabisi ya nomore 3 (tsebe 209)
- sete ya letshwaopalo, dikaratafoko le dikaratarontho 1–3
- didiko tse dikgolo tsa pampiri e khibidu di le 3, didiko tse dikgolo tsa pampiri e e botala jwa legodimo di le 3 le didiko tse dinnye tsa pampiri e e botala jwa legodimo di le 3
- kokoanyo ya dilo tsa letsatsi le letsatsi – go dirisiwa go tlhama ditlhopha, sekao, dikonopo, mekgwaro, dikerese tse di lekanang ka bogolo, bogodimo jwa mabololo, dikopi tsa polasetiki, maswana
- dikaratatshwantsho, dikaratarontho le dikarata tsa matshwaopalo tsa 3 (sete e le 1 ya morutwana mongwe le mongwe mo setlhopheng)
- sete ya ditempe tsa popego ya sediko di le 3 le ya dipopego tsa khutlonne tse di dirilweng ka sepontšhe, legong kgotsa poropo (sete e le 1 ya morutwana mongwe le mongwe mo setlhopheng)
- megala ya dipaterone e le 10 e na le ditempe
- matlhare a pampiri a na le sebaka moo barutwana ba ka gatisang menwana ya mmele wa seboko (leba tsebe 117)
- dikarata tsa dipaterone di le 10 ka go dirisa dikota le dibadi go tswa go *Kgetsana ya Didiriswa* (dilo di ka boeletswa ka mefutapalo ya 1–3)
- thempoleiti ya tege ya go tshameka: Nomore 3 (tsebe 215).



MAELE

Gopola go dirisa nakotlwaelo ya ntlwanaboithusetso go ikatisetsa dipalokemotatelano: ntlha, bobedi, boraro; maemo: mo pele ga, fa morago, magareng, leele go gaisa, khutshwane go gaisa.

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.

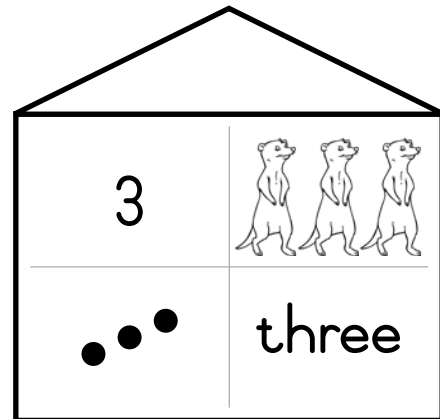
Guiding questions:

- ★ 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.



Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- **Morumo:** *Dikhudu tse tlhano tse di itumetseng* (tsebe 197)
- **Dinomorekgabisi 1–3**
- **Matshwaopalo 1, 2 le 3,** dikaratafoko le dikaratarontho
- **Kanelo ya nomore 3** (tsebe 199)
- **Dipoleiti tse 3 tsa pampiri kgotsa didiko tsa pampiri tsa bogolo jo bo tshwanang** (mo tafoleng ya dipalo)

1. **Morumo:** Bua morumo, *Dikhudu tse tlhano tse di itumetseng* go tswa mo Bekeng ya 5.
2. **Go balela kwa godimo:** A barutwana ba ope diatla fa ba bala go tloga ka 1 go ya go 5. Dira mosito wa moropa mo lebokosong kgotsa mo godimo ga tafole. Dira mosito o mongwe o o bonojana le mosito o o kwa godimo. A barutwana ba bale ka bonolo kgotsa ba balele kwa godimo.

Dipotso tse di kaelang:

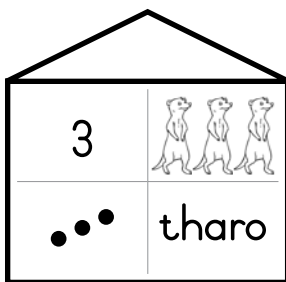
- ★ O utlwa paterone efe?
3. **Go bala dilo 1–5:** Kopa barutwana go supa selo se le sengwe, dilo tse pedi kgotsa tse tharo mo phaposiborutelong. Ba bangwe botlhe ba bale fa ba ntse ba supa.
 4. **Go tthagisa nomore '3':** Supa 'Nomorekgabisi 1' le 'Nomorekgabisi 2'.

Dipotso tse di kaelang:

- ★ Ke mang yo o nnang mo ntlong ya ntlha? (Supa se.)
 - ★ Go nna ditlou di le kae koo? Ke mang yo o nnang mo ntlong e e latelang?
 - ★ Go nna dipitse tse kae tse ditilodi koo?
 - ★ A go na le dipitse tse ditilodi di le dintsi kgotsa tse dintsi ke ditlou? Di dintsi ka bokae?
 - ★ O akanya gore mo ntlong e e latelang go tlaa tshela diphologolo tse kae?
 - ★ A di tlaa nna dintsi kana kwa tlase ga pedi?
5. **Go tthagisa nomore '3':** Anela leinane la *Kanelo ya nomore 3* mme o bue ka ga 'Nomorekgabisi 3'.

Dipotso tse di kaelang:

- ★ Ke mang yo o kileng a bona ramošwe? Boramošwe ba dula kae?
 - ★ Go na le boramošwe ba le kae go feta dipitse tse ditilodi?
 - ★ Pharologano ke eng magareng ga ntlo ya tlou le ya boramošwe?
 - ★ Ke diphologolo di le kae tse di mmalwa mo ntlong ya tlou go na le mo go ya ramošwe?
 - ★ Fa ramošwe a le mongwe a ile kwa ntlong ya dipitse tse di tilodi, go tlaa bo go na le diphologolo di le kae mo ntlong ya dipitse tse ditilodi? Mo ntlong ya boramošwe gona?
6. **Go nyalanya dikaratapalo le nomorekgabisi 3:** Neela barutwana letshwaopalo le le lengwe, karatarontho le karatafoko ya 1, 2 le 3. Barutwana ba refosana go nyalanya dikarata tsa bona go nomorekgabisi nngwe le 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 di kaelang:

- ★ _____ o tshwereng mo seatleng sa gagwe?
- ★ E nyalana le ntlo efe? Goreng?
- ★ Ke mang yo o tshwereng karatarontho e e nang le marontheo a mantsi go gaisa? Marontheo a mannye go gaisa ona?

Bolelela barutwana gore yo o tshwereng marontheo a mannye go gaisa a ye pele.

- ★ Ke morutwana ofe yo o tshwanetseng go baya karata ya gagwe pele?
- ★ Ke mang yo o tshwanetseng go latela? Goreng?

7. **Batla dilo tse 3:** A barutwana ba tsene mo ditlhopheng tsa boraro. Ba ye kwa ntle go batla dilo tse tharo go di tlisa mo gare. Mo teng ga phaposiborutelo a setlhopha sengwe le sengwe se supe gore sona se boneng.

Dipotso tse di kaelang:

- ★ Ke mang yo le ena a boneng _____? A re di bale.

A barutwana ba beye ditlhopha tsa dilo tse tharo mo tafoleng ya dipalo mme ba nyalanye letshwaopalo le dikaratafoko.

8. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka ga tsela ya go phepafatsa.

 **MAELE**

Gopotsa barutwana gore ba ka tlotlhomisa tafole ya dipalo le go fetola dilo morago mo tsamaong ya letsatsi.

Letsatsi 2

Se o se tlhokang

- Pina: *Ke na le keribaenyana* (tsebe 199)
- Didiko tse dikgolo tsa pampiri e khibidu di le 3 le didiko tse dinnye tsa pampiri e e botala jwa legodimo di le 2
- Sedikotlaleletso se sennye sa pampiri e e botala jwa legodimo se le 1 le didiko tse dikgolo tsa pampiri e e botala jwa legodimo di le 3

1. **Pina:** Opela pina, *Ke na le keribaenyana*. Kopa barutwana go reetsa gore ke digarawe tse kae tsa motlhaba di latlhelwang mo keribaeng. Opela pina o diragatsa.
2. **Go balela kwa godimo:** A barutwana ba tlhophe gore ba batla go dirisa dirwe dife tsa mmele fa ba buisa go tswa 1 go ya go 5, jaaka mo Letsatsing la 1. Kopa ditshikhinyo tsa barutwana ba ba farologaneng gore go ka dirisiwa dirwe dife tsa mmele.
3. **Go bala dilo 1-5:** Bala go tloga ka 1 go ya go 5 mmogo fa barutwana ba le batlhano ba tla kwa pele mme ba tsaya popego. A barutwana ba tshware popego ba lebeletse phaposi yotlhe.

Dipotso tse di kaelang:

- ★ Re bona dipopego tse kae?
- ★ Morutwana mongwe le mongwe o tshwere dipopego tse kae?
- ★ Ke eng se se tshwanang ka ga dipopego?
- ★ Di farologana ka eng?
- ★ A o ka dira setlhopha sa didiko tse di botala jwa legodimo le setlhopha sa didiko tse dikhibidu?
- ★ Ke setlhopha sefe se se nang le didiko tse dintsi? Ke sefe se nang le tse dinnye?
- ★ Re tlhoka go dirang gore setlhopha sengwe le sengwe se nne le palo e e lekanang ya didiko?



TIP

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

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



Guiding questions:

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

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

Guiding questions:

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

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

Day 3

What you need

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

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

MAELE

Tshwara ditatelano di le dikhutshwane e bile di le bonolo mme gape o tote fela bogolo jwa tsona kgotsa mebala ya didiko.

4. **Go tlotlhomisa paterone:** Neela morutwana o mongwe sediko se se setseng se sennye se se botala jwa legodimo. Kopa barutwana ba didiko tsa botala jwa legodimo go nna ba eme mme ba didiko tse dikhibidu go di baya mo mmetsheng. Neela barutwana ba bararo didiko tse dikgolo tsa mmala wa botala jwa legodimo di le tharo. Rulaganya barutwana ka mola ka didiko tsa bona gore ba dire paterone: nnye, kgolo, nnye, kgolo. Botsa phaposi yotlhe gore go ya go latela sediko sa bogolo bofe. Boeletsa seno go fitlhelela barutwana botlhe ba eme mo moleng ka didiko tsa bona.



Dipotso tse di kaelang:

- ★ A o bona paterone? Mpolelele ka ga yona.
 - ★ Paterone e simologa kae?
 - ★ Sediko se se kwa tshimologong ke sa bogolo bofe? Go latela sediko sa bogolo bofe?
 - ★ Fa re ne re ka tsenya sediko se sengwe kwa bofelong jwa paterone, e ne e tlaa nna ya bogolo bofe? Mme go lateleng?
5. **Go tthaola dipaterone mo phaposiborutelong:** Kopa barutwana go batla dipaterone mo diaparong tsa bona le/kgotsa ma phaposiborutelong le go e tlhalosa.

Dipotso tse di kaelang:

- ★ O bona paterone efe? Goreng o akanya fa e le paterone?
6. **Ditirwana tsa ditlhophu tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

Letsatsi 3

Se o se tlhokang

- Pina: *Ke na le keribaenyana* (tsebe 199)
- *Buka ya Diphousetara*, Phousetara 7
- Didiko tsa pampiri e khibidu di le 3 le didiko tsa pampiri e e botala jwa legodimo di le 3 tsa bogolo jo bo tshwanang

1. **Pina:** Opela pina, *Ke na le keribaenyana*, ka tiragatso.
2. **Go balela kwa godimo:** Bala go tloga ka 1 go ya go 5. Opa diatla, retha lefatshe, opa diatla, retha lefatshe.
3. **Go bala dilo 1–5:** Tlhaola paterone mo Phousetareng ya 7. Tlhaola le go bala dilo 1–5.

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

Guiding questions:

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

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

Guiding questions:

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

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

Guiding questions:

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

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



TIP

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

Day 4

What you need

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

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

4. **Tharabololo ya dipalo 1–3:** Bua ka ga Phousetara 7.

Dipotso tse di kaelang:

- ★ O akanya gore ke nako mang? Goreng?
- ★ O akanya gore Rre o ya go rekang se se latelang? Tse kae?
- ★ Go na le dipeineapole tse kae? Go ya go sala tse kae fa re reka e le nngwe?

5. **Go gatelela paterone:** A barutwana ba bararo ba tshware didiko tse dikhibidu di le tharo. Ba botse gore o tlhoka barutwana ba le bakae go tshwara didiko tse di botala jwa legodimo. A barutwana ba dire ditlhopho tse pedi, se sengwe se tshware didiko tse dikhibidu mme se sengwe se tshware didiko tse di botala jwa legodimo. Rulaganya gore barutwana ba tshware didiko jaana: botala jwa legodimo, khibidu, botala jwa legodimo, khibidu mme o bue maina a mebala.

Dipotso tse di kaelang:


- ★ Mpolelele ka ga paterone.
- ★ Re simolotse ka mmala ofe? Ga latelang?

Botsa barutwana gore a go a kgonega go utlwa dipaterone kgotsa di ka utlwiwa fela. Dira paterone ya modumo wa mmele, o dira modumo mongwe le mongwe gabedi, sekao, opa diatla, opa diatla, retha lefatshe, retha lefatshe, opa diatla, opa diatla, retha lefatshe, retha lefatshe. Boeletsa paterone eno ga mmalwanyana.

Dipotso tse di kaelang:

- ★ O utlwileng?
- ★ Ke opile diatla ga kae? (Opa diatla mme lo bale mmogo.)
- ★ Ke rethile lefatshe ga kae? (Retha lefatshe mme lo bale mmogo.)
- ★ Ke dirileng gape?
- ★ Medumo e mebedi ya ntlha ke ya eng?
- ★ Go tlileng morago ga seo?
- ★ Re boeeditse medumo efe e mebedi?
- ★ Ke dirile paterone efe?

6. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

 **MAELE**

A barutwana ba bangwe ba dire paterone ya modumo o mokhutshwane wa mmele e barutwana ba bangwe ba ka e kopololang. Ba ka tlhoka kaelo. Sekao, botsa, 'O batla modumo ofe kwa tshimologong', 'O batla go dira modumo ofe o o latelang?' jalo jalo.

Letsatsi 4

Se o se tlhokang

- Pina: *Ke na le keribaenyana* (tsebe 199)
- Dibadi tsa diphologolo
- Dinomoro 1–5 mo molapalong wa wašene

1. **Pina:** Opela *Ke na le keribaenyana*, ka ditiragatso.
2. **Go balela kwa godimo:** A barutwana ba tlhophe gore ba batla go dirisa dirwe dife tsa mmele fa ba bala go tloga ka 1 go ya go 5, jaaka mo Letsatsing la 1. Kopa ditshitshinyo tsa barutwana ba ba farologaneng gore go ka dirisiwa dirwe dife tsa mmele.
3. **Go bala dilo 1–5:** A barutwana ba tlhophe dibadi tse tlhano tsa dipidipidi le tsa dikoko mme ba di bale.

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

Guiding questions:

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

Complete the pattern together.

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

Day 5

What you need

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

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

Guiding questions:

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

Add another learner to one of the hula hoop groups.

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

4. **Go gatelela paterone:** A barutwana ba le lesome ba eme kwa pele, mongwe le mongwe a tshwere sebadi sa dipidipidi kgotsa sa dikoko. A morutwana mongwe le mongwe a bue gore ba na le mofuta ofe wa diruiwa. Ba kope gore ba ithulaganye go ya ka ditlhopha tse pedi: se sengwe le dikoko fa se sengwe le dipidipidi. Ba botse gore diphologolo tse ba di tshwereng mo ditlhopheng tsa bona di tshwana ka eng le gore di farologana ka eng. Ba botse gore o ka rulaganya barutwana jang ka dipaterone go dirisiwa diphologolo. Mmogo le phaposi yotlhe, rulaganya gore barutwana ba eme mo moleng go tlhama paterone. Botsa phaposi gore o bitse mang go latela. Bua leina la diphologolo mo pateroneng, sekao, pidipidi, koko, pidipidi, koko, pidipidi, koko.

Dipotso tse di kaelang:

- ★ Re tsenya phologolo efe go tsweletsa paterone eno?
- ★ A re ka dira paterone e e farologaneng re dirisa diphologolo tse barutwana ba di tshwereng? (sekao, pidipidi, pidipidi, koko, pidipidi, pidipidi, koko)

Feleletsang paterone mmogo.

5. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

Letsatsi 5

Se o se tlhokang

- Pina: *Ke na le keribaenyana* (tsebe 199)
- Dibadi (*Kgetsana ya Didiriswa*)
- Dihulahupu tse 2
- Dikaratarontho le dikarata tsa letshwaopalo tsa nomore '3' di le 2

1. **Pina:** Opela *Ke na le keribaenyana*.
2. **Go balela kwa godimo:** A barutwana ba tlhophe gore ba batla go dirisa dirwe dife tsa mmele fa ba bala go tloga ka 1 go ya go 5. Kopa barutwana ba ba farologaneng ditshikhinyo tsa gore go ka dirisiwa dirwe dife tsa mmele.
3. **Go bala 1–5:** Mmogo tlhophang setlhopha sa barutwana ba le batlhano go ema kwa pele go diragaletsa pina. Opela pina ga mmalwanyana, barutwana ba ba kwa pele ba diragatsa.
4. **Tharabololo ya dipalo 1–3:** Baya dihulahupu tse pedi di bapile mo gare ga mmetshe. Kopa barutwana ba babedi go ema mo hulahupung e nngwe le e nngwe.

Dipotso tse di kaelang:

- ★ Go na le barutwana ba le kae mo dihulahupung?
- ★ Ke tlhoka go dirang go dira gore setlhopha se sengwe se fete se sengwe?

Tsenya morutwana yo mongwe mo setlhopheng se sengwe sa dihulahupu.

- ★ A ditlhopha di a tshwana kgotsa di a farologana? Di farologana ka eng?
- ★ Setlhopha seno se feta se sengwe ka bokae? (Supa setlhopha se se nang le barutwana ba le 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.



MAELE

Tota go ikatisetsa 1, 2 le 3 ka go baya dilo mo hulahupung e e welang mo mofuteng ono.

Bala gore setlhopha sengwe le sengwe se na le barutwana ba le kae.

- ★ Re tlhoka go dirang go re setlhopha sa bobedi se lekane le setlhopha sa boraro?

Tsenya morutwana yo mongwe mo setlhopheng sa bobedi. Bala setlhopha sengwe le sengwe. A barutwana ba babedi ba tseye dikarataronho go tswa mo tafoleng ya dipalo e e nyalanang le setlhopha sengwe le sengwe. Barutwana ba babedi ba tla ka dikarata tsa letshwaopalo tse di nyalanang le ditlhopha.

Barutwana ba babedi go tswa mo setlhopheng se sengwe le a le mongwe go tswa mo go se sengwe ba dula le phaposi yotlhe. Bala palo ya barutwana ba ba setseng mo setlhopheng se sengwe le se sengwe.

- ★ A dikaratapalo tseno di sa ntse di nyalana le ditlhopha?
- ★ Re tshwanetse go dirang go nyalanya dikarata?

5. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dikarata tsa matshwaopalo 1–3
 - Dikarataronho 1–3
 - Dibadi tsa maungo di le 10 (*Kgetsana ya Didiriswa*)
 - Dikota tsa mebala di le 6
- Dikarataronho (*Kgetsana ya Didiriswa*)
- Dipoleiti tsa pampiri kgotsa ditshodi tsa polasetiki tsa yokate tse dinnye – tse 2 tsa morutwana yo mongwe le o mongwe (*KGOTSA matlhare a pampiri ya A4 go na le didiko go le lengwe le le lengwe – 1 go morutwana mongwe le mongwe*)
- Boleele jwa mogala

1. **Go bala dilo di le 5:** Neela morutwana mongwe le mongwe setshodi. A morutwana yo mongwe le yo mongwe a bale dibadi tse tlhano tsa maungo.
2. **Dikarataronho 1–3:** Supa dikarataronho tsa 1 le 2. Supa karataronho ya '3' e le nngwe mme o botse, 'Maronho a le makae?' Kopa barutwana go baya dibadi ka thulaganyo e e tshwanang. Ba botse gore a ba ka kgona go rulaganya dibadi ka tsela e nngwe. Boeletsa ka thulaganyo e e farologaneng ya karataronho ya '3'.
3. **Go nyalanya dikarataronho le dibadi 1–3:** A barutwana ba dirise dibadi tsa maungo go bala le go nyalanya go e nngwe le e nngwe ya dikarataronho.

Dipotso tse di kaelang:

- ★ O tlhoka dibadi tse kae tsa maungo go nyalanya karataronho ya ntlha?
 - ★ O tlaa tlhoka di le kae gape go nyalanya le karataronho e e latelang?
4. **Go nyalanya dikarataronho le dikarata tsa matshwaopalo a 1–3:** A barutwana ba rulaganye dibadi tsa bona tsa maungo le dikarataronho fa pele ga bona. Baya sete ya dikarata tsa matshwaopalo 1, 2 le 3 fa pele ga bona. Ba botse gore a ba kgona go gopola gore ke diphologolo dife go tswa mo dikanelong tsa dinomere di tsamayang le karatapalo e nngwe le e nngwe. Supa karata e nngwe le e nngwe mme o kope barutwana go bua dinomere. A barutwana ba buisane gore ke letshwaopalo lefe le dikaratafoko dife di nyalanang le dikarataronho tsa bona. Ba nyalanye dikarata tsa bona tsa matshwaopalo go tswa mo ditshoding tsa bona le dibadi tsa bona mmogo le dikarataronho.



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

Guiding questions:

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

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

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

Guiding questions:

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

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

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

Add two learners to one of the sides.

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

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



TIP

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

Integration

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



Check that learners are able to:

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

5. **Go gatelela paterone:** Dira paterone e e bonolo ka dibadi tsa maungo, sekao, panana, meretlwa, panana, meretlwa. A barutwana ba bue maina a leungo ka tatelano e a tlhagelelang ka ona.

Dipotso tse di kaelang:

- ★ Oitse jang gore seno ke paterone?
- ★ O bona leungo lefe mo tshimologong ya paterone?
- ★ O bona leungo lefe le le latelang?

6. **Go kopolola paterone:** Dira paterone e nngwe o dirisa leungo. Kopa barutwana go kopolola paterone ka dibadi tsa bona.

7. **Go dira gore ditlhopha di tshwane 1–3:** Baya lenatshwana la mogala mo gare ga mmetshe. Kopa morutwana a le nosi go ema mo letlhakoreng le lengwe le le lengwe.

Dipotso tse di kaelang:

- ★ Go na le barutwana ba le kae mo letlhakoreng leno? Mo letlhakoreng le lengwe?
- ★ Matlhakore otlhe a tshwana ka eng?


Tsenya morutwana yo mongwe mo letlhakoreng le lengwe. Buisanang ka ga pharologano magareng ga matlhakore a mabedi.

- ★ O tlhoka go dirang gore matlhakore ka bobedi a tshwane?

Tsenya barutwana ba babedi mo lengweng la matlhakore.

- ★ Mpolelele gore ke direng go dira gore matlhakore otlhe a tshwane.

8. **Tharabololo ya dipalo ka go dirisa dilo:** Neela morutwana yo mongwe le yo mongwe ditshodi tse dinnye tsa yokate di le pedi le dikota di le thataro. Ba kope go baya dikota mo ditshoding gore ditshodi tsotlhe di nne le palo e e tshwanang ya dikota. Ba botse gore 'tshwanang' e kayang. Neela morutwana yo mongwe le yo mongwe sebaka sa go bala dilo mo setshoding se sengwe le se sengwe go tlhola gore a di a tshwana.

 **MAELE**
Barutwana ba ka baya dibalamaungo 1, 2 le 3 tsa bona ka ditlhopha ka mkgwa o ba ratang. Go lebeletswe palo e e nepagetseng ya dibadi. Barutwana ba tlaa lemoga gore dilo tse tharo di ka bewa ka ditlhopha dingwe le dingwe fela mme tsa sala di ntse di le tharo.

Tomagano

Puogae le Dikgono tsa Botshelo: thutopono (dipaterone mo ditshwantshong); dipaterone mo dipineng le mo merumong.

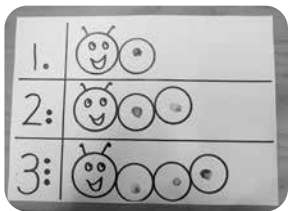


Netefatsa gore barutwana ba kgona go:

- lemoga, nyalanya le go bua maina a matshwaopalo, mafokopalo le dikaratarontho 1–3
- nyalanya dilo le dikaratarontho 1–3
- tlhola dipaterone
- kopolola 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

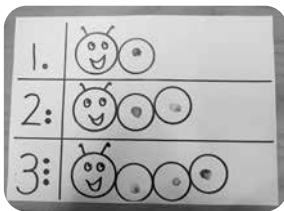
What you need

- 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.

MAELE

Dirisa ditselana tse pedi tsa dipaterone fa setlhophahle se le segolo gore botlhe ba kgone go bona. Fa pente ya tselana ya paterone e omeletse, kgomaretsa dithalo mo ditsebeng tse di nang le meelwane.



Seteišenetiro 1

Se o se tlhokang

- Tselana ya dipaterone
- Sepontšhe, legong kgotsa ditempe tsa poropo
- Lenathwana le le 1 la pampiri ya A4 go morutwana mongwe le mongwe
- Lenathwana le le 1 la pampiri ya A5 go morutwana mongwe le mongwe
- Pente mo dithereing tsa poliseterine
- Dikherayone

A barutwana ba dirise ditempe go kopolola paterone go dira molelwane mo pampiring ya A4. Baya tselana ya paterone mo gare ga tafole gore ba kopolole. Mo pampiring ya A5, a ba thale setshwantsho ka dilo dingwe le dingwe fela tse tharo tse ba di ratang.

Seteišenetiro 2

Se o se tlhokang

- Pente
- Tsebe ya go bala seboko se le 1 ya morutwana mongwe le mongwe
- Lenathwana le le 1 la pampiri ya A4 ya morutwana mongwe le mongwe
- Beisene e e nang le metsi
- Toulo

Barutwana ba ine menwana ya bona mo penteng mme ba dire palo e e nepagetseng ya dikgatiso tsa menwana – 1, 2 kgotsa 3 – go tlhama mmele wa seboko sengwe le sengwe mo tsebeng ya palo ya diboko.

Fa ba feditse diboko, ba dirise dipente tsa menwana go itirela ditshwantsho tse di emelang dilo di le tharo.

Seteišenetiro 3

Se o se tlhokang

- Pampiri le dikherayone
- Dikarata tsa dipaterone (tse di emelang dibadi le dipaterone tsa dikota)
- Dibadi le dikota go tswa go *Kgetsana ya Didiriswa* – tse di tlaa lekanang gore morutwana mongwe le mongwe go kopolola dikarata tsa dipaterone

Barutwana ba tlohpe karata ya dipaterone. Ba kopolole dipaterone ba dirisa dibadi le dikota.

Seteišenetiro 4

Se o se tlhokang

- Tege ya go tshameka
- Thempoleiti ya tege ya go tshameka: Nomore 3 ya morutwana mongwe le mongwe (tsebe 215)

Barutwana ba bope tege ya go tshameka le go e baya mo maemong a a nepagetseng mo thempoleiting ya tege ya go tshameka. Ba dirise tege ya go tshameka go bopa nomore '3', go kgokolosa dibolo tse tharo tsa tege ya go tshameka go di baya mo setlhareng, le go kgokolosa dibolo tse tharo tsa tege ya go tshameka go di baya mo keriting.

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

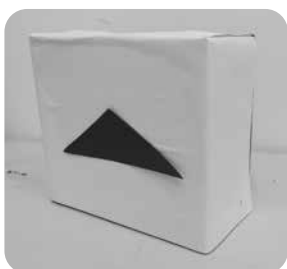
triangle
corner points

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.



Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometri)

Ditlhogo

- Lemoga, tlaola le go bolela maina a dipopego tsa 2-D: khutlotharo
- Bapisa dilo tsa 3-D le tsa 2-D
- Rulaganya dipopego tsa 2-D
- Bodilo jwa setswantsho
- Tekano

Kitso e ntšhwa

- Go balela kwa godimo 1–10
- Dipopego tsa 2-D: khutlotharo
- Bodilo jwa setswantsho
- Maemo: fa pele ga le kwa morago

Ikatise

- Sediko, khutlonne
- Go bala dilo 1–5
- Go gatelela megopolo ya dipalo 1–3
- Go latedisanya dinomere 1–3
- Tekano
- Kgolo, nnye
- Go rulaganya ka popego
- Diphazele tsa dikarolo tse thataro

Tlotlofoko e ntšhwa ya dipalo

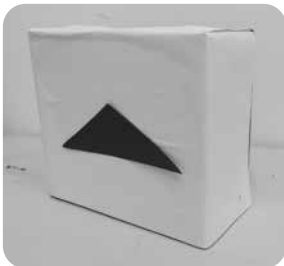
khutlotharo
dintlha tsa sekhutlo

borethe
fa pele ga

morago
nnyenyana

kgolwane

Ipaakanye



O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- diphapete tsa kgetsana ya dipampiri tsa bogolo jo bo farologaneng di le 3 (netefatsa gore bogolo bo farologantswe sentle: kgolo, kgolwane, kgolo thata)
- meteme e 3 jaaka seboe sa diphapete
- dira posobokoso e kgolo e le 1 le e le nnye e le 1
- dikhutlotharo tsa pampiri tse dinnye (bogolo jo bo lekanang tsotlhe) le tse dikgolo (tsa bogolo jo bo lekanang) di dirilwe ka lekwalogang, dimakasine kgotsa pampiri e e sa kwalwang sepe
- dikhateboto tse di segolotsweng tsa khutlotharo, sediko, khutlonne le khutlonnetsepa tsa bogolo le mmala o o farologaneng
- khophi ya letlhare la A4 le na le dikhutlotharo (tsebe 219) ya morutwana mongwe le mongwe mo setlhopheng
- sediko se sennye, khutlonne le khutlotharo tse di segolotsweng tsa pampiri ya mmala go neela morutwana mongwe le mongwe
- dira diphazele di le 3 tsa dikarolo tse thataro fa o se na tsona (tsebe 220)
- penta mejako ya kwa ntle ya melapalo ya 1–10.



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.)

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Pina: *Seno ke khutlotharo* (tsebe 199)
- Dinomorekgabisi 1–3
- Dikhutlonne tse 3, didiko tse 4 le diboloko tsa dipharologantsho tsa khutlotharo di le 5 (*Kgetsana ya Didiriswa*)
- Sediko, khutlonne le khutlotharo e kgolo ya khateboto
- Lenathwana la pampitshana e kgolo
- Khokhi

1. **Pina:** Tlhagisa pina, *Seno ke khutlotharo*. Supa setshwantsho sa khutlotharo mme o supe kwa dikhutlong le kwa matlhakoreng fa barutwana ba ntse ba opela. Barutwana ba tsholeletse matsogo a bona mo godimo ga ditlhogo le go kopanya dintlha tsa bona tsa menwana go bopa popego ya khutlotharo.
2. **Go balela kwa godimo 1–10:** Barutwana ba tloatlole kgotsa ba tlole kwa ntle ga molathoko wa molapalo fa ba ntse ba bala go tloga ka 1 go ya go 10.
3. **Go ikatisetsa 1–3 ka dinomorekgabisi:** Supa dinomorekgabisi.

Dipotso tse di kaelang:

- ★ Ke phologolo efe e go nang le e le nngwe fela?
- ★ Ke ntlo efe e e nang le diphologolo tse dintsi?
- ★ A go na le dipitse tse ditilodi di le dintsi kana boramošwe ba le bantsi?
- ★ Fa tsala ya pitse e tilodi e etela dipitse tse ditilodi di le pedi go tlaa nna le dipitse tse kae tse ditilodi mo ntlong eo?
- ★ Fa ramošwe o le mongwe o tla go dula le tlou, go ya go sala boramošwe ba le kae mo ntlong ya ramošwe?

4. **Go bala dilo 1–5:** Baya diboloko tsa dipharologantsho tsa khutlonne, sediko le khutlotharo mo mmetsheng. Balang dikhutlonne mmogo mme lo di beye ka setlhopha. Dira fela jalo ka didiko le dikhutlotharo.

Dipotso tse di kaelang:

- ★ Ke setlhopha sefe se se nang le dipopego tse dintsi go gaisa?
- ★ Ke setlhopha sefe se se nang le dipopego tse dinnye go gaisa?
- ★ Re ka netefatsa jang?

5. **Go tlhagisa dikhutlotharo:** Supa diboloko tsa dipharologantsho tsa sediko le khutlonne. Botsa barutwana gore a ba gopola maina a dipopego tse. Tsholetsa khutlotharo.

Dipotso tse di kaelang:

- ★ A go na le yo o itseng gore popego eno e bidiwang?
- ★ A go na le yo o boneng popego e e tshwanang le e mo phaposiborutelong?

Tsholetsa khutlotharo e kgolo ya khateboto.

- ★ Popego eno e na le matlhakore a le makae? (A bale.)
- ★ E na le dikhutlo di le kae? (Di bale.)

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

Guiding questions:

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

Tell me about the triangle we have drawn.

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

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

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

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



Day 2

What you need

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

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

Guiding questions:

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

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



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

6. **Go tlotlhomisa dikhutlotharo:**
Gatisa khutlotharo ya khateboto mo pampiring e kgolo.

Dipotso tse di kaelang:

- ★ Popego e e mo pampiring e bidiwang?
- ★ A popego eno e tshwana le tse di mo mmetsheng?

Mpolelele ka dikhutlotharo tse re di thadileng.

- ★ E na le mela e le kae?
- ★ O ka nthaya o reng ka ga mela eno?



Ba neele dikhutlotharo tse di tswang go *Kgetsana ya Didiriswa*. Ka bobedi, barutwana ba tlotlhomise khutlotharo, ba kgome mela e e tlhamaletseng le go kgoma dintlha.

- ★ Go na le matlhakore a le kae? Go na le dikhutlo di le kae?
- ★ Di utlwala jang?

7. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka ga tsela ya go phepafatsa.

Letsatsi 2

Se o se tlhokang

- Morumo: *Nkutlwe ke bala* (tsebe 199)
- Moropana
- Diboloko tsa dipharologantsho tsa khutlotharo di le 10 (*Kgetsana ya Didiriswa*)
- Pina: *Seno ke khutlotharo* (tsebe 199)
- Sediko se segolo sa khateboto, khutlonne le khutlotharo di mamareditswe mo loboteng fa morago ga tafole ya dipalo
- Poleiti
- *Buka ya Diphousetara*, Phousetara 8

MAELE

Rotloetsa barutwana go tlolela mo llereng ya dipalo go tloga go 1 go ya go 10 ka nako ya go tshamekela kwa ntle.

1. **Morumo:** Tlhagisa morumo, *Nkutlwe ke bala*.
2. **Go balela kwa godimo 1–10:** Barutwana ba rethe lefatshe le go bala go latela mosito go tloga ka 1 go ya go 10 fa o ntse o itaya moropana.
3. **Go bala dilo 1–5:** Baya diboloko tsa dipharologantsho tsa khutlotharo tse 10 mo godimo ga tafole ya dipalo. Tlhophang barutwana ba le batlhano mmogo go tla kwa pele. Botsa gore go ya go tlokega dikhutlotharo di le kae go neela morutwana mongwe le mongwe e le nngwe go e tshwara. Kopa morutwana yo mongwe go neela morutwana mongwe le mongwe yo o kwa pele khutlotharo e le nngwe.

Dipotso tse di kaelang:

- ★ Ke barutwana ba le kae ba neelaneng ka dikhutlotharo?
- ★ Ke barutwana ba le kae ba tsholeditseng khutlotharo?
- ★ Fa morutwana a le mongwe a neela khutlotharo ya gagwe (morutwana a le mongwe a dule fatshe), go sala dikhutlotharo di le kae? (Balang mmogo.)

Boeletsa go fitlhelela barutwana botlhe ba dutse fatshe. Nako le nako botsa gore go setse barutwana/dikhutlotharo di le kae.

4. **Identifying triangles:** Point to the large triangle on the wall.
Guiding questions:
- ★ What do you remember about the triangle? What makes it a triangle?
 - ★ How many corners does it have? How many sides? How many lines?
- Sing *This is a triangle*.
5. **Comparing shapes:** Point to the large circle, square and triangle.
Guiding questions:
- ★ Which shape has straight lines like the triangle?
 - ★ How many sides does the triangle have? And the square?
 - ★ Which shape has more sides, the square or the triangle?
 - ★ How is the circle different to the square? And the triangle?
6. **Solving problems 1–5:** Talk about Poster 8. Learners look for triangle shapes in the picture.
Guiding questions:
- ★ Can you see any triangles? Show me where they are.
 - ★ What other shapes can you see?
 - ★ (Point to a square or circle shape.) Is this shape a triangle? Why/why not?
 - ★ How many scoops of ice cream does the girl have?
 - ★ How many scoops will she have left if she eats one scoop?
 - ★ What time of the day do you think it is? How do you know?
7. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

Day 3

What you need

- Rhyme: *Hear me count* (page 198)
- Tambourine
- Number 1–3 dot, animal and symbol cards
- Skipping rope

1. **Rhyme:** Say the rhyme, *Hear me count*, with actions.
2. **Oral counting 1–10:** Jump slowly while counting from 1 to 10 to the rhythm of the tambourine.
3. **Counting objects 1–5:** Count five learners to say the rhyme, *Hear me count*, together. Repeat with five other learners.
4. **Practising numbers 1–3:** Show number 1–3 dot, animal and symbol cards. Ask learners to fetch the number of objects represented on the card from the maths table.

4. **Go tthaola dikhutlotharo:** Supa khutlotharo e kgolo mo loboteng.
Dipotso tse di kaelang:
 - ★ O gopolang ka khutlotharo? Ke eng se se e dirang khutlotharo?
 - ★ E na le dikhutlo di le kae? Matlhakore ona a kae? Mela yona e kae?
Opela *Seno ke khutlotharo*.
5. **Go bapisa dipopego:** Supa sediko se segolo, khutlonne le khutlotharo.
Dipotso tse di kaelang:
 - ★ Ke popego efe e nang le mela e e tlhamaletseng jaaka khutlotharo?
 - ★ Khutlotharo e na le matlhakore a le kae? Khutlonne yona?
 - ★ Ke popego efe e nang le matlhakore a mantsi, khutlonne kgotsa khutlotharo?
 - ★ Sediko se farologana jang le khutlonne? Se farologana jang le khutlotharo?
6. **Tharabololo ya diplao 1–5:** Bua ka Phousetara 8. Barutwana ba batle dipopego tsa khutlotharo mo setshwantshong.
Dipotso tse di kaelang:
 - ★ A o bona dikhutlotharo? Di mpontshe.
 - ★ O bona dipopego dife gape?
 - ★ (Supa popego ya khutlonne kgotsa sediko.) A popego eno ke khutlotharo? Goreng/goreng go se jalo?
 - ★ Mosetsana o na le maswana a bebetsididi a le makae?
 - ★ O ya go sala ka a le makae fa a ja le le lengwe?
 - ★ O akanya gore ke nako mang? O itse jang?
7. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteišenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 3

Se o se tlhokang

- Morumo: *Nkutlwe ke bala* (tsebe 199)
- Moropana
- Lerontho la nomore 1–3, dikarataphologolo le dikaratatshwao
- Mogala wa kgati

1. **Morumo:** Bua morumo, *Nkutlwe ke bala*, ka ditiragatso.
2. **Go balela kwa godimo 1–10:** Tlola ka bonya o ntse o bala go tloga ka 1 go ya go 10 go latela moribo wa moropana.
3. **Go bala dilo 1–5:** Tlhopho barutwana ba le batlhano go bua morumo, *Nkutlwe ke bala*, mmogo. Boeletsa ka barutwana ba bangwe gape ba le batlhano.
4. **Go ikatisetsa nomore 1–3:** Bontsha lerontho la nomore 1–3, dikarataphologolo le dikaratatshwao. Kopa barutwana go tla ka dilo di le mmalwa tse di tlhagisiwang mo karateng go tswa mo tafoleng ya dipalo.



TIP

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

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

Guiding instructions:

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

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

Guiding questions:

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

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

Day 4

What you need

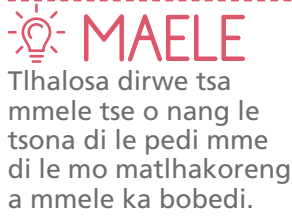
- Rhyme: *Hear me count* (page 198)
- Tambourine
- A collection of 3 classroom objects
- Number 1–3 picture, dot and symbol cards
- 3 different-sized puppets
- 3 tins as stands for the puppets
- Big and small paper triangles for each learner
- A big and a small post box

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

Guiding questions:

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

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



5. **Go tlhotlhomisa maemo:** Baya barutwana bobedi ka bobedi. Neela morutwana mongwe le mongwe nomore 'nngwe' kgotsa 'pedi'.

Ditaelo tse di kaelang:

- ★ Sebeo se le sengwe fa morago ga pedi.
- ★ Sebeo se le sengwe fa thoko ga pedi.
- ★ Dibeo di le pedi fa pele ga nngwe.

6. **Go tlhotlhomisa tekano:** A morutwana a eme a lebile phaposi yotlhe. Tshwara mogala wa kgati gore o akgege fa pele ga morutwana, mo molagareng wa ona.

Dipotso tse di kaelang:

- ★ _____ o na le matlho/ditsebe/dinao di le kae mo letlhakoreng le le lengwe la mmele wa gagwe? Mo go le lengwe?
- ★ Ke kae mo mmeleng wa gagwe moo o bonang serwe se le sosi sa mmele?
- ★ Go diragalang ka nko ya gagwe fa mogala wa kgati o akgega go ya kwa bogareng jwa bopele jwa mmele wa gagwe?

7. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteishenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 4

Se o se tlhokang

- Morumo: *Nkutlwe ke bala* (tsebe 199)
- Moropana
- Kokoanyo ya dilo tse 3 tsa phaposiborutelo
- Dikaratatshwantsho, rontheo le tshwao tsa nomore 1–3
- Diphaphete tse 3 tsa bogolo jo bo farologaneng
- Meteme e 3 e dira jaaka dibeo tsa diphaphete
- Dikhutlotharo tsa pampiri tse dikgolo le tse dinnye go neela morutwana mongwe le mongwe
- Posobokoso e kgolo le e nnye

1. **Morumo:** Bua morumo, *Nkutlwe ke bala*, ka ditiragatso.
2. **Go balela kwa godimo 1–10:** Barutwana ba akge dinoka tsa bona ba bala go tswa go 1 go ya go 10 go latela moribo wa moropana.
3. **Go bala dilo 1–5:** Mmogo tlhophang barutwana ba ba farologaneng ba le batlhano go tswa mo Letsatsing la 3 go bua morumo, *Nkutlwe ke bala*. Boeletsa ka barutwana ba bangwe gape ba le batlhano.
4. **Go tlhotlhomisa kgolo le nnye:** Bontsha diphaphete mo dibeong tsa meteme.

Dipotso tse di kaelang:

- ★ Ke efe e kgolo/nnye go gaisa? O itse jang?
- ★ A eno e kgolwane mo go eno?
- ★ Ke eng se se e dirang kgolwane/nnyennyane?

Fa mongwe le mongwe wa barutwana ba bararo phaphete. Ba kope go ema kwa pele ba tshwere diphaphete go tloga ka e kgolo go ya go e nnye go gaisa. Boeletsa ka barutwana ba bangwe gape ba bararo. Tlhakatlhakanya thulaganyo ya diphaphete mme o ba kope go di rulaganya sentle go simolola ka e nnye go ya go e kgolo go gaisa, jalo jalo.



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.

MAELE

Baya dibokosoposo mo godimo ga tafole ya dipalo.

- Go rulaganya – kgolo le nnye:** Bontsha barutwana dibokosoposo.
Dipotso tse di kaelang:
 - Ke lebokoso lefe le legolwane? Ke lebokoso lefe le lennyenyane? Neela barutwana khutlotharo e kgolo kgotsa e nnye. Ba kgomaretse dikhutlotharo tse dikgolo mo lebokong le legolo la poso le dikhutlotharo tse dinnyenyane mo lebokosong le lennye la poso.
- Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteišenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 5

Se o se tlhokang

- Morumo: *Nkutlwe ke bala* (tsebe 199)
- Dikaratatshwantsho, rontheo le tshwao tsa nomore 1–3
- Dilo tse 5 tsa phaposiborutelo
- Dibinibeke

- Morumo; go bala 1–10:** E re *Nkutlwe ke bala*, ka ditiragatso.
- Go balela kwa godimo 1–10:** Barutwana ba dire sediko mme ba bale go tloga ka 1 go ya go 10. Ba tlolele kwa pele le kwa morago mo palong nngwe le nngwe le go tlolela kwa godimo mo go 10.
- Go bala dilo 1–5:** Barutwana ba bontshe palo ya menwana fa o re, 'Ke eletsa e kete nka bo ke na le dimonamone di le pedi, di le nne,' jalo jalo, go tloga ka nngwe go ya go tlhano.
- Go tlhotlhomisa tekano:** Barutwana ba dire sediko. E re, 'Tshwara ditsebe, matlho, magetla, mangole a gago.' Botsa, 'O na le dinao, diatla, diledu, dinko, dimpa di le kae?'
- Go ikatisetsa maemo:** Neela morutwana mongwe le mongwe binibeke kgotsa selo se a ka se tshwarang. Hularela barutwana mme o diragatse le bona.



Ditaelo tse di kaelang:

- ★ Baya binibeke mo letlhakoreng le le rileng la mmele wa gago. E beye le mo letlhakoreng le lengwe. (Diragatsa.)
 - ★ Baya binibeke fa pele ga mmele wa gago. E beye le mo morago ga mmele wa gago.
 - ★ E beye gaufi le dinao tsa gago. Le mo godimo ga dinao tsa gago.
- Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteišenetiro le ka ga tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo:

- Kgolo ya tlotlofoko (matlama).
- Anegela dikanelo go gatelela nnye, nnyenyana, nnye thata; kgolo, kgolwane, kgolo thata.
- Barutwana ba fete mo sebakeng sa sekgoreletsi se se bonolo. Tota dintlhakaelo, sekao, go feta, ka fa tlase, morago, mo godimo ga.

Small group activities

Teacher-guided activity

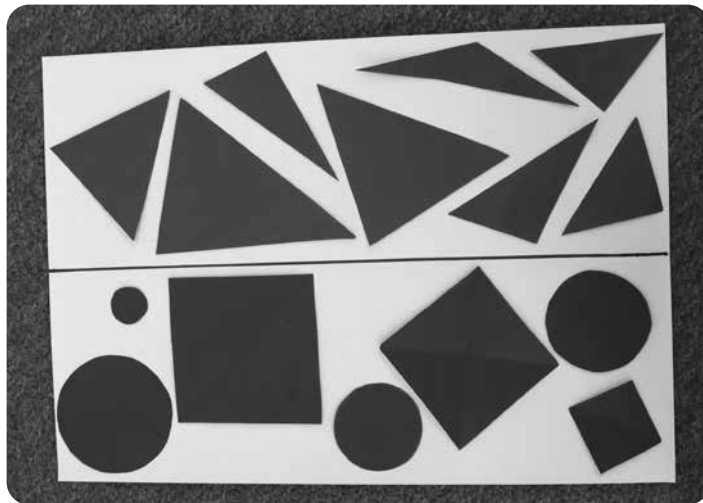
What you need

- Pile of Unifix blocks for each learner
- Circle, square and triangle attribute blocks (more triangles than other shapes)
- Triangle, circle, square, rectangle cut-outs

1. **Counting 1–10:** Learners show their fingers as they count from 1 to 10.
2. **Counting objects 1–5:** Give learners a pile of Unifix blocks. Ask them to build a tower of five blocks.
3. **Reinforcing the triangle:** Ask learners to show you a circle, square and triangle shape.

Guiding questions:

- ★ What shape is that? (circle, square, triangle) How do you know?
 - ★ What can you tell me about the shape?
4. **Sorting shapes:** Learners make two groups of shapes with the attribute blocks: triangles and other shapes.



Guiding questions:

- ★ Why did you put this in this group?
- ★ How can we check if this is a triangle?
- ★ Which group has more/fewer shapes?
- ★ Which group has the most/the least shapes?



Check that learners are able to:

- count orally 1–10
- count 5 objects
- recognise and name triangles and describe the properties
- sort 2-D shapes into triangles and other shapes

Ditirwana tsa ditlhophha tse dinnye

Tirwana e e kaelwang ke morutabana

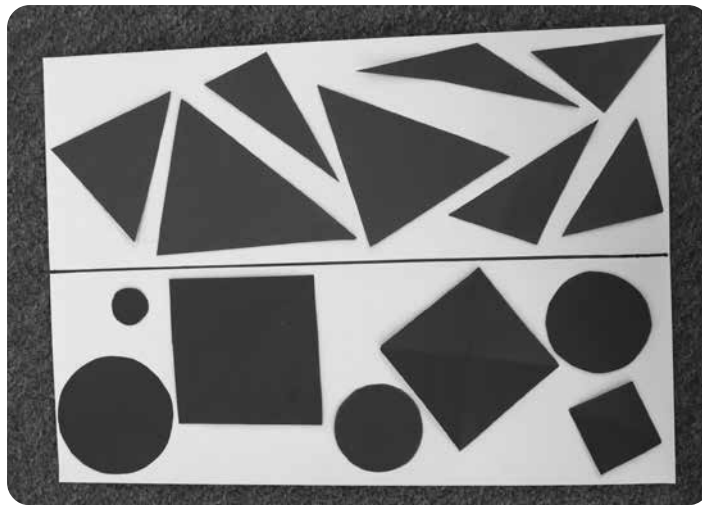
Se o se tlhokang

- Ngatana ya diboloko ya morutwana mongwe le mongwe le khutlotharo (dikhutlotharo tse di fetang dipopego tse dingwe)
- Sediko, diboloko tsa dipharologantsho tsa khutlonne • Khutlotharo, sediko, khutlonne, khutlonnetsepa tse di segolotsweng

1. **Go bala 1–10:** Barutwana ba bontshe menwana ya bona fa ba bala go tloga ka 1 go ya go 10.
2. **Go bala dilo 1–5:** Neela barutwana ngatana ya diboloko. Ba kope go aga tora ya diboloko di le tlhano.
3. **Go gatelela khutlotharo:** Kopa barutwana go go bontsha popego ya sediko, khutlonne le khutlotharo.

Dipotso tse di kaelang:

- ★ Ke popego ya eng eo? (sediko, khutlonne, khutlotharo) O itse jang?
 - ★ O ka mpolelelang ka ga popego eo?
4. **Go rulaganya dipopego:** A barutwana ba dire ditlhophha tse pedi tsa dipopego ka diboloko tsa dipharologantsho: dikhutlotharo le dipopego tse dingwe.



Dipotso tse di kaelang:

- ★ O tsenyeditseng seno mo setlhopheng se?
- ★ Re ka lekola jang gore seno ke khutlotharo?
- ★ Ke setlhophha sefe se nang le dipopego tse di fetang/kwa tlase?
- ★ Ke setlhophha sefe se nang le dipopego tse dintsi/dinnye go gaisa?



Netefatsa gore barutwana ba kgona go:

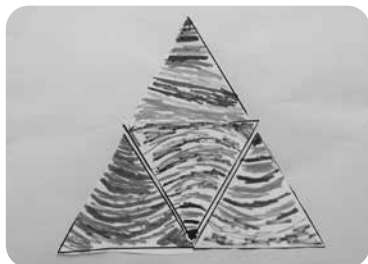
- balela kwa godimo 1–10
- bala dilo tse 5
- lemoga le go bua gore dilo ke dikhutlotharo le go tlhalosa dipharologantsho
- rulaganya dipopego tsa 2-D go ya ka dikhutlotharo le dipopego tse dingwe

Workstation 1

What you need

- A copy of the A4 page with triangles (page 219) per learner
- 1 blank A4 page per learner
- Scissors, crayons and glue

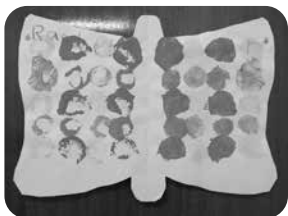
Learners cut along the lines to make four triangles. They decorate their triangles and glue them onto a page in a way that makes a single big triangle, as in the original.



Workstation 2

What you need

- A4 paper folded in half
- Paint



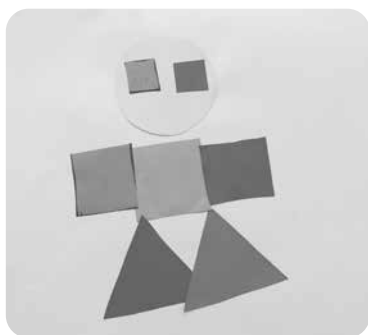
Learners put dots of paint on one half of the page. They fold the page in half so that the paint prints on the other half.

Workstation 3

What you need

- Paper and glue
- Small coloured paper circles, squares, triangles
- 1 blank A4 page per learner

Learners glue the shapes onto a sheet of paper to make a shape person.



TIP

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

Workstation 4

What you need

- Shape puzzles, minimum six pieces, for each learner

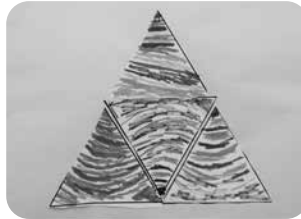
Learners complete shape puzzles.

Seteišenetiro 1

Se o se tlhokang

- Khophi ya tsebe ya A4 ya morutwana mongwe le mongwe e na le dikhutlotharo (tsebe 219)
- Tsebe e le 1 e e lolea ya A4 go e neela morutwana yo mongwe le yo mongwe
- Dikere, dikherayone le dimamaretsi

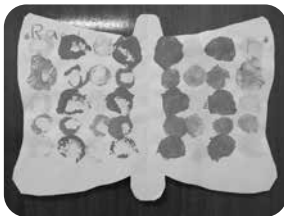
Barutwana ba sege mela go dira dikhutlotharo di le nne. Ba kgabise dikhutlotharo tsa bona le go di mamaretsa mo tsebeng ka tsela e e dirang khutlotharo e le nngwe e kgolo, jaaka mo go ya tlhago.



Seteišenetiro 2

Se o se tlhokang

- Pampiri ya A4 e mennwe ka bogare
- Pente



Barutwana ba beye marontho a pente mo seripeng se sengwe sa tsebe. Ba mene tsebe gore pente e dire kgatiso mo seripeng se sengwe.

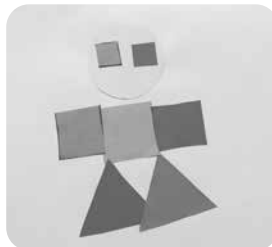
Seteišenetiro 3

Se o se tlhokang

- Pampiri le semaretsi
- Tsebe e le 1 ya A4 ya morutwana mongwe le mongwe
- Didiko, dikhutlonne, dikhutlotharo tse dinnye tsa pampiri ya mmala

 **MAELE**
O tlaa tlhoka go diragatsa seno pele ga barutwana ba simolola tirwana.

Barutwana ba kgomaretsa dibopego mo letlhareng la pampiri go dira popego ya motho.



Seteišenetiro 4

Se o se tlhokang

- Diphazele tsa popego, dikarolo di le thataro bonnye, go neela morutwana mongwe le mongwe

Barutwana ba feleletse diphazele tsa popego.

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).

Karoloteng e e Lebeletsweng: Tekanyo

Ditlhogo

- Nako: motshegare le bosigo
- Bogodimo
- Bapisa le go rulaganya dilo go tthalosa boleele

Kitso e ntšhwa

- Go latedisanya nako: motshegare le bosigo, lesedi le lefifi
- Boleele: tšhate ya bogodimo
- Maemo: mo, tlase, mo godimo, fa tlase, go bapa le, magareng ga
- Go balela kwa morago 5–1

Ikatise

- Go balela kwa godimo 1–10
- Go letedisanya dinomere 1–3
- Go bala dilo 1–5
- Go gatelela 1–3

Tlotlofoko e ntšhwa ya dipalo

mo godimo	tlase	magareng ga	moso	lefifi	telele go gaisa
fa tlase	ka fa tlase	motshegare	mantsiboa	telejana	khutshwane
mo	go bapa le	bosigo	lesedi	khutshwanyane	go gaisa

Ipaakanye



MAELE
Gopola go dirisa nakotlwaelo ya ntlwanaboithusetso go ikatise ka ga dipalokemotatelano le maemo.

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- letsatsi le legolo le le 1 le ngwedi o mogolo o o segolotsweng o le 1
- maru, dinaledi, dingwedi le matsatsi a magolo (bogolo jwa A4) a 5 a a segolotsweng
- mabone a 3 le dikerese tse 2 tse di segolotsweng
- dilo tsa methalethale tse di dirisiwang mo lapeng go emela ditirwana tsa motshegare le bosigo, sekao, boratšhe jwa meno, boratšhe jwa moriri, boulo ya difitlholo le leswana, buka ya ditshwantsho tsa kanelo, thotšhe, kerese, switšhi ya lebone, mosamo
- dikaratatshwantsho tsa dilo tse
- tafole le dikobo tse di lekaneng go e apesa gotlhelele
- ditshwantsho tse 5 tsa bosigo le tse 5 tsa motshegare (sekao, o lebeletse dinaledi, o tshuba kerese, o robotse mo bolaong, lebone la mmila, o apara dipijama; o tshameka kgwele ya dinao, o goroga kwa sekolong, o thuma go le letsatsi, o besitse nama kwa ntle, o fa seotlwane dijo)
- dikgetsana tsa motshegare le bosigo moo ditshwantsho tsa kanelo di ka lekanang go tsena (leba tsebe 151)
- tsebe ya motshegare le bosigo ya morutwana mongwe le mongwe mo setlhopheng (leba tsebe 153)
- tsebe e le 1 ya A4 ya morutwana mongwe le mongwe di na le didiko tsa bogolo le mebala e e farologaneng
- ditshwantsho tsa disete tse 5 tsa diphazele tse di nyalanang tsa malatsi/ masigo a le 5 (di dirilwe go tswa mo dimakasineng kgotsa di thadilwe).

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.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Pina: *Letsatsi le mo loaping* (tsebe 199)
- Letsatsi le le 1 le ngwedi e le 1 di segolotswe
- Boleele jwa mogala wa morutwana mongwe le mongwe

1. **Pina:** Tlhagisa pina, *Letsatsi le mo loaping*. Dirisa letsatsi le ngwedi tse di segolotsweng.
2. **Go balela kwa godimo 1–10:** Barutwana ba bale go tloga ka 1 go ya go 10 ba ntse ba tlola. Ba balela kwa morago le go opa diatla go tswa go 5 go ya go 1 fa o ntse o supa nomore ya mogala wa dinomore.
3. **Motshegare le bosigo:** Buisanang ka ga motshegare le bosigo.

Dipotso tse di kaelang:

- ★ O dirileng maabane bosigo?
 - ★ A o ne o ka dira seno go le motshegare? Goreng o ne o ka se dire jalo?
 - ★ O dirang mo mosong fa o tsoga?
 - ★ O dirang mantsiboa pele go nna lefifi?
 - ★ A o kile wa bona ngwedi?
 - ★ O dirang motshegare?
 - ★ O dirang bosigo?
4. **Go lekanya:** Kaela barutwana go buisana ka ga ditsela tse di farologaneng tsa go lekanya.

Dipotso tse di kaelang:

- ★ Fa re ne re batla go itse gore ke mang yo moleele go gaisa magareng ga ____ le ____, re ne re ka dirang?
 - ★ Re ne re ka dirang go lekanya batho kgotsa/le dilo?
 - ★ A o kile wa bona mongwe a lekanya sengwe mo nakong e e fetileng? Ba dirile seo jang?
5. **Tekanyo:** Bitsa setlhophsa sa barutwana go ema ba bapile fa pele ga phaposi yotlhe.

Dipotso tse di kaelang:

- ★ Ke mang yo moleele go gaisa mo setlhopheng seno? O itse jang?
- ★ Ke mang yo mokhutshwane go gaisa mo setlhopheng seno? O itse jang?
- ★ A go na le ba ba lekanang? O itse jang?
- ★ Re ka batlisisa jang?

Barutwana ba eme ka go naana mekwatla go bapisa bogodimo.

- ★ A go na le tsela e nngwe e re neng re ka lekanyang bogodimo jwa morutwana mongwe le mongwe?

A setlhophsa sa barutwana se eme se huletse lobota. Thala mola ka tšhoko mo godimo ga ditlhogo 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.

Kwala leina la morutwana mongwe le mongwe mo moleng. Sega bolelele jwa mogala wa morutwana mongwe le mongwe go ya ka bogodimo jwa bona. Mamaretsa mogala mo leineng la morutwana mongwe le mongwe fa ba lekanngwa. Kopa morutwana a le mongwe go tla go supa leina la motho yo mokhutshwane go gaisa mo setlhopheng, le o mongwe go supa leina la yo moleele go gaisa mo setlhopheng. Buisanang gore a mme barutwana ba akanya gore go na le mongwe mo phaposiborutelong yo o tlaa nnang moleele/mokhutshwane go gaisa ba bangwe mo setlhopheng seno.



6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka ga tsela ya go phepafatsa.

Letsatsi 2

Se o se tlhokang

- Pina: *Letsatsi le mo loaping* (tsebe 199)
- Dikaratatshwao, foko, ronho le tshwantsho tsa nomore 1, 2 le 3
- Moropana
- Dinaledi tse dikgolo di le 5 le maru a magolo a le 5 di segolotswe
- Ngwedi o le 1 le letsatsi le le 1 tse di segolotsweng
- Megala ya bolelele go neela setlhophha sengwe go direla tšhate ya bogodimo

1. **Pina:** Opela pina, *Letsatsi le mo loaping*, ka ditiragatso.
2. **Go balela kwa godimo 1–10:** A barutwana ba balele kwa pele go tloga ka 1 go ya go 10. Supa mogala wa dinomore fa barutwana ba balela kwa morago go tloga ka 5 go ya go 1 go latela mosito wa moropana.
3. **Go bala dilo 1–5:** Baya maru a le tlhano le dinaledi tse di segolotsweng mo dipoteng tsa phaposiborutelo. Kopa barutwana go batla maru le go a baya mo loboteng mo lefelong la dipalo. Kopa barutwana ba bangwe go batla dinaledi le go di baya mo loboteng. Balang maru le dinaledi mmogo fa barutwana ba di bona.

Dipotso tse di kaelang:

- ★ A re bona maru mo loaping motshegare kgotsa bosigo?
- ★ A re bona dinaledi mo loaping motshegare kgotsa bosigo?
- ★ Go setse go kokoantswe dinaledi di le kae go fitlha ga jaana? Maru ona?

4. **Go ikatisetsa dinomore 1–3:** Baya dikarata tsa nomoretshwao 1, 2 le 3 mo loboteng fa tlase ga dinomorekgabisi. Baya dikarataronho, dikaratatshwantsho le dikarata tsa mafokopalo tsa 1, 2 le 3 mo lebokosong. A barutwana ba refosane go tla mo lebokosong ntle le go leba mme ba tseye karata e le nngwe. A ba mamaretse karata mo loboteng gaufi le 1, 2 kgotsa 3.

Dipotso tse di kaelang:

- ★ A karata eno e mo maemong a a siameng? Re itse jang?

Kopa barutwana ba bararo go baya ngwedi o le mongwe kgotsa letsatsi go bapa le nomoretshwao 1, dinaledi tse pedi go bapa le nomoretshwao 2 le maru a mararo go bapa le nomore tshwao 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. **Motshegare le bosigo:** Buisanang le barutwana ka ga motshegare le bosigo.

Dipotso tse di kaelang:

- ★ A go ne go le lesedi kgotsa lefifi fa o tsoga mo mosong?
- ★ Sa ntlha fela fa o tsoga o dirang: ja, tlhapa, apara?
- ★ O dirang se se latelang?
- ★ A go ne go le lesedi kgotsa lefifi fa o goroga kwa gae maabane morago ga sekolo?
- ★ O dirileng fa o fitlha kwa gae?
- ★ O ne wa dirang morago ga seo?
- ★ A o rata motshegare kgotsa bosigo? Goreng?
- ★ Ke eng se o ratang go se dira go gaisa bosigo?
- ★ O ratang thata ka nako ya motshegare?
- ★ O tlaa dirang fa sekolo se tswa gompieno?



MAELE

Amanya tatedisanyo ya ditiro tsa letsatsi le letsatsi le ditirwana mo lenaneong la letsatsi le letsatsi.

6. **Tekanyo:** Lebelela tšhate ya bogodimo. Lekanya setlhophha se sengwe sa barutwana. A phaposi e fopholetse gore ke mang yo mokhutshwanyane kgotsa o moleejana mo setlhophheng seno go na le barutwana ba ba lekantsweng maabane.

Dipotso tse di kaelang:

- ★ O akanya gore ke mang yo gompieno o tla nnang moleele go gaisa?
- ★ O akanya gore ke mang yo gompieno o tla nnang mokhutshwane go gaisa?
- ★ Goreng o rialo?

Lekola barutwana ka go ba emisa ba naane mekwatla.

- ★ A _____ o moleejana kgotsa mokhutshwanyane mo go _____?

7. **Ditirwana tsa ditlhophha tse dinnye:** Gopotsa barutwana ka ditirwana tsa setešenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 3

Se o se tlhokang

- Morumo: *Dikhudu tse tlhano tse di itumetseng* (tsebe 197)
- Dikaratatshwao, tshwantsho le rontho tsa nomore 1, 2 le 3 (*Kgetsana ya Didiriswa*)
- Dibadi tse 5 tsa diphologolo mo setshoding se se bonalatsang
- Dinawa tse 5 kgotsa dikonopo mo setshoding se se bonalatsang
- Megala ya boleele go neela setlhophha se le sengwe go direla tšhate ya bogodimo

1. **Morumo:** Bua morumo, *Dikhudu tse tlhano tse di itumetseng*, go tswa mo Bekeng 5. Botsa barutwana gore ba akanya gore dikhudu di dirang motshegare le bosigo. Dira tiragatso ya tsona fa di goga magapa a tsona.
2. **Go balela kwa godimo 1–10:** A barutwana ba balele kwa pele go tloga ka 1 go ya go 10 le kwa morago go tloga ka 5 go ya go 1. Tlolela kwa pele le kwa morago kwa ntle mo molapalong wa dinomere.



MAELE

Dira ditirwana tsa go balela kwa godimo ka tsela e ntšhwa e bile e kgatlhisa letsatsi le letsatsi.

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

Guiding questions:

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

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

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

Day 4

What you need

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

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

Guiding questions:

- ★ Are there more stars or more candles?
- ★ If one star falls from the sky, how many stars are left?
- ★ Which groups have the same number of objects?
- ★ I want to have the same number of lamps and candles as the stars. What must I do?



TIP

Use maths table objects (representing day and night) or theme-related objects for counting activities.

3. **Go bala dilo 1–5:** Ba bontshe ditshodi tse pedi tse di nang le dibadi tsa diphologolo le dinawa kgotsa dikonopo mo go tsona. Kopa barutwana go bala gore ba akanya fa go na le tse kae mo setshoding sengwe le sengwe. Di baleng mmogo.

Dipotso tse di kaelang:

- ★ Ke karabo ya ga mang e e neng e le gaufi thata?
- ★ A go na le palo e e lekanang ya dibadi mo setshoding se sengwe le se sengwe?

Buang ka ga ntlha ya gore dibadi tsa diphologolo di tseile sebaka se sentsi go na le dinawa/dikonopo, fela go ne go na le palo e e lekanang mo setshoding sengwe le sengwe.

- ★ A go na le palo e e lekanang ya dilo mo setshoding sengwe le sengwe?

4. **Go ikatisetsa 1–3:** Tlhakatlhakanya dikaratarontho, tshwantsho le tshwao. Di bontshe barutwana. Tshameka motshameko moo ba ka buang ka bonako gore nomore e emetseng.
5. **Tekanyo:** A phaposi e fopholetse gore ke mang yo o tla bong a le mokhutshwanyane kgotsa moleejana go na le barutwana ba maabane mo setlhopheng se se latelang sa barutwana. Lekanya setlhopha se se latelang sa barutwana mme o kwale maina a bona mo loboteng. A barutwana ba eme ba naane mekwatla go bapisa bogodimo jwa bona.
6. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana tsa kwa diteišeneng tsa tiro le ka ga ka ga tsela ya go phepafatsa.

Letsatsi 4

Se o se tlhokang

- Pina: *Letsatsi le mo loaping* (tsebe 199)
- Dikaratatshwantsho, foko le ronho tsa nomore 3
- Dilo tsa lelapa tsa methalethale go emela ditirwana tsa motshegare le bosigo
- Dikerese tse 3, mabone a 3 le dinaledi tse 3 tse di segolotsweng
- *Buka ya Diphousetara*, Diphousetara 1 le 4
- Megala ya boleele go neela setlhopha sengwe go direla tšhate ya bogodimo

1. **Pina:** Opela *Letsatsi le mo loaping*.
2. **Go balela kwa godimo 1–10:** Bala, retha lefatshe mme o ope diatla go tloga ka 1 go ya go 10.
3. **Go bala dilo 1–5:** Tsenya palo e e farologaneng ya dilo tsa bogolo jo bo farologaneng mo ditshoding tse di bonalang. A barutwana ba fopholetse gore go na le di le kae mo ditshoding mme o bale go lekola nepo ya tekanyetso eo.
4. **Go ikatisetsa 1–3:** Baya kerese, lebone le naledi tse di segolotsweng mo mmetsheng. A barutwana ba refosane go tsaya dikerese tse tharo, dinaledi tse tharo le mabone a mararo. A ba di kokoanye mme ba di beye mo loboteng. Nyalanya dikaratatshwao, ronho le foko tsa nomore 3 le setlhopha sa dilo tse tharo. Bala setlhopha sengwe le sengwe sa dilo mmogo le phaposi.

Dipotso tse di kaelang:

- ★ A go na le dinaledi tse dintsi kgotsa dikerese tse dintsi?
- ★ Fa naledi e le nngwe e wa go tswa loaping, go ya go sala dinaledi di le kae?
- ★ Ke ditlhopha dife tse di nang le palo e e lekanang ya dilo?
- ★ Ke batla go nna le palo e e lekanang ya mabone le dikerese fela jaaka dinaledi. Ke tshwanetse go dirang?

 **MAELE**
 Dirisa dilo tsa tafole ya dipalo (tse di emetseng motshegare le bosigo) kgotsa dilo tse di tsamaelanang le morero wa ditirwana tsa go bala.

- ★ If two people turned off their lamps how many would there be left shining? (Remove two.)
- ★ Are there fewer candles or fewer lamps?

5. **Night and day:** Talk about Poster 1.

Guiding questions:

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Do you think it is daytime or night-time? How do you know?
- ★ Do we open the curtains in the day? Why?
- ★ What do you do in the morning?
- ★ What would baby Thami be doing if this was night-time?
- ★ What would everyone be doing if it was night-time?



Talk about Poster 4.

- ★ Who can you see in this picture?
- ★ What are they doing?
- ★ Where do you think Mom is coming from? How do you know?
- ★ Who in your family goes out to work during the day?
- ★ Do you think it is the morning or afternoon?
- ★ What do you think they are going to do next?
- ★ What do you do in the afternoon?
- ★ What do you do in the evening?
- ★ Why is Malusi hiding under the table?



6. **Position:** Talk about Poster 4.

Guiding questions:

- ★ Where is Granny?
- ★ Where is Pepper?
- ★ Where is Malusi?
- ★ Could anyone else in the family fit under the table? Why?
- ★ What can you see on top of the table?
- ★ Where is Laylah hiding?
- ★ There's a picture hanging on the wall. Who is in the picture?
- ★ Is there anything on the wall below the picture?
- ★ What do you see next to the chair?
- ★ Who is outside?
- ★ Is Mom inside or outside the house?

7. **Reinforcing measurement – height:** The class estimates who in the next group of learners will be shorter or taller than the learners yesterday. Measure the next group of learners and write their names on the wall. Learners stand back to back to compare height.
8. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

- ★ Fa batho ba babedi ba tima mabone a bona, go ya go sala go phatshima mabone a le kae? (Tlosa a mabedi.)
- ★ A go na le dikerese di le mmalwa kgotsa mabone a le mmalwa?

5. **Bosigo le motshegare:** Buang ka ga Phousetara 1.

Dipotso tse di kaelang:

- ★ O bona bomang mo setshwantshong se?
- ★ Ba dirang?
- ★ A o akanya gore ke nako ya motshegare kgotsa ya bosigo? Oitse jang?
- ★ A re bula digaretene motshegare? Goreng?
- ★ O dirang mo mosong?
- ★ Thami wa lesea o ka bo a ne a dirang fa go ne go le bosigo?
- ★ Batho botlhe ba ka bo ba ne ba dirang fa go ne go le bosigo?



Buang ka ga Phousetara 4.

- ★ O bona bomang mo setshwantshong seno?
- ★ Ba dirang?
- ★ O akanya gore Mme o tswa kae? Oitse jang?
- ★ Ke mang yo o yang tirong motshegare mo lelapeng la eno?
- ★ A o akanya gore go mo mosong kgotsa go thapama?
- ★ O akanya gore ba ya go dirang gape?
- ★ O dirang thapama?
- ★ O dirang mantsiboa?
- ★ Goreng Malusi a iphitlhile ka fa tlase ga tafole?



6. **Maemo:** Buang ka ga Phousetara 4.

Dipotso tse di kaelang:

- ★ Nkoko o kae?
- ★ Pepper o kae?
- ★ Malusi o kae?
- ★ A mongwe le mongwe mo lapeng o ka lekana ka fa tlase ga tafole? Goreng?
- ★ O bonang mo godimo ga tafole?
- ★ Laylah o iphitlhile kae?
- ★ Go na le setshwantsho se se akgegang mo loboteng. Ke mang yo o mo setshwantshong seo?
- ★ A go na le sengwe mo loboteng ka fa tlase ga setshwantsho?
- ★ O bonang go bapa le setulo?
- ★ Ke mang yo o kwa ntle?
- ★ A Mme o mo ntlong kana kwa ntle?

7. **Go gatelela tekanyo – bogodimo:** A phaposi yotlhe e fopholetse gore ke mang mo setlhopheng se se latelang o tlaa bong a le mokhutshwanyane kgotsa moleejana go na le barutwana ba maabane. Lekanya setlhopha se se latelang sa barutwana mme o kwale maina a bona mo loboteng. A barutwana ba eme ba naane mekwatla go bapisa bogodimo jwa bona.

8. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana tsa kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

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 5

Se o se tlhokang

- Pina: *Letsatsi le mo loaping* (tsebe 199)
- Ditshwantsho tse dikgolo tse 5 tsa naledi, ngwedi le letsatsi
- Letsatsi, ngwedi, naledi, leru, lebone le kerese tse di segolotsweng
- Dikarataronho, tshwao, foko le tshwantsho tsa nomore 1, 2 le 3
- Ditulo di le 6
- Moropana
- Kanelo: *Malik o e fositse* (tsebe 201)
- Ditshwantsho tse 5 tsa bosigo le tse 5 tsa motshegare

1. **Pina:** Opela pina, *Letsatsi le mo loaping*. Dirisa ditshwantsho tsa letsatsi le ngwedi go bontsha letsatsi le tlhaba le fa le phirima, le letsatsi le ngwedi mo loaping.
2. **Go balela kwa godimo 1–10:** A barutwana ba balele kwa pele go tloga ka 1 go ya go 10. Barutwana ba balela kwa morago go tloga ka 5 go ya go 1 mme o tlole gangwe mo palong nngwe le nngwe o ntse o supa mogala wa dinomore.
3. **Go bala dilo 1–5:** Bala dinaledi tse tlhano. Bala dilo tse dingwe gape tse tlhano mo tafoleng ya dipalo tse di phatshimang bosigo, sekao, ngwedi, dikerese, mabone (dirisa tse di segolotsweng).
4. **Go ikatisetsa dinomore 1–3:** Neela bangwe ba barutwana dikarataronho, tshwantsho, tshwao le foko go di nyalanya le dinomorekgabisi mo loboteng.
5. **Tekanyo:** A phaposi yotlhe e fopholetse gore ke mang mo setlhopheng se se latelang o tlaa bong a le mokhutshwanyane kgotsa moleejana go na le barutwana ba maabane. Lekanya setlhopha se se latelang sa barutwana mme o kwale maina a bona mo loboteng. A barutwana ba eme ba naane mekwatla go bapisa bogodimo jwa bona.

Dipotso tse di kaelang:

- ✦ Ke mang yo moleele go gaisa mo phaposiborutelong?
 - ✦ Ke mang yo mokhutshwane go gaisa mo phaposiborutelong?
 - ✦ A go na le mongwe yo o n nang le ena mme a le moleele thata. Re bolelele ka ga gagwe.
 - ✦ A go na le mongwe kwa gae yo mokhutshwane go na le wena. Re bolelele ka ga gagwe.
 - ✦ Ke mang yo o mo itseng a le moleele go gaisa?
6. **Maemo:** Baya ditulo tse thataro fa pele ga phaposi yotlhe. Baya ditshwantsho tseno mo mmetsheng fa morago ga ditulo: dingwedi di le tharo, letsatsi le le lengwe le dinaledi di le tharo. Tlhopha barutwana go latela ditaello.

Ditaello tse di kaelang:

- ✦ Baya dingwedi di le pedi mo setulong.
- ✦ Baya letsatsi le le lengwe go bapa le setulo.
- ✦ Baya ngwedi o le mongwe ka fa tlase ga setulo.
- ✦ Tlaya le naledi e le nngwe. O batla go e baya kae?
- ✦ Tlaya le dinaledi tse pedi mme o re bolelele gore o ya go di baya kae.
- ✦ Dikhudu di dirang bosigo fa di robala? A barutwana ba rapame mme ba tsene mo magapeng a dikhudu tsa bona.



MAELE

Tlhagisa ditsela tseo ka tsona barutwana ba ka kgethololwang ka seno se amana le ponagalo ya sebele le bogodimo.

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. **Motshegare le bosigo:** Anela kanelo, *Malik o e fositse*.

Dipotso tse di kaelang:

- ★ Kanelo e ne e le ka ga eng?
- ★ A go tlile nako ya motshegare pele kana ya bosigo pele mo kanelong?
- ★ Re itse jang? Go diragetseng mo tshimologong ya kanelo?
- ★ Go diragetseng bosigo/motshegare? Goreng?
- ★ Go ne go tlaa diragalang fa re ne re ya sekolong bosigo?

8. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana tsa kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

Tomagano

Puogae le Dikgono tsa Botshelo: Bua ka ga tirwana e barutwana ba e dirileng pele motshegare le gore go tlaa latela efe. Botsa barutwana gore ditirwana tsa boleele jo bo farologaneng di tlaa tsaya nako e kae go wediwa. Tšhate ya maemobosa a letsatsi le letsatsi, malatsi a beke le khalendara ya maemobosa di golagane le mogopolo wa nako.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Dikerese di le 5, mabone a le 5 le dingwedi di le 5 tse di segolotsweng
- Dikobo tse 3
- Dikgetsana le ditshwantsho tsa motshegare le bosigo
- Dibadi tse di farologaneng tsa diphologolo di le 5 mo setshoding se sengwe le se sengwe sa morutwana (diphologolo tse di tshwanang tsa morutwana mongwe le mongwe)
- Diboloko tse 10

1. **Go balela kwa godimo:** A barutwana ba bale go tloga ka 1 go ya go 10. Ba 'tsamaisa' menwana ya bona kwa pele mo fatshe go bontsha 1–5, le kwa morago go bontsha 6–10.

2. **Go bala dilo 1–5:** A barutwana ba bale ngwedi, lebone, kerese le naledi tse di segolotsweng.

Dipotso tse di kaelang:

- ★ Go na le dinaledi tse kae? Fa ke ntsha e le nngwe go ya go sala tse kae?
- ★ Fa ke na le dikerese di le tharo fela, mme ke batla tse tlhano, ke tlhoka dikerese di le kae?
- ★ A go na le dinaledi di le dintsi kgotsa dikerese di le dintsi? Re itse jang?

3. **Go tlhotlhomisa lefifi le lesedi:** A barutwana ba dule ka fa tlase ga dikobo.

Dipotso tse di kaelang:

- ★ Go utlwala jang ka fa tlase ga kobo?
- ★ O bonang ka fa tlase ga kobo?
- ★ Goreng go le lefifi jaana?

 **MAELE**
O seke wa pateletsa barutwana go nna ka fa tlase ga dikobo ka ba bangwe ba ka tswa 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

MAELE

Gopola go neela barutwana nako ya go akanya le go tsiboga fa o ba botsa dipotso. Nna bosisi mo barutwaneng ba ba didimetseng ba ba ka tswang go le thata go bua mo sethopheng.

Kopa barutwana go dula mo godimo ga dikobo.

- ★ O ikutlwa jang fa go le lefifi bosigo?
- ★ O dirang bosigo fa go nna lefifi?
- ★ Goreng go farologane fa o tlhagelela mo leseding gape?
- ★ O dirang mo leseding motshegare se o ka se se direng mo lefifing bosigo?

Bontsha sethlopha ditshwantsho tsa motshegare le bosigo mme lo bue ka tsona. Tsharabololela ditshwantsho mo mmetsheng. A barutwana ba refosane go batla ditshwantsho tsa motshegare kgotsa tsa bosigo mme ba di beye mo kgetsaneng e e nepagetseng.



4. **Maemo:** Neela morutwana yo mongwe le yo mongwe dibadi tse tlhano tsa diphologolo le diboloko tse pedi.

Ditaelo tse di kaelang:

- ★ Baya kgomo mo mmetsheng fa pele ga gago.
- ★ Baya nku fa thoko ga kgomo.
- ★ Baya kgomo mo gare ga pidipidi le nku.
- ★ Baya pitse mo godimo ga boloko.
- ★ Baya koko ka fa tlase ga boloko.
- ★ Baya diphologolo tsotlhe tsa gago ka fa teng ga kobo.
- ★ Baya diphologolo tsotlhe tsa gago mo setshoding.

5. **Tšhate ya bogodimo:** Kopa barutwana go ema mo moleng go simolola ka yo moleele go ya go yo mokhutshwane go gaisa. Kopa morutwana o moleele go gaisa go ema gaufi le leina la gagwe mo loboteng. Kopa morutwana yo mokhutshwane go gaisa go ema gaufi le leina la gagwe mo loboteng. Kopa morutwana yo o emeng mo gare ga _____ le _____ go ya kwa maineng a bona. Boeletsa, o kopa barutwana ba baleejana kgotsa bakhutshwanyane, go fitlhelela morutwana mongwe le mongwe a eme mo tšhateng ya bogodimo.



Netefatsa gore barutwana ba kgona go:

- rulaganya ditshwantsho ka tsa motshegare kgotsa bosigo
- ipaya sentle mo tšhateng ya bogodimo
- latela ditaelo ka ga maemo: godimo ga, tlase, mo godimo ga, fa tlase, go bapa le, magareng

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




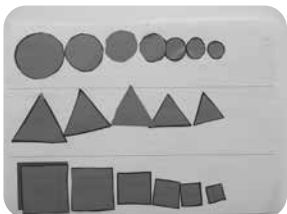
Learners draw a picture of their family members from the tallest to the shortest.

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.

Seteišenetiro 1

Se o se tlhokang

- Dikere, sekgomaretsi, dikherayone
- Dimakasine, makwalodikgang, diphamfolete tsa dipapatso
- Tsebe ya motshegare le bosigo ya morutwana yo mongwe le yo mongwe

A barutwana ba thale kgotsa ba segolole ditshwantsho tsa morero wa motshegare le bosigo. A ba di kgomaretse mo letlhakoreng le le nepagetseng la tsebe.



Seteišenetiro 2



Se o se tlhokang

- Dikherayone
- Pampiri ya morutwana yo mongwe le yo mongwe

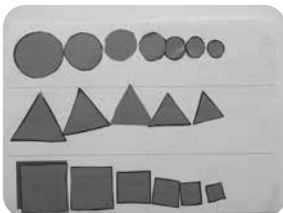
A barutwana ba thale setshwantsho sa balelapa laabo go simolola ka ba baleele go feleletsa ka ba bakhutshwane go gaisa.

Seteišenetiro 3

 **MAELE**
Segolola dipopego go di neela barutwana ba ba tlhokang tshegetso.

Se o se tlhokang

- Ditshwantsho tsa didiko, dikhutlotharo le dikhutlonne tsa bogolo le mebala e e farologaneng
- Dikere le sekgomaretsi



A barutwana ba segolole didiko, dikhutlotharo le dikhutlonne tsa bogolo le mebala e e farologaneng, mme ba di manege go ya ka tse dikgolo go ya go tse dinnye go gaisa.

Seteišenetiro 4

Se o se tlhokang

- Disete di le 5 tsa ditshwantsho tse 5 tsa motshegare/bosigo – e le 1 ya bobedi jwa barutwana

Ka bobedi, a barutwana ba nyalanye ditshwantsho tsa motshegare le bosigo. A ba emisetse sete ka go tsaya sete e nngwe go fitlhelela tsotlhe ka botlhano di wediwa.

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

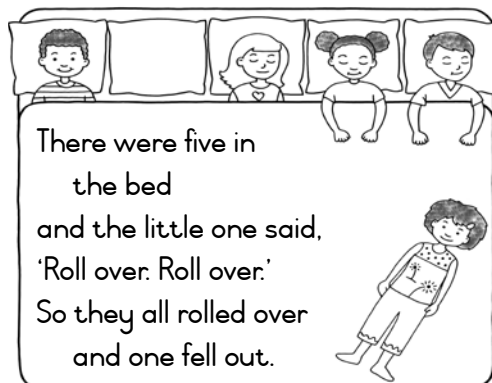
one more
one less
up

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.

Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

- Dinomore mo bokaelong jo bo tlwaelegileng
- Tlhalosa, bapisa le go rulaganya dinomore
- Tharabololo ya dipalo
- Ntlhakaelo

Kitso e ntšhwa

- Lefela
- Tekanyetso
- Ntlhakaelo: godimo le tlase
- Tharabololo ya dipalo
- Dinomore mo bokaelong jo bo tlwaelegileng

Ikatisa

- Go balela kwa pele 1–10
- Go balela kwa morago 5–1
- Go bala dilo 1–5
- Go rulaganya dinomore 1–3
- Kgopolopalo 1–3
- Sediko, khutlonne le khutlotharo
- Diphazele tsa dikarolo tse thataro

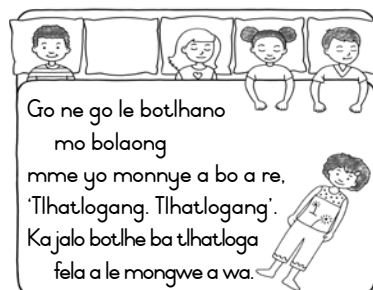
Tlotlofoko e ntšhwa ya dipalo

pele	lekanyetsa	feta ka nngwe	tlase
morago	feta	tlase ka nngwe	lefela
fopholetsa	tlase	godimo	

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- dikaratatshwao tsa ditlhopha
- diphekese tse 5, nngwe le nngwe e kwadilwe nomore 1–5
- mabokoso a le 5: lebokoso la 1 le na le dilwana dingwe le dingwe di le 10, lebokoso la 2 le na le dikaratapalo 1–3; lebokoso la 3 le na le dikarata tsa mafokopalo nngwe, pedi, tharo; lebokoso la 4 le na le dikaratarontho 1–3; lebokoso la 5 le na le dikarata tsa ditshwantshopalo 1–3
- phousetara e e nang le pina ya *Botlhano mo bolaong* e kwadilwe mo 'seapesong' sa bolao, dikarata tsa matshwaopalo tse di ka ntshiwang le ditshwantso tse di segolotsweng tsa bana.



- ditshodi tse di bonalatshang di le 3 di na le dilo di le 5, 3 le 1 ka go latelana
- metsu e megolo e e segolotsweng e le 2
- moropana kgotsa seletswa se sengwe sa mmimo
- diletswa tsa diitewa tsa barutwana ba ka nna 21, sekao, dikota, diboloko, dikgamelo, mabotlolo a polasetiki a a tsentsweng raese, dinawa, matlapa
- dihulahupu di le 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.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1



Gopola go dirisa nakotlwaelo ya ntlwanaboithusetso go ikatisa ka ga dipalokemotatelano le maemo.

Se o se tlhokang

- Dikaratatshwao tsa ditlhopha
- Diphekese tse 3 tse di nang le dinomore
- Mabokoso a le 5 a dilo (leba 'Ipaakanyo')
- Moropana kgotsa seletswa se sengwe sa mmino
- Diletswa tsa diitewa tsa barutwana ba ka nna 21
- Dihulahupu di le 3

1. **Go balela kwa godimo:** Kopa ditlhopha tsa barutwana ba le batlhano go ema le go bala go tloga ka 1 go fitlhelela ka 10 fa o ba bontsha dikaratatshwao tsa bona tsa ditlhopha. Barutwana ba balele kwa morago go tloga ka 5 go ya go 1 mme ba dule fa o ntse o ba ama mo legetleng ka bongwe ka bongwe.
2. **Go bala dinomore 1–5:** Barutwana ba dire sediko. Bontsha barutwana lebokoso le le nang le dilo di le lesome. Bala dilo di le tlhano mmogo fa o ntse o di ntsha mo lebokosong. Bala dilo tse di setseng go tlhama setlhopha sa bobedi sa dilo di le tlhano.
3. **Go rulaganya le go nyalanya ditlhopha tsa 1–3:** Kopa morutwana a le mongwe go tla ka selo se le sengwe, a le mongwe go tla ka dilo di le pedi mme yo mongwe a tle ka dilo di le tharo. Kopa barutwana bano go rulaganya ditlhopha tsa dilo tsa bona ka go latelana go tloga ka 1 go ya go 3 mo mmetsheng.

Barutwana ba bangwe ba bararo ba tle ka dikaratarontho le go nyalanya ditlhopha. Ba bangwe ba bararo ba tle ka dikarata tsa matshwaopalo le go di nyalanya le setlhopha se se nepagetseng. Barutwana ba bangwe ba bararo ba tle ka dikarata tsa mafokopalo le go di nyalanya le ditlhopha tsa dilo.

Dipotso tse di kaelang:

- ★ A go na le dilo tse dintsi mo setlhopheng seno kgotsa mo go seno? Re itse jang?
- ★ Ke setlhopha sefe se se nang le dilo tse dintsi go gaisa? Ke sefe se se nang le tse dinnye go gaisa?

Kopa barutwana ba le bararo go baya diphekese tse di nang le dinomore 1, 2 le 3 ka tatelano mo mabokosong a mararo a a lolea mo tafoleng ya dipalo. Kopa yo mongwe go kokoanya dilo tsotlhe tsa setlhopha sa 1 le go di baya mo lebokosong le le nepagetseng. Boeletsa ka 2 le 3.

4. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka ga ditsela tsa go phepafatsa.

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 2

Se o se tlhokang

- Pina: *Botlhanano mo bolaong* (tsebe 201)
- Phousetara ya *Botlhanano mo bolaong* le bana ba ba segolotsweng
- Disete tse 2 tsa mafokopalo a nomore 1–3, dikarataronho le dikaratatshwao
- Sete ya dikarataronho le dikaratatshwao (*Kgetsana ya Didiriswa*)
- Ditshodi tse pedi tse di bonalang, e nngwe e na le dibadi tsa maungo di le 3 mme e nngwe e na le dibadi tse 5 tsa maungo
- Moropana

1. **Pina:** Tlhagisa pina, *Botlhanano mo bolaong*.
2. **Go balela kwa godimo:** Barutwana ba dire sediko mme ba bale go tloga ka 1 go ya go 10 fa ba ntse ba tloa kgati mmogo. Ba eme mme ba lebe bopele jwa phaposiborutelo. Ba balele kwa morago go tloga ka 5 go ya go 1, mme ba dule mo go 1.
3. **Go bala dilo 1–5:** Bontsha barutwana phousetara ya *Botlhanano mo bolaong*. Bala malao a a lolea a le matlhanano mo phousetareng. Kopa barutwana go bala bana ba ba segolotsweng fa o ntse o ba baya mo bolaong.

Dipotso tse di kaelang:

- ★ O kgona go bona bana ba le kae mo bolaong?
- ★ Go na le bana ba le kae fa ke tsenya yo mongwe gape? Le yo mongwe gape?

Ntsha ngwana yo o segolotsweng a le mongwe mo bolaong fa o ntse o balela kwa morago.

- ★ Go ya go sala bana ba le kae mo bolaong fa a le mongwe a ka wa?
- ★ Fa go ka wa ba babedi go ya go sala ba le kae?

4. **Motshameko wa go nyalanya dinomoro 1–3:** Tlhopha barutwana ba le robonngwe. Ba bangwe ba dire sediko go ba tsenya mo gare. Tshwara sete ya dikarata tsa dinomoro 1–3 mme o neele barutwana ba bangwe ba le robonngwe sete e nngwe. Baya dihulahupu di le tharo mo mmetsheng di na le matshwaopalo 1, 2 kgotsa 3 mo gare ga e nngwe le e nngwe. Betsa moropana. Fa mmimo o didimala, tsholetsa karata nngwe le nngwe. Barutwana ba tlhole dikarata tsa bona mme ba itatlhele mo hulahunung fa dikarata tsa bona di tsamaelana le nomoro e o e tshwereng. Tswelela fela jalo ka dinomoro tsotlhe. Boeletsa le barutwana ba bangwe.
5. **Lekanyetsa le go bala 1–5:** Bontsha ditshodi tse pedi tse di nang le dibadi tsa maungo.

Dipotso tse di kaelang:

- ★ O akanya gore setshodi seno se na le dibadi tsa maungo di le kae?
- ★ Mo setshoding seno?
- ★ O akanya gore ke setshodi sefe se se nang le dibadi tsa maungo tse dintsi go gaisa?
- ★ O itse jang?

Supa setshodi se se nang le dibadi tse tlhano tsa maungo.

- ★ O akanya gore mo setshoding seno go na le dibadi tsa maungo di le kae?
- ★ A o akanya gore go na le palo e e fetang kgotsa e le ka fa tlase ga maungo a le mararo. A re bale.
- ★ A go na le yo o fopholeditseng palo eno 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 setshodi se se nang le dibadi tsa maungo di le tharo.

★ O akanya gore go na le dibadi tsa maungo di le kae mono? A re bale. Ntsha dibadi tsa maungo mo teng ga ditshodi. Di kokoanye jaaka mo ditshoding.

★ Ke setlhopha sefe se nang le maungo a mantsi?

6. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteišenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 3

Se o se tlhokang

- Pina: *Botlhamo mo bolaong* (tsebe 201)
- Phousetara ya *Botlhamo mo bolaong* e na le bana ba ba segolotsweng
- Kobo/laakane
- Diphekese tse di nang le dinomere 1–5
- Dikarata tsa diphologolo 1–3 (*Kgetsana ya Didiriswa*)
- Dilo di le tlhano tsa morero o o tsamaelanang
- Metsu e megolo e e segolotsweng e le 2
- Ditsebe tse 2 tsa A4 tsotlhe di na le sethalo sa nonyane

1. **Pina:** Opela pina, *Botlhamo mo bolaong*.
2. **Go balela kwa godimo:** Ema o balele kwa pele go tloga ka 1 go ya go 10. Hunyela mme o balele kwa morago go tloga ka 5 go ya go 1, o tlole mo go 1.
3. **Go bala dilo 1–5:** Bala bana mo bolaong. Bala barutwana ba le batlhamo go diragatsa pina. Barutwana ba robale mo moleng. Ba apese ka kobo kgotsa laakane. Opela pina fa ba kgokologa go tswa mo bolaong ka bongwe ka bongwe. Phaposi yotlhe e bale 1–5 fa barutwana ba kgokologa.
4. **Tharabololo ya dipalo ka dilo 1–5:** Baya dilo tse o di tlhophileng mo mmetsheng.

Dipotso tse di kaelang:

- ★ O akanya gore go na le dilo tse kae fano? (Balang mmogo.)
 - ★ Fa ke ntsha se le sengwe, go ya go sala tse kae? (Balang mmogo.)
 - ★ Fa ke ntsha tse pedi, go ya go sala tse kae? (Balang mmogo.)
 - ★ Ke tshwanetse go busetsa tse kae gore go nne le dilo di le tlhano mo mmetsheng gape? (Balang mmogo fa o busetsa dilo.)
5. **Ntlhakaelo – godimo, tlase:** Fa o re 'godimo', barutwana ba supe kwa siling mme fa o re 'tlase', ba supe mo bodilong. Tlhopha morutwana go ema kwa pele. Fa ba tsholetsa diatla tsa bona, barutwana ba eme. Fa ba diga diatla tsa bona, barutwana ba dule fatshe. Boeletsa ka barutwana ba bangwe ba babedi.

Baya setshwantsho sa nonyane mo bogodimong jwa tlhogo mme e nngwe e lebe kwa tlase mo loboteng. Bontsha barutwana metsu ya kwa godimo le kwa tlase. Lebisa motsu kwa godimo mme o botse gore o lebile kae. Lebisa motsu o mongwe kwa tlase mme o botse gore o lebile kae. Dirisa metsu go supa ntlhakaelo (godimo kgotsa tlase) koo dinonyane di fofelang gona. Baya metsu mo loboteng go bontsha ntlhakaelo ya dinonyane. Fa o lebisa motsu kwa godimo, barutwana ba eme. Fa o lebisa motsu kwa tlase, barutwana ba dule 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.

6. **Go ikatisa ka 1–3:** Bontsha dikarata tsa diphologolo 1–3. Di tsholeletse 'kwa godimo' kgotsa 'kwa tlase' mme barutwana ba re 'tlou e le nngwe kwa godimo', 'dipitse tse pedi tse ditilodi kwa tlase', jalo jalo.
7. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteišenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 4

Se o se tlhokang

- Pina: *Botlhanano mo bolaong* (tsebe 201)
- Phousetara ya *Botlhanano mo bolaong* le bana ba ba segolotsweng
- Kobo
- Letshwao la nomore 1–3 le dikaratarontho
- *Buka ya Diphousetara*, Phousetara 1
- Moropana

1. **Pina:** Opela pina, *Botlhanano mo bolaong*.
2. **Go balela kwa godimo:** Basetsana ba balele kwa pele go tloga ka 1 go ya go 5. Basimane ba bale go tloga ka 6 go ya go 10. Barutwana botlhe ba balele kwa morago go tloga ka 5 go ya go 1 mme ba ope diatla mo go 1.
3. **Go bala dilo 1–5:** A barutwana ba le batlhanano ba diragatse pina jaaka mo Letsatsing la 3.
4. **Go ikatisa ka dinomere 1–3:** Barutwana ba tsamaye le moribo wa moropana. Fa mmimo o ema, bontsha letshwaanomere kgotsa karatarontho ya nomore 1, 2 kgotsa 3. Barutwana ba tlhame ditlhopha go ya ka karata e e bontshitsweng.

MAELE

Go botlhokwa go akaretsa batsadi/batlhokomedi mo kgolong ya bana ba bona. Rotloetsa batsadi go nna le seabe le go tshegetsana bana ba bona fa ba ithuta dipalo kwa gae le mo loagong.

5. **Tharabololo ya dipalo – feta le nnye:** Bua ka Phousetara 1. Barutwana ba dirise menwana ya bona go bontsha nomore e e nepagetseng fa ba araba dipotso tsa gago.



- ★ Go na le batho ba le kae mo phaposeng ya boapeelo?
 - ★ Fa mongwe a ya kwa ntle, re tlaa bona ba le ba kae?
 - ★ Go na le diphologolo di le kae koo?
 - ★ Go na le ditulo di le kae koo? Megopo yona e mekae? Maswana ona a makae?
 - ★ O kgona go bona dikopi di le kae mo setshwantshong?
 - ★ Go na le dikopi di le kae mo tafoleng?
 - ★ O kgona go bona gape dikopi tse dingwe di le kae?
 - ★ O bona dipoleiti di le kae?
 - ★ Re tlhoka diboloko di le kae gore mongwe le mongwe yo o mo setshwantshong a nne le e le nngwe?
6. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteišenetiro le ka ga tsela ya go phepafatsa.

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 5

Se o se tlhokang

- Pina: *Botlhanano mo bolaong* (tsebe 201)
- Phousetara ya *Botlhanano mo bolaong* le bana ba segolotsweng
- Kokoanyo ya dilo tse di tlwaelegileng di le 10
- Letshwaanomore la 1–3, dikaratarontho le dikaratafoko

1. **Pina:** Opela pina, *Botlhanano mo bolaong*.
2. **Go balela kwa godimo:** Emelela mme o bale go tloga ka 1 go ya go 10. Hubalala mme o balele kwa morago go tloga ka 5 go ya go 1, o tlole mo go 1. Botlhe ba bo ba dula fatshe.
3. **Go bala dilo 1–5:** Tlhophisa barutwana ba le batlhanano go diragatsa pina jaaka mo Letsatsing la 3.
4. **Go ikatisa ka dinomoro 1–3:** Neela morutwana mongwe le mongwe letshwaanomore, karatafoko kgotsa karatarontho. Ba seke ba bontshana dikarata. Ba tsamaye go fitlha ba bona barutwana ba bangwe ba ba nang le dinomoro tse di nyalanang le tsa bona.
5. **Go dirisa dinomoro mo bokaelong jo bo tlwaelegileng:** Lebelela dinomoro mo phaposiborutelong. A barutwana ba supe nomore.

Dipotso tse di kaelang:

- ★ O kgona go bona dinomoro dife mo phaposiborutelong? Lebelela tšhate ya matsalo mme o bue ka ga malatsi a barutwana a matsalo.
- ★ O na le dingwaga tse kae?
- ★ Letsatsi la gago la matsalo ke leng? Letlha la gago la matsalo ke lefe?
- ★ A o ka mpontsha nomore eo mo khalendareng? Barutwana ba supe setshwantsho sa bona mme ba bue letsatsi la bona la matsalo.

6. **Go ikatisetsa maemo le ntlhakaelo:** Tshameka ‘Sizwe a re’. Barutwana ba sale tiragatso ya ‘Sizwe a re’ morago. Fa o sa re ‘Sizwe a re’ barutwana ba nne fela ba se dire sepe.

Ditaelo tse di kaelang:

- ★ Baya diatla tsa gago kwa morago.
- ★ Baya diatla tsa gago mo tlhogong.
- ★ Baya seatla se fa pele ga legetla le.
- ★ Ikotlolole mme o retologe.
- ★ Inama mme o tshware menwana ya gago ya maoto.

MAELE

Go tlaola dinomoro mo bokaelong jo bo tlwaelegileng go ka dirwa ka nakotlwaelo, magareng ga ditirwana le mo motshamekong, sekao, fa o dirisa rejisetara, o tshameka metshameko ya dikarata, le fa o dira ditirwana tsa maemobosa le khalendara.

MAELE

Dirisa ditiragatso tse di rotloetsang kgabaganyo ya molagare. Tota mafoko a a supang maemo jaaka: mo letlhakoreng le, kwa letlhakoreng lele, godimo, tlase, mo, ka fa tlase ga, mo godimo, gaufi le, magareng ga, mo teng, kwa ntle, mo gare, kwa pele, kwa morago, fa pele, fa morago.

7. **Ditirwana tsa ditlhophisa tse dinnye:** Gopotsa barutwana ka ditirwana tsa setešenetiro le ka ga tsela ya go phepafatsa.

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.



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?

Ditirwana tsa ditlhophha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Ditshamekisi tsa dikoloi tse dinnye di le 6
- Mabokoso a khateboto a le 3 a a phuntsweng gore dikoloi di 'tsene'
- Mafokopalo 1–3, dikarataronho le dikaratatshwao
- Setshodi se le 1 sa morutwana mongwe le mongwe se na le: Letshwaanomore 1–3,
- dikaratafoko le dikarataronho le dibadi tsa maungo di le 6 (go tswa go *Kgetsana ya Didiriswa*)
- Setshodi se se phepa se tsentse dibadi tsa maungo di feta 5
- Dikhurumelo tsa polasetiki tse dikgolo di le 2 mme di le kgolokwe go neelwa morutwana mongwe le mongwe

1. **Go balela kwa godimo 1–10:** Barutwana ba ope diatla fa ba bala go tloga ka 1 go ya go 10. Barutwana ba tibatibe mmetshe fa ba ntse ba balela kwa morago go tloga ka 5 go ya go 1.
2. **Go nyalanya matshwaopalo le dikoloi:** Ba age dikaratšhe ka go baya mabokoso a khateboto mo moleng o o nang le diphatlha tse di lebileng barutwana. Bontsha karata ya letshwaopalo la 1, 2 kgotsa 3 mo godimo ga lebokoso le lengwe le le lengwe. Neela barutwana ba le bararo dikarataronho tsa nomore 1–3. Ba tlhophe palo e e nepagetseng ya dikoloi go nyalana le dikarataronho tsa bona le go phaka dikoloi tsa bona mo karatšheng e e nepagetseng.

Dipotso tse di kaelang:

- ★ O ya go phaka kae di/koloi ya gago? Goreng?
- ★ O tshwanetse go phaka dikoloi di le kae mo karatšheng eno?
- ★ Ke karatšhe efe e e nang le dikoloi tse dintsi/dinnye?
- ★ Ke karatšhe efe e e nang le dikoloi tse pedi?

3. **Go nyalanya dinomore le dibadi tsa maungo:** Neela morutwana mongwe le mongwe setshodi. A ba pake dibadi ka thulagano ya 1 go ya go 3. Jaanong a ba nyalanye letshwaopalo, dikaratafoko le dikarataronho.

Dipotso tse di kaelang:

- ★ O na le dibadi tsa maungo di le kae mo setlhopheng sengwe le sengwe?
- ★ A o ka mpontsha setlhophha se se nang le maungo a mabedi?
- ★ Go tla nomore efe morago ga 2? Mpontshe setlhophha se se nang le nomore eo.

Tota setlhophha se se nang le dibadi tse tharo:

- ★ Mphe leungo le le lengwe. Jaanong o setse ka maungo a le kae?
- ★ A setlhophha sa maungo se sa ntse se nyalana le dikaratapalo?
- ★ Ke tshwanetse go go fa maungo a le kae go dira palo eo gape?

4. **Go lekanyetsa:** Baya dibadi tsa maungo (tse di sa feteng tlhano) mo setshoding se se bonalang. Kopa barutwana go lekanyetsa gore di kae. Jaanong di bale.

5. **Go tshikinya le go thuba:** Bontsha barutwana dibadi tsa maungo di le tharo mo seatleng sa gago. Di bale. Tshameka 'Tshikinya le go thuba' ka dibadi tsa maungo.

Dipotso tse di kaelang:

- ★ Ke na le dibadi tsa maungo di le kae mo seatleng se? Mo go se?
- ★ Fa ke di kopanya ke na le tse kae?



MAELE

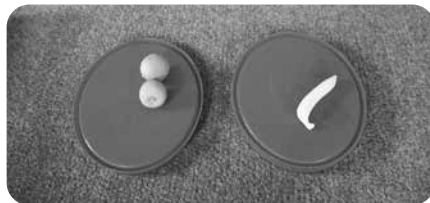
Go lekanyetsa ke go leka go fopholetsa nomore ka nepo. Go fopholetsakaka fela ga se go lekanyetsa.



Learners count three fruit counters from their tubs and place them on the mat in front of them. Give each learner two lids. Play the 'Shake and break' game together: Learners place their counters on their two lids as they have 'broken them up' and take turns to say how many they have on each lid.

- ★ How did you break up your counters?
- ★ How many do you have on each lid?
- ★ Whose are the same? Who did something different? Why are they the same/different?

Repeat, asking the learners to break up the counters in as many different ways as they can.



6. **Introducing zero:** If a learner has no counters on one lid and five on the other, discuss the empty lid. Talk about having nothing or zero on one lid and five on the other lid.
7. **Direction:** Play a game using arrow cards. Learners follow the up and down signals using their fingers, arms, legs and bodies.



Check that learners are able to:

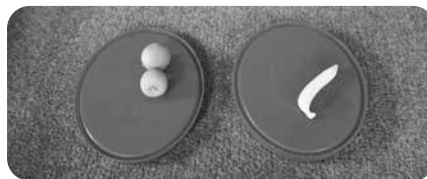
- estimate a number of objects
- use problem-solving techniques: counting all
- identify one more and one less in a collection of objects
- follow directions for up and down
- identify and order collections of 1, 2 and 3



Barutwana ba bala dibadi tsa maungo di le tharo go tswa mo setshoding mme ba di beye mo mmetsheng fa pele ga bona. Neela morutwana mongwe le mongwe dikhurumelo tse pedi. Tshamekang motshameko wa 'Tshikinya mme o thube' mmogo: Barutwana ba beye dibadi tsa bona mo dikhurumelong tsa bona tse pedi ka jaana 'ba di thubile' mme ba refosane go bua gore ba na le tse kae mo sekhurumelong sengwe le sengwe.

- ★ O thubile jang dibadi tsa gago?
- ★ O na le di le kae mo sekhurumelong sengwe le sengwe?
- ★ Ke tsa bomang di tshwanang? Ke mang yo o dirileng se se sa tshwaneng le sa ba bangwe? Goreng di tshwana/farologana?

Boeletsa, o kopa barutwana go thuba dibadi ka ditsela tse dintsi tse di farologaneng jaaka ba ka kgona.



6. **Go tthagisa lefela:** Fa morutwana a se na dibadi mo sekhurumelong se sengwe mme a na le tse tlhano mo go se sengwe, buisanang ka ga sekhurumelo se se senang sepe. Bua ka ga go senang sepe kgotsa lefela mo sekhurumelong se sengwe le tse tlhano mo go se sengwe.
7. **Ntlhakaelo:** Tshameka motshameko wa go dirisa dikaratametsu. Barutwana ba latele matshwao a godimo le tlase ba dirisa menwana ya bona, matsogo, maoto le mebele.



Netefatsa gore barutwana ba kgona go:

- lekanyetsa palo ya dilo
- dirisa ditogamaano tsa tharabololo ya dipalo: go bala tsotlhe
- tthaola ntsi ka nngwe kgotsa nnye ka nngwe mo kokoanyong ya dilo
- latela dintlhakaelo tsa godimo le tlase
- tthaola le go rulaganya dikokoanyo tsa 1, 2 le 3

Workstation 1



What you need

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

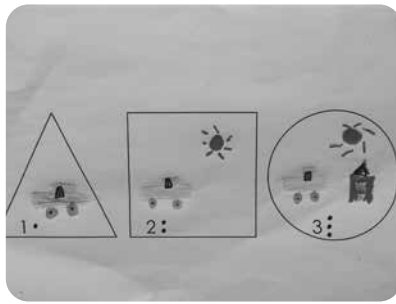
Learners make playdough objects of their choice and place them next to each number.

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.

Seteišenetiro 1

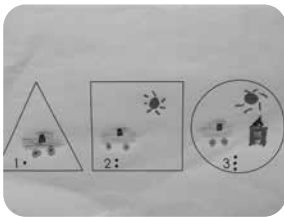


Se o se tlhokang

- Tsebe e le 1 e e baakanyeleditsweng (jaaka go bontshitswe mo setshwantshong) moithuti mongwe le mongwe
- Tege ya go tshameka

Barutwana ba dire dilo tsa boitlhophelo jwa bona ka tege ya go tshameka mme ba di bapise le nomore nngwe le nngwe.

Seteišenetiro 2



Se o se tlhokang

- Tsebe e le 1 e e baakanyeleditsweng (jaaka go bontshitswe mo setshwantshong) moithuti mongwe le mongwe
- Dikherayone

Barutwana ba thale sengwe le sengwe kana dilo dingwe le dingwe go di nyalanya le dinomere tsa dipopego tse di mo ditsebeng tsa bona.

Seteišenetiro 3



Se o se tlhokang

- Tsebe e le 1 e e baakanyeleditsweng (jaaka go bontshitswe mo setshwantshong) moithuti mongwe le mongwe
- Dinaledi di le 3 mo setshoding go neela morutwana mongwe le mongwe
- Sekgomaretsi le dikherayone
- Ditlhare tse pedi tse di segolotsweng, ngwedi o le 1 le

Barutwana ba tlhame ditshwantsho ka go mamaretsa dinaledi tse 3, ditlhare tse 2 le ngwedi o le 1 mo ditsebeng tsa bona. Ba swetse gore ke eng se se tshwanetseng go nna kwa godimo mo looping le gore se se tshwanetseng go nna kwa tlase mo lefatsheng mme ba thale dintlha tse dingwe tse ba tlaa di itlhophelang.

Seteišenetiro 4



Se o se tlhokang

- Phazele e le 1 (bonnye dikarolwana di le 6) morutwana mongwe le mongwe

Barutwana ba age diphazele.

Tomagano

Puogae le Dikgono tsa Botshelo: Fa barutwana ba ntse ba tshamekela kwa ntle, dirisa tlotlofoko ya dintlhakaelo, sekao, godimo ka llere, tlase ka sereledisi. Tshameka motshameko wa go tlolela mo teng le kwa ntle. Dirisa mogala o dira e kete letlhakore le lengwe ke noka fa le lengwe e le leriba la noka. Barutwana ba itatlhele mo nokeng mme ba tlolele kwa ntle pele 'kwena' e fitlha mo go bona.

Content Area Focus: Data Handling

Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

New knowledge

- Collect, sort and represent collections of objects
- Discuss and report on sorted collections of objects

Practise

- Oral counting 1–10
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3
- Before and after
- Copy patterns
- Problem solving

New maths vocabulary

collect
collection
group

sort
compare
match

always
sometimes
never

column
row
all

some
altogether
calendar

Getting ready

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

- a picture of a taxi
- 10 smiling faces drawn on small pieces of card to represent children in a taxi
- clean recycled objects of different types: plastic milk bottles, plastic bags, plastic containers, cardboard milk bottles, cardboard boxes, lids
- weather symbol labels for sunny, rainy, cloudy and windy days
- the calendar for the current month on which the learners record the daily weather. Make enough labels of the same size for each weather type reflected on the calendar: sunny, rainy, cloudy, windy.
- a large sheet of paper to make a weather symbol pictograph. Draw the four weather symbols along the bottom of the sheet of paper.
- a collection of clothes: scarves, hats, bags, gloves, socks, belts, ties
- a tub for each learner with varying collections of 4, 3, 2 groups of animal counters from the *Resource Kit*
- an A4 page for each learner with 3 columns and 4 rows.



TIP

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

Karoloteng e e Lebeletsweng: Go Ranola Tshedimosetso

Ditlhogo

- Kokoanya dilo le go di rulaganya
- Tlhagisa dilo tse di kokoantsweng di rulagantswe
- Buisanang ka ga dilo tse di kokoantsweng mme di rulagantswe le go bega ka ga tsona

Kitso e ntšhwa

- Kokoanya, rulaganya mme o tlhagise dilo tse di kokoantsweng
- Buisanang ka ga dilo tse di kokoantsweng mme di rulagantswe le go bega ka ga tsona

Ikatise

- Go balela kwa godimo 1–10
- Go bala dilo 1–5
- Go latedisana dinomere 1–3
- Megopolopalo 1–3
- Pele le morago
- Go kopolola dipaterone
- Tharabololo ya dipalo

Tlotlofoko e ntšhwa ya dipalo

kokoanya	rulaganya	ka gale	kholomo	dingwe
kokoanyo	bapisa	nakongwe	mola	palogotlhe
setlhopha	nyalanya	le e seng	gotlhe	khalendara

Ipaakanye

O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- setshwantsho sa thekesi
- difatlhego tse di nyebang di le 10 di tshwantshitswe mo pampitshaneng ya karata go supa bana ba le mo thekesing
- dilo tse di phepa tsa methalethale tse di dirisiwang gape: mabotlolo a polasetiki a mašwi, dikgetsana tsa polasetiki, ditshodi tsa polasetiki, mabotlolo a mašwi a khateboto, mabokoso a khateboto, dikhurumelo
- dileibole tsa matshwao a maemobosa a malatsi a fa go le letsatsi, pula e na, maru a thibile le fa go le diphefo
- khalendara ya kgwedi ya gona jaanong moo barutwana ba rekotang maemobosa letsatsi le letsatsi. Dira dileibole tse di lekaneng tsa bogolo jo bo lekanang tsa maemobosa a a tlhagelelang mo khalendareng: go le letsatsi, pula e na, maru a thibile, go le diphefo dileibole tse di lekaneng tsa bogolo jo bo lekanang.
- letlhare le legolo la pampiri e kgolo go dira kerafotshwantsho ya matshwao a maemobosa. Tshwantsha matshwao a mane a maemobosa kwa tlase mo pampiring eo.
- diaparo tse di kokoantsweng: dikhafo, dihutshe, dikgetsana, ditlalafo, dikousu, mabanta, dithai
- setshodi sa morutwana mongwe le mongwe sa dikokoangwa tsa methalethale tsa ditlhopha tse 4, 3, 2 tsa dibadi tsa dipologolo go tswa go *Kgetsana ya Didiriswa*
- tsebe ya A4 ya morutwana mongwe le mongwe e na le dikholomo di le 3 le mela e le 4.



Gopola go dirisa dinakotlwaelo tsa ntlwanaboithusetso go ikatise go dira dipalokemotatelano 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

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Dinomorekgabisi 1–3
- Nomore 1–3 lerontho, lefoko, dikaratatshwao le dikaratatshwantsho (*Kgetsana ya Didiriswa*)
- Kgetsana ya matlakala e na le dilo tse di dirisiwang gape
- Dikarata tse di nang le maina a bana mmogo le matshwao a bona

1. **Pina/morumo:** Ikatisetse pina kgotsa morumo o o rutilweng mo kgweditharong eno.
2. **Go balela kwa godimo:** Balela kwa pele go tloga ka 1 go ya go 10 mme o balele kwa morago go tloga ka 5 go ya go 1.
3. **Go bala dilo 1–5:** Baya dilo tse di dirisiwang gape mo mmetsheng. Buang gore di dirisetswa eng. Mmogo balang ditlhopha tsa dilo di le tlhano.
4. **Go ikatisetsa dinomore 1–3:** Naya barutwana dikarataronho, dikaratafoko le dikaratatshwao le dikaratatshwantsho tsa dinomore 1–3. Barutwana ba bangwe ba bale ditlhopha tsa dilo tse tharo tse di dirisiwang gape. Barutwana ba nyalanye dikarata le ditlhopha.
5. **Go rulaganya le go arologantsha:** Baya dilo tsotlhe tse di dirisiwang gape mmogo o di dire ngatana.

Dipotso tse di kaelang:

- ★ O akanya gore re ka rulaganya dilo tseno jang?
- ★ Goreng o akanya gore re di rulaganye jalo?
- ★ A go na le tsela e nngwe e re ka e dirisang go di rulaganya?
- ★ Ke dife tsa dilo tseno tse di tshwanang? Goreng? (Di kokoanye mme o di beye mmogo mo setlhopheng se le sengwe.)
- ★ Re ka taya setlhopha seno leina lefe? (sekao, dilo tse di dirilweng ka polasetiki, dilo tse re di dirisetsang go tsenya dijo)

Baya dilo mmogo mo setlhopheng se se farologaneng.

- ★ Re ka taya setlhopha seno leina lefe?

Boeletsa gore o nne le ditlhopha di le tharo, sekao, ditshodi tsa mašwi, dikgetsana tsa polasetiki le mabokoso.

- ★ A dilo tse di dirisitsweng go dira dingwe tsa dilo tse di mo setlhopheng sengwe le sengwe di a tshwana?

Kopanya dilo mmogo mo setlhopheng se le sengwe se segolo gape.

- ★ A o ka akanya ka ga setlhopha sengwe fela se re neng re ka se dira ka go dirisa dilo tse?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa diteišeneng tse nne tsa tiro. Gopotsa barutwana ka ga ditsela tsa go phepafatsa.

Letsatsi 2

Se o se tlhokang

- Morumo: *Thekesi, thekesi* (tsebe 201)
- Setshwantsho sa thekesi le difatlhego tse di nyebang di le 10
- Dikaratatshwantsho tsa dinomore 1–3
- Lebokoso le le nang le kokoanyo ya diaparo, sekao, dikhafo, dihutshe, dikgetsana, ditlelafo, dikousu, mabanta, dithai

1. **Rhyme:** Introduce the rhyme, *Taxi, taxi*. Put the pictures of the smiling faces in the taxi on the wall as you say the rhyme.
2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1, pointing to the taxi pictures.
3. **Counting objects 1–5:** Together count 1–5 smiley faces. Then count another 1–5.
4. **Practising numbers 1–3:** Give three learners a number symbol card 1, 2 or 3 in random order. They show the class their cards. Tell the class that these learners are waiting for the taxi.

Guiding questions:

- ★ If we make a line with these learners, who should stand first? Second? Third?
- ★ Which number is last in this line?

Ask the learner with number 2 to choose a friend so that there are two of them.

- ★ Does _____ holding the number 1 card have to choose any friends for his/her group? Why not?

Ask the learner with number 3 to choose two friends so that there are three of them.

5. **Collecting and sorting data:** Spread out the clothing items.



Guiding questions:

- ★ How can we group these items?
 - ★ Which of these items are the same? Why? (Collect them and put them together into a group.)
 - ★ What can we call this group? (for example, socks, scarves, belts, hats)
 - ★ Can we group them into clothes we wear when it is hot or cold?
6. **Small group activities:** Remind the learners about the activities at the workstations and the tidy-up process.

1. **Morumo:** Tlhagisa morumo, *Thekesi, thekesi*. Baya ditshwantsho tsa difatlhego tse di nyebang mo thekesing mo loboteng fa o ntse o bua morumo.
2. **Go balela kwa godimo:** Balela kwa pele go tloga ka 1 go ya go 10 le kwa morago go tloga ka 5 go ya go 1, o ntse o supa ditshwantsho tsa thekesi.
3. **Go bala dilo 1–5:** Balang difatlhego tse di nyebang mmogo go tloga ka 1–5. Morago balang 1–5 e nngwe.
4. **Go ikatisetsa dinomere 1–3:** Naya barutwana ba le bararo karata ya letshwaopalo 1, 2 kgotsa 3 ka tatelano e e sa rulaganang. Ba bontshe phaposiborutelo dikarata tsa bona. Bolelela phaposi yotlhe gore barutwana bano ba emetse thekesi.

Dipotso tse di kaelang:

★ Fa re dira mola ka barutwana bano, ke ofe yo o tshwanetseng go nna wa ntlha? Wa bobedi? Wa boraro?

★ Mo moleng ono, nomere ya bofelo ke efe?

Kopa morutwana wa nomere 2 go tlhophisa tsala gore ba nne babedi.

★ A _____ yo o tshwereng karata ya nomere o tlhoka go tlhophela setlhophisa sa gagwe ditsala dingwe? Goreng go sa tshwanela go nna jalo?

Kopa morutwana yo o tshwereng nomere 3 go tlhophisa ditsala tse pedi gore ba tle ba nne bararo.

5. **Go kokoanya le go rulaganya tshedimosetso:** Phutholola diaparo.



Dipotso tse di kaelang:

★ Re ka kokoanya jang dilo tseno go nna ditlhophisa?

★ Ke dife tsa dilo tseno di tshwanang? Goreng? (Di kokoanye go aga setlhophisa.)

★ Re ka taya setlhophisa seno leina lefe? (sekao, dikousu, dikhafo, mabanta, dihutshe)

★ A re ka tlhama ditlhophisa go ya ka diaparo tse re di aparang fa go le mogote kgotsa tsididi?

6. **Ditirwana tsa ditlhophisa tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteishenetiro le ka ga tsela ya go phepafatsa.

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 3

Se o se tlhokang

- Morumo: *Thekesi, thekesi* (tsebe 201)
- Ditulo tse di lekanyeditsweng barutwana di le 10
- Setshwantsho sa thekesi le difatlhego tse di nyebang di le 10
- Dihutshe di le 5
- Dikaratatshwao, dikarataronho le dikaratafoko tsa nomore 1–3
- Kgetsana e e tsentsweng dilo tse di farologaneng tse di dirisiwang gape mme di le phepa

1. **Morumo:** Bua o re *Thekesi, thekesi*, o supa difatlhego tse di mo thekesing fa o ntse o rialo.
2. **Go balela kwa godimo:** Balela kwa pele go tloga ka 1 go ya go 10 le kwa morago go tloga ka 5 go ya go 1, o ntse o supa setshwantsho sa thekesi.
3. **Go bala dilo 1–5:** Tlhophisa ditulo di le tlhano mme o di tlhomaganye mo moleng. Tlhophisa tse dingwe gape di le tlhano mme o tlhame mola wa bobedi go bapa le tseno, jaaka mo thekesing. Botsa gore go tlhokega barutwana ba le kae go tlatsa mola o mongwe le o mongwe wa e mebedi eno. Tlhophisa barutwana ba le tlhano mmogo go tlhama mola o mongwe. Boeletsisa ka go tlhama mola o mongwe gape. Kopa barutwana ba le batlhano go ema fa thoko ga 'thekesi'. Balelang mongwe le mongwe wa barutwana dihutshe tse tlhano mmogo.

Dipotso tse di kaelang:

- ✦ Ke barutwana ba le kae ba ba rweleng dihutshe mme ba letile thekesi?
 - ✦ Go na le ditulo di le kae mo moleng ono?
 - ✦ A go tlaa nna le ditulo tse di lekaneng mo moleng ono go barutwana ba ba rweleng dihutshe?
 - ✦ A ba ba sa rwalang dihutshe bona ba tlaa lekanwa ke ditulo mo moleng ono?
 - ✦ Re itse jang gore go na le ditulo tse di lekaneng go dirisiwa ke barutwana botlhe ba ba letileng?
4. **Go balela kwa morago 5–1:** Bala fa barutwana go tswa mo moleng mongwe le mongwe ba boela kwa ditulong tsa bona.
 5. **Go ikatisetsa dinomere 1–3:** Rulaganya dilo tse di phepa tse di dirisiwang gape go ya ka ditlhophisa tsa boraro le barutwana. Barutwana ba nyalanye lefokopalo, dikaratatshwao le dikarataronho tsa 1–3 le ditlhophisa tsa dilo tse di dirisiwang gape.
 6. **Go kokoanya le go rulaganya tshedimosetso:** Bua o re, 'Ke ipotsa gore ke barutwana ba le kae ba rwalang dikousu.' Barutwana ba dire sediko. Bitsa dipharologantsho tse di farologaneng, le barutwana ba ba nyalanang le tsona, ba tsene mo gare ga sediko.

Ditaelo tse di kaelang:

- ✦ Barutwana ba ba rweleng dikousu ba eme mmogo.
 - ✦ Barutwana ba ba rweleng diphathaphatha ba eme mmogo.
 - ✦ Barutwana ba ba sa rwalang ditlhako ba eme mmogo. (Netefatsa gore o umaka mofuta wa ditlhako go akaretsa barutwana botlhe.)
- #### Dipotso tse di kaelang:
- ✦ A go bonolo go bona gore ke barutwana ba le kae ba ba rweleng dikousu?
 - ✦ Re ka ithulaganya jang gore re bone se bonolo?
7. **Tlhagisa tshedimosetso:** Barutwana ba tshitshinye ditsela tsa go ithulaganya. Ba kaele gore ba dule mo meleng go emela barutwana ba ba rweleng dikousu, diphathaphatha, jalo jalo.



MAELE

Dirisa tšhono eno go gatelela morago, kwa pele ga le gaufi le.

8. **Analyse and report on the data:** Discuss the groups of learners.

Guiding questions:

- ★ Which group has more/fewer/the same number of learners?
- ★ How many learners are wearing socks?

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

Day 4

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- Prepared pictograph page
- Number 1–3 symbol, word and dot cards
- Calendar for the current month on which the weather has been recorded
- Pictures to represent the weather on each day of the month

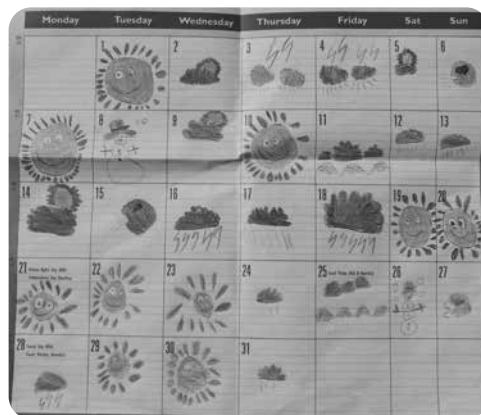
1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.
2. **Oral counting:** Show fingers as you count forwards from 1 to 10 and backwards from 5 to 1.
3. **Counting objects 1–5:** The learners count 5 sun, 5 rain, 5 wind and 5 cloud pictures. Place these on the mat in groups as you count.
4. **Practising numbers 1–3:** Use the Number 1–3 friezes. Point to each number as learners count.

Guiding questions:

- ★ Which house number comes before 2?
- ★ Which house number comes between 1 and 3?
- ★ What is the house number that is one more than 2?
- ★ What is the house number that is one less than 3?

Three learners attach 1, 2 or 3 cloud, sun or rain pictures below the appropriate number frieze.

5. **Collecting data:** Look at the current month’s calendar on which learners have recorded the daily weather.



Guiding questions:

- ★ What does this calendar show us?
- ★ How can we find out if we had more sunny days than other days this month?

8. **Sekaseka le go bega ka ga tshedimosetso:** Buisanang ka ga ditlhopha tsa barutwana.

Dipotso tse di kaelang:

- ★ Ke setlhopha sefe se nang le palo e e fetang/nnye/tshwanang ya barutwana?
- ★ Barutwana ba ba rweleng dikousu ba bakae?

9. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteisenetiro le ka ga tsela ya go phepafatsa.

Letsatsi 4

Se o se tlhokang

- Morumo: *Thekesi, thekesi* (tsebe 201)
- Ditulo tse di lekanang barutwana ka bogolo
- Tsebe ya kerafotshwantsho e e rulagantsweng
- Dikaratatshwao, dikaratafoko le dikaratarontho tsa nomore 1–3
- Khalendara ya kgwedi ya ga jaanong moo maemobosa a rekotilweng gona
- Ditshwantsho tse di tlhagisang maemobosa mo letsatsing lengwe le lengwe la kgwedi

1. **Morumo:** Bua morumo, *Thekesi, thekesi*. Boeletsa tirwana ya ditulo tsa thekesi go tswa mo Letsatsing la 3 le setlhopha se sešwa sa barutwana.
2. **Go balela kwa godimo:** Bontsha menwana fa o balela kwa pele go tswa go 1 go ya go 10 le kwa morago go tswa go 5 go ya go 1.
3. **Go bala dilo 1–5:** Barutwana ba bala ditshwantsho tse 5 tsa pula, tse 5 tsa phefo le tse 5 tsa maru. Di beye mo mmetsheng ka ditlhopha fa o ntse o bala.
4. **Go ikatisetsa dinomore 1–3:** Dirisa Dinomorekgabisi 1–3. Supa nomore nngwe le nngwe fa barutwana ba bala.

Dipotso tse di kaelang:

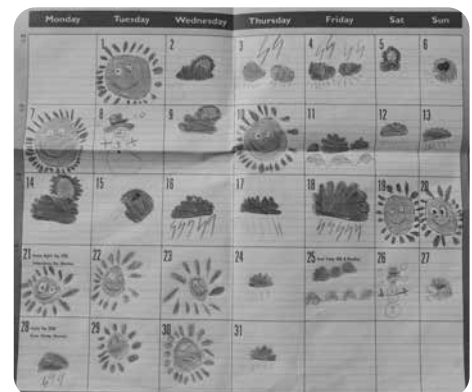
- ★ Ke nomore efe ya ntlo e e tlang pele ga 2?
- ★ Ke nomore efe ya ntlo e e mo gare ga 1 le 3?
- ★ Ke nomore efe ya ntlo e e fetang 2 ka nngwe?
- ★ Ke nomore efe ya ntlo e e mo tlase ga 3 ka nngwe?

Barutwana ba le bararo ba mamaretsa ditshwantsho tsa leru, letsatsi kgotsa pula di le 1, 2 kgotsa 3 ka fa tlase ga nomorekgabisi e e maleba.

5. **Go kokoanya tshedimosetso:** Lebelela khalendara ya kgwedi ya ga jaanong moo barutwana ba rekotileng maemobosa a letsatsi le letsatsi.

Dipotso tse di kaelang:

- ★ Khalendara eno e re bontshang?
- ★ Re ka batlisisa jang gore a re ntse le malatsi a mantsi a letsatsi le tshabile go na le malatsi a mangwe mo kgweding eno?



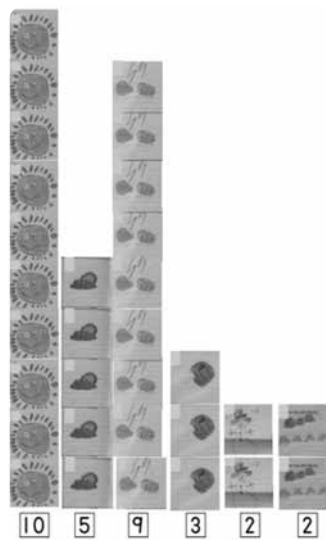
Attempt to count each one, making a display of how difficult it is to keep track of the counting. Ask learners to suggest a solution. Match the weather pictures to the calendar drawing as learners count. Place the pictures randomly on the mat.

★ How shall we group these pictures?

6. **Sorting data:** Ask learners how we can organise the pictures. Put the pictures into groups: cloudy, sunny, rainy and windy.

★ What shall we call each group?

7. **Representing data:** Ask learners how we should arrange the pictures so that we can more easily see whether there were more sunny days than other days in the month. Guide learners to put the pictures into columns. Place a card with the number to indicate the weather below each column. A few learners place the pictures in the correct columns.



8. **Analysing and reporting on data:** Look at the weather pictograph.

Guiding questions:

★ Which weather did we have the most/least/same number of? How do you know?

★ Did we have more rainy, cloudy, windy or sunny days?

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

Day 5

What you need

- Rhyme: *Taxi, taxi* (page 200)
- 10 learner-sized chairs
- 2 sets of 1–3 number symbol, word and dot cards
- Weather pictograph

1. **Rhyme:** Say the rhyme, *Taxi, taxi*. Repeat the taxi seats activity from Day 3 with a new group of learners.

2. **Oral counting:** Count forwards from 1 to 10 and backwards from 5 to 1 to a marching rhyme.



TIP

The pieces of cardboard that the weather pictures are drawn onto need to be exactly the same size. Place these above each other in the columns with no spaces between them so that learners can easily see which column has the most, least or the same.



TIP

Set the 'taxi' up in the fantasy area for learners to use during free play.

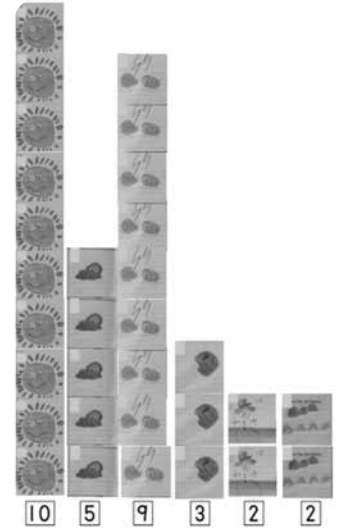
Leka go bala lengwe le lengwe, o dire tshupo moo o bontshang gore go thata jang go sala palo morago. Kopa barutwana go tshitshinya tharabololo. Nyalanya ditshwantsho tsa maemobosa le khalendara o ntse o thala fa barutwana ba bala. Baya ditshwantsho o ditlhakatlhakantse fela mo mmetsheng.

★ Re tlaa kokoanya jang ditlhopho tse ka setlhopha?

6. **Go rulaganya tshedimosetso:** Botsa barutwana gore re ka rulaganya ditshwantsho tse jang. Baya ditshwantsho ka ditlhopho: maru a thibile, letsatsi le tlabile, pula ena le go le diphefo.

★ Re tlaa bitsa setlhopho sengwe le sengwe eng?

7. **Go tthagisa tshedimosetso:** Botsa barutwana gore re ka rulaganya jang ditshwantsho gore re bone bonolo gore a go ne go na le malatsi a le mantshi letsatsi le tlabile go na le malatsi a mangwe mo kgweding. Kaela barutwana go baya ditshwantsho ka dikholomo. Baya karata e e nang le nomore go bontsha maemobosa mo tlase ga kholomo e nngwe le e nngwe. A barutwana ba le mmalwa ba beye ditshwantsho mo dikholomong tse di nepagetseng.



8. **Go sekaseka le go bega ka ga tshedimosetso:** Lebelela kerafo tshwantsho ya maemobosa.

Dipotso tse di kaelang:

★ Ke maemobosa afe moo re ntseng le palo e ntsi/nnye/lekanang ya? O itse jang?

★ A re ntse le malatsi a mantshi a pula, maru, diphefo kgotsa tlabo ya letsatsi?

9. **Ditirwana tsa ditlhopho tse dinnye:** Gopotsa barutwana ka ditirwana tsa seteisenetiro le ka ga tsela ya go phepafatsa.

MAELE

Manathwana a khateboto a go thadilweng ditshwantsho tsa maemobosa mo go tsona a tshwanetse go nna a bogolo jo bo tshwanang. Di beye mo godimo ga tse dingwe mo dikholomong magareng ga tsona gore barutwana ba kgona go bona bonolo gore ke dikholomo dife tse di nang le tse dintsi, tse dinnye kgotsa tse di lekanang.

Letsatsi 5

Se o se tlhokang

- Morumo: *Thekesi, thekesi* (tsebe 201)
- Ditulo tsa bogolo jo bo lekanang barutwana di le 10
- Disete tse 2 tsa dikaratafoko le dikaratarontho tsa nomore 1–3
- Dikerafotshwantsho tsa maemobosa

MAELE

Seta 'thekesi' mo lefelong la maitlhomong gore barutwana ba e dirise ka nako ya motshameko ka tokologo.

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. **Go ikatisetsa dinomore 1–3:** Neela barutwana ba le robongwe, mongwe le mongwe karata ya letshwaopalo, karatafoko kgotsa karatarontho. Rulaganya gape ditulo tsa 'thekesi' mo meleng e le meraro ya boraro. Baya dikaratapalo fa morago ga setulo sengwe le sengwe. A barutwana ba dule mo setulong se se nyalanang le dikarata tsa bona fa o bitsa dinomore tsa bona.
4. **Go ikatisetsa kgobokanyo ya tshedimosetso le tlhagiso:** Lebelela kerafotshwantsho ya maemobosa go tswa mo Letsatsing la 4.
Dipotso tse di kaelang:
 - ★ Re ka tsenya setshwantsho sefe mo maemong a gompiano a bosa? Kholomo efe?
 - ★ Re ntse le maemo afe a bosa mo malatsing a mantsi/nnye/a a lekanang? A seno se farologana le se re se buileng maabane? O itse jang?

Bala dikarata tsa maemobosa a mofuta mongwe le mongwe wa maemobosa mo kerafotshwantshong. Fetola palo e e fa tlase ga kholomo e e nang le setshwantsho se se tsentsweng gompiano.
5. **Ditirwana tsa ditlhopha tse dinnye:** Gopotsa barutwana ka ga ditirwana kwa diteišeneng tsa tiro le ka ga tsela ya go phepafatsa.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe ka dikokoanyo tsa methalethale tsa ditlhopha tse 4, 3 le 2 tsa dibadi tsa diphologolo (go tswa go *Kgetsana ya Didiriswa*)
- Tsebe ya morutwana mongwe le mongwe e na le dikholomo di le 3 le mela e le 4

1. **Go bala 1–10:** A barutwana ba dule bobedi ka bobedi mme ba lebane. Ka iketlo a ba ope diatla tsa bona ka go di kgomanya fa ba ntse ba bala go ya go 10. Boeletsa.
2. **Go bala dilo 1–5:** Baya dibadi tsa diphologolo mo mmetsheng. A barutwana ba refosane go bala go tloga ka 1 go ya go 5.
3. **Go rulaganya le go arologanya:** Kopa barutwana go rulaganya dibadi tsa diphologolo ka tsela e nngwe mme ba tlhole gore di sa ntse di le tlhano. Ba kope gore ba ntshe dibadi tsa diphologolo mo ditshoding tsa bona le go di rulaganya.
Dipotso tse di kaelang:
 - ★ O rulagantse diphologolo jang? Mpolelele gore goreng o di rulagantse jalo.
 - ★ A o ka di rulaganya ka tsela nngwe?
 - ★ A go na le ditlhopha tse di tshwanang? (mmala, mofuta wa phologolo)

Baya ngatana ya dipidipidi tse 3, dikoko tse 2 le pitse e le 1 mo gare ga sediko.

 - ★ Re ka bona jang gore a go na le dipidipidi tse dintsi go na le dikoko mo setlhopheng?
4. **Go rulaganya tshedimosetso:** Rulaganya diphologolo ka ditlhopha.
Dipotso tse di kaelang:
 - ★ A jaanong re ka bona gore a go na le dipidipidi tse dintsi go na le dikoko?
 - ★ Re ka tlhola jang?

5. **Representing data:** Place a page on the mat with three columns and four rows. Place one of each animal at the bottom of each column. Learners place their animals in the columns on their page.
6. **Interpreting and reporting on data:** Look at the columns.

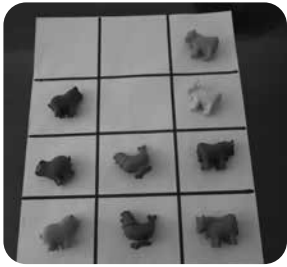
Guiding questions:

- ★ Are there more ducks or more chickens? How do we know?
- ★ Which column has more/fewer animals?
- ★ Are any columns the same?

Give each learner 4, 3, 2 animals. Explain that they each have different collections of animals. Ask each learner a specific question based on the number of animals in their own collections, for example:

- ★ Do you have more sheep or more horses?
- ★ How will you find out?
- ★ How will you sort this collection into groups to find the answer?
- ★ What will you do after you have sorted your animals into groups?

Guide learners towards starting by placing one of each of their different animals at the bottom of each column on their page. Interpret the data together comparing each learner's different groups. Ask each learner to explain how they know which animal they have more of.



Check that learners are able to:

- collect, sort and represent collections of objects
- count 1–5 objects

Workstation 1

What you need

- A collection of recycled objects
- 5 boxes for each pair of learners

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



5. **Go tthagisa tshedimosetso:** Baya tsebe mo mmetsheng e na le dikholomo di le tharo le mela e le mene. Baya e nngwe le e nngwe ya diphologolo kwa tlase ga kholomo e nngwe le e nngwe. A barutwana ba beye diphologolo tsa bona mo dikholomong mo tsebeng ya tsona.
6. **Go tthalosa le go bega tshedimosetso:** Lebelela dikholomo.

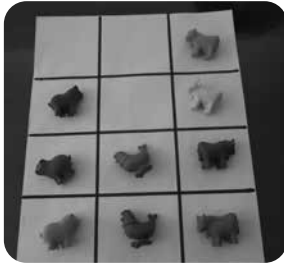
Dipotso tse di kaelang:

- ★ A go na le dipidipidi tse dintsi kgotsa dikoko tse dintsi? Re itse jang?
- ★ Ke kholomo efe e nang le diphologolo tse dintsi/nnye?
- ★ A go na le dikholomo dingwe tse di tshwanang?

Neela morutwana mongwe le mongwe diphologolo di le 4, 3, 2. Ba tthalosetse gore mongwe le mongwe wa bona o na le kokanyo ya diphologolo tse di farologaneng. Botsa morutwana mongwe le mongwe potso e e rileng o ikaegile ka palo ya diphologolo mo kokoanyong ya bona, sekao:

- ★ A o na le dinku tse dintsi kgotsa dipitse?
- ★ O ka batlisisa seno jang?
- ★ O tlaa rulaganya jang kokoanyo eno go ya ka ditlhopha go bona karabo?
- ★ O tlaa dirang morago ga gore o rulaganye diphologolo tsa gago ka ditlhopha?

Kaela barutwana gore ba simolole ka go baya nngwe le nngwe ya diphologolo tse di farologaneng kwa tlase ga kholomo nngwe le nngwe mo ditsebeng tsa bona. Tlhalosang tshedimosetso mmogo ka go bapisa ditlhopha tse di farologaneng tsa morutwana mongwe le mongwe. Kopa morutwana mongwe le mongwe go tthalosa gore o itse jang gore ke phologolo efe e ba nang le yona ka bontsi.



Netefatsa gore barutwana ba kgona go:

- kokoanya, rulaganya le go tthagisa dilo tse di kokoantsweng
- bala dilo tsa 1-5

Seteišenetiro 1

Se o se tlhokang

- Dikokoangwa tsa dilo tse di dirisiwang gape
- Mabokoso a le 5 go a neela bobedi bongwe le bongwe jwa barutwana

Tirwana eno e tshwanetse go direlwa mo mmetsheng ka barutwana ba tlaa tlhoka sebaka. Ka bobedi, barutwana ba rulaganye dikokoangwa tsa dilo tse di dirisiwang gape mo mabokosong.



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.

Seteišenetiro 2

Se o se tlhokang

- Dilo tse dikhibidu, botala jwa loapi, botala le serolwana go di rulaganya
- Ditshodi tse go tlaa rulaganyetswang mebala mo go tsona di na le leibole e e supang mmala

Barutwana ba rulaganye dilo go ya ka ditshodi tsa mmala o o nepagetseng.

Seteišenetiro 3

Se o se tlhokang

- Ditherei kana mabokoso a go rulaganya
- Dilo tsa tlhago tse di ka rulaganngwang: matlhare, kalana, dipetale, matlapana, diphotlwa tsa peo, dikgapetla, mafofa

Barutwana ba rulaganye dilo mo mabokosong kgotsa mo dithereing.



Seteišenetiro 4



Se o se tlhokang

- Mogala kgotsa theipi e e sireletsang
- Diboloko
- Baakanya sekhutlo sa boloko – tlhamela bobedi bongwe le bongwe jwa barutwana paterone e le nngwe

Barutwana ba dire ka bobedi go kopolola dipaterone mo lefelong la diboloko. Ba ye kwa pateroneng e e farologaneng fa ba fetsa e nngwe. Ba ka itlhamela dipaterone tsa bona fa dipaterone tsotlhe di le nne di weditswe.

Tomagano

Puogae le Dikgono tsa Botshelo:

- Go dirisa matshwao go tlhagisa sengwe (kitsokwalo le kitsopuiso e e golang).
- Tlhalosa matshwao.
- Tshameka metshameko eo mo go yona barutwana ba rulagantsweng ka mokgwa o o rileng, sekao, ba ba noleng jusi mo mosong, ba ba yang metshamekong fa sekolo se tswa, ba ba yang sekolong ka dinao.

Assessment

Term 1: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	PATTERNS, FUNCTIONS AND ALGEBRA	COMMENTS	Final coding						
✓ = competent ● = partially competent X = 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 fewer	Distinguishes between many and fewer								
	Solves problems with concrete objects	Solves problems with concrete objects								
	Solves problems using fingers or counters	Solves problems using fingers or counters								
	Learners' names									
Date										

Tlhatlhobo

Kgweditharo 1: Rekoto ya Sekai sa Tlhatlhobotsweledi

Taetsi	DINOMORE, DITIRO LE DIKAMANO	DIPATERONE, DITIRO LE ALEJBORA	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = o na le bokgoni jo bo thaelang</p> <p>✗ = ga a na bokgoni</p>	<p>Balela kwa pele go ya go 10</p> <p>Lekanyetsa le go bala dillo: 1-5</p> <p>Balela kwa morago: 5-1</p> <p>Lemoga dinomere mo bokaelong jo bo tswaeleng</p> <p>Lemoga dinomere mo bokaelong jo bo tswaeleng</p> <p>Go thaloganya dipalokemotatelano, s.k. go salana morago</p> <p>Tlhaola dikarataronho/tshwantsho: 1-3</p> <p>Tlhaola matshwaopalo: 1</p> <p>Tlhaola mafokopalo: nngwe</p> <p>Rulaganya dinomere: 1-3</p> <p>Go thaloganya tsamaelano ya nngwe ka nngwe</p> <p>Farologanya magareng ga bontsi le mmalwa</p> <p>Rarabolola dipalo ka go dirisa dillo tse di bonalang</p> <p>Rarabolola dipalo ka go dirisa menwana kgotsa dibadi</p>	<p>Tlhaola dipaterone mo tikologong</p> <p>Lemoga dipaterone tsa 'bolets'a</p> <p>Kopolola le go felelets'a dipaterone</p> <p>Go kopolola dipaterone ka go dirisa dillets'a tsa mele</p> <p>Kopolola, felelets'a le go tlhama dipaterone tsa gago</p> <p>Tlhalosa paterone ya gago (molawana wa poetso)</p>	<p>Khouto ya mafelo</p>
Maina a barutwana			
Letlha			

Taetsi	BOALO LE POPEGO (JEOMETERI)	TEKANYO	GO RANOLA TSHEDIMOSSETSO	DITSHWAELO
<ul style="list-style-type: none"> ✓ = o na le bokgoni ● = o na le bokgoni jo bo thaelang ✗ = ga a na bokgoni 	<p>Tlhalosa maemo, sk: fa pele ga, morago, mo go, mo godimo ga, tlase, fa tlase, mo teng, kwa ntle, gaufi le, magareng godimo, tlase</p> <p>Go lateia dintlhakaelo, sk: kwa pele, kwa morago, lateia dintlhakaelo go tswa mo ditaelong</p> <p>Tlhaola le go bua maina a dipopego tsa 3-D: dibolo le mabokoso</p> <p>Rulaganya, bapisa le go thalosa dilo tsa 3-D tse di relang kgotsa tse di kgokologang</p> <p>Tlhaola le go bua maina a dipopego tsa 2-D: sediko</p> <p>Tlhaola le go bua maina a dipopego tsa 2-D: khutlone</p> <p>Tlhaola le go bua maina a dipopego tsa 2-D: khutlotharo</p> <p>Rulaganya, bapisa le go thalosa dipopego tsa 2-D go ya ka dipharologantsho</p> <p>Lemoga mola wa tekano mo mmeleg</p>	<p>Tlhaloganya moso, thapama le mantsiboa/bosigo Dirisa mafoko a tshwana le motshegare le bosigo, leledi le lefifi, mosong, thapama</p> <p>Latedisanya ditiragalo tse di ipoeletsang mo lenaneong la letsatsi le letsatsi</p> <p>Tlhaola ditirwana mo lenaneong la letsatsi le letsatsi</p> <p>Supa temogo ya malatsi a beke, ditlha le maemobosa</p> <p>Farologanya magareng ga leele, telejana, leele go gaisa le khutshwane, khutshwanyane, khutshwane go gaisa (tshate ya bogodimo)</p>	<p>Kokoanya dilo go ya ka ponagalo e le nngwe</p> <p>Rulaganya dilo go ya ka ponagalo e le nngwe</p> <p>Tlhaagisa go ya ka ponagalo e le nngwe</p> <p>Araba dipotso ka ga tlhagiso</p>	<p>Khouto ya mafelo</p>
Maina a barutwana				
Letlha				

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.

Didiriswa

Dipina, merumo le dikanelo

Beke 1

Kanelo: Go tthagisa lelapa la Grade R Maths gammogo le Phousetara 4

Le ke lelapa la Buka ya Diphousetara. Nkoko le bana ba kwa ntlwaneng ya boitapoloso ba letile kgorogo ya ga Mme go tswa tirong. Nkoko o dutse mo setulong, o a buisa e bile gape o reeditse Thami yo o rapameng mo bolaong. Rre ga a ise a goroge mo lapeng, le fa go ntse jalo o ka bona setshwantsho sa gagwe le Thami mo ditshwantshong tsa balelapa mo loboteng. A o a ba bona Eno?

Laylah le Malusi ba iphitlhile. Ba batla go tlolela mmaabo ka boitumelo fa a tsena mo ntlong.

'Sshh, Malusi, didimala, o tlaa senya,' ga bua Laylah.

Katse e e bidiwang Pepper e ne e reeditse bana mme e itira e kete e thulametse fa Dash ena a ne a tshamekela mo tshingwaneng. Go ise go ye kae Dash a simolola go bogola, a tabogaka mo jarateng ka boitumelo a tshoeditse mogatla.

'Ke belaela Mme a gorogile,' ga rialo Malusi. 'Didimala o tloga o lemogisa.'

Mme a bula lebati mme a bona fela Nkoko mme eseng ope gape.

'Mo lapeng,' a goeletsa. Nkoko a dumedisela fela a seke a tswa ka sephiri.

'Go didimetse, go rileng? Mme a botsa. 'Bana ba kae?'

'Ga ke itse', ga araba Nkoko ka monyebo, matlho ona a bonyabonya.

'Ke rona ba!' Malusi le Laylah ba buela gongwe ka lentswe le legolo ba tswa moo ba neng ba iphitlhile gona. Pepper le ena o tlola go tswa mo lebokosong la gagwe a tshositswe ke modumo o o kana kana. Dash ena a bo a ya kwa le kwa, boitumelo e le jo bogolo. Mme o ne a akabetse mme a tshega thata ka jaana a ne a sa solofela.

'Haa!' Thami a goeletsa.

'Oho,' botlhe ba rialo.

Morumo wa go bala: Botlhanano mo lapeng la etsho

Monwana Mme, monwana Mme, o kwa kae?

Ke fano, ke fano, Re na le 1.

Monwana Rre, monwana Rre, o kwa kae?

Ke fano, ke fano, jaanong re na le 2.

Monwana Laylah, monwana Laylah, o kwa kae?

Ke fano, ke fano, jaanong re na le 3.

Monwana Malusi, monwana Malusi, o kwa kae?

Ke fano, ke fano, jaanong re na le 4.

Monwana Thami, monwana Thami, o kwa kae?

Ke fano, ke fano, jaanong re na le 5.

Beke 2

Go bala ka pina: Hokhi Phoki

O tsenya letsogo la gago le le lengwe,

O ntsha letsogo la gago le le lengwe,

O tsenya letsogo la gago le le lengwe,

O bo o le tshikinya thata fela.

O dira Hokhi Phoki

Mme o retologe.

Ke se tota se tlhokagalang!

(Boeletsela seno o dirisa letsogo le lengwe le dirwe tse di farologaneng tsa mmele.)

Morumo wa go bala: Dipanana

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

Dipanana tse tlhano di le segopa, a re di je tsotlhe.

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.)

Kanelo: Kanelo ya nomore 1 (ka Thempoleiti ya Nomorekgabisi 1)

Dingwe tsa diphologolo di ne di batla go nna mmogo. 'A re ageng matlo a a bapileng,' tsa rialo. 'Go ka nna monate!'

Ka tsela eo diphologolo tsa simolola go aga dintlo tsa tsona.

Ntlo ya ntlha e ne e le ya ga Tlou. O ne a le mogolo mme a nna a le mongwe fela mo ntlong eno. O ne a pentile nomore 1 e kgolo mo marulelong a ntlo ya gagwe. Ntlo ya gagwe e ne e na le lebatlha le le lengwe fela le letlhabaphefo le le lengwe. Mo tshingwaneng ya ga Tlou, go ne go le lelomo le le lengwe, setlhare se le sengwe sa dipanana le banka e le nngwe. Tlou o ne a rata go dula ka fa tlase ga setlhare mo bankeng letsatsi le letsatsi le go nkgelela malomo. Gape o ne a rata go lebelela loapi a batla dilo tse di fofang. O akanya gore o ne a bonang?

Beke 3

Morumo wa go bala: Tlhatswana e le nngwe

Tlhatswana e le nngwe fela ka monwana,
e magorogomašwa,

Ya iponela tsala, jaanong tsa nna pedi.

Ditlhatswana tse pedi di thuma mo lewatleng,

Tsa iponela e nngwe, jaanong di tharo.

Ditlhatswana tse tharo di thuma gaufi le lobopo,

Tsa iponela e nngwe, jaanong di nne.

Ditlhatswana tse nne di ya go inwetsa,

E le nngwe ke eo e a thuma, jaanong di tlhano.

Beke 4

Kanelo: Kanelo ya nomore 2 (ka Thempoleiti ya Nomorekgabisi 2)

A o sa ntse o gopola gore dingwe tsa diphologolo di ne di batla go tshela mmogo mme di itumelela go aga dintlo tsa tsona di bapile? Ke mang yo o gopolang gore ntlo ya ntlha ke ya ga mang? O nepile – Tlou!

Lelapa le le bidiwang Dipitse tse ditilodi le ne le agile ntlo yabona go bapa le ya ga Tlou. Dipitse tse ditilodi di ne di pentile nomore 2 e kgolo mo marulelong a ntlo ya bona gonne ba ne ba dula ba le babedi fela.

Tlou o ne a itumetse tota ka jaanong a ne a sa tlhole a jewa ke bodutu.

Ntlo ya Dipitse tse di tilodi e ne e na le mabati a mabedi le matlhabaphefo a mabedi. Mo tshingwaneng ba ne ba na le malomo a mabedi, ditlhare tse pedi tsa diapole le dibanka tse pedi.

Fa ba fetsa go fula tlhaga ka fa tlase ga ditlhare, Dipitse tse ditilodi di ne di rata go tshameka ka dibolo tsa tsona tse pedi le go lebelela Tlou fa a lebeletse kwa godimo mo loaping a ntse a boka ka ditsebe tsa gagwe tse dikgolo.

Morumo wa go bala: Nngwe, pedi, tharo, nne, tlhano

Nngwe, pedi, tharo, nne, tlhano

Nkile ka tshwara tlhapi e tshela.

'Goreng o ne wa e tlogela?'

Gonne e ne ya ntoma monwana botlhoko.

Nngwe, pedi, tharo, nne, tlhano

Morago ka tshwara segwagwa se tshela.

'O ne wa dirang ka sona?'

Ke ne ka re dumela mme ka se busetsa mo metsing.

Pina: Didiko

Simolola kwa godimo

Obegela kwa bodilong

Khueletsa gape kwa godimo ...

A re dire gape!

Beke 5

Morumo wa go bala: Dikhudu tse tlhano tse di itumetseng

Khudu e le nngwe e e bonya e tsamaya
mo tseleng,

Dikhudu tse pedi tse di bonya di rwele morwalo
o o bokete.

Dikhudu tse tharo tse di bonya di ikhutsitse,

Dikhudu tse nne tse di bonya di ntsha bojotlhe.

Dikhudu tse tlhano tse di bonya di itlhaganetse,

Dikhutswana tse di itumetseng di opela pina.

(Opa diatla mo lefokong lengwe le lengwe.)

Week 6

Story: Number 3 story (with Number 3 frieze template)

Do you remember that some of the animals in Number Land wanted to live together and have fun building their own houses next door to one another?

Elephant's neighbours are the Zebras on one side. Elephant doesn't have any neighbours on the other side.

Questions:

- Why did the Zebras paint a big number 2 on the roof of their house?
- Who can remind me what the difference is between Elephant's house and the Zebras' house?
- Who do you think should build their house next to the Zebras' house? And how many animals do you think should live in that house?

A family of three grown-up brothers called the Meerkats were the next animals to build a house in Number Land. The Meerkats built their house next door to the Zebras.

This wasn't the first house that the Meerkats had built. When they left home because they had grown big enough, they built their own houses. But unfortunately, their first houses weren't strong enough. The first Meerkat built a house out of grass and the second Meerkat built a house out of sticks. Although the third Meerkat built a house out of bricks, he didn't know that he had to use cement between the bricks so when the jackal came, all three of their houses got blown down by the jackal's huffing and puffing.

The Meerkats decided to build a strong house next to the Zebras so that they could have neighbours close by to make them feel safe. They had also missed each other when they were living apart so they were very happy to have their three beds next to each other again. They were also happy to have three underground tunnels, three rocks and three bushes in their garden. Now they use these a lot as they love to play hide-and-seek. They also lie in the sun on the rocks when they feel cold.

Counting song: *I have a little wheelbarrow*

(to the tune of *Mary had a little lamb*)

I have a little wheelbarrow, wheelbarrow,
wheelbarrow
I have a little wheelbarrow, I fill it up with sand.
I fill it up with one spade, one spade, one spade
I fill it up with two spades, I fill it up with sand.
I fill it up with three spades, three spades,
three spades
I fill it up with four spades, I fill it up with sand.
Last I put in five spades, five spades, five spades
Last I put in five spades, and off I go again.

Week 7

Triangle song: *This is a triangle*

(to the tune of *Row, row, row your boat*)

This is a triangle,
Look and you will see.
With three corners and three sides.
Count them one, two, three!

Counting rhyme: *Hear me count*

I can count, want to see?
Here are my fingers – one, two, three.
Four and five, this hand is done,
Now I'll count the other one.
Six, seven, eight and nine,
Just one more, I'm doing fine.
The last little finger is number ten,
Now I'll count them all again.

Week 8

Day and night song: *The sun is in the sky*

(to the tune of *The farmer's in the den*)

The sun is in the sky, the sun is in the sky,
Hot and bright it gives us light,
The sun is in the sky.
The moon is in the sky, the moon is in the sky,
It's late and dark, we tuck up tight,
The moon is in the sky.

Beke 6

Kanelo: Kanelo ya nomore 3 (ka Thempoleiti ya Nomorekgabisi 3)

A o sa ntse o gopola gore dingwe tsa diphologolo tse di neng di agile kwa Lefelong la Dinomore di ne di batla go tshela mmogo le go itumelela go nna baagisani?

Baagisani ba ga Tlou e ne e le Dipitse tse ditilodi ka fa letlhakoreng le lengwe. Go ne go se na baagisani ka fa letlhakoreng le lengwe.

Dipotso:

- Goreng Dipitse tse ditilodi di ne di pentile nomore 2 e kgolo mo marulelong a ntlo ya bona?
- Ke mang yo o ka nkgopotsang pharologano magareng ga ntlo ya Tlou le ya Dipitse tse ditilodi?
- O akanya gore ke bomang ba tshwanetseng go aga ntlo ya bona gaufi le ya Dipitse tse ditilodi? Mo ntlong eo, o akanya gore go tshwanetse ga nna diphologolo di le kae?

Lelepa la basimane ba bararo ba ba setseng ba godile ba ba neng ba bidiwa bo Ramošwe ba ne ba latela ka go aga ntlo mo Lefelong la Dinomore. BoRamošwe e ne ya nna baagisani ba Dipitse tse ditilodi.

Eno e ne e se ntlo ya bona ya ntlha. E ne ya re fa ba gola kwa ba neng ba nna gona, mongwe le mongwe a ikagela ntlo ya gagwe. Ka go tlhoka lesego, matlo a bona a ntlha a ne a sa tia. Ramošwe wa ntlha o ne a agile ka tlhaga fa wa bobedi a ne a agile ka dikota. Le fa Ramošwe wa boraro a ne a agile ka ditena, o ne sa itse gore o tshwanetse go dirisa samente mo gare ga ditena gore fa phokojwe e tla, matlo a bona ka boraro a ne a fokiwa ke phefo ya mosumo wa ga phokojwe.

Ka jalo bo Ramošwe ba ne jaanong ba aga ntlo ya bona e e popota gaufi le ya Dipitse tse ditilodi gore ba nne le tshireletso ya baagisani. Ba ne ba kile ba tlhoafalelana e le ruri motsing o ba neng ba nna ba le bosu. Go boa gape ba nna mmogo mo ntlong e le nngwe ka malao a a bapileng go ne ga ba itumedisa. Gape ba ne ba itumeletse go nna le matsatsa a le mararo, matlapa a le mararo mmogo le dikhi di le tharo mo tshingwaneng ya bona. Jaanong ba dirisa tseno thata ka jaana ba rata motshameko wa maiphitlhwaphitlhwane. Fa go le tsididi, ba robala mo godimo ga matlapa ano ba aramela letsatsi.

Go bala ka pina: Ke na le keribaenyana

(Go latela molodi wa *Mary had a little lamb*)

Ke na le keribaenyana, keribaenyana, keribaenyana
Ke na le keribaenyana, ke e tlatsa ka motlhaba.
Ke e tshela garawe e le nngwe, garawe e le nngwe,
nngwe, garawe e le nngwe,
Ke e tshela garawe tse pedi, ke e tlatsa ka motlhaba.
Ke e tshela garawe tse tharo, garawe tse tharo,
garawe tse tharo,
Ke e tshela garawe tse nne, ke e tlatsa ka motlhaba.
Ke feleletsa ka garawe tse tlhano, garawe tse tlhano,
garawe tse tlhano
Ke feleletsa ka garawe tse tlhano, e bo e le fa ke ile.

Beke 7

Pina ya khutlotharo: Seno ke khutlotharo

(Go latela molodi wa *Row, row, row your boat*)

Seno ke khutlotharo,
Leba mme o tlaa bona.
Ka dikhutlo tse tharo le matlhakore a mararo.
Bala nngwe, pedi, tharo!

Morumo wa go bala: Nkutlwe ke bala

Ke itse go bala, o batla go bona?
Menwana ya me ke e – nngwe, pedi, tharo.
Nne le tlhano, ke feditse ka seatla se,
Mme ke tlaa bala ka se sengwe.
Thataro, supa, robedi le robonngwe,
Go setse o le mongwe, ke dira sentle.
Monwana wa bofelo o monnye ke nomore ya lesome,
Jaanong ke tlaa di bala gape.

Beke 8

Pina ya motshegare le bosigo: Letsatsi le mo loaping

(Go latela molodi wa *The farmer's in the den*)

Letsatsi le mo loaping, letsatsi le mo loaping,
Go bolelo, go a bonala, le re fa lesedi,
Letsatsi le mo loaping.
Ngwedi o mo loaping, ngwedi o mo loaping,
Nako e ile, go lefifi, re a golegwa,
Ngwedi o mo loaping.

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.

Kanelo ya motshegare le bosigo: *Malik o e fositse*

Malik o ne a ile ka boroko mo bolaong jwa gagwe. O ne a lora, a ja dijo tsa ditoro, fela a kubuga mo dikobong ka ponyo ya leitlho.

'Ke ya go nna thari kwa sekolong,' a bua a tshwenyegile. 'Ke tshwanetse go itlhaganela.'

A tlhapa meno ka bonako, a apara diaparo, a tabogela kwa ntlong ya boapeelo go ya go batla difitlholo.

Fa a tsena kwa boapeelong a fitlhela go didimetse. Go ne go se na difitlholo, le balelapa ba sa bonale.

'E le gore go diragalang?' ga bua Malik a akabetse. 'Mme le Rre ba kwa kae, ba bangwe bona? Gona difitlholo tsa me di kae?'

Malik a ema. A šebašeba. Go ne go le lefifi. A atamela fa loboteng go tshuba lobone.

A leba kwa le kwa. Go diragalang? A bula digaretene go lebelela kwa ntle. A bona ngwedi o galalela le dinaledi mo loaping.

'Ga se tsona,' Malik a akanya. 'Goreng go sa ntse go le lefifi jaana kwa ntle fa e le gore ke nako ya go ya sekolong?'

Malik o ne a reeditse tidimalo e e neng e le mo ntlong. Go rile tu. Fale, a utlwa modumo o a o itseng sentle – Rre o ne a gona! A mo fitlhela mo bolaong kwa phaposing ya gagwe ya borobalo a ile ka boroko.

Mmaagwe a phaphama. 'Go diragalang, Malik? Goreng o setse o apere diaparo tsa sekolo? Go setse go le bosigo? Boela kwa dikobong o ye go robala. Robala sentle go fitlha mosong,' Mmaagwe a bua jalo a mo tlamparela.

Malik a boela kwa bolaong. A seke a itshwenya go boa a apara dipijama tsa gagwe. Ya re go ise go ye kae a bo a ile ka boroko, e rile go thanya, ya bo e setse e le mo mosong.

A itlhaganelela kwa phaposing ya boapeelo mme jaanong a fitlhela dilo di boetsse mannong. O ne a bona letsatsi le tlhaba, difitlholo tsa gagwe di le mo tafoleng mme balelapa la gagwe ba ne ba setse ba ja.

Ba utlwa rraabona a goa, 'Itlhaganeleng, nako e ile, thekesi e tloga e re tlogela.'

Bana ba itlhaganelela kwa ntle le rraabona Malik a nyenya. Tsotlhe di tota di boetse mannong.

Beke 9

Pina ya go bala: *Botlhanano mo bolaong*

Go ne go le botlhanano mo bolaong

mme yo monnye a bo a re,

'Tlhatlogang. Tlhatlogang'.

Ka jalo botlhe ba tlhatloga fela a le mongwe a wa.

(Boeletsa ka nne, tharo, pedi)

Go ne go na le mongwe mo bolaong

mme yo monnye a re,

'Robalang sentle. Lo lale lo robotse.'

Beke 10

Go bala morumo: *Thekesi, thekesi*

Mokgweetsi wa thekesi re emele,

Re batla go palama thekesi ya gago.

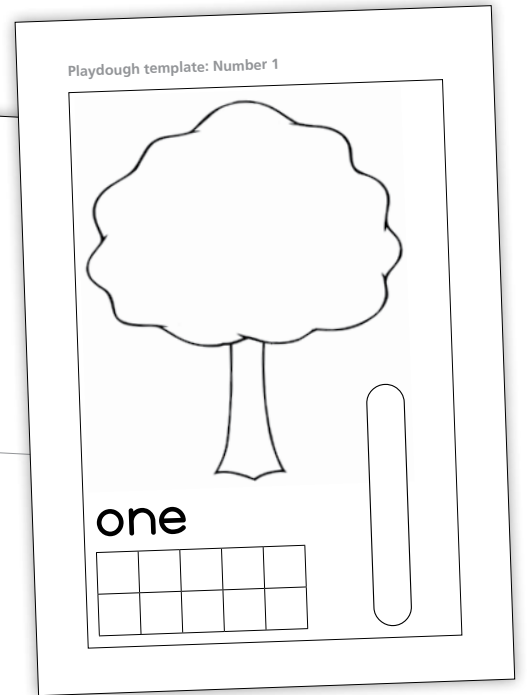
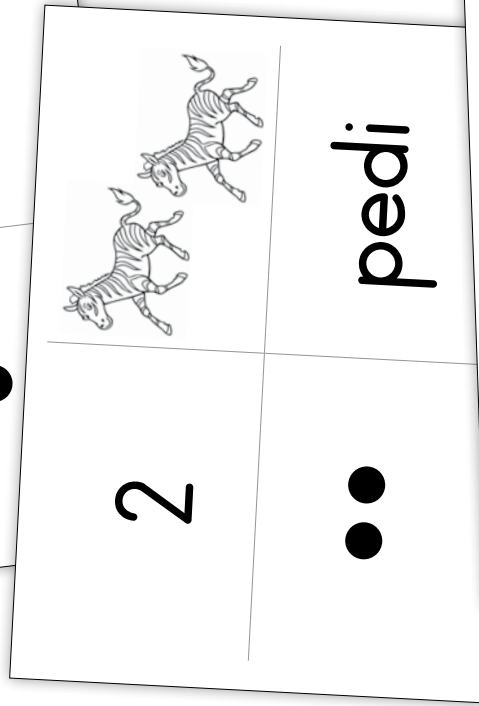
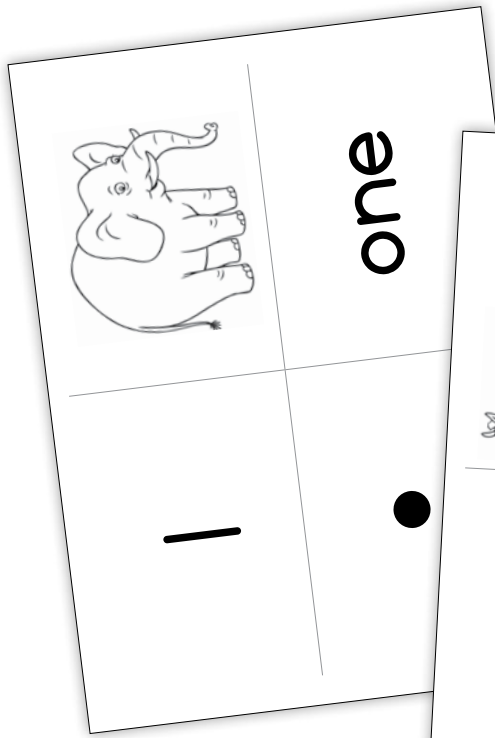
Re a tsena 1, 2, 3, 4, 5.

Mokgweetsi wa thekesi jaanong o ka kgweetsa.

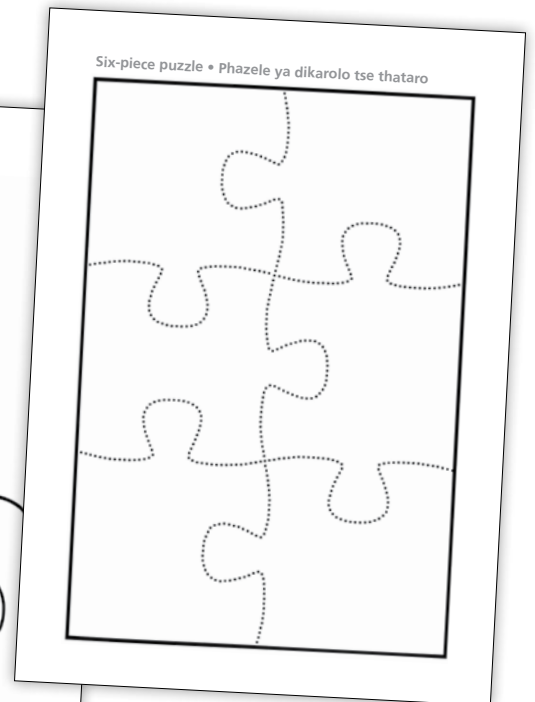
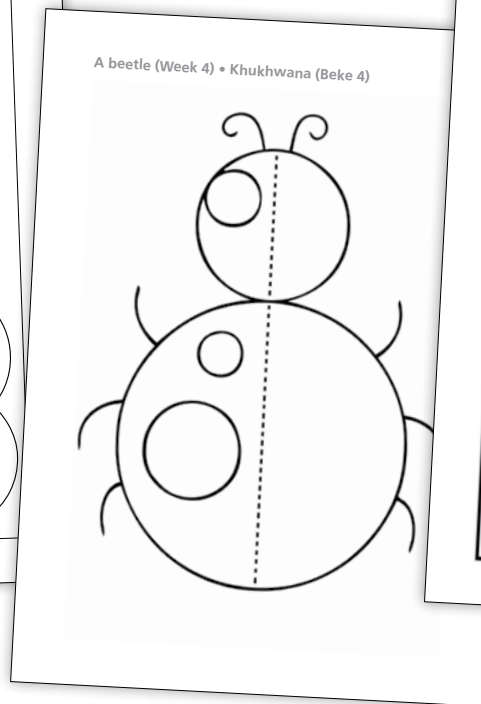
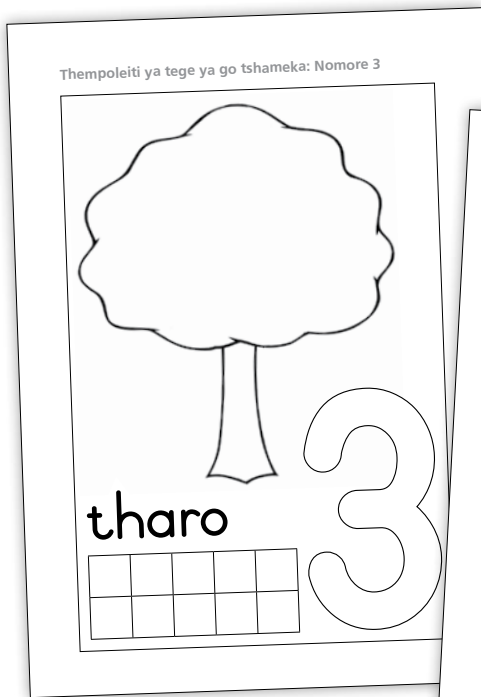
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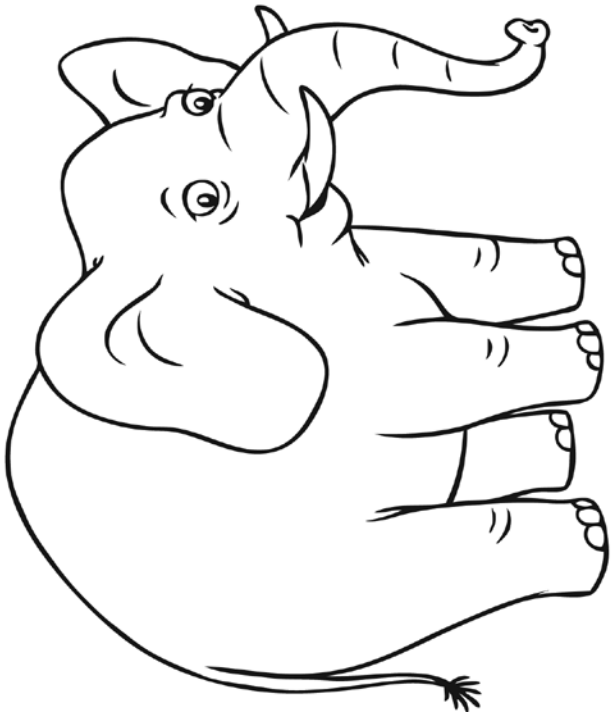
Re a tsena 6, 7, 8, 9 le 10.

Re a leboga mokgweetsi, re feletse.



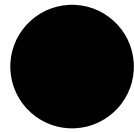
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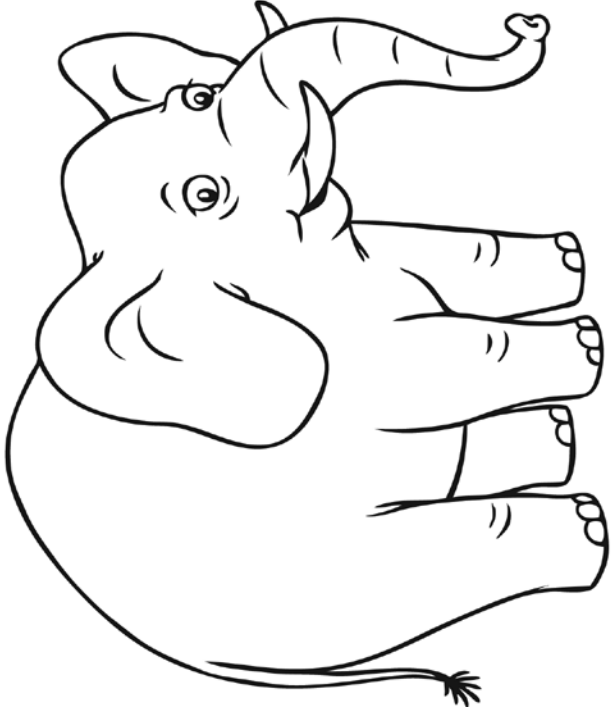




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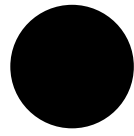
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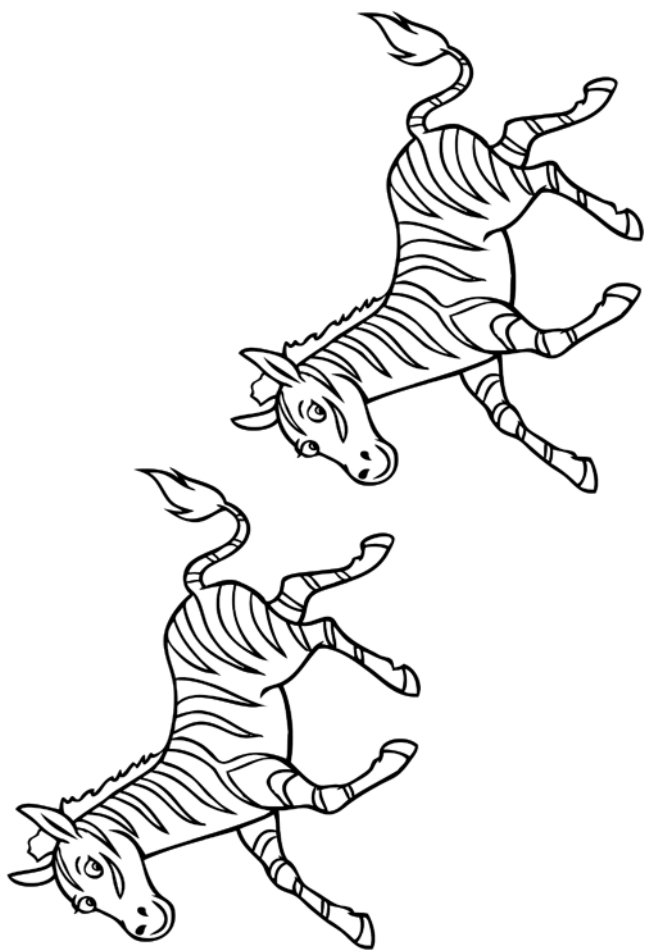




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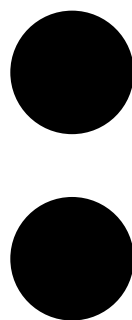
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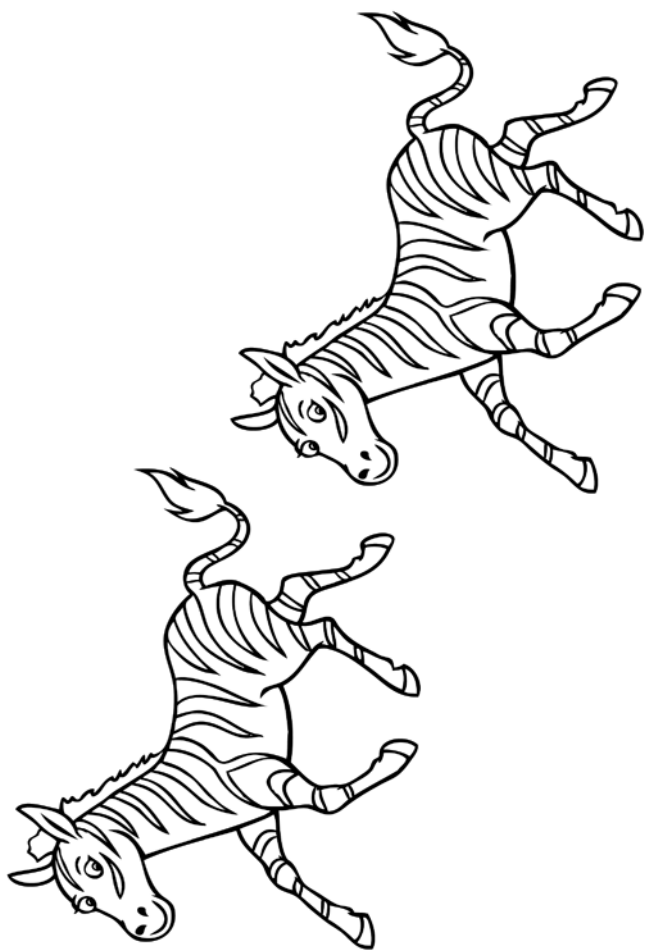




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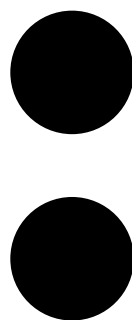
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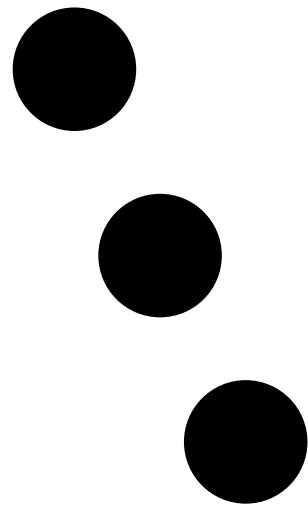
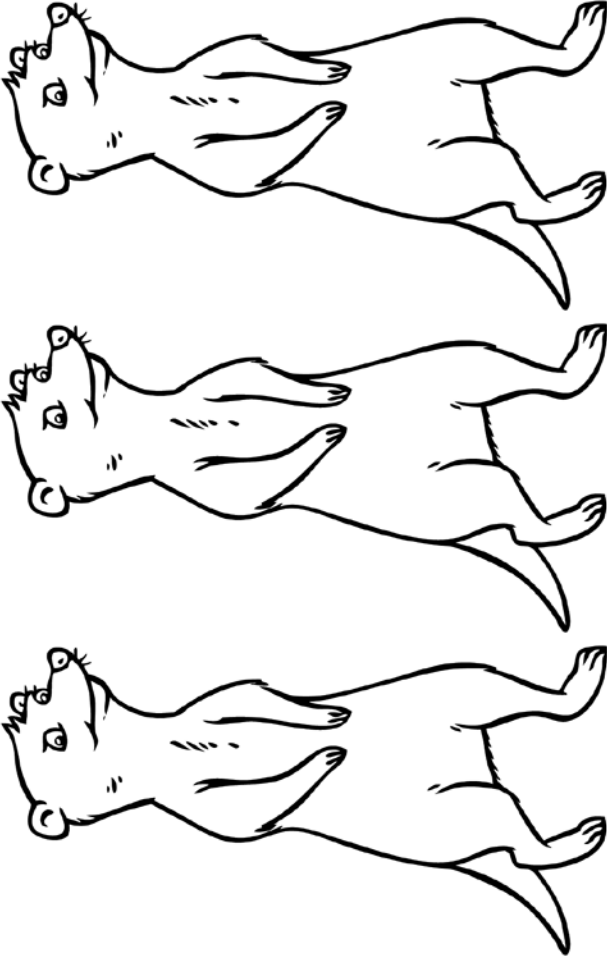


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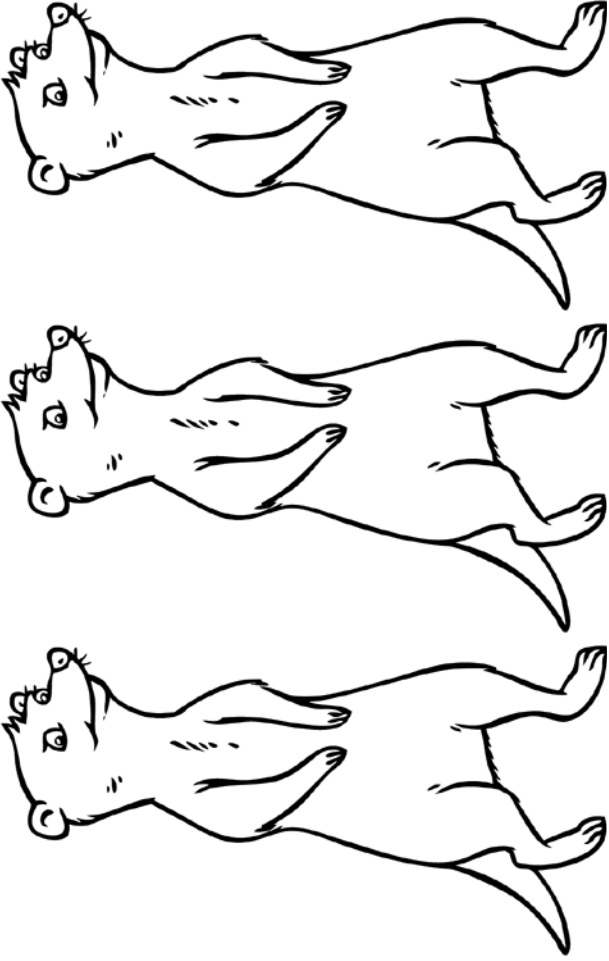


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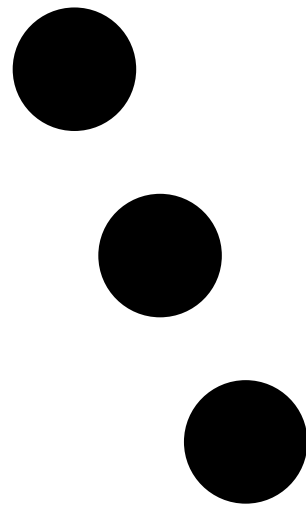


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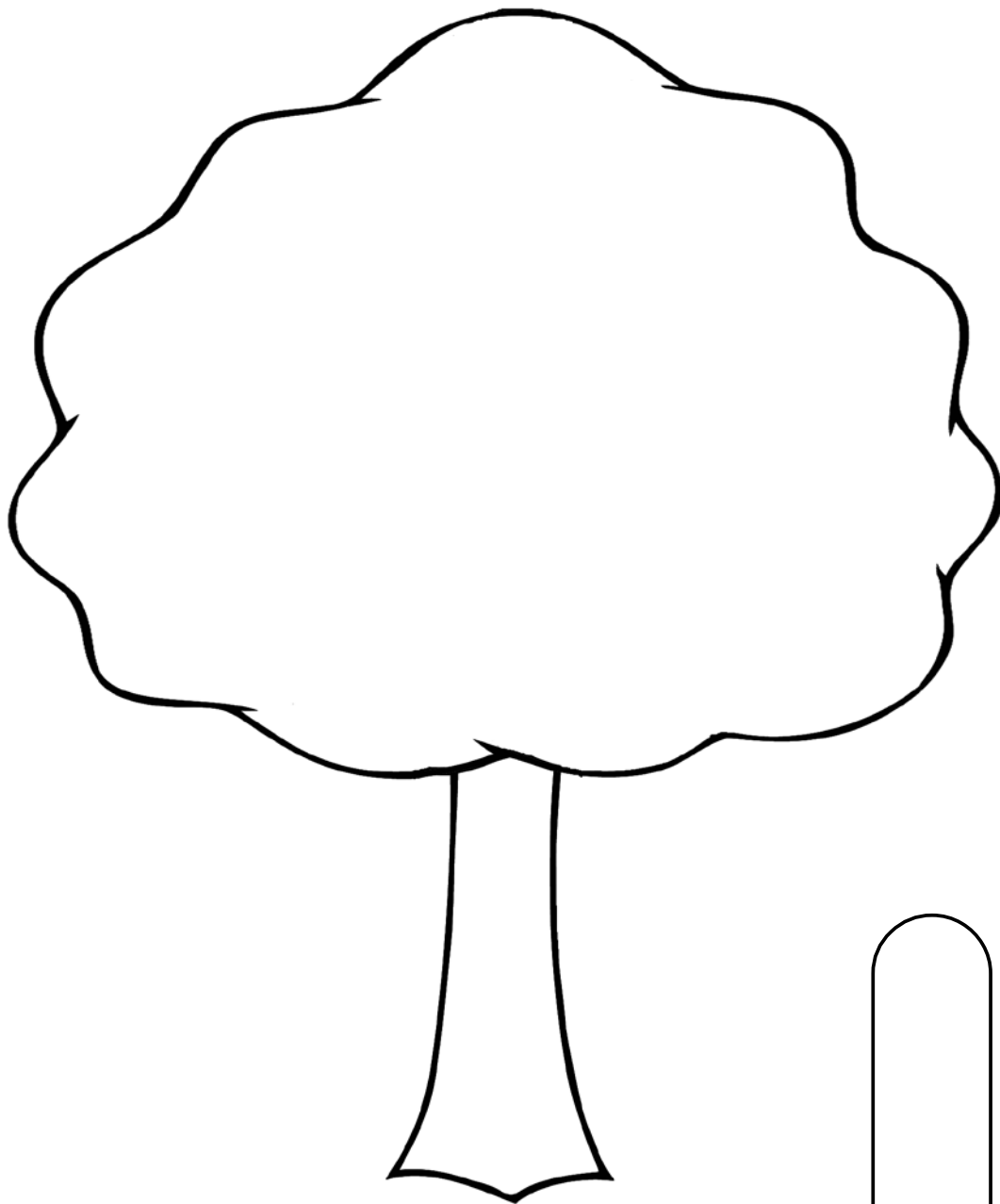
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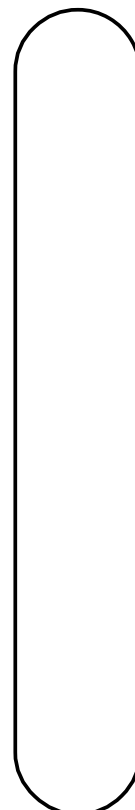
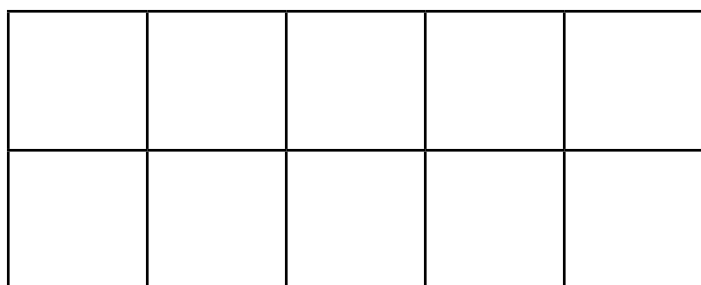
tharo



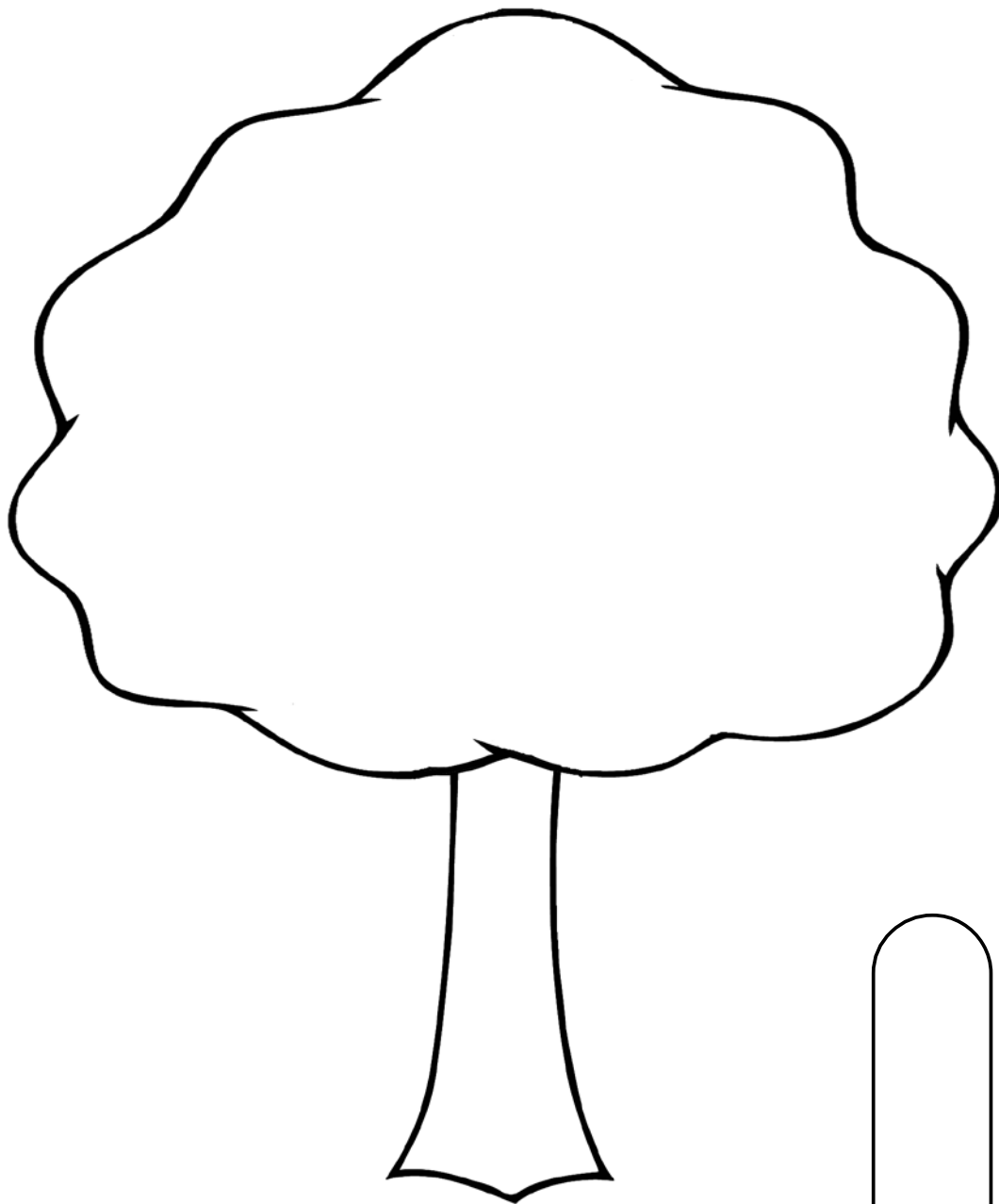
Playdough template: Number 1



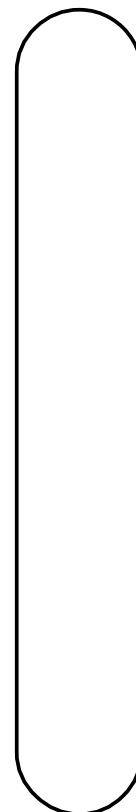
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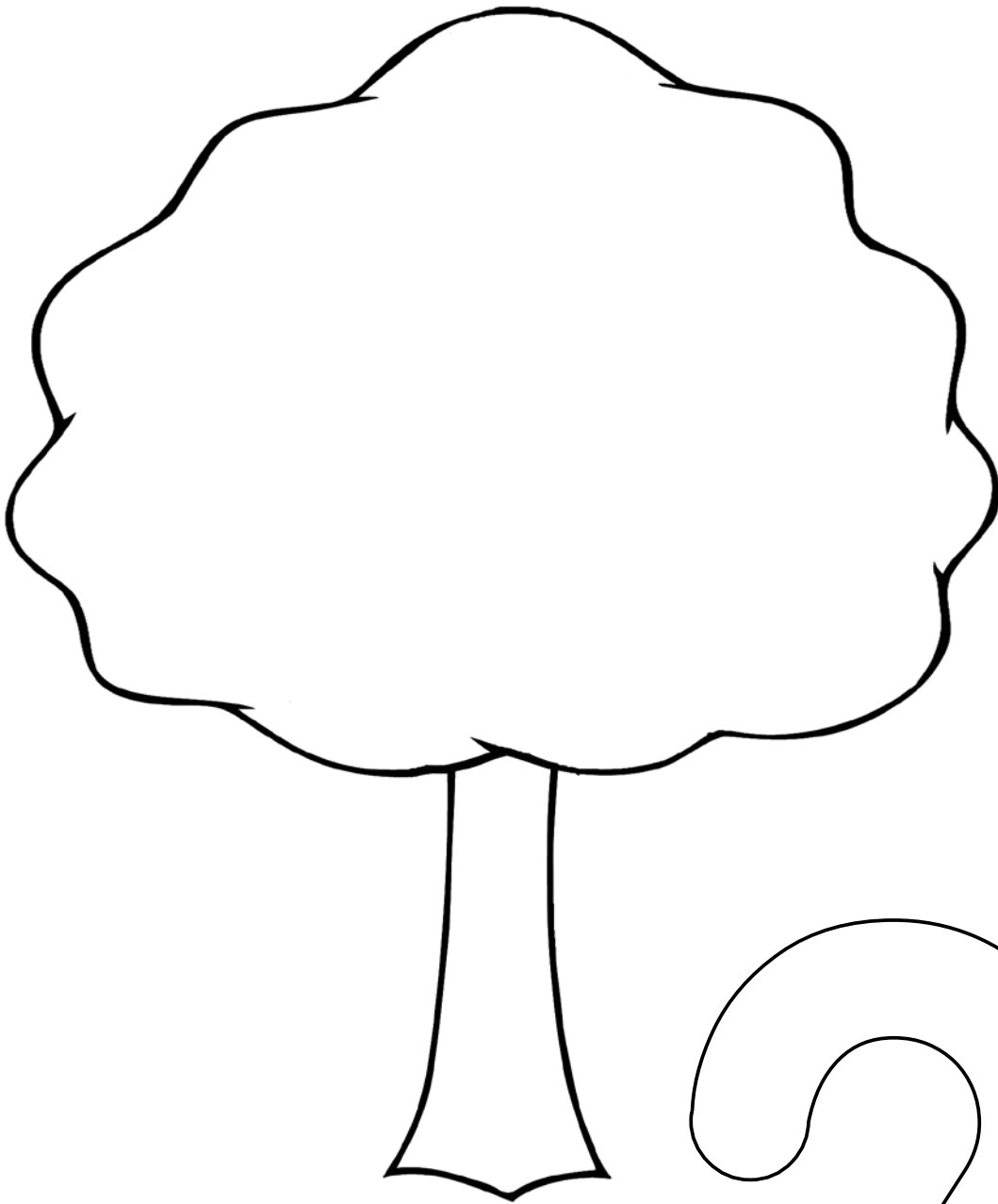
Thempoleiti ya tege ya go tshameka: Nomore 1



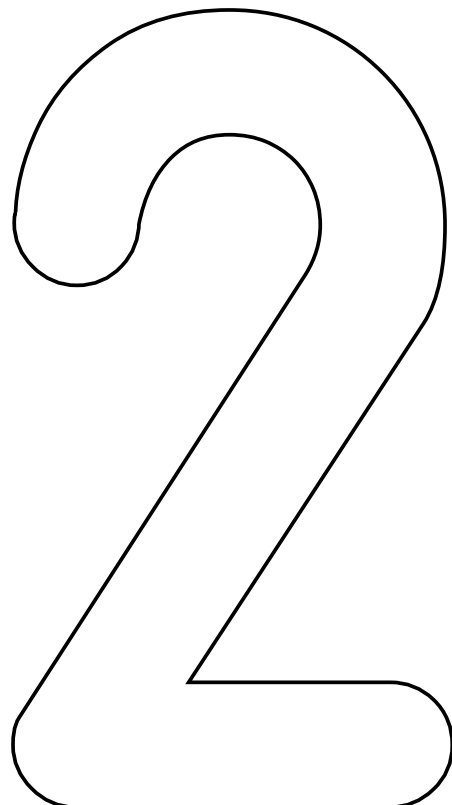
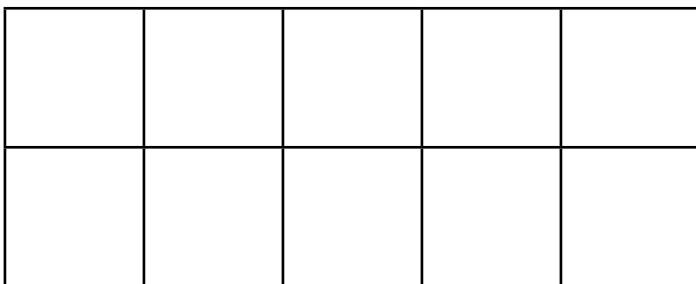
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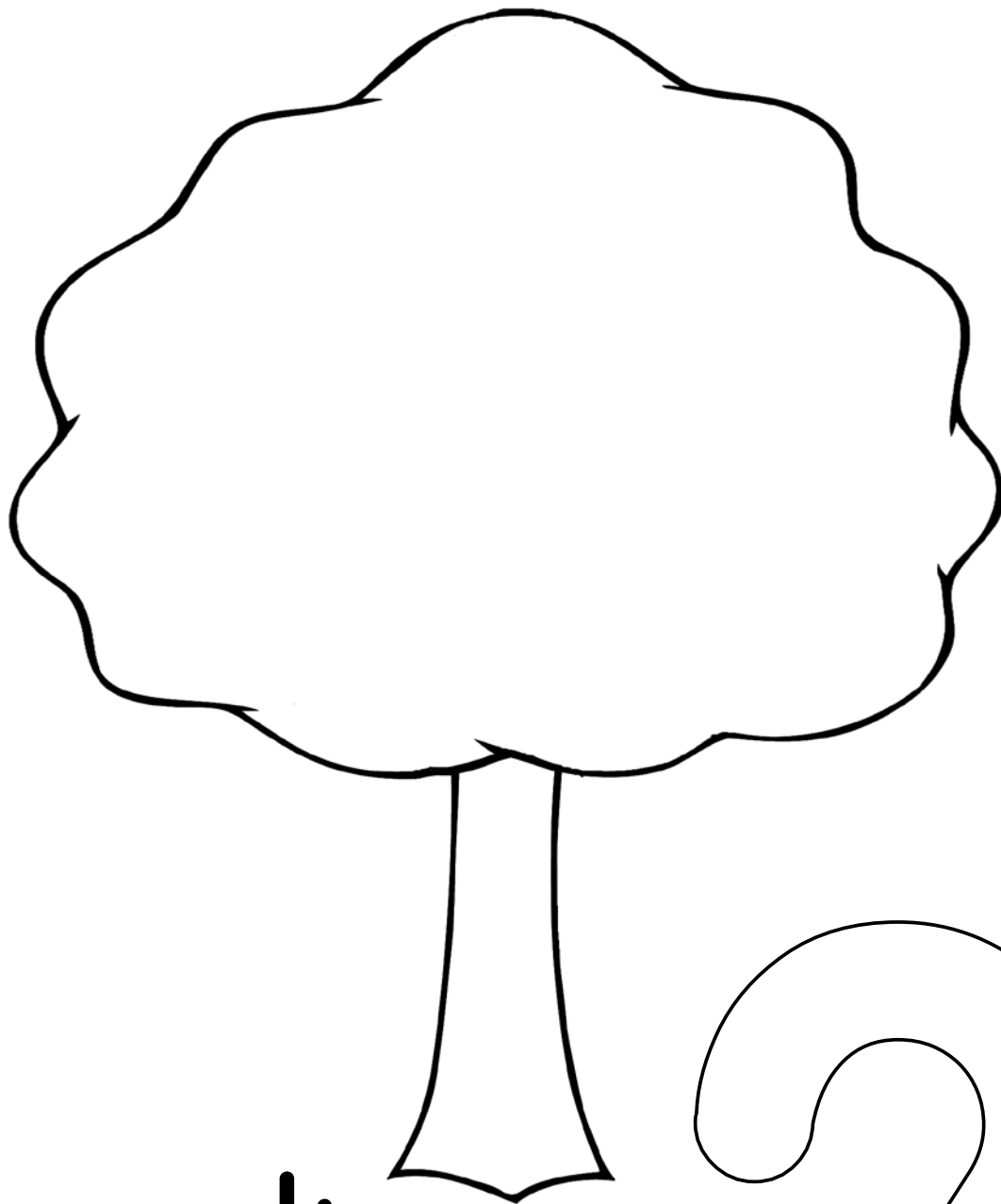
Playdough template: Number 2



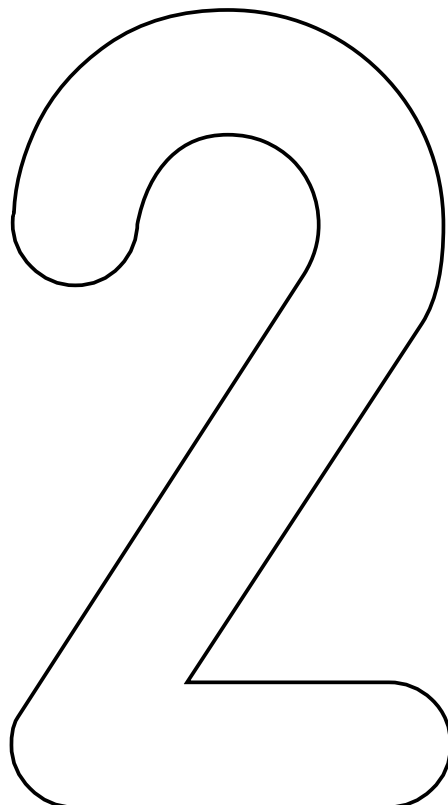
two



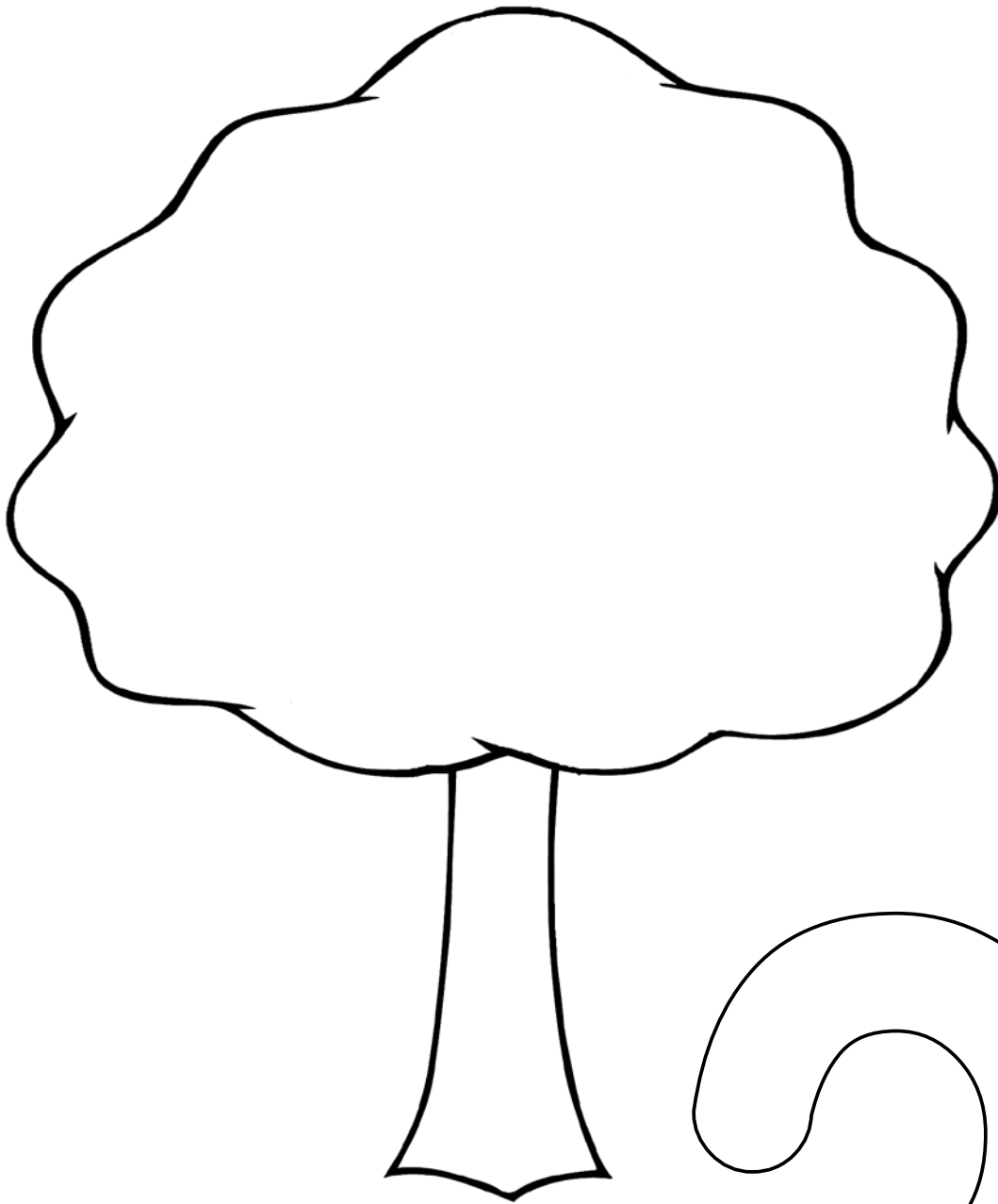
Thempoleiti ya tege ya go tshameka: Nomore 2



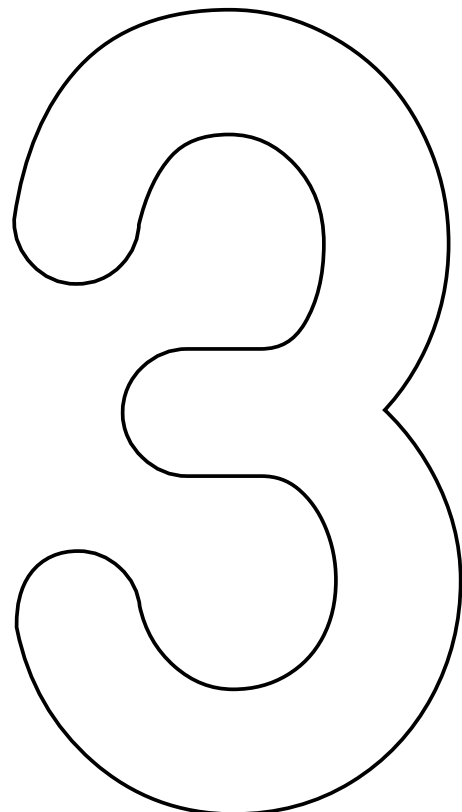
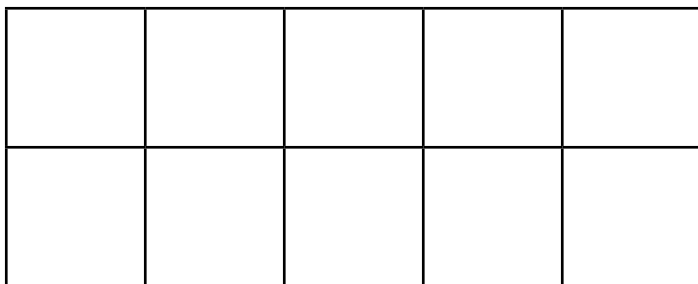
pedi



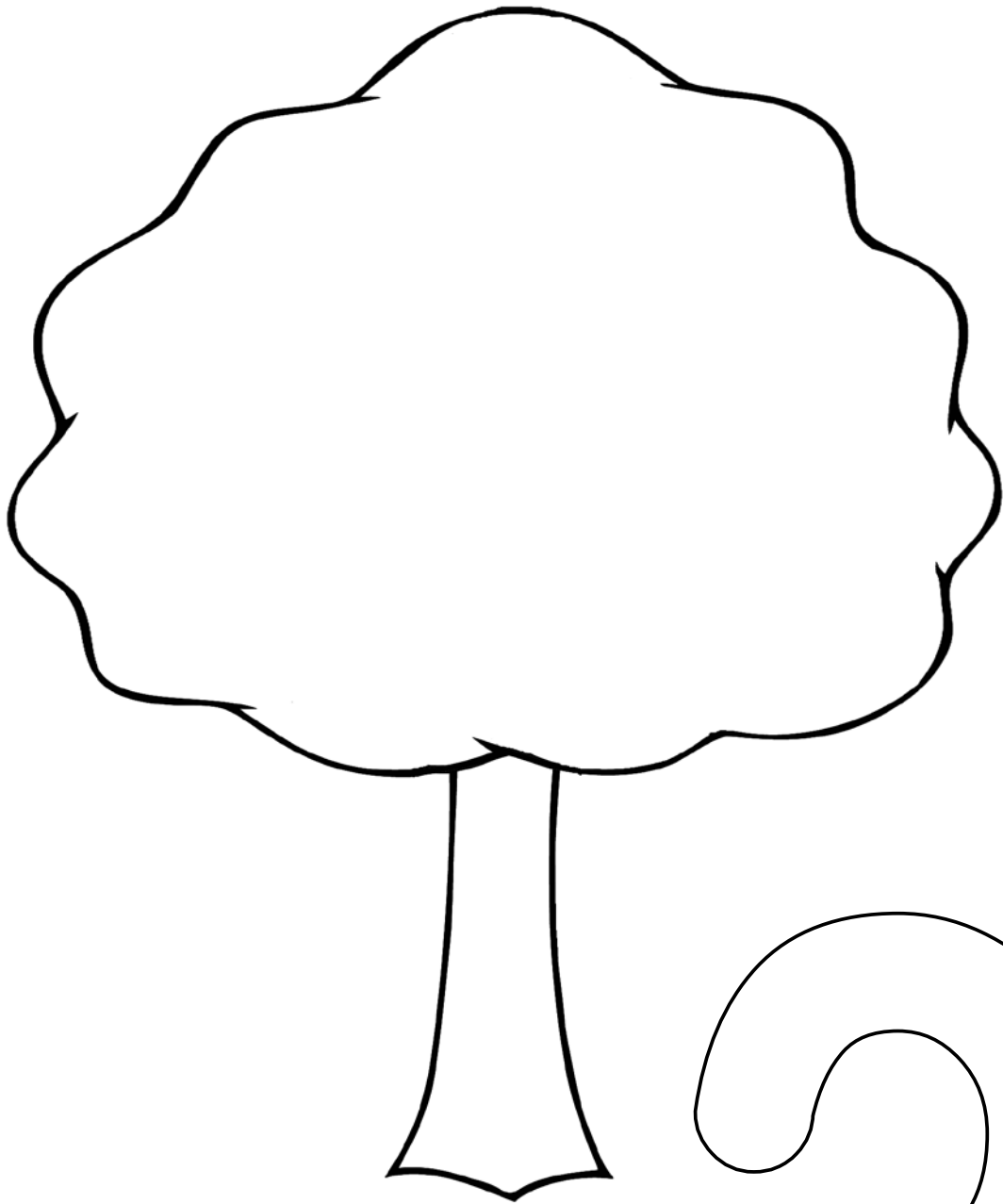
Playdough template: Number 3



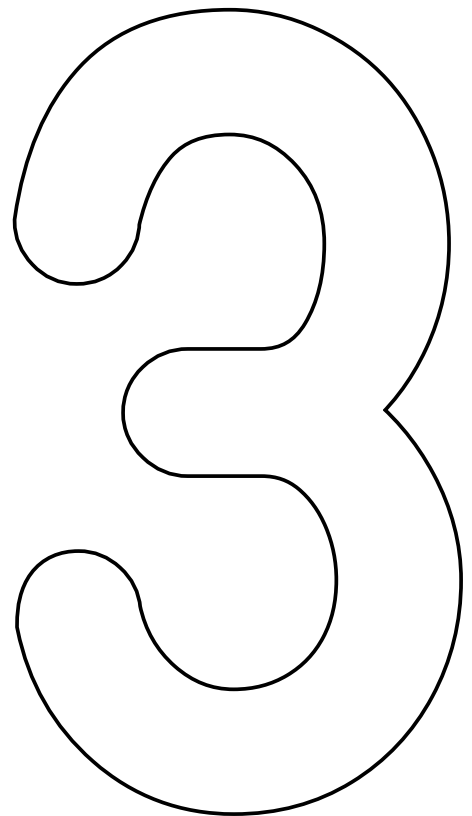
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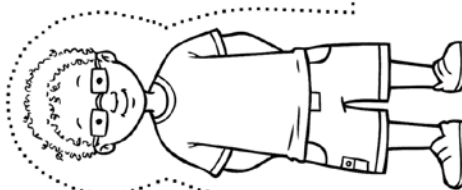
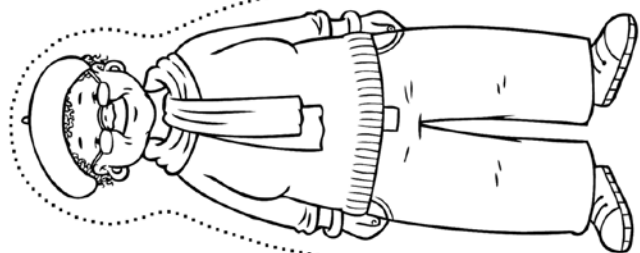
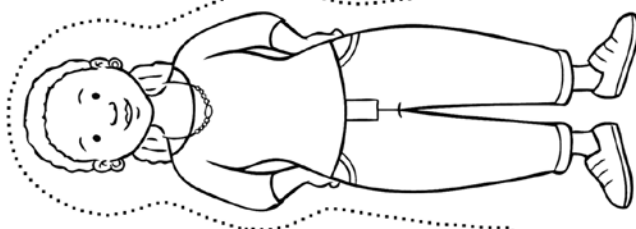
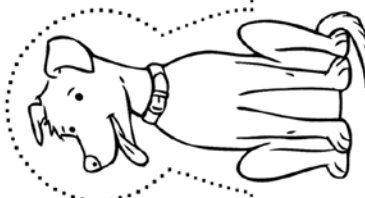
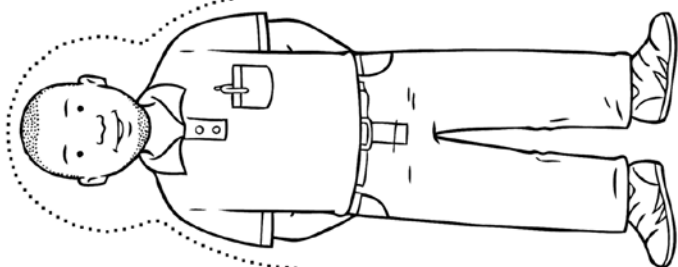
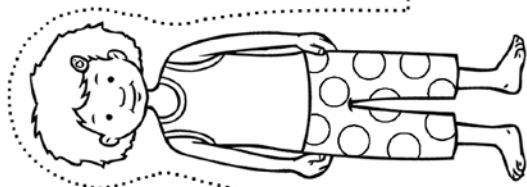
Thempoleiti ya tege ya go tshameka: Nomore 3



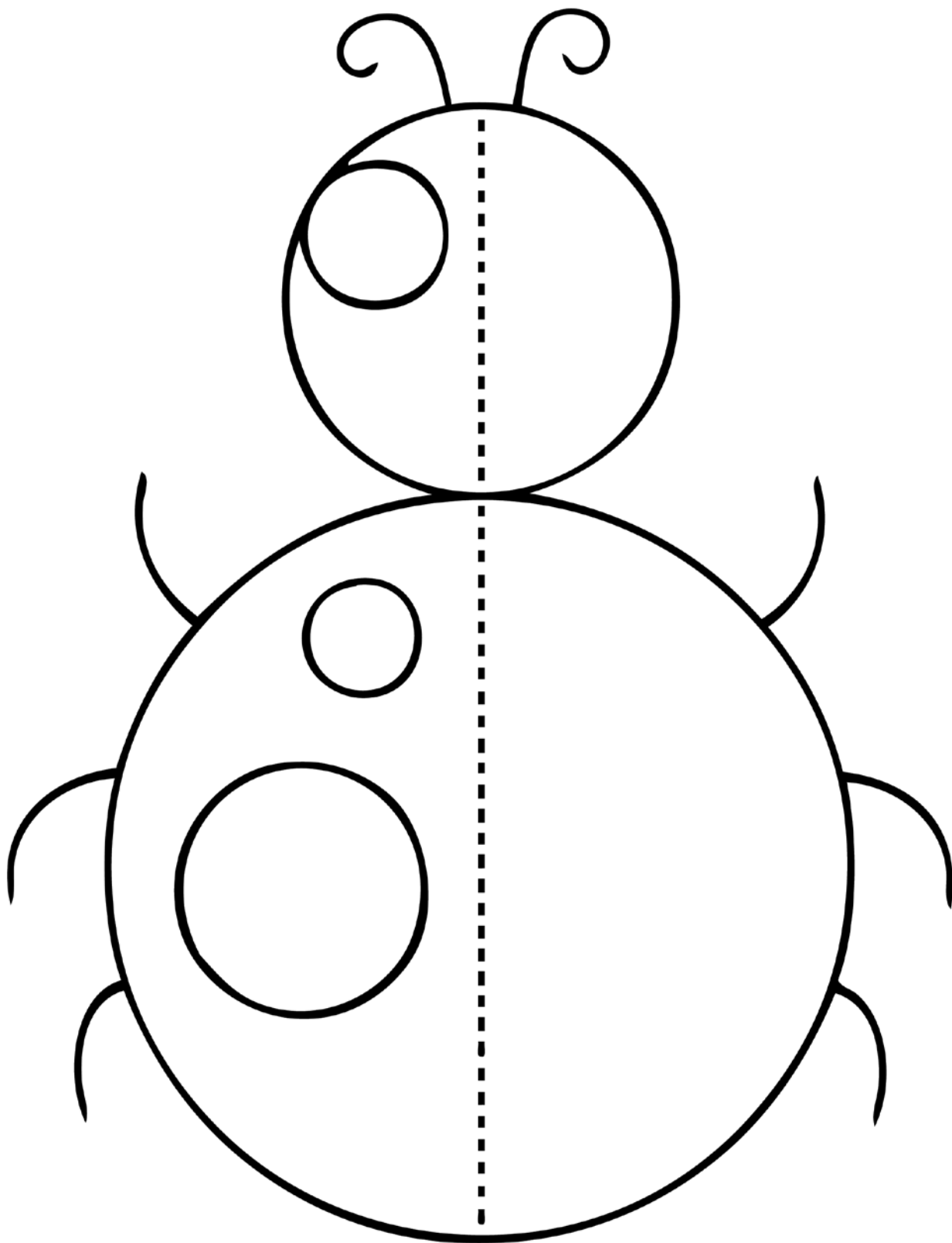
tharo



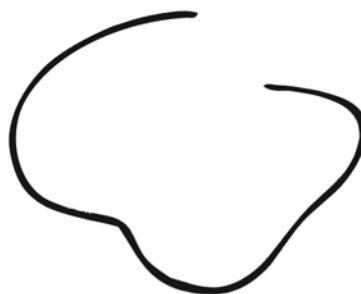
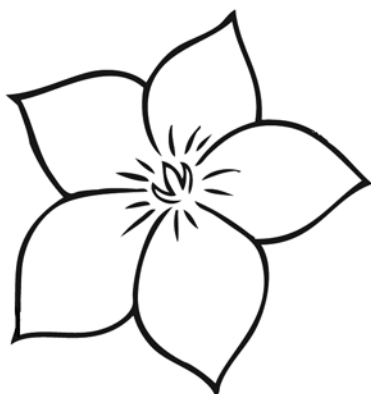
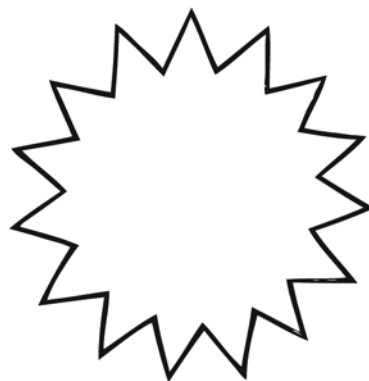
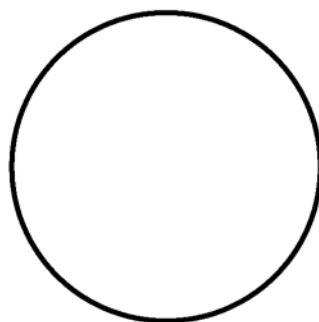
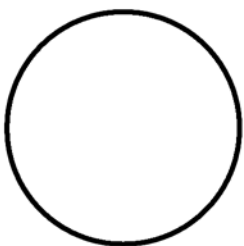
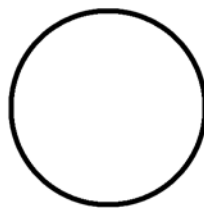
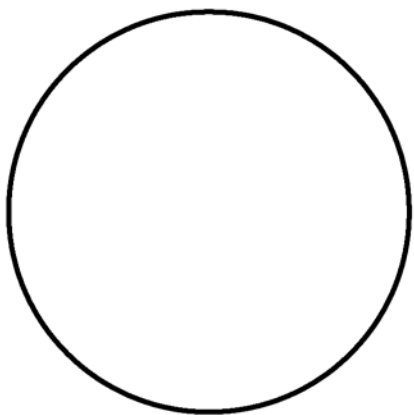
Finger puppets (Week 1) • Diphaphete tsa menwana (Beke 1)



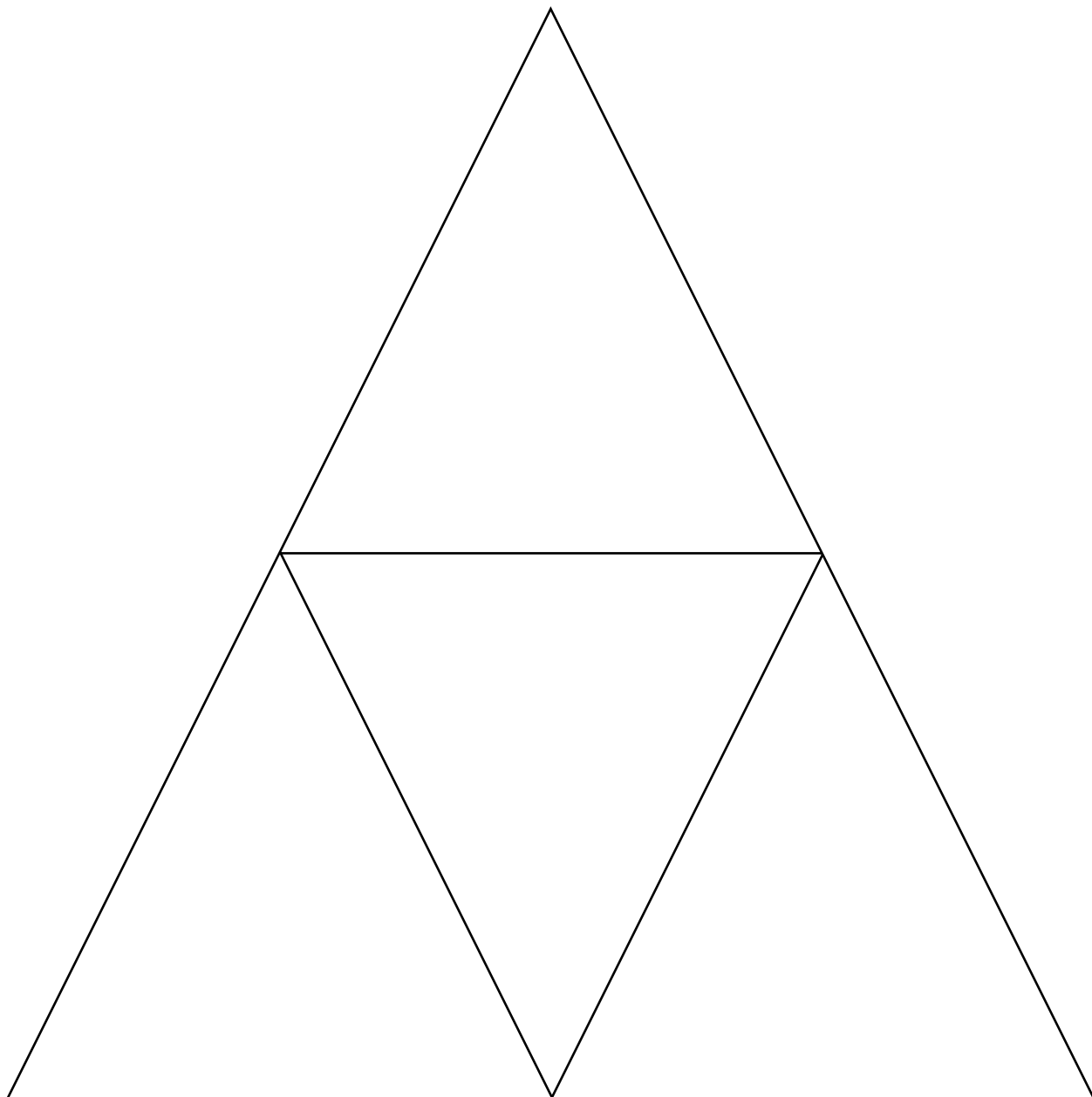
A beetle (Week 4) • Khukhwana (Beke 4)



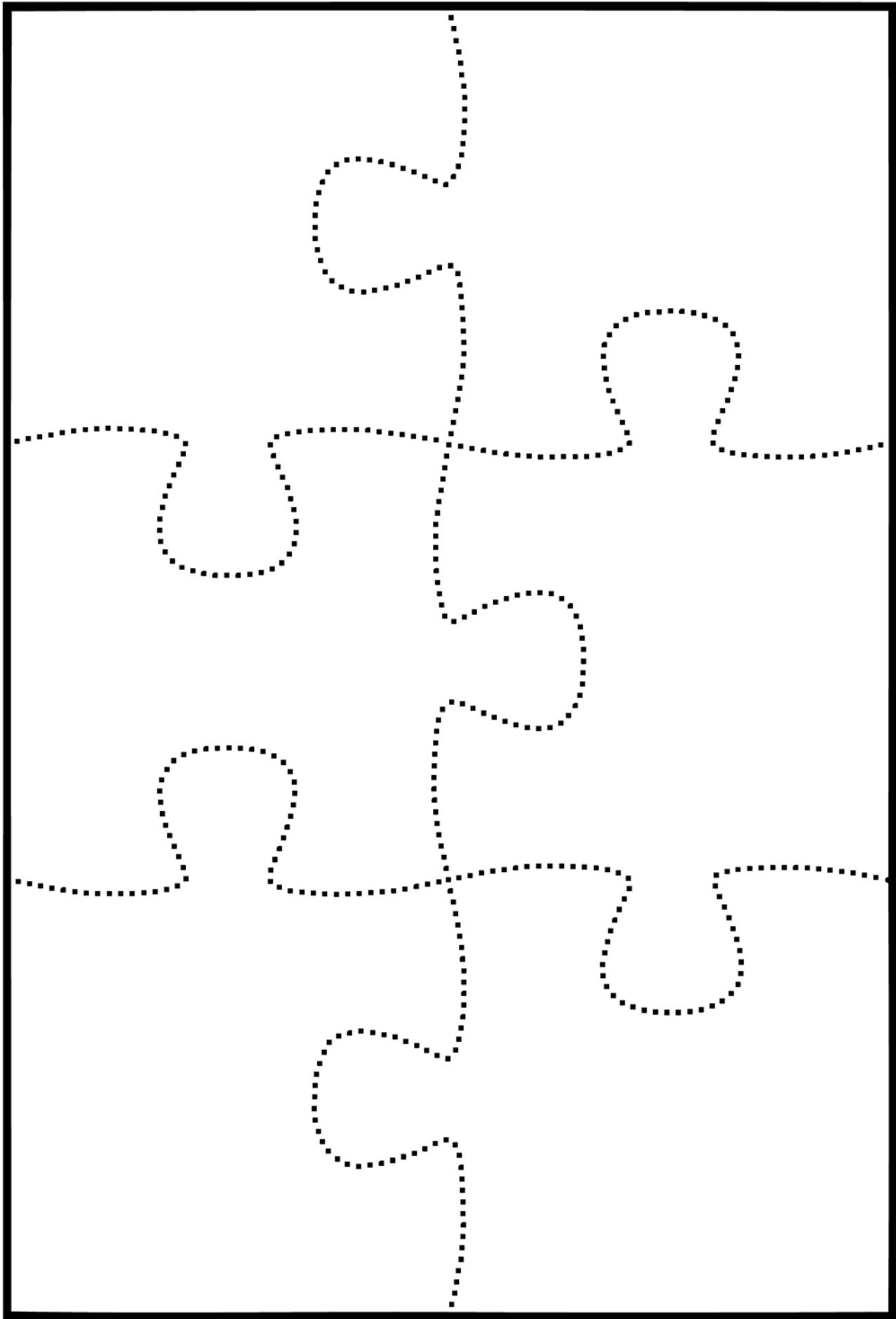
Circles (Week 4) • Didiko (Beke 4)



Triangles (Week 7) • Dikhutlotharo (Beke 7)



Six-piece puzzle • Phazele ya dikarolo tse thataro



Notes • Dintlha

A series of horizontal dashed lines for writing notes.

