

Lenaneo la go Kaonafatša Thuto  
ya Dipalo Mphatong wa R

Grade R Mathematics  
Improvement Programme

# Pukutlhahlo ya Mešongwana: Kotara ya 2 Activity Guide: Term 2



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

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

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

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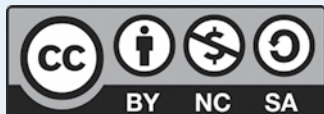
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- ★ Bašomi ba Kgoro ya Thuto ya Gauteng Lefapha la Lenanethuto, Tlhahlo ya Barutiši le bašomedi ba Lefapha la Thuto ya go Ikgetha, ka maele a bona phetagatšong ya setšweletšwa se sa rena.
- ★ Bašomimmogo ba Wordworks, badirišani ba tša sethekniki ka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

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# Introduction

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

The Grade R Maths *Activity Guide: Term 2* offers a structure for teaching maths in the second 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 2

The following features form part of *Activity Guide: Term 2*:

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

Topics	New knowledge	Practise
<ul style="list-style-type: none"><li>• Recognise and identify number symbols and number words</li><li>• Describe, compare and order numbers</li></ul>	<ul style="list-style-type: none"><li>• More than, fewer than, equal to</li><li>• Number 4</li></ul>	<ul style="list-style-type: none"><li>• Oral counting 1–10 and 5–1</li><li>• Counting objects 1–5</li><li>• Sequencing numbers 1–3</li><li>• Number concept 1–3</li></ul>
<b>New maths vocabulary</b>		
more than	fewer than	equal to

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

## Grade R Maths in the daily programme

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

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

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

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

# Matseno

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

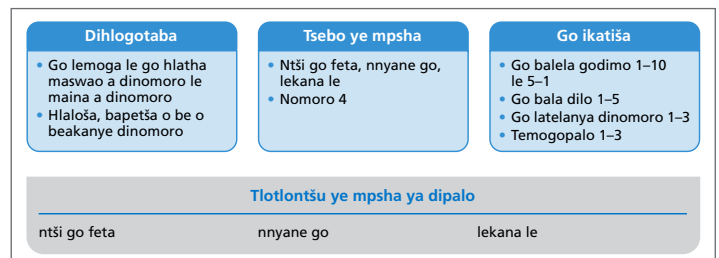
*Pukutlhahlo ya Mešongwana ya Grade R Maths: Kotara ya 2* e neelana ka mokgwa wa go ruta dipalo kotareng ya bobedi ya Mphato wa R ka:

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

## Tše di ikadilego ka go Pukutlhahlo ya Mešongwana: Kotara ya 2

Tše di ikadilego tša go latela ke karolo ya *Pukutlhahlo ya Mešongwana: Kotara ya 2*:

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



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

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

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

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



## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

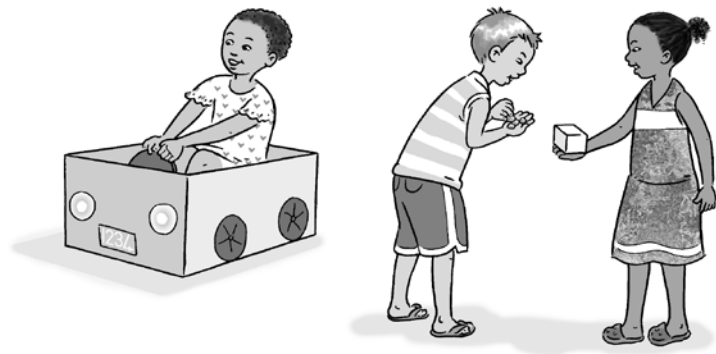
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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





## Mešongwana ya barutwana ka moka ka letšatši

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

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



## Diphetogo: go fetola mešongwana

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

## Mešomo ya dihlopha tše nnyane

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

## Nako ya go hlwekiša

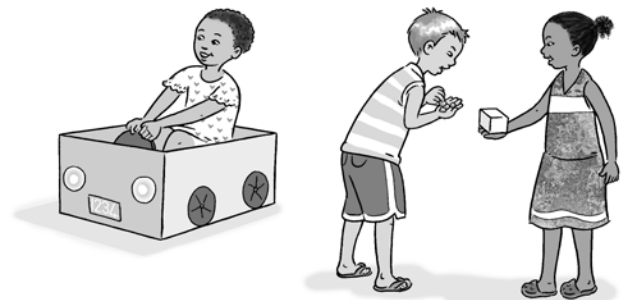
Barutwana ba swanetše go tseba gore didirišwa ke tša mo kae. Šelefo goba tafola ye e beetšwego ditlabakelo tša dipalo e tlo thuša barutwana go kgona go beakanya. Hlohleletša barutwana go thušana ka nako ya go hlwekiša. Mathomong barutwana ba tlo hloka thušo gomme o swanetše go ba gopotša gore ba bee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

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

## Mešongwana ya go ikgethela

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

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



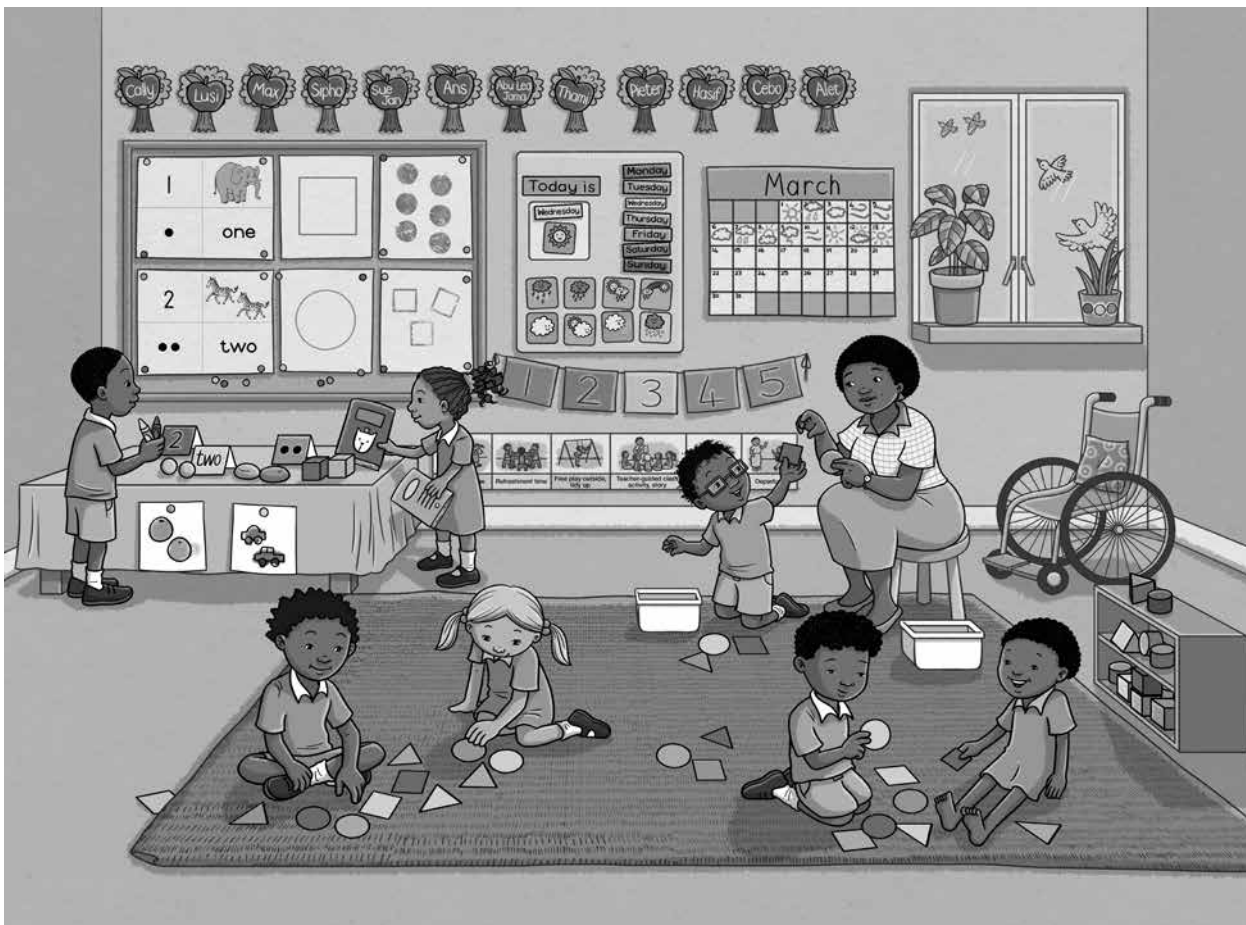
## Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 190 and 192 of this guide is based on the content that has been taught in Term 2. This template can be used to record each learner's progress during the term.

## Grade R Maths in the classroom

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

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



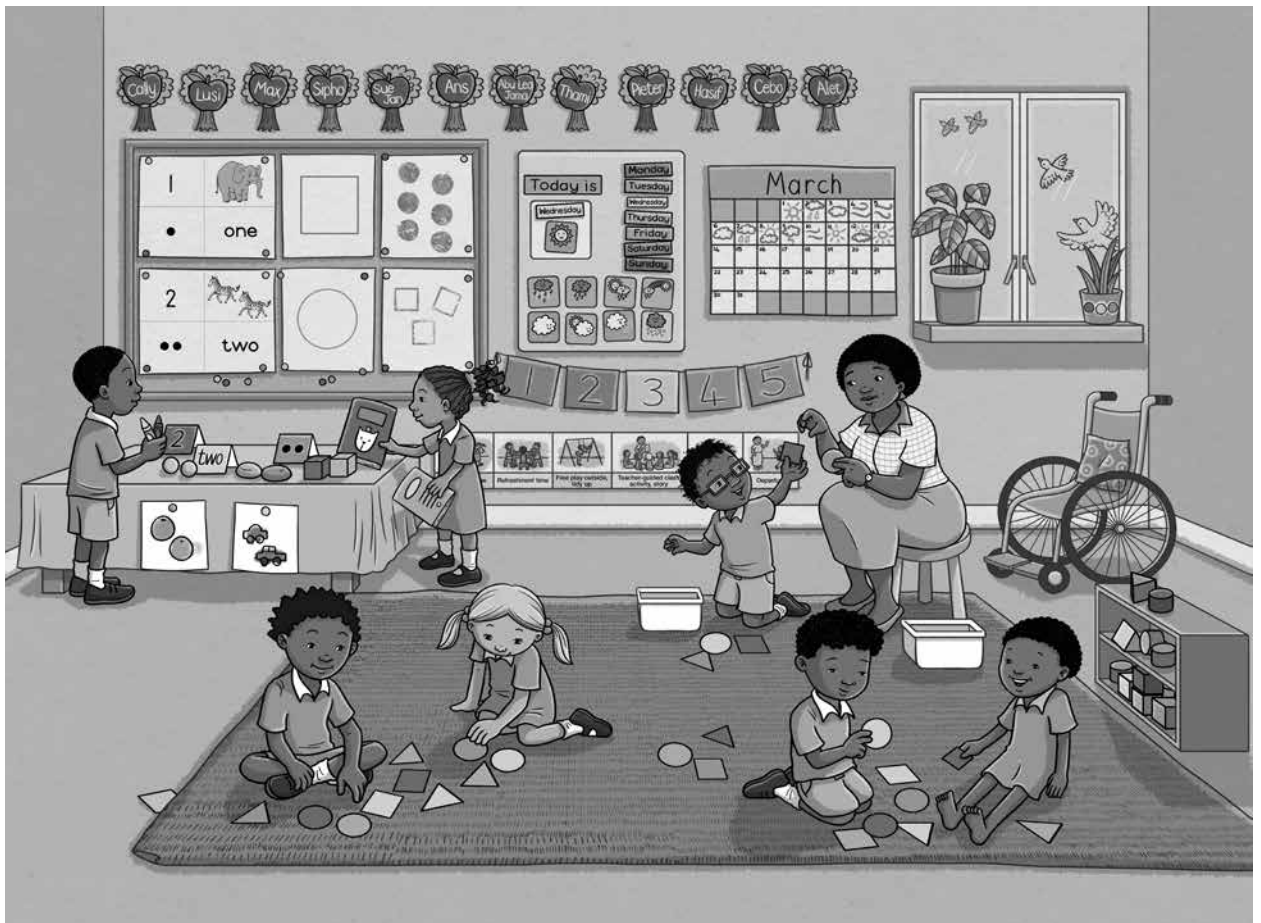
## Tekolo

Tlhokomelo le kelotšweledi ka nako ya mešomo ya go hlahlwa ke morutiši le mešongwana ya barutwana ka moka di neelana ka menyetla ya kwešišo le ya kakaretšo ye botse ya tšwelopele ya morutwana yo mongwe le yo mongwe. Tshedimošo ye e bohlokwa tlhahlong ya thuto go ya pele le ditsenogare go barutwana. Lenaneo la tše di swanetšego go hlokomelwa la kelotšweledi letlakaleng la 191 le 193 la tlhahlo ye le theilwe go diteng tše di rutilwego ka Kotara ya 2. Thempoleiti ye e ka dirišwa go rekhota tšwelopele ya morutwana yo mongwe le yo mongwe mo kotareng.

## Grade R Maths ka phapošing

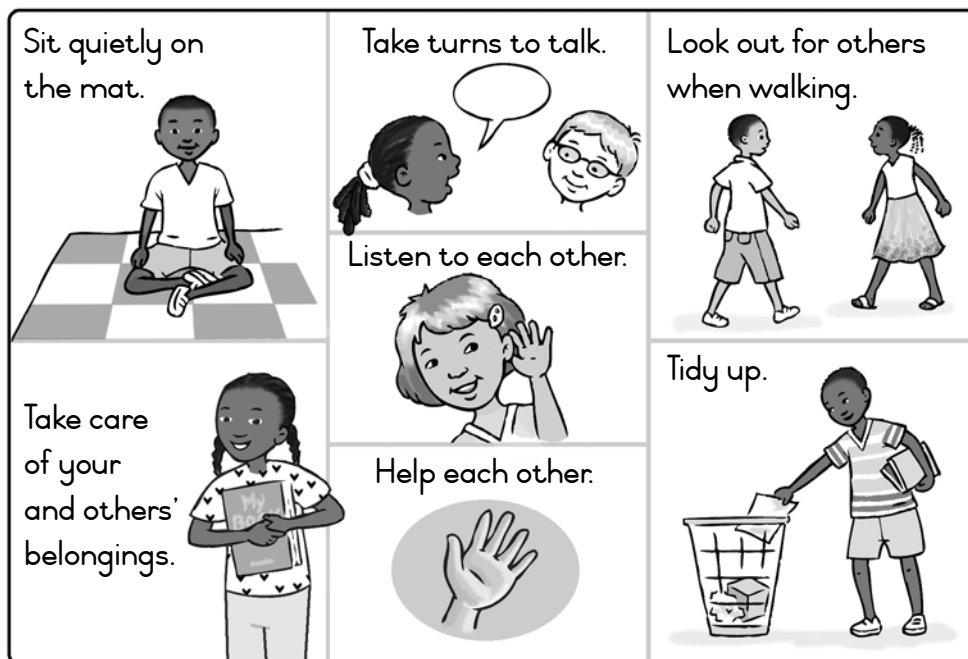
Beakanya lefelo la go direla dipalo ka phapošing kgauswi le mmete. Le ke lefelo la bohle fao barutwana ba ka neelanago le go bolela ka hlogotaba ye ba ithutago ka yona. Lefelo la maleba le tla akaretša:

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



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

## Our classroom rules

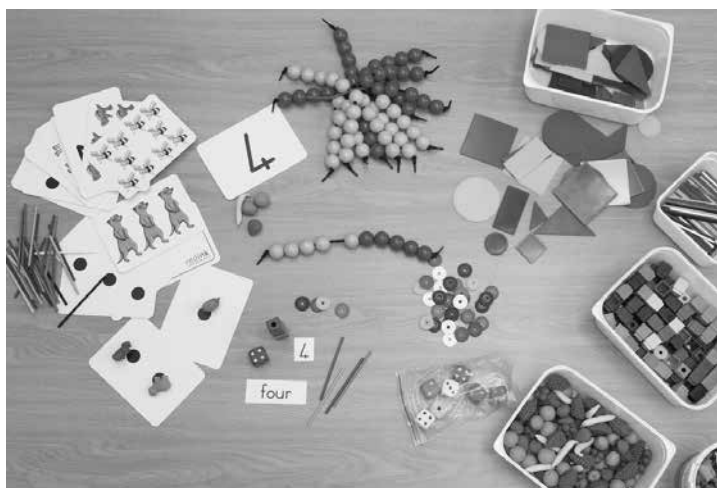


## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

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

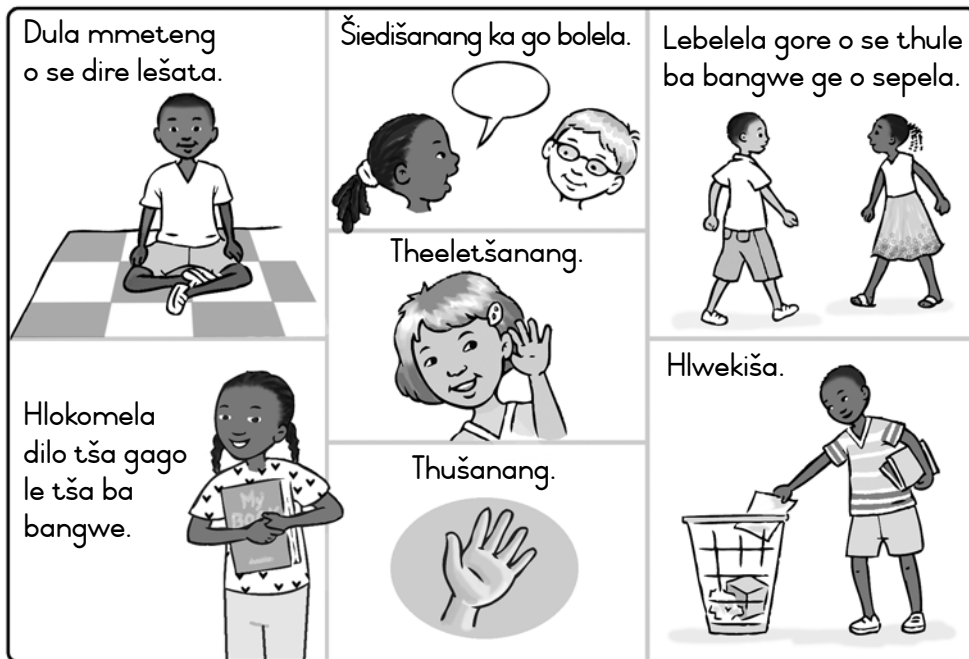


These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.



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

## Melao ya phapoši ya rena

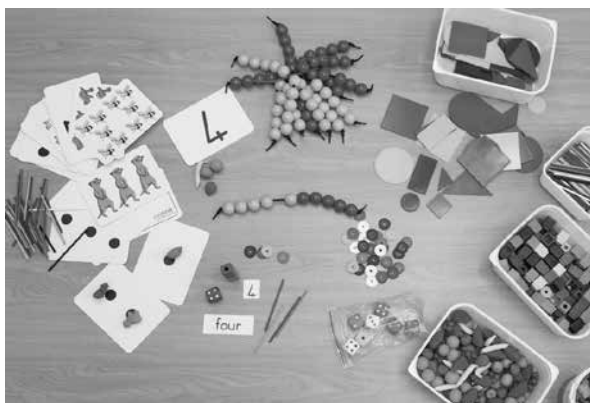


## Dithušathuto tša *Grade R Maths*

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

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

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



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

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Didirišwa tša go dirwa leswa

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

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



## Dithušathuto tše dingwe

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

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



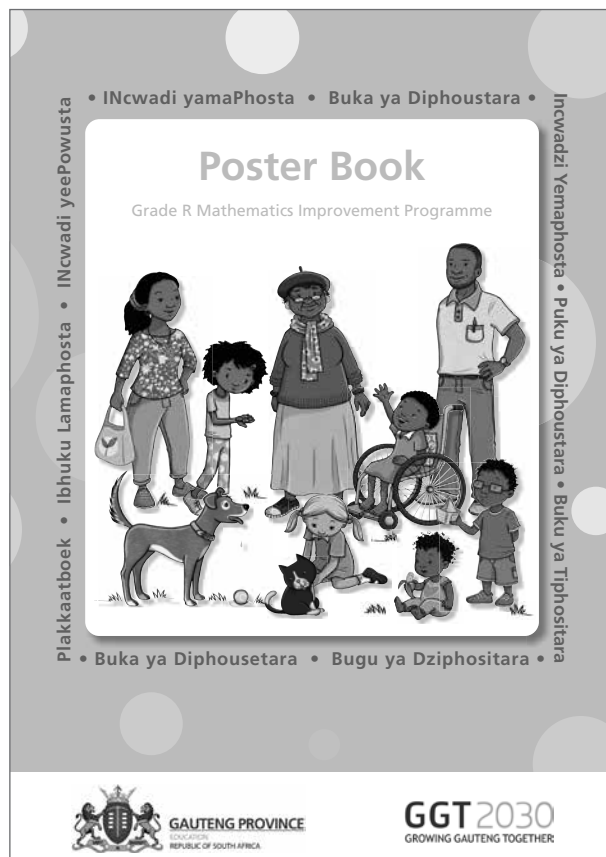
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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



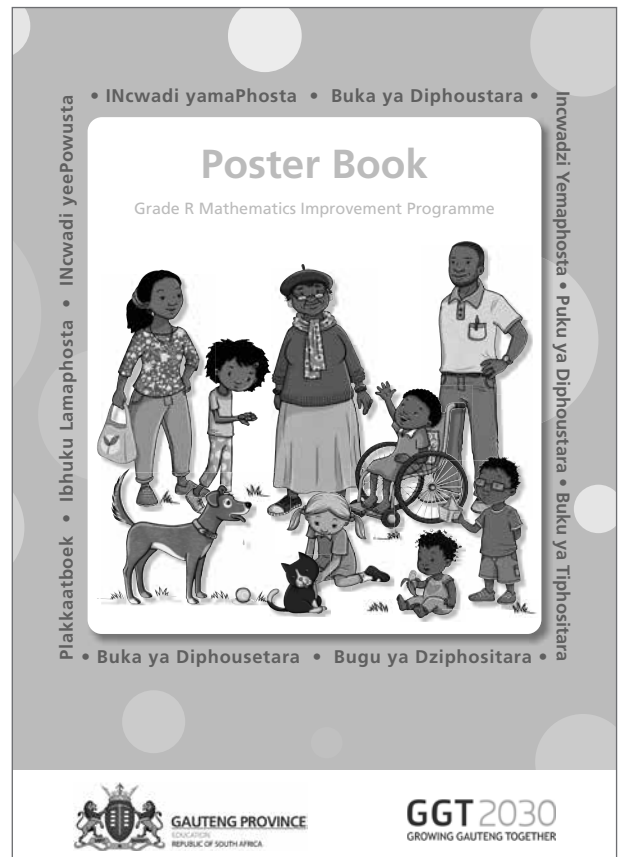
- tšhate ye telele
- dikarata tše dikgolo
- tšhelete ya go bapala: ya tšhipi le ya pampiri (go diriša lebenkeleng leo bana ba tlo rekago go lona)
- watšhe ya leboteng ya manakana
- sekala sa tekanyetšo
- dipheta tša go hlaola, go loga le go dira dipatrone
- sebakadišwa sa santa le meetse
- dibapadišwa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

## Puku ya Diphoustara ya *Grade R Maths*

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

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

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



# Content overview: Term 2

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
<b>1. Numbers, Operations and Relationships</b>	More than, fewer than, equal to Number 4 Oral counting 1–10 and 5–1 Counting objects 1–5 Sequencing numbers 1–3 Number concept 1–3	South African coins Ordinal numbers first to fourth Making groups the same to 4 Counting objects 1–6 Oral counting 1–10 and 5–1 Sequencing numbers 1–4 Number concept 1–4	Oral counting 1–15 Counting objects 1–7 Number concept 1–4 Sequencing numbers 1–4 Counting backwards 5–1	One more, one fewer Oral counting 1–15 and 5–1 Counting objects 1–7 Number concept 1–4	Number 5 Oral counting 1–15 and 5–1 Counting objects 1–7 Number concept 1–4 Sequencing numbers 1–4 More, fewer
<b>2. Patterns, Functions and Algebra</b>					
<b>3. Space and Shape (Geometry)</b>			Position: underneath Position: next to, between, in front of, behind, on top Direction: forwards, backwards Shapes: circle, square, triangle	Sorting 3-D objects: similarities and differences Position: above Position: underneath, on, in, out Shapes: circle, square, triangle Twelve-piece puzzles	
<b>4. Measurement</b>		Biggest to smallest, smallest to biggest			
<b>5. Data Handling</b>			Sorting by one attribute		

# Kakaretšo ya diteng: Kotara ya 2

Ela hloko: Nepišo ya Karolo ya Diteng le Tsebo ye mpsha di ka bohwebidu. Diteng tše dingwe tše di tlo akaretšwago mo bekeng ke tše dipududu.

Nepišo ya Karolo ya Diteng	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	Ntši go feta, nnyane go, lekana le Nomoro 4 Go balela godimo 1–10 le 5–1 Go bala dilo 1–5 Go latelanya dinomoro 1–3 Temogopalo 1–3	Dikhoine tša Afrika Borwa Palokgoboko ya mathomo go fihla go sa bone Go dira dihlopha gore di swane go fihla ka 4 Go bala dilo 1–6 Go balela godimo 1–10 le 5–1 Go latelanya dinomoro 1–4 Temogopalo 1–4	Go balela godimo 1–15 Go bala dilo 1–7 Temogopalo 1–4 Go latelanya dinomoro 1–4 Go balela morago 5–1	Ntši ka tee, nnyane ka tee Go balela godimo 1–15 le 5–1 Go bala dilo 1–7 Temogopalo 1–4	Nomoro 5 Go balela godimo 1–15 le 5–1 Go bala dilo 1–7 Temogopalo 1–4 Go latelanya dinomoro 1–4 Ntši, nnyane
2. Dipatrone, Difankšene le Altšebra					
3. Sekgoba le Sebopego (Tšeometri)			Maemo: ka fase Maemo: kgauswi le, gare, pele ga, ka morago, ka godimo Tšhupetšo: pele, morago Diboepogo: sediko, sekwere, khutlotharo	Go hlaola dilo tša 3-D: tša go swana le diphapano Maemo: godimo Maemo: ka tlase, go, ka gare, ka ntle Diboepogo: sediko, sekwere, khutlotharo Marara a diripa tše lesomepedi	
4. Kelo		Kgolo ka go fetiša go ya go nnyane ka go fetiša, nnyane ka go fetiša go ya go kgolo ka go fetiša			
5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')			Go hlaola ka lehlaodi le letee		

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Oral counting 1–20</p> <p>Counting backwards 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>Sequencing numbers 1–5</p> <p>Making groups the same</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>More than, fewer than, equal to</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p>	<p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Estimation 1–7</p>	<p>Breaking down and building up numbers</p> <p>Problem-solving techniques</p> <p>Addition and subtraction using concrete objects</p> <p>Numbers in familiar settings</p> <p>Oral counting 1–20 and 7–1</p> <p>Counting objects 1–7</p> <p>Number concept 1–5</p> <p>Sequencing numbers 1–5</p> <p>More than, fewer than</p> <p>What number comes before, after?</p>
2. Patterns, Functions and Algebra	<p>Copy and extend simple repeating patterns</p> <p>Create and explain own pattern</p>				
3. Space and Shape (Geometry)		<p>Shapes: circle, square, triangle</p>	<p>Follow directions</p> <p>Midline crossing</p> <p>Shapes: circle, square, triangle</p> <p>Forwards, backwards</p> <p>Reinforce position</p>		<p>Shapes: circle, square, triangle</p>
4. Measurement				<p>Measuring and comparing: length (long, longer, longest; short, shorter, shortest)</p> <p>Length: tall, short</p>	
5. Data Handling		<p>Collect, sort and represent collections of objects</p> <p>Analyse and report on data</p> <p>Sorting and classifying</p>			

Nepišo ya Karolo ya Diteng	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	Go balela godimo 1–20 Go balela morago 7–1 Go bala dilo 1–7 Temogopalo 1–5 Go latelanya dinomoro 1–5 Go dira gore dihlopha di swane	Go balela godimo 1–20 le 7–1 Go bala dilo 1–7 Temogopalo 1–5 Ntši go, nnyane go, lekana le	Go balela godimo 1–20 le 7–1 Go bala dilo 1–7 Temogopalo 1–5	Go balela godimo 1–20 le 7–1 Go bala dilo 1–7 Kakanyo 1–7	Go aroganya le go aga dinomoro Mekgwa ya tharolla ya mathata Hlakanyo le go ntšha go dirišwa dilo tša nnete Dinomoro ya lefelong la tlwaelo Go balela godimo 1–20 le 7–1 Go bala dilo 1–7 Temogopalo 1–5 Go latelanya dinomoro 1–5 Ntši go, nnyane go Go tla dinomoro dife pele, ka morago?
2. Dipatrone, Difankšene le Altšebra	Kopolla o be o katološe dipatrone tša poeletšo tše bonolo Itlhamele o be o hlaloše dipatrone tša gago				
3. Sekgoba le Sebopego (Tšeometri)		Dibopego: sediko, sekwere, khutlotharo	Latela ditšhupetšo Go putla mothalading wa gare Dibopego: sediko, sekwere, khutlotharo Pele, morago Tiiša maemo		Dibopego: sediko, sekwere, khutlotharo
4. Kelo				Go ela le go bapetša: botelele (telele, teletšana, telele ka go fetiša; kopana, kopanyana, kopana ka go fetiša) Botelele: telele, kopana	
5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')		Kgoboketša, hlaola o be o emele mekgobo ya dilo Sekaseka o be o bege tshedimošo Go hlaola le go hlopha			

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- More than, fewer than, equal to
- Number 4

## Practise

- Oral counting 1–10 and 5–1
- Counting objects 1–5
- Sequencing numbers 1–3
- Number concept 1–3

## New maths vocabulary

more than

fewer than

equal to

## Getting ready

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

- number frieze and house template for number 4 (page 208)
- 8 number '4' dot, symbol and word cards
- 1 set of number dot cards 1–4 per learner (with different dot arrangements)
- playdough template: Number 4 per learner (page 212)
- a variety of picture puzzles per learner (Draw or copy a picture onto a sheet of A5-sized paper/cardboard. Cut the picture into four strips and number the strips 1 to 4. See Workstation 2.)
- number symbol and dot strip 1–4: 1 per learner (see the teacher-guided activity, step 3, page 32)
- a set of matching number and picture puzzles 1–4 per pair of learners (see Workstation 4).

## Whole class activities

### Day 1

#### What you need

- Birthday chart
- Number friezes 1–3
- Number frieze: Number 4 (page 208)
- *Number 4 story* (page 194)

1. **Rhyme:** Say a rhyme from Term 1.
2. **Oral counting:** 1–10 and 5–1.



**TIP**

Oral counting can take place during transitions. Make this counting active and fun.



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

## Dihlogotaba

- Go lemoga le go hlatha maswao a dinomoro le maina a dinomoro
- Hlaloša, bapetša o be o beakanye dinomoro

## Tsebo ye mpsha

- Ntši go feta, nnyane go, lekana le
- Nomoro 4

## Go ikatiša

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

## Tlotlontšu ye mpsha ya dipalo

ntši go feta

nnyane go

lekana le

## Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 4 (letlakala la 209)
- dikarata tša marontho, maswao le maina tša nomoro '4' tše 8
- sete ya morutwana yo mongwe le yo mongwe ye 1 ya dikarata tša dinomoro le marontho 1–4 (ka peakanyo ya marontho ya go fapana)
- thempoleiti ya tlhama: Nomoro 4 ya morutwana yo mongwe le yo mongwe (letlakala la 213)
- mehutahuta ya marara a diswantšho a morutwana yo mongwe le yo mongwe (Thala goba o kopolle seswantšho letlakaleng la pampiri/ khatepote la bogolo bja A5. Ripa seswantšho ka meseto ye mene gomme moseto o mongwe le o mongwe o be le nomoro 1 go fihla ka 4. Lebelela Lefelo la go šomela la 2.)
- leswao la nomoro le moseto wa lerontho 1–4: 1 morutwana yo mongwe le yo mongwe (lebelela mošongwana wa go hlahlwa ke morutiši, kgato ya 3, letlakala la 33)
- sete ya marara a dinomoro le diswantšho tša go tswalana 1–4 go bobedi bjo bongwe le bjo bongwe bja barutwana (lebelela Lefelo la go šomela la 4).

## Mešongwana ya barutwana ka moka

### Letšatši la 1

#### Tše o di hlokago

- Tšhate ya letšatši la matswalo
- Ditšhate tša tlotlontšu le dinomoro tša 1–3
- Tšhate ya tlotlontšu le dinomoro: Nomoro 4 (letlakala la 209)
- Kanegelo ya nomoro 4 (letlakala la 195)



Go ka balelwa godimo ka nako ya diphetogo. Dira gore go bala go be le bophelo le boipshino.

1. **Sereto:** Reta sereto sa Kotara ya 1.
2. **Go balela godimo:** 1–10 le 5–1.



## TIP

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

3. **Counting objects 1–5:** Learners look at the birthday chart. Together count the first five months of the year. Discuss the fact that learners have just returned from a holiday and draw their attention to the current month of the year.

**Guiding questions:**

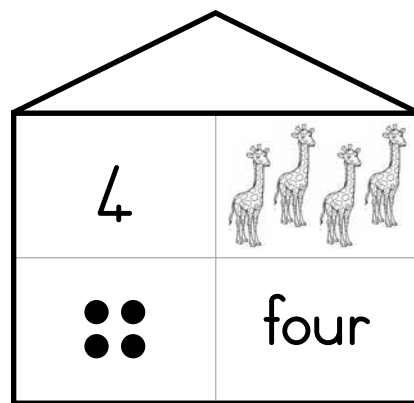
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

4. **Introducing number '4':** Point to number friezes 1 to 3.

**Guiding questions:**

- ★ How many animals do you think will live in the next house?
- ★ Will there be more or fewer than 3?

Tell the *Number 4 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 4, 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. Count the giraffes together.

**Guiding questions:**

- ★ Who has seen a giraffe before? Where?
  - ★ How do you think they move?
  - ★ How does an elephant/a zebra/a meerkat move?
  - ★ How many more giraffes are there than meerkats?
  - ★ How many fewer meerkats are there than giraffes?
  - ★ If one giraffe went to the meerkats' house, how many animals would be in the meerkats' house?
5. **Small group activities:** Describe the activities at each workstation.

## Day 2

## What you need

- 5 bananas, 4 oranges, 4 apples, 4 strawberries (*Resource Kit*)
- 8 number '4' dot, symbol and word cards
- Song: *Making fruit salad* (page 194)

1. **Song:** Introduce the song, *Making fruit salad*.

**Guiding questions:**

- ★ Who has eaten fruit salad before?
- ★ What fruit do you like in your fruit salad?
- ★ How many different kinds of fruit did we sing about?

**KELETŠO**  
 Diriša menyetla ya go itlwaetša ditlwaelo tša tšatši ka tšatši go tsebiša tlotlontšu ye mpsha ya dipalo. Gopola go bolela ka lenanephethagatšo la tšatši ka tšatši.

3. **Go bala dilo 1–5:** Barutwana ba lebelela tšhate ya letšatši la matswalo. Balang dikgwedi tše hlano tša mathomo mo ngwageng mmogo. Bolelang ka ga go boya maikhutšong ga barutwana gomme o lebiše šedi ya bona go kgwedi ye ya ngwaga.

**Dipotšišo tša go hlahla:**

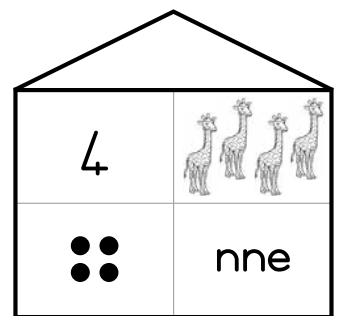
- ★ Re mo kgweding efe?
- ★ Kgwedi ya mathomo ke efe?
- ★ Go na le dikgwedi tša go ba le maina a barutwana ba bahlano go tšona? (Ge di le gona, di baleng mmogo.)

4. **Go tsebiša nomoro '4':** Šupa Ditšhate tša tlotlontšu le dinomoro tša 1 go fihla ka 3.

**Dipotšišo tša go hlahla:**

- ★ O nagana gore go tlo dula diphoofolo tše kae ka ntlong ya go latela?
- ★ E tlo ba tše dintši goba tše dinnyane go tše 3?

Anega Kanegelo ya nomoro 4. Nepišo ya kanegelo ke ntlo ya diphoofolo. Bontšha dikarolo tša ditšhate tša tlotlontšu le dinomoro ge o dira kanegelo ya diphoofolo le diswantšho tša ntlo: dikemedi tša go fapana tša nomoro 4, mohlala, seswantšho, marontho, leswao le leina. Bontšha dikarolo tša ditšhate tša tlotlontšu le dinomoro ka ntlong ya diphoofolo mo lebotong la sebaka sa dipalo. Balang dithutlwa mmogo.



**Dipotšišo tša go hlahla:**

- ★ Ke mang yo a kilego a bona thutlwa? Kae?
- ★ O nagana gore di sepela bjang?
- ★ Na tlou/pitsi/moswe o sepela bjang?
- ★ Go na le dithutlwa tše kae tše dintši go feta meswe?
- ★ Palo ya meswe ke ye nnyane ka ye mekae go fetwa ke dithutlwa?
- ★ Ge thutlwa e tee e ka ya ntlong ya meswe, go tlo ba le diphoofolo tše kae ntlong ya meswe?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

**Letšatši la 2**

**Tše o di hlokago**

- Dipanana tše 5, dinamune tše 4, diapole tše 4, distroperi tše 4 (Dithušaathuto tša Phapoši)
- Koša: Go dira salate ya dienywa (letlakala la 195)
- Dikarata tša marontho, maswao le maina tša nomoro '4' tše 8

1. **Koša:** Tsebiša koša, Go dira salate ya dienywa.

**Dipotšišo tša go hlahla:**

- ★ Ke mang yo a kilego a ja salate ya dienywa?
- ★ O nyaka dienywa dife ka salateng ya gago?
- ★ Re opetše ka mehuta e mekae ya dienywa tša go fapana?



**TIP**

Make daily oral counting fun. Include ideas from learners when possible.

2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Learners sit in a circle. Place four groups of fruit counters on the mat: five bananas, three oranges, two apples and four strawberries.

**Guiding questions:**

- ★ How many bananas/oranges/apples/strawberries do you think there are?
- ★ Which pile has the most/fewest fruit?

Count each pile of fruit together.

4. **More than/fewer than; equal to:** Focus on the oranges and apples.

**Guiding questions:**

- ★ What do we need to do so that the number of oranges/apples is equal to the number of strawberries?
- ★ How can we make the group of oranges/apples have four?

5. **Maths table:** Learners go outside in groups of four. Each learner in a group should collect a similar small object, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what, and how many, they have found. Discuss the similarities and differences between collections. Give each group a number 4 dot, symbol or word card. One at a time, each group puts their objects and number 4 card on the table.

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



**TIP**

The objects that the learners collect must be small enough to fit on the table.

**Integration**

**Home Language and Life Skills:** New maths vocabulary can be used throughout the day, for example, during snack time discussions.

**Day 3**

**What you need**

- Song: *Making fruit salad* (page 194)
- Fruit counters (*Resource Kit*)
- Number friezes 1–4
- 2 bowls
- 7 fruit counters
- 20 number '1–4' dot, symbol and picture cards (*Resource Kit*)

1. **Song:** Sing *Making fruit salad* with actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Together count the fingers on one hand. Discuss which body parts learners have five and fewer of.

**KELETŠO**

Dira gore ba ipshine ka go balela godimo ga tšatši ka tšatši. Akaretša dikgopolo tša barutwana mo go kgonegago.

2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** Bana ba dula fase ka sediko. Bea dihlopha tše nne tša dibaledi tša dienywa mmeteng: dipanana tše hlano, dinamune tše tharo, diapole tše pedi le distroperi tše nne.

**Dipotšišo tša go hlahla:**

- ★ O nagana gore go na le dipanana/dinamune/diapole/distroperi tše kae?
- ★ Ke mokgobo ofe wa go ba le dienywa tše dintši goba tše dinnyane? Balang mokgobo o mongwe le o mongwe wa dienywa mmogo.

4. **Ntši/nnyane go; lekana le:** Nepiša dinamune le diapole.

**Dipotšišo tša go hlahla:**

- ★ Re hloka go dira eng gore palo ya dinamune/diapole e lekane le palo ya distroperi?
- ★ Re ka dira bjang gore sehlopha sa dinamune/diapole se be le tše nne?



5. **Tafola ya dipalo:** Barutwana ba ya ka ntle ka dihlopha tša ba bane. Morutwana yo mongwe le yo mongwe sehlopheng o swanetše go hwetša selo se se nnyane sa go swana, mohlala, makalana goba matlakala. Barutwana ba a boya gomme ba dula fase mmeteng ka dihlopha. Sehlopha se sengwe le se sengwe se bolela gore se hweditše eng le gona tše kae. Bolelang ka dilo tša go swana le tša go fapana mekgobong. Efa sehlopha se sengwe le se sengwe karata ya lerontho la nomoro 4, leswao goba karata ya leina. Se setee ka nako, sehlopha se sengwe le se sengwe se beya dilo tša sona le karata ya leina 4 tafoleng.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** Tlotlontšu ye mpsha ya dipalo e ka dirišwa letšatši ka moka, mohlala, ka nako ya dipoledišano ge go jewa diseneke.

**Letšatši la 3**

**Tše o di hlokago**

- Koša: *Go dira salate ya dienywa* (letlakala la 195)
- Dibaledi tša dienywa (*Dithušathuto tša Phapoši*)
- Tšhate ya tlotlontšu le dinomoro 1–4
- Dikotlolo tše 2
- Dibaledi tša dienywa tše 7
- Dikarata tša marontho, maswao le diswantšho tša nomoro '1–4' tše 20 (*Dithušathuto tša Phapoši*)

1. **Koša:** Opela *Go dira salate ya dienywa* ka ditiro.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** Balang menwana ya seatla se setee mmogo. Bolelang ka ditho tša mmele tše barutwana ba nago le tše hlano goba tša go fetwa ke hlano mebeleng ya bona.

4. **Dot cards and ordering 1–4:** Show learners dot cards 1–4.

**Guiding questions:**

- ★ What is this? (dot card 3)
- ★ And this? (dot card 1)
- ★ What happens when we put these, 1 and 3, together? (Show dot card 4.)

Repeat with other configurations.

Hold the number dot, picture and symbol cards 1–4 in a fan so that the learners can only see the back of the cards. Learners take turns to take a card. They say the number of dots on the card and show the class.



- ★ Which animals on our number friezes match the card that \_\_\_\_\_ is holding?

Put the number symbol cards 1–4 on the wall in the incorrect order.

- ★ What do you notice about the order of these cards?
- ★ In what other ways can we arrange them?

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

**Day 4**

**What you need**

- 2 see-through plastic containers each with 5 different-sized objects, for example, beans, stones
- Song: *Making fruit salad* (page 194)
- 4 hula hoops (or chalk/rope to make circles)
- 10 wooden blocks
- 20 number '1–4' symbol, word and dot cards
- 10 Unifix blocks
- Musical instrument

1. **Song:** Sing *Making fruit salad*.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Learners sit in a circle. Place two containers with five different-sized objects in the middle of the mat.

**Guiding questions:**

- ★ How many objects do you think there are in each container?
- ★ Do you think each container has the same number of objects?

Together count the objects. Remind learners that the size of the objects does not affect the number of objects.

4. **Dikarata tša maronho le go beakanya 1–4:** Bontšha barutwana dikarata tša maronho 1–4.

**Dipotšišo tša go hlahla:**

- ✦ Ke eng se? (karata ya maronho ya 3)
- ✦ Se sona? (karata ya maronho ya 1)
- ✦ Go direga eng ge re bea tše di latelago mmogo, 1 le 3? (Bontšha karata ya maronho ya 4.)

Boeletša ka popego ye nngwe.

Swara dikarata tša maronho, maswao le diswantšho tša 1–4 bjale ka fene, gore barutwana ba bone bokamorago bja tšona fela. Barutwana ba šielana ka go ntšha karata. Ba bolela palo ya maronho ao a lego karateng gomme ba bontšha phapoši.



- ✦ Ke diphoofolo dife mo tšhateng ya tlotlontšu le dinomoro tše di tswalanago le karata ye e swerwego ke \_\_\_\_\_?

Bea dikarata tša maswao tša 1–4 lebotong ka tatelano ya go fošagala.

- ✦ O lemoga eng ka tatelano ya dikarata tše?
- ✦ Re ka di beakanya ka tsela efe ye nngwe?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

## Letšatši la 4

### Tše o di hlokago

- Dikotlolo tša polasetiki tša go bontšha tša ka gare gomme se sengwe le se sengwe se be le dilo tša bogolo bja go fapana tše 5, mohlala, dinawa, maswika
- Koša: *Go dira salate ya dienywa* (letlakala la 195)
- Dihula hupu tše 4 (goba tšhoko/thapo ya go dira didiko)
- Dipoloko tša kota tše 10
- Dikarata tša maswao, maina goba maronho tša nomoro '1–4' tše 20
- Dipoloko tša *Unifix* tše 10
- Seletšo sa mmino

1. **Koša:** Opela *Go dira salate ya dienywa*.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** Barutwana ba dula fase ka sediko. Bea dikotlolo tše pedi tša dilo tša bogolo bja go fapana mo gare ga mmete.

**Dipotšišo tša go hlahla:**

- ✦ O nagana gore sekotlolo se sengwe le se sengwe se na le dilo tše kae?
- ✦ O nagana gore sekotlolo se sengwe le se sengwe se na le palo ya go lekana ya dilo?

Balang dilo mmogo. Gopotša barutwana gore bogolo bja dilo ga bo ame palo ya dilo.



4. **Practising and ordering 1–4:** Place four hula hoops on the mat with one wooden block in one, two blocks in the next, and so on. Let the learners each fetch a number picture, symbol, word or dot card for 1, 2, 3 or 4, or between one and four Unifix blocks from the mat. Play a song and let the learners move to the music. When the music stops, they sit down next to the hula hoop with the matching number of blocks.

**Guiding questions:**

- ★ How can we order these hula hoops?
  - ★ Which hula hoop should be first? Why?
  - ★ Which comes before, next, after?
  - ★ Are there more/fewer learners around this hula hoop or around this hula hoop?
5. **Small group activities:** Describe the activities at each workstation.

**Day 5**

**What you need**

- Groups of five objects placed around the room
- Song: *Making fruit salad* (page 194)
- Poster 6

1. **Song:** Sing *Making fruit salad* and dramatise it.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–5:** Place groups of five objects in clearly visible positions around the classroom. Play 'I spy with my little eye', for example: 'I spy with my little eye five bags.' Count the objects together, and repeat with another group of five objects.



**TIP**

Not all learners will be familiar with a farm scene, like this one. Take time to contextualise it.

4. **Practising 1–4:** Discuss Poster 6. Talk about what the learners can see.

**Guiding questions:**

- ★ Where do you think these people are?
- ★ Can you see four, three, two or one of anything?
- ★ Are there more birds in the tree, or more ducks in the water trough?
- ★ How many bales of hay are on the truck?
- ★ How many bales of hay are on the ground?
- ★ How many bales of hay will be left if the horses eat one of these bales?



Encourage learners to solve the problems on their own. Create opportunities for them to find out for themselves.

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

4. **Go ikatiša le go latelanya 1–4:** Bea dihula hupu tše nne mmeteng gomme e tee e be le poloko ya kota ka gare, dipoloko tše pedi ka go ya go latela, bjalo bjalo. E re morutwana yo mongwe le yo mongwe a tšee seswantšho sa nomoro, leswao, karata ya leina goba ya lerontho tša nomoro 1, 2, 3 goba 4, goba ga dipoloko tša *Unifix* tša magareng a e tee le tše nne mmeteng. Bapala koša gomme barutwana ba e binele. Ge mmino o ema, ba dula fase kgauswi le hula hupu ya go ba le palo ya dipoloko ya go ba le tswalano.

**Dipotšišo tša go hlahla:**

- ✦ Re ka latelanya dihula hupu tše bjang?
- ✦ Hula hupu ya mathomo e swanetše go ba efe? Ka lebaka la eng?
- ✦ Ke efe ye e tlogo pele, ya go latela, ka morago?
- ✦ Go na le barutwana ba bantši/nnyane go dikologa hula hupu ye goba go dikologa hula hupu ye?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

**Letšatši la 5**

**Tše o di hlokago**

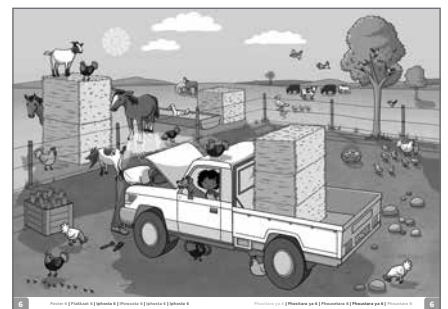
- Dihlopha tša dilo tše hlano tše di beilwego go dikologa phapoši
- Koša: *Go dira salate ya dienywa* (letlakala la 195)
- Phoustara ya 6

1. **Koša:** Opela *Go dira salate ya dienywa* gomme le e diragatše.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** Bea dihlopha tše hlano tša dilo gomme maemo a tšona a bonagale gabotse ka phapošing. Bapalang ‘Ke dira bohloodi ka leihlo la ka le lennyane’, mohlala: ‘Ke dira bohloodi ka leihlo la ka le lennyane mekotleng ye mehlano.’ Balang dilo mmogo, gomme o boeletše ka sehlopha se sengwe sa dilo.

4. **Go ikatiša 1–4:** Bolelang ka Phoustara ya 6. Bolelang ka tšeo barutwana ba di bonago.

**Dipotšišo tša go hlahla:**

- ✦ O nagana gore batho ba ba kae?
- ✦ O bona tše nne, tharo, pedi goba tee tša se sengwe?
- ✦ Go na le dinonyana tše dintši mohlareng, goba mapidibidi a mantši ka letamong?
- ✦ Go na le dingata tše kae tša furu mo therakeng?
- ✦ Go na le dingata tše kae tša furu mo fase?
- ✦ Go tlo šala dingata tše kae tša furu ge dipere di ka ja ngata e tee ya furu?



**KELETŠO**  
Ga se barutwana ka moka bao ba tlo bago le tsebo ya tiragalo ya polaseng, ya go swana le ye. Tšea nako go e amanya.

Hlohleletša barutwana go rarolla mathata ka bobona. Hlama menyetla ya gore ba ikhweletše ka bobona.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

## Small group activities

### Teacher-guided activity

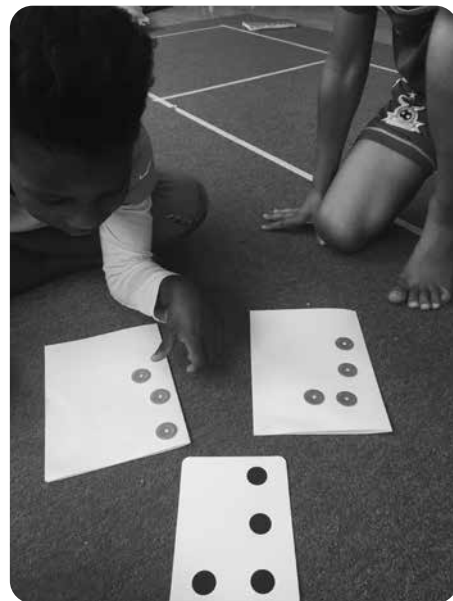
#### What you need

- A tub per learner with:
  - Number 1–4 dot, symbol and word cards (*Resource Kit*)
  - 5 coloured counters
- Number 4 dot cards (*Resource Kit*)
- Playdough and a mat per learner
- An A4 page per learner
- Crayons

1. **Oral counting:** Learners sit in pairs. They face each other and clap their hands together and count 1–10 and 5–1.
2. **Counting objects 1–5:** Learners each count 5 counters.
3. **Matching 1–4:** Point to the numbers on the friezes. Learners place their matching number dot, symbol and word cards in front of them. They match groups of counters to these, and order them from 1 to 4.

#### Guiding questions:

- ★ How many counters do you have in each group?
- ★ What is the number before/after 3, between 1 and 3?
- ★ Which group has 1 fewer/more counter than your group with 2 counters?



4. **Practising 4:** Learners arrange their four counters to match different number 4 dot cards.
5. **Practising more than, fewer than, equal to:** Remove a few counters from some of the learners' groups of four.

#### Guiding questions:

- ★ Do any of you have the same number of counters?
- ★ Does \_\_\_\_\_ have more/fewer counters than \_\_\_\_\_?
- ★ How can we make \_\_\_\_\_ and \_\_\_\_\_ have an equal number of counters?



### TIP

The concept of 'fewer' will need support.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

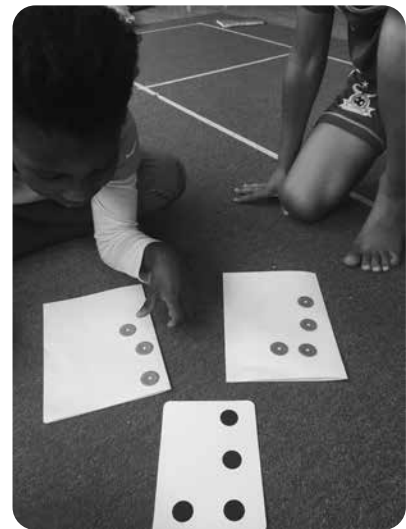
#### Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Dikarata tša marontho, maswao le maina a nomoro 1–4 (*Dithušathuto tša Phapoši*)
  - Dibaledi tša mebala tše 5
- Dikarata tša marontho tša nomoro 4 (*Dithušathuto tša Phapoši*)
- Tlhama le mmete wa morutwana yo mongwe le yo mongwe
- Letlakala la A4 la morutwana yo mongwe le yo mongwe
- Dikherayone

1. **Go balela godimo:** Barutwana ba dula ka bobedi. Ba a lebelelana gomme ba phaphatha diatla mmogo ba bala 1–10 le 5–1.
2. **Go bala dilo 1–5:** Morutwana yo mongwe le yo mongwe o bala dibaledi tše 5.
3. **Go bapetša 1–4:** Šupa dinomoro tše di lego dithušathutong tša phapoši. Barutwana ba bea dikarata tša bona tša go tswalana tša marontho, maswao le maina a dinomoro mo pele ga bona. Ba di bapetša le dihlopha tša dibaledi, gomme ba di latelanya go thoma ka 1 go fihla ka 4.

#### Dipotšišo tša go hlahlwa:

- ★ Sehlopha se sengwe le se sengwe se na le dibaledi tše kae?
- ★ Ke nomoro efe pele/ka morago ga 3, gare ga 1 le 3?
- ★ Ke sehlopha sefe sa go ba le sebaledi se 1 go fetwa ke/feta sehlopha sa gago sa dibaledi tše 2?



4. **Go ikatiša 4:** Barutwana ba beakanya dibaledi tša bona tše nne gore di tswalane le dikarata tša marontho a nomoro 4.
5. **Go ikatiša ga ntši go, ga nnyane go, go lekana le:** Tloša dibaledi tše mmalwa dihlopheng tše dingwe tša barutwana ba bane.

#### Dipotšišo tša go hlahlwa:

- ★ Go na le ba ba nago le palo ya go swana ya dibaledi?
- ★ Na \_\_\_\_\_ o na le dibaledi tše dintši/nnyane go \_\_\_\_\_?
- ★ Re ka dira eng gore \_\_\_\_\_ le \_\_\_\_\_ ba be le palo ya dibaledi ya go lekana?

6. **Practising number 4 using playdough:** Learners make the number symbol 4 out of playdough. Support learners who are ready to write 4.



### Check that learners are able to:

- count orally 1–10
- count objects 1–5
- identify more than, fewer than and equal to
- recognise, match, name and order number symbol, number word and dot cards 1–4
- match objects with dot cards 1–4

## Workstation 1

### What you need

- Playdough
- Playdough template: Number 4 per learner (page 212)

Learners use playdough to complete the template.

## Workstation 2

### What you need

- A tub per learner with puzzle strip pictures

Learners put puzzle strips in the correct order to form a picture. Once complete, they replace these and swap with another learner.



6. **Go ikatiša nomoro 4 ka go dirišwa tlhama:** Barutwana ba dira leswao la nomoro 4 ka tlhama. Thekga barutwana bao ba loketšego go ngwala 4.



**Lekola gore barutwana ba kgona go:**

- balela godimo 1–10
- bala dilo 1–5
- hlatha ntši go, nnyane go le lekana le
- lemoga, bapetša le go latelanya maswao a dinomoro, maina a dinomoro le dikarata tša marontho 1–4
- tswalanya dilo le dikarata tša marontho 1–4

**Lefelo la go šomela la 1**

**Tše o di hlokago**

- Tlhama
- Thempoleiti ya tlhama: Nomoro 4 ya morutwana yo mongwe le yo mongwe (letlakala la 213)

Barutwana ba diriša tlhama go feleletša thempoleiti.

**Lefelo la go šomela la 2**

**Tše o di hlokago**

- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le diswantšho tša moseto wa marara

Barutwana ba bea meseto ya marara ka tatelano go bopa seswantšho. Ge ba feditše, ba a di fetola ba fana le barutwana ba bangwe.



### Workstation 3

#### What you need

- A tub per learner with:
  - Number and dot strip 1–4
  - Number words one to four
- A container with Unifix blocks from the *Resource Kit*

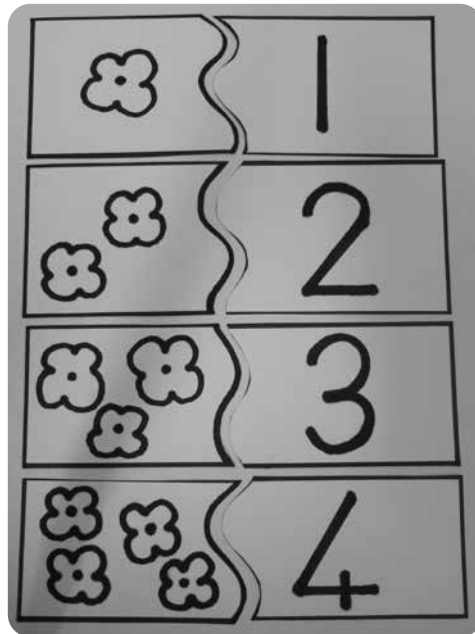
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

### Workstation 4

#### What you need

- A set of matching number and picture puzzles 1–4 per pair of learners

Learners complete the number puzzles. Once complete, they swap with other learners.





### Lefelo la go šomela la 3

#### Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Moseto wa dinomoro le marontho wa 1–4
  - Maina a dinomoro tee go fihla ka nne
  - Sekotlelo sa go ba le dipoloko tša *Unifix* tša *Dithušathuto* tša *Phapoši*

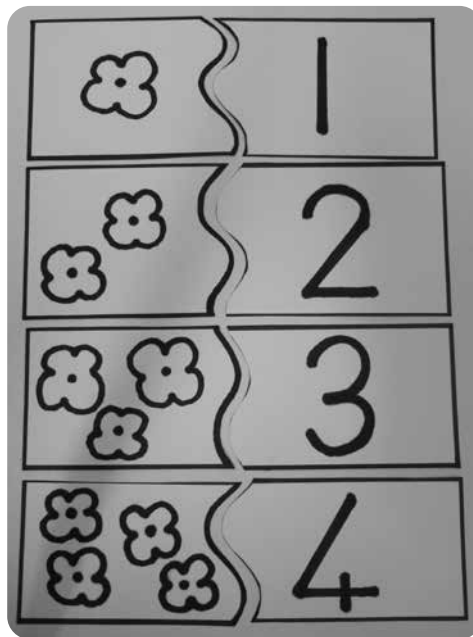
Barutwana ba tswalanya maina a dinomoro tee go fihla ka nne go moseto wa dinomoro (ba diriša tšhate ya tlotlontšu le dinomoro bjalo ka tšhupetšo). Ba bea dilo ka dikholomo ka godimo ga nomoro ye nngwe le ye nngwe.

### Lefelo la go šomela la 4

#### Tše o di hlokago

- Sete ya marara a dinomoro le diswantšho tša go tswalana a 1–4 a bobedi bjo bongwe le bjo bongwe bja barutwana

Barutwana ba feleletša marara a dinomoro. Ge ba feditše, ba fana le barutwana ba bangwe.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Money: develop an awareness of South African coins

## New knowledge

- South African coins
- Ordinal numbers first to fourth
- Making groups the same to 4
- Counting objects 1–6

## Practise

- Oral counting 1–10 and 5–1
- Sequencing numbers 1–4
- Number concept 1–4
- Biggest to smallest, smallest to biggest

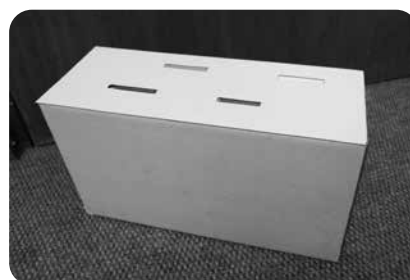
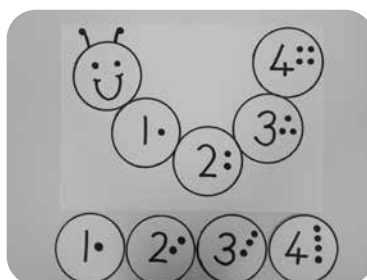
## New maths vocabulary

coins	money	springbok	blue crane	lily
rands	10c, 20c, 50c	kudu	protea	price
cents	R1, R2, R5	wildebeest	strelitzia	cost

## Getting ready

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

- pictures of animals and plants found on South African coins
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (pages 216–217) – 6 per learner, and 4 more of each
- 12 items for 'shopping', for example, cereal/toothpaste boxes, yoghurt tubs, and so on
- a transparent money box with a slot to put cardboard coins in, and an opening to take coins out (Plastic bottles or containers can be used.)
- number symbol cards 1–4
- A4 piece of cardboard or an A4 page with a large circle template drawn on it for each learner
- an A4 page with four circles, each with a number symbol and matching dots 1–4 for each learner
- an A4 page for each learner with a caterpillar outline, each segment with a number symbol and matching dots 1–4
- a number grid page for each learner with number range 1–4 (page 218)
- coin-in-the-bank game (page 196)
- a colour and number posting box.



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

## Dihlogotaba

- Tšhelete: thoma temošo ya dikhoine tša Afrika Borwa

## Tsebo ye mpsha

- Dikhoine tša Afrika Borwa
- Palokgoboko ya mathomo go fihla go sa bone
- Go dira dihlopha gore di swane go fihla ka 4
- Go bala dilo 1–6

## Go ikatiša

- Go balela godimo 1–10 le 5–1
- Go latelanya dinomoro 1–4
- Temogopalo 1–4
- Kgolo ka go fetiša go ya go nnyane ka go fetiša, nnyane ka go fetiša go ya go kgolo ka go fetiša

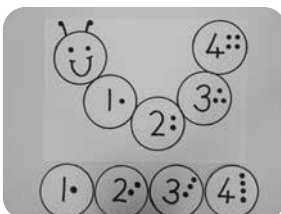
## Tlotlontšu ye mpsha ya dipalo

dikhoine	tšhelete	tshepe	moholodi	lili
diranta	10c, 20c, 50c	tholo	phrotea	theko
disente	R1, R2, R5	gokong	strelitsia	tefelo

## Go itokiša

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

- diswantšho tša diphoofolo le dimela tša go hwetšwa dikhoine tša Afrika Borwa
- dikhoine tše ditsotho le tša silibera tša go ripiwa khatepoteng: 10c, 20c, 50c, R1, R2, R5 (matlakala a 216–217) – 6 tša morutwana yo mongwe le yo mongwe, le tše dingwe tše 4 tša yo mongwe le yo mongwe
- dilo tše 12 tša 'direkwa', mohlala, mapokisi a diserele/disepe tša meno, diswaro tša yokate, bjalo bjalo
- lepokisi la tšhelete la go bontšha tša ka gare le sekgoba sa go tsenya dikhoine tša khatepote, le mošoba wa go ntšha dikhoine (Mabotlelo a polasetiki goba dikotlolo di ka dirišwa.)
- dikarata tša maswao a dinomoro 1–4
- seripa sa khatepote sa A4 goba letlakala la A4 la go thalwa thempoleiti ya sediko se segolo go yona la morutwana yo mongwe le yo mongwe
- letlakala la A4 la didiko tše nne, tša go ba le leswao la nomoro le marontho 1–4 a go tswalana a morutwana yo mongwe le yo mongwe
- letlakala la A4 la morutwana yo mongwe le yo mongwe la go ba le mothaladi wa seboko, senoko se sengwe le se sengwe se be le leswao la leina le lerontho la go tswalana 1–4
- letlakala la kriti ya dinomoro la morutwana yo mongwe le yo mongwe le palopeakanyo 1–4 (letlakala la 218)
- moraloko wa khoine-ka-pankeng (letlakala la 197)
- lepokisi la poso la mmala le nomoro.



## Whole class activities

### Day 1

#### What you need

- 6 real coins (10c, 20c, 50c, R1, R2, R5)
- 6 cardboard cut-out coins (pages 216–217)
- Poster 7

1. **Song:** Sing a song from previous weeks.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6 (introducing South African coins):** Shake real coins in your hands.

#### Guiding questions:

- ★ What do you think I have in my hands?
- ★ What do we use money for?
- ★ How many different South African coins are there? Let's count. Count cardboard coins as you put them on the wall.

4. **Poster 7:** Discuss Poster 7. Discuss what the learners can see.

#### Guiding questions:

- ★ Have you ever been to a market?
- ★ What are the people on this poster buying?
- ★ How many \_\_\_\_\_ do you think \_\_\_\_\_ is buying?
- ★ Do you go shopping? Tell me about it.
- ★ What does your family usually buy at the shops?



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

### Day 2

#### What you need

- Song: *Five shiny coins* (page 196)
- 6 'shopping' items placed around the classroom
- A container with cardboard cut-out coins (10c, 20c, 50c, R1, R2, R5) – 4 of each
- Prestik
- 4 chairs

1. **Song:** Sing *Five shiny coins*.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6; recognise and match coins:** Learners create a shopping table together. They select items from the classroom to place on the table to sell. They choose cardboard coins to attach to the selected items.

# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Dikhoine tša nnete tše 6 (10c, 20c, 50c, R1, R2, R5)
- Dikhoine tša go-ripiwa khatepoteng tše 6 (letlakala la 216–217)
- Phoustara ya 7

1. **Koša:** Opelang koša ya dibeke tša go feta.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6 (go tsebiša dikhoine tša Afrika Borwa):** Šikinya dikhoine tša nnete ka diatleng tša gago.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore ke na le eng ka diatleng tša ka?
- ★ Re dira eng ka tšhelete?
- ★ Go na le dikhoine tša Afrika Borwa tša go fapana tše kae? A re bale. Bala dikhoine tša khatepote ge o di bea lebotong.

4. **Phoustara ya 7:** Bolelang ka Phoustara ya 7. Bolelang ka se barutwana ba se bonago.

#### Dipotšišo tša go hlahla:

- ★ O ile wa ya mmarakeng?
- ★ Batho ba mo phoustareng ye ba reka eng?
- ★ O nagana gore \_\_\_\_\_ o reka \_\_\_\_\_ tše kae?
- ★ O reka dilo mabenkeleng? Nkanengele ka seo.
- ★ Gantši lapa la geno le reka eng mabenkeleng?



5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

## Letšatši la 2

### Tše o di hlokago

- Koša: *Dikhoine tša go phadima tše hlano* (letlakala la 197)
- Dilo 'tša go rekwa' tše 6 di beilwe go dikologa phapoši
- Sekotlolo sa dikhoine tša go ripiwa tša khatepote (10c, 20c, 50c, R1, R2, R5) – 4 ya ye nngwe le ye nngwe
- Phrestiki
- Ditulo tše 4

1. **Koša:** Opela *Dikhoine tša go phadima tše hlano*.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6; lemoga o be o tswalanye dikhoine:** Barutwana ba hlama tafola ya go rekišetša mmogo. Ka phapošing ba kgetha dilo tše ba tlo di beago tafoleng tša rekišwa. Ba kgetha dikhoine tša khatepote ba di kgomaretša dilong tše di kgethilwego.

**Guiding questions:**

- ★ What have you chosen?
- ★ Which coin do you all think should be attached to the \_\_\_\_? Why?
- ★ Which coin matches the coin on the \_\_\_\_?

4. **Ordinal numbers – first to fourth:** Four learners sit on four chairs placed one behind the other as if they are in a taxi going to the shops.

**Guiding questions:**

- ★ Who is sitting on the first/third chair?
- ★ Who is sitting on the chair behind the first chair?
- ★ Who is sitting on the last chair?
- ★ Who is sitting between \_\_\_\_ and \_\_\_\_?

Repeat with four other learners.

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



**TIP**

It is important for learners to sit in a way that they can all see the resources being used.

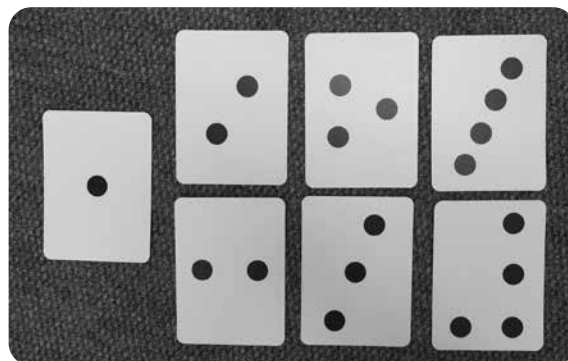


**Day 3**

**What you need**

- Song: *Five shiny coins* (page 196)
- 5 cardboard cut-out coins, 1 money box
- 6 'shopping' items placed around the classroom
- A container with cardboard cut-out coins (10c, 20c, 50c, R1, R2, R5) – 4 of each
- Number 1–4 picture, symbol and dot cards (*Resource Kit*)
- Counters (*Resource Kit*)
- Tambourine/shaker

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Repeat Day 2, activity 3.
4. **Practising numbers 1–4:** Show dot cards 1–4 individually. Learners call out the number of dots on each card. Put the cards on the mat in a jumbled order. Together order them from 1 to 4. Put the remaining dot cards 1–4 on the mat. Learners match these to the ordered dot cards.



5. **Matching game:** Give a dot card, picture card, number symbol card, or one, two, three or four counters to each learner. Beat the tambourine while learners move to the beat. When the music stops, learners find a partner with the same number.
6. **Small group activities:** Describe the activities at each workstation.



**TIP**

Give those learners who have not had a turn to shop, a chance to match a coin to an item on the table as they go to their workstations.



**Dipotšišo tša go hlahla:**

- ★ O kgethile eng?
- ★ Ka moka le nagana gore ke khoine efe ye e swanetšego go kgomaretšwa go \_\_\_\_\_? Ka lebaka la eng?
- ★ Ke khoine efe ye e tswalanago le khoine ye e lego go \_\_\_\_\_?

4. **Palokgoboko – mathomo go fihla go ya bone:** Barutwana ba bane ba dula ditulong tša go bewa setee ka morago ga se sengwe tše e kego ba ka gare ga thekisi ba ya mabenkeleng.

**Dipotšišo tša go hlahla:**

- ★ Ke mang yo a dutšego setulong sa mathomo/boraro?
- ★ Ke mang yo a dutšego setulong sa ka morago ga sa mathomo?
- ★ Ke mang yo a dutšego setulong sa mafelelo?
- ★ Ke mang yo a dutšego gare ga \_\_\_\_\_ le \_\_\_\_\_?

Boeletša ka barutwana ba bangwe ba bane.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

 **KELETŠO**

Go bohlokwa gore barutwana ba dule ka tsela ye e lego gore ka moka ba tlo kgona go bona dithušathuto tše di dirišwago.



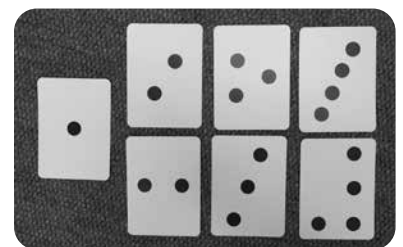
**Letšatši la 3**

**Tše o di hlokago**

- Koša: *Dikhoine tša go phadima tše hlano* (letlakala la 197)
- Dikhoine tša go-ripiwa khatepoteng tše 5, lepokisi la tšhelete le 1
- Dilo 'tša go rekwa' tše 6 di beilwe go dikologa phapoši
- Sekotlolo sa dikhoine tša go ripiwa tša khatepote (10c, 20c, 50c, R1, R2, R5) – 4 ya ye nngwe le ye nngwe
- Dikarata tša diswantšho, maswao le marontho tša nomoro 1–4 (*Dithušathuto tša Phapoši*)
- Dibaledi (*Dithušathuto tša Phapoši*)
- Tamporine/tšhela

1. **Koša:** Opela *Dikhoine tša go phadima tše hlano*. Dirišang dikhoine le lepokisi la tšhelete go dira ditiro.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6:** Boeletša Letšatši la 2, mošongwana wa 3.

4. **Go ikatiša dinomoro 1–4:** Bontšha dikarata tša marontho 1–4 ka o tee ka o tee. Barutwana ba bala palo ya marontho karateng ye nngwe le ye nngwe. Bea dikarata mmeteng o di hlakahlakanye. Mmogo di latelanyeng go thoma ka 1 go fihla ka 4. Bea dikarata tša marontho tša go šala 1–4 mmeteng. Barutwana ba di tswalanya le dikarata tša marontho tša go latelanywa.



5. **Moraloko wa go tswalanya:** Efa morutwana yo mongwe le yo mongwe karata ya marontho, karata ya diswantšho, karata ya maswao a dinomoro, goba sebaledi se setee, tše pedi, tše tharo goba tše nne. Betha tamporine gomme barutwana ba e binele. Ge mmimo o ema, ba hwetša mogwera wa nomoro ya go swana le ya gagwe.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

 **KELETŠO**

Efa barutwana bao ba sego ba hwetša sebaka sa go reka, sebaka sa go tswalanya khoine le selo sa tafoleng ge ba eya mafelong a bona a go šomela.



Day 4

What you need

- Song: *Five shiny coins* (page 196)
- 5 cardboard cut-out coins, 1 money box
- 2 small transparent plastic bags: 6 cardboard cut-out coins in one and 5 in the other
- Number symbols 1–4 in a box

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Learners sit in a circle. Show the learners two plastic bags – one containing six cardboard cut-out coins and the other containing five cut-out coins.

Guiding questions:

- ★ How many coins do you think there are in this bag?
- ★ And in this bag?
- ★ Do you think there are more/fewer coins in this bag? How do you know?

Together count the coins in each bag and put them in two groups on the mat.



4. **Practising more than, fewer than, equal to:** Discuss the two groups of coins.

Guiding questions:

- ★ I only want 4 coins in each group. What can we do? Count 4 coins into each packet. Look at the coins that are left on the mat.
- ★ Are there more coins left in this group or in this group?
- ★ Why does this group have fewer coins left?

5. **Ordering numbers 1–4:** With their eyes closed so they cannot see their number, four learners each take a number symbol card 1–4 out of a box. They stand next to each other and say what they think their number is. The rest of the learners say how they should move to order themselves from 1 to 4. Repeat with four other learners.

Guiding questions:

- ★ Which number comes first?
- ★ Which number comes second/third/fourth?
- ★ Which number comes after \_\_\_\_?
- ★ Who is holding the last number?
- ★ What number is between \_\_\_\_ and \_\_\_\_?

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

## Letšatši la 4

### Tše o di hlokago

- Koša: *Dikhoine tša go phadima tše hlano* (letlakala la 197)
- Dikhoine tša go-ripiwa khatepoteng tše 5, lepokisi la tšhelete le 1
- Mekotla ya polasetiki ya go bontšha tša ka gare ye mennyane ye 2: dikhoine tša go-ripiwa tša khatepote tše 6 ka go o tee le tše 5 ka go o mongwe
- Maswao a dinomoro 1–4 ka lepokising



1. **Koša:** Opela *Dikhoine tša go phadima tše hlano*. Dirišang dikhoine le lepokisi la tšhelete go dira ditiro.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6:** Barutwana ba dula ka sediko. Bontšha barutwana mekotla ya polasetiki ye mebedi – o tee o swere dikhoine tša go-ripiwa tša khatepote le dikhoine tša go-ripiwa tša khatepote tše tshela o mongwe o swere dikhoine tša go-ripiwa tše hlano.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le dikhoine tše kae ka mokotleng wo?
- ★ Ka mokotleng wo wona?
- ★ O nagana gore go na le dikhoine tše dintši/nnyane ka mokotleng wo? O tseba bjang?

Mmogo balang dikhoine ka mokotleng o mongwe le o mongwe gomme le di bee ka dihlopha tše pedi mmeteng.

4. **Go itlwaetša ntši go, nnyane go, lekana le:** Bolelang ka dihlopha tše pedi tša dikhoine.

#### Dipotšišo tša go hlahla:

- ★ Ke nyaka dikhoine tše 4 fela sehlopheng se sengwe le se sengwe. Re ka dira eng?

Balang dikhoine tše nne ka phaketheng ye nngwe le ye nngwe. Lebelela dikhoine tše di šetšego mmeteng.

- ★ Go šetše dikhoine tše dintši sehlopheng se goba sehlopheng se?
- ★ Ke ka lebaka la eng sehlopha se se šetše ka dikhoine tše dinnyane?

5. **Go latelanya dinomoro 1–4:** Ba tswaletše mahlo gore ba se bone dinomoro tša bona, mongwe le mongwe wa barutwana ba bane o ntšha karata ya maswao a dinomoro 1–4 ka lepokising. Ba ema kgauswi le kgauswi gomme ba bolela gore ba nagana gore nomoro ya bona ke efe. Barutwana ba bangwe ba bolela gore ba swanetše go sepela bjang gore ba ipee ka tatelano go thoma ka 1 go fihla ka 4. Boeletša ka barutwana ba bangwe ba bane.

#### Dipotšišo tša go hlahla:

- ★ Ke nomoro efe ye e tlogo pele?
- ★ Ke nomoro efe ya bobedi/boraro/bone?
- ★ Ke nomoro efe ye e tlogo ka morago \_\_\_\_?
- ★ Ke mang yo a swerego nomoro ya mafelelo?
- ★ Ke nomoro efe ye e lego gare ga \_\_\_\_ le \_\_\_\_?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

## Day 5

## What you need

- Song: *Five shiny coins* (page 196)
- Number friezes 1–4
- *Number 4 story* (page 194)
- Poster 7
- 10 coloured counters (Resource Kit)

1. **Song:** Sing *Five shiny coins*. Use coins and a money box to do the actions.
2. **Oral counting:** 1–10 and 5–1.
3. **Counting objects 1–6:** Five learners stand in front.

## Guiding questions:

- ★ How many learners are standing?
- ★ Are there fewer or more than six? (Count them.)
- ★ Were you right?
- ★ If I want six learners standing, how many more learners must come up?

4. **Practising numbers 1–4:** Together recall the *Number 4 story* and frieze. Role-play the animals' movements and/or sounds, for example, one trumpet for the elephant, two trots for the zebras.
5. **Problem solving 1–4:** Discuss Poster 7. Talk about what the learners see.

## Guiding questions:

- ★ Can you see six/four/three/two of anything?
  - ★ How many different kinds of fruit can you see?
  - ★ Are there more watermelons or more pineapples? How do you know?
  - ★ How many pineapples will be left if Dad buys three?
  - ★ How many people are standing in the queue at the boerewors roll stand?
  - ★ Where is the boy with the skateboard standing in the queue?
  - ★ If he buys three boerewors rolls for his family and eats two of them, how many will he have left?
  - ★ If he walks away, where will Laylah be standing in the queue?
6. **Small group activities:** Describe the activities at each workstation.



## TIP

We want learners to problem solve in order to become critical thinkers.

## Integration

**Home Language and Life Skills:** Set up opportunities for shopping in the fantasy area and outdoors; sing shopping songs and dramatise shopping stories.



## Letšatši la 5

### Tše o di hlokago

- Koša: *Dikhoine tša go phadima tše hlano* (letlakala la 197)
- Tšhate ya tlotlontšu le dinomoro 1–4
- *Kanegelo ya nomoro 4* (letlakala la 195)
- Phoustara ya 7
- Dibaledi tša mebalabala tše 10 (*Dithušathuto tša Phapoši*)

1. **Koša:** Opela *Dikhoine tša go phadima tše hlano*. Diriša dikhoine le lepokisi la tšhelete go dira ditiro.
2. **Go balela godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6:** Barutwana ba bane ba ema kua pele.  
**Dipotšišo tša go hlahla:**
  - ★ Go eme barutwana ba bakae?
  - ★ Go na le ba bannyane/bantši go feta ba tshela? (Ba bale.)
  - ★ O be o nepile?
  - ★ Ge ke nyaka gore barutwana ba tshela ba eme, go swanetše go tla barutwana ba bangwe ba bakae gape?
4. **Go ikatiša dinomoro 1–4:** Mmogo gopolang *Kanegelo ya nomoro 4* le tšhate ya tlotlontšu le dinomoro. Ekišang mesepelo le/medumo ya diphoofolo, mohlala, porompeta e tee ya tlou, mekato e mebedi ya dipitsi.
5. **Go rarolla mathata 1–4:** Bolelang ka Phoustara ya 7. Bolelang ka tše barutwana ba di bonago.

### Dipotšišo tša go hlahla:

- ★ O bona dilo tše tshela/nne/tharo tša se sengwe?
  - ★ O bona mehuta ya dienywa ya go fapana e mekae?
  - ★ Go na le magapu a mantši goba diphaeneapole tše dintši? O tseba bjang?
  - ★ Go tlo šala diphaeneapole tše kae ge Tate a ka reka tše tharo?
  - ★ Go eme batho ba bakae mothalading wa go reka lefelong la go rekiša rolo ya leboroso?
  - ★ Mošemane wa skeitipote o eme kae mothalading?
  - ★ Ge a ka rekela lapa la gabo dirolo tša leboroso tše tharo gomme a ja tše pedi o tlo šala ka tše kae?
  - ★ Ge a ka sepela, Laylah o tlo ema kae mothalading?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### KELETŠO

Re nyaka barutwana ba rarolle mathata gore e be batho ba menagano ya go sekaseka.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Dira menyetla ya go reka lefelong la boithabišo le ka ntle; opelang dikoša tša go reka dilo gomme le diragatše dikanegelo tša ge batho ba reka dilo.



## Small group activities

### Teacher-guided activity

#### What you need

- 6 cardboard cut-out brown and silver coins
- Counters (*Resource Kit*)
- A tub for each learner with:
  - 6 cardboard cut-out brown and silver coins (10c, 20c, 50c, R1, R2, R5)
  - 2 plastic lids
- Maths table items with coins attached for 'shopping'

1. **Counting objects 1–6:** Place six cardboard cut-out coins on the mat. Learners estimate how many there are. Count the coins together.

#### Guiding questions:

- ★ Are there more or fewer than the number you thought of?
- ★ Do you have more or fewer than six coins in your tub?

Learners each count out six coins from their tubs.

- ★ What can you tell me about your coins?
- ★ What numbers, animals, birds or plants do you see? Are the coins the same size/colour?

Learners compare coins.

2. **Shake and break:** Place two lids in front of each learner. Learners shake the counters then 'break' them into two groups. They place their counters on their lids as they have been 'broken up'. They take turns to say how many they have on each lid and how many altogether.

#### Guiding questions:

- ★ How did you break up four?
- ★ Whose groups have the same number of counters?
- ★ Who broke theirs the same/differently?
- ★ Why are the groups the same/different?

Repeat the activity.

3. **Practising making groups equal:** Learners put three counters on one of their lids and one on the other.

#### Guiding questions:

- ★ How can you make the groups of counters on each lid equal?
- ★ Do you have the same number of counters in each group?

4. **Sorting South African coins:** Learners place the coins in a pile in the middle of the circle.

#### Guiding questions:

- ★ How can we sort these?
- ★ Can you sort these another way?

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Dikhoine tše di tsotho le tša silibera tša go-ripiwa tša khatepote tše 6
- Dibaledi (*Dithušathuto tša Phapoši*)
- Seswara sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Dikhoine tše ditsotho le silibera tša go-ripiwa tša khatepote tše 6 (10c, 20c, 50c, R1, R2, R5)
  - Dikhurumelo tša polasetiki tše 2
- Dilo tša tafola ya dipalo tša dikhoine tša go kgomaretšwa tša 'go reka dilo'

1. **Go bala dilo 1–6:** Bea dikhoine tše di tsotho le tša silibera tša go-ripiwa tša khatepote tše tshela mmeteng. Barutwana ba akanya gore ke tše kae. Balang dikhoine mmogo.

#### Dipotšišo tša go hlahlwa:

- ★ Go na le tše dintši/nnyane go palo ye o bego o e nagana?
- ★ O na le dikhoine tše dintši goba tše dinnyane go tše tshela seswarong sa gago?

Morutwana yo mongwe le yo mongwe o ntšha dikhoine tše tshela seswarong sa gagwe.

- ★ O ka mpotša eng ka dikhoine tša gago?
- ★ O bona dinomoro, diphoofolo, dinonyana goba dimela dife? Dikhoine di na le bogolo goba mmala wa go swana?

Barutwana ba bapetša dikhoine.

2. **Šikinya o aroganye:** Bea dikhurumelo tše pedi pele ga morutwana yo mongwe le yo mongwe. Barutwana ba šikinya dibaledi gomme ba di 'aroganya' ka dihlopha tše pedi. Ba bea dibaledi tša bona dikhurumelong ka ge 'di arogantšwe'. Ba šielana ka go bolela gore bana le tše kae sekhurumelong se sengwe le se sengwe le gore ka moka ke tše kae.

#### Dipotšišo tša go hlahlwa:

- ★ O arogantše nne bjang?
- ★ Ke dihlopha tša bomang tša go ba le palo ya go lekana ya dibaledi?
- ★ Ke bomang bao ba arogantšego tša bona go swana/fapana?
- ★ Ke ka lebaka la eng dihlopha di swana/fapana?

Boeletša mošongwana.

3. **Go ikatiša go dira gore dihlopha di lekane:** Barutwana ba bea dibaledi tše tharo sekhurumelong se setee sa bona le se sengwe sekhurumelong se sengwe.

#### Dipotšišo tša go hlahlwa:

- ★ O ka dira bjang gore sehlopha sa dibaledi sekhurumelong se sengwe le se sengwe se lekane le tše dingwe?
- ★ O na le palo ya go lekana ya dibaledi sehlopheng se sengwe le se sengwe?

4. **Go hlaola dikhoine tša Afrika Borwa:** Barutwana ba bea mokgobo wa dikhoine mo gare ga sediko.

#### Dipotšišo tša go hlahlwa:

- ★ Re ka rarolla se bjang?
- ★ O ka di hlaola ka tsela ye nngwe?

5. **Ordering; biggest to smallest:** Learners put the coins in order from the smallest in size to the biggest, and then from biggest to smallest.
6. **Matching coins:** Look at the maths shopping table with the learners. Learners match one of their coins to an item and tell the group how the coins match.



### Check that learners are able to:

- make groups equal
- compare two groups and notice differences and similarities using four objects
- recognise South African coins, notice differences and similarities between these, and match them
- order coins according to size

## Workstation 1

### What you need

- An A4 page or piece of cardboard with a large circle per learner
- A pair of scissors per learner
- Crayons, colour pencils
- Examples of South African coins (poster or cardboard cut-outs), placed where learners can see them

Learners cut out the 'coin' from the paper or cardboard. They draw pictures on both sides of their 'coin'. They write a number of their choice on one side. Make extra circles for those who would like to do more.



## Workstation 2

### What you need

- An A4 page with four circles, each with a number symbol and matching dots per learner
- An A4 page with a caterpillar outline with number symbols 1–4 on the body per learner
- Glue
- Crayons
- A pair of scissors per learner

Learners colour and cut out the four circles. They match and paste them on the caterpillar's body. They colour in the caterpillar's face, and draw two legs on each circle.



5. **Go beakanya; kgolo ka go fetiša go ya go nnyane ka go fetiša:** Barutwana ba bea dikhoine ka tatelano go ya ka bogolo go thoma ka ye nnyane ka go fetiša go ya go ye kgolo ka go fetiša, gomme ba di bea go thoma ka ye kgolo ka go fetiša go ya go nnyane ka go fetiša.
6. **Dikhoine tša go tswalana:** Lebelela tafola ya direkišwa le barutwana. Barutwana ba tswalanya e tee ya dikhoine tša bona le selo gomme ba botša sehlopha gore e tswalana le sona bjang.



**Lekola gore barutwana ba kgona go:**

- dira gore dihlopha di lekane
- bapetša dihlopha tše pedi le go lemoga phapano le tše di swanago ka tšona ba diriša dilo tše nne
- lemoga dikhoine tša Afrika Borwa, ba lemoga diphapano le tše di swanago le tšona, le go di tswalanya
- beakanya dikhoine go ya ka bogolo

**Lefelo la go šomela la 1**

**Tše o di hlokago**

- Letlakala la A4 goba seripa sa khatepote sa go ba le sediko se segolo sa morutwana yo mongwe le yo mongwe
- Sekero sa morutwana yo mongwe le yo mongwe
- Dikherayone, diphensele tša mebalabala
- Mehlala ya dikhoine tša Afrika Borwa (phoustara goba diripiwa tša khatepote), di beilwe fao barutwana ba tlo kgonago go di bona

Barutwana ba ripa 'khoine' pampiring goba khatepoteng. Ba thala diswantšho ka mahlakoreng a mabedi a 'khoine' ya bona. Ba ngwala nomoro ye ba e ratago ka lehlakoreng le lengwe. Dira didiko tše dingwe tša bao ba ka nyakago go dira tša tlaletšo.



**Lefelo la go šomela la 2**

**Tše o di hlokago**

- Letlakala la A4 la go ba le didiko tše nne, le be le maswao a dinomoro le marontho a go tswalana le la morutwana yo mongwe le yo mongwe
- Letlakala la A4 la go ba le mothaladi wa seboko le maswao a dinomoro 1–4 mmeleng la morutwana yo mongwe le yo mongwe
- Sekgomaretši
- Dikherayone
- Sekero sa morutwana yo mongwe le yo mongwe

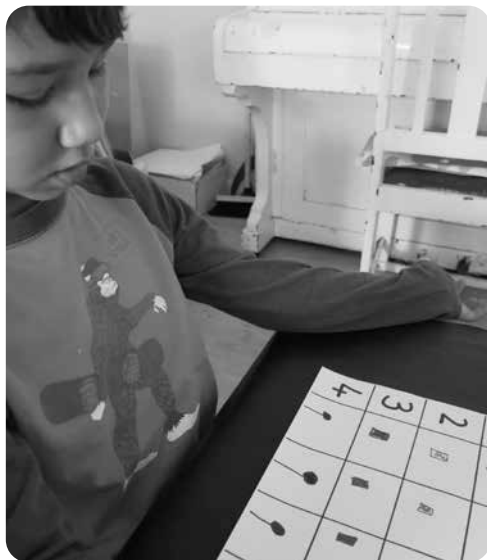
Barutwana ba khalara le go ripa didiko tše nne. Ba di tswalanya le go di kgomaretša mmeleng wa seboko. Ba khalara sefahlego sa seboko, gomme ba thala maoto a mabedi sedikong se sengwe le se sengwe.

### Workstation 3

#### What you need

- A4 page with number grid 1–4
- Crayons/pencils per learner

Learners draw the correct number of pictures (of what 'they would like to buy') next to the rows numbered 1–4. Learners can also match counters or playdough models to the numbers 1–4.



### Workstation 4

#### What you need

- Posting box
- A tub for each learner with 13 counters from the *Resource Kit* (include at least one red, two blue, three yellow and four green counters)
- Coin-in-the-bank game (page 196)
- A bowl for each pair of learners

Learners choose the correct colour and number of counters to post into the matching colour slot on the box. Once they have finished, they use their remaining three counters to play 'Coin in the bank'.



### Lefelo la go šomela la 3

#### Tše o di hlokago

- Letlakala la A4 la kriti ya dinomoro 1–4 la morutwana yo mongwe le yo mongwe
- Dikherayone/diphensele

Barutwana ba thala diswantšho tša palo ya go nepagala (tša se 'ba ratago go se reka') kgauswi le methaladi ya dinomoro 1–4. Barutwana ba ka tswalanya dibaledi goba dimotlele tša tlhama le dinomoro 1–4.



### Lefelo la go šomela la 4

#### Tše o di hlokago

- Lepokisi la poso
- Seswaro sa dibaledi tše 13 sa morutwana yo mongwe le yo mongwe go tšwa go *Dithušathuto tša Phapoši* (go be le ge e ka ba sebaledi se setee se sehubedu, tše pedi tše ditalalerata, tše tharo tše diserolane le tše nne tše ditalamorogo)
- Moraloko wa dikhoine-ka-pankeng (letlakala la 197)
- Sekotlolo sa bobedi bjo bongwe le bjo bongwe bja barutwana

Barutwana ba kgetha dibaledi tša mmala le palo ya go nepagala tše ba di posago ka lefelong la mmala wa go tswalana le tšona lepokising. Ge ba fetša, ba diriša dibaledi tše tharo tša go šala go bapala 'Dikhoine-ka-pankeng'.



# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Describes, sorts and compares 2-D shapes

## New knowledge

- Oral counting 1–15
- Counting objects 1–7
- Position: underneath

## Practise

- Position: next to, between, in front of, behind, on top
- Direction: forwards, backwards
- Number concept 1–4
- Sequencing numbers 1–4
- Counting backwards 5–1
- Shapes: circle, square, triangle
- Sorting by one attribute

## New maths vocabulary

directions

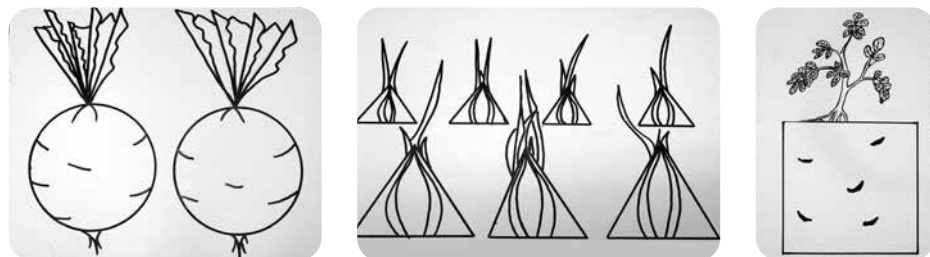
face towards

underneath

## Getting ready

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

- cardboard cut-outs (medium sized): 4 triangles, 3 circles, 7 squares
- 10 cardboard triangles of different sizes and colours
- large cut-outs of vegetables for the story



- playdough
- small cardboard star
- A4 shape page – 1 per learner (Include more triangles of different sizes than other shapes.)
- A4 page with 4 carrots (see Workstation 2)
- 10 green paper strips per learner.



**TIP**

Consolidate previous space and shape vocabulary.

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

## Dihlogotaba

- Maemo, peakanyo le pono
- Hlaloša, hlaola le go bapetša dibopego tša 2-D

## Tsebo ye mpsha

- Go balela godimo 1–15
- Go bala dilo 1–7
- Maemo: ka fase

## Go ikatiša

- Maemo: kgauswi le, gare, pele ga, ka morago, ka godimo
- Tšhupetšo: pele, morago
- Temogopalo 1–4
- Go latelanya dinomoro 1–4
- Go balela morago 5–1
- Dibopego: sediko, sekwere, khutlotharo
- Go hlaola ka lehlaodi le letee

## Tlotlontšu ye mpsha ya dipalo

ditšhupetšo

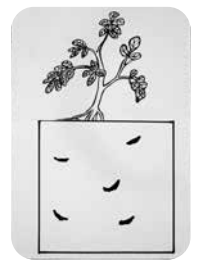
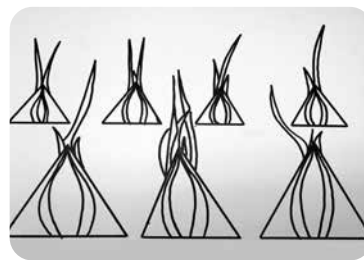
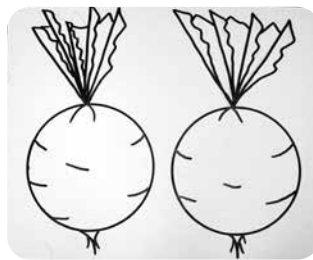
lebelela go

ka tlase

## Go itokiša

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

- diripiwa tša khatepote (bogolo bja gare): dikhutlotharo tše 4, didiko tše 3, disekwere tše 7
- dikhutlotharo tša khatepote tše 10 tša bogolo le mebala ya go fapana
- diripiwa tše dikgolo tša merogo



- tlhama
- naledi ya khatepote ye nnyane
- letlakala la sebopego sa A4 – 1 la morutwana yo mongwe le yo mongwe (Go be le dikhutlotharo tše dintši tša bogolo bja go fapana go feta dibopego tše dingwe.)
- letlakala la A4 le dikherote tše nne (lebelela Lefelo la go šomela la 2)
- meseto ya pampiri ye metalamorogo ye 10 ya morutwana yo mongwe le yo mongwe.



## KELETŠO

Kopanya tlotlontšu ya sekgoba le sebopego ya peleng.

## Whole class activities

### Day 1

#### What you need

- Cardboard cut-outs (medium sized): 4 triangles, 3 circles, 7 squares
- 16 triangle, circle, square attribute blocks (*Resource Kit*)
- Song: *Making fruit salad* (page 194)
- Number 4 labels from maths table (from Week 1)

1. **Song:** Sing *Making fruit salad*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Together look at groups of four triangle, three circle and seven square cardboard cut-outs.

#### Guiding questions:

- ★ How many triangles/circles/squares do you think there are in this group?
- ★ Which group has more/fewer than the group with the triangles/circles/squares?

Count the triangles and circles together 1–7. Then count the squares.

4. **Practising position – next to, between, in front of, behind, on top of:** Learners fetch one shape each from the mat. Play 'Sizwe says'. Give different instructions for each shape as you guide learners.

#### Guiding instructions:

- ★ All those with circles put their shape *in front of* their knee, face, tummy. (Repeat with squares and triangles.)
- ★ Hold your circle *behind* your back, knee, and so on with one hand/both hands.
- ★ Try to fit your triangle *behind* your ear.
- ★ Walk with your shape balancing *on top of* your head.
- ★ Those with a triangle hold it *between* your knees.
- ★ Those with a circle put it *next to* your body. Now put it on the other side of your body. (Repeat with squares and triangles.)

5. **Position:** Introduce 'underneath'.

#### Guiding questions:

- ★ Can you sit/lie with your shape *underneath* you, *underneath* your hand on the floor, *underneath* your foot?
- ★ What other part of your body can you place your shape *underneath*?

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



### TIP

Cardboard is three-dimensional. It has length, breadth (width) and height. In Grade R we use cut-outs to show two-dimensional shapes, such as circles, squares, triangles and rectangles. Focus on the shape: the length, how wide the 'shape' is, the lines, the corners or points.



### TIP

Learners place shapes on the maths table in groups of four next to number 4 cards, as they go to their workstations.



# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Diripiwa tša khatepote (bogolo bja gare): dikhutlotharo tše 4, didiko tše 3, disekwere tše 7
- Dipoloko tše di ka dirišwago go hlaola tše 16 tša dikhutlotharo, didiko le disekwere (*Dithušathuto tša Phapoši*)
- Koša: *Go dira salate ya dienywa* (letlakala la 195)
- Ditlankane tša nomoro 4 tafoleng ya dipalo (tša Beke ya 1)

### KELETŠO

Khatepote e na le taemenšene ya 3. E na le botelele, bophara le botelele go ya godimo. Ka Mphatong wa R re diriša diripiwa go bontšha dibopego tša ditaemenšene tše pedi bjalo ka didiko, disekwere, dikhutlotharo le dikhutlonnethwii. Nepiša go sebopego: botelele, bophara bja 'sebopego', methaladi, dikhutlo goba dintlha.

### KELETŠO

Barutwana ba bea dibopego tafoleng ya dipalo ka dihlopha tša ba bane kgauswi le dikarata tša nomoro 4, ge ba eya mafelong a bona a go šomela.

1. **Koša:** Opela *Go dira salate ya dienywa*.

2. **Go balela godimo:** 1–15 le 5–1.

3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Mmogo lebelelang dihlopha tša diripiwa tša khatepote tša dikhutlotharo tše nne, didiko tše tharo le disekwere tše šupa.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le dikhutlotharo/didiko/disekwere tše kae sehlopheng se?
- ★ Ke sehlopha sefe sa go ba le tše dintši/nnyane go feta tša sehlopha sa go ba le dikhutlotharo/didiko/sekwere?

Balang dikhutlotharo le didiko 1–7 mmogo. Ka morago balang disekwere.

4. **Go ikatiša maemo – kgauswi le, gare, pele ga, ka morago ga, godimo ga:** Morutwana yo mongwe le yo mongwe o tšea sebopego se setee mmeteng. Bapalang 'Sizwe o re'. Efa taelo ye e fapanego ka sebopego se sengwe le se sengwe ge o hlahla barutwana.

#### Ditaelo tša go hlahla:

- ★ Bohle bao ba swerego didiko ba bee dibopego tša bona *pele ga* khuru ya bona, sefahlego, mpa. (Boeletšang ka disekwere le dikhutlotharo.)
- ★ Swara sediko sa gago *ka morago* mo mokokotlong wa gago, khurung, bjalo bjalo ka seatla se setee/diatla tše pedi.
- ★ Leka go tsenya khutlotharo ya gago *ka morago ga* tsebe ya gago.
- ★ Sepela o beile sebopego sa gago *godimo ga* hlogo ya gago.
- ★ Ba go ba le khutlotharo e swareng *gare ga* dikhuru tša lena.
- ★ Ba go swara sediko se beeng *kgauswi le* mebele ya lena. Bjale se beeng ka lehlakoreng le lengwe la mebele ya lena. (Boeletšang ka disekwere le dikhutlotharo.)

5. **Maemo:** Tsebiša 'ka tlase'.

#### Dipotšišo tša go hlahla:

- ★ O ka dula/patlama sebopego sa gago se le *ka tlase ga* gago, *ka tlase ga* seatla sa gago lebatong, *ka tlase ga* kgato ya gago?
- ★ O ka bea sebopego sa gago *ka tlase ga* setho se sengwe se sefe sa mmele wa gago?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

## Day 2

## What you need

- Song: *Head, shoulders, knees and toes* (page 196)
- 2 containers
- 7 beanbags/rolled-up socks
- 10 triangle-shaped cut-outs of different sizes and colours, placed around the classroom
- Number symbol cards 1–4 (*Resource Kit*)
- 1 triangle attribute block

1. **Song:** Sing *Head, shoulders, knees and toes*.

## Guiding questions:

- ★ Your head is on top of your \_\_\_\_?
- ★ Your nose is between your \_\_\_\_?
- ★ Your nose is next to your \_\_\_\_?
- ★ The floor is underneath your \_\_\_\_?

2. **Oral counting:** 1–15 and 5–1.

3. **Counting objects 1–7; more/fewer:** Learners sit in a circle. Place two shallow containers in the centre. Place five beanbags/socks in one container and two in the other. Learners estimate how many beanbags/socks are in each. Together count seven learners to each take a beanbag and stand back in their places. They take turns to throw their beanbags into either of the containers. Repeat with another seven learners. Discuss which container has more/fewer beanbags.

4. **Practising properties of the triangle; practising 1–4:** Without letting learners see the shape, hold a triangle-shaped cut-out behind your back. Learners must guess what shape it is. Give them clues, for example: 'It has three sides and three straight lines.'

## Guiding questions:

- ★ How is the triangle different to other shapes in the classroom? Learners look for 10 triangles hidden in the classroom. They place these on the mat next to number symbol cards 1–4.
- ★ Which group has more/fewer?
- ★ How many triangles does the group between 2 and 4 have?
- ★ How can we make the group of 3 have the same number of triangles as the group of 4?

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

## Day 3

## What you need

- Song: *Head, shoulders, knees and toes* (page 196)
- 11 wooden blocks from the block area (triangle-, square- and circle-shaped)
- Tambourine



## TIP

Place containers and beanbags with number symbol and word cards in the maths area.

## Letšatši la 2

### Tše o di hlokago

- Koša: *Hlogo, magetla, dikhuru le menwana* (letlakala la 197)
- Dikotlolo tše 2
- Mekotla ya dinawa ye 7/disokisi tše ditelele
- Diripiwa tša sebopego sa khutlotharo tše 10 tša bogolo le
- mebala ya go fapana, di beilwe go dikologa phapoši
- Dikarata tša maswao a dinomoro 1–4 (*Dithušathuto tša Phapoši*)
- Poloko ya 1 ya seo se ka dirišetšwago go hlaola

1. **Koša:** Opelang *Hlogo, magetla, dikhuru le menwana*.

#### Dipotšišo tša go hlahla:

- ★ Hlogo ya gago e ka godimo ga \_\_\_\_\_ wa gago?
- ★ Nko ya gago e gare ga \_\_\_\_\_ a gago?
- ★ Nko ya gago e kgauswi le \_\_\_\_\_ ya gago?
- ★ Lebato le ka tlase ga \_\_\_\_\_ sa gago?

2. **Go balela godimo:** 1–15 le 5–1.

3. **Go bala dilo 1–7; ntši/nnyane:** Barutwana ba dula ka sediko. Bea dikotlolo tše di sa išego mo gare. Bea mekotla ya dinawa/disokisi tše hlano ka sekotlolong gomme o bee tše pedi ka go se sengwe. Barutwana ba akanya gore go na le mekotla ya dinawa/disokisi tše kae ka dikotlolong. Mmogo balang barutwana ba šupa gomme ba tšee mekotla ya dinawa ge ba fetša ba boele ba eme mafelong a bona. Ba šielana ka go fošetša mekotla ya dinawa ka go se sengwe sa dikotlolo. Boeletša ka barutwana ba bangwe ba šupa. Bolelang gore ke sekotlolo sefe sa go ba le mekotla ya dinawa ye mentši/nnyane.

4. **Go ikatiša dipharologantšho tša dikhutlotharo; go ikatiša 1–4:** Ntle le go dumelela barutwana go tšea dibopego, swara seripiwa sa sebopego sa khutlotharo ka morago ga mokokotlo wa gago. Barutwana ba swanetše go akanya gore ke sebopego sefe. Bafe mehlala, mohlala: 'E na le mhlakore a mararo le methaladi ya thwii e meraro.'

#### Dipotšišo tša go hlahla:

- ★ Khutlotharo e fapana bjang le dibopego tše dingwe tša ka gare ga phapoši?

Barutwana ba nyaka dikhutlotharo tše 10 tše di utilwego ka phapošing. Ba di bea mmeteng kgauswi le dikarata tša maswao a dinomoro 1–4.

- ★ Ke sehlopha sefe sa go ba le tše dintši/dinnyane?
- ★ Dihlopha tša gare ga 2 le 4 di na le dikhutlotharo tše kae?
- ★ Re ka dira bjang gore sehlopha sa 3 se be le palo ya dikhutlotharo ya go lekana ya sehlopha sa 4?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### KELETŠO

Bea dikotlolo le mekotla ya dinawa ya go ba le dikarata tša maswao le maina a dinomoro go sebaka sa dipalo.

## Letšatši la 3

### Tše o di hlokago

- Koša: *Hlogo, magetla, dikhuru le menwana* (letlakala la 197)
- Dipoloko tša kota tše 11 tša karolo ya dipoloko (dipoloko tša khutlotharo, sediko le sekwere)
- Tamporini

1. **Song:** Sing *Head, shoulders, knees and toes* with actions.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two groups of blocks on the mat (seven in one group and four in the other).

**Guiding questions:**

- ★ How many blocks do you think there are in this group?
- ★ And this one?

Together count the blocks in each group.

- ★ Whose estimation was close?

4. **More, fewer, equal to:** Compare the groups of blocks.

**Guiding questions:**

- ★ Which group has more/fewer?
- ★ What do we need to do to make the groups equal?

5. **Position – next to, between, underneath:** Give a few learners instructions to place blocks around the classroom using 'next to' and 'between'.

**Guiding instructions:**

- ★ Place a square-shaped block next to the maths table.
- ★ Place a triangle-shaped block between my chair and the door.

Play the tambourine while all the learners move between the blocks. When the music stops they make groups of four and stand next to each other.

**Guiding questions:**

- ★ Who is standing next to \_\_\_\_\_?
- ★ Who is between \_\_\_\_\_ and \_\_\_\_\_?

Learners stand one behind the other.

- ★ Who is in front of/behind you?

Learners move to music and make new groups of four.

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



**TIP**

Discuss where the learners who don't have a full group of four should go to make full groups. Ask learners for ideas on how to solve this problem.

**Day 4**

**What you need**

- Song: *This is the way we make soup* (page 196)
- Shape story and vegetable pictures: *They pulled and they pulled* (page 198)
- A container on the maths table with 8 circle, 8 square and 8 triangle attribute blocks

1. **Song:** Introduce the song, *This is the way we make soup*.
2. **Oral counting:** 1–15 and 5–1.

1. **Koša:** Opelang *Hlogo, magetla, dikhuru le menwana* le dire ditiro.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea dihlopha tše pedi tša dipoloko mmeteng (tše šupa sehlopheng se setee le tše nne go se sengwe).

**Dipotšišo tša go hlahla:**

- ★ O nagana gore go na le dipoloko tše kae sehlopheng se?
- ★ Go se?

Mmogo balang dipoloko tša sehlopha se sengwe le se sengwe.

- ★ Ke kakanyo ya mang ya kgauswi le go nepagala?

4. **Ntši, nnyane nnyane, lekana le:** Bapetša dihlopha tša dipoloko.

**Dipotšišo tša go hlahla:**

- ★ Ke sehlopha sefe sa go ba le ntši/nnyane nnyane?
- ★ Re ka dira eng gore dihlopha di lekane?

5. **Maemo – kgauswi le, gare, ka tlase:** Efa barutwana ba mmalwa ditaello tša go tšea dipoloko go dikologa phapoši o diriša 'kgauswi le' le 'gare'.

**Ditaello tša go hlahla:**

- ★ Bea poloko ya sebopego sa sekwere kgauswi le tafola ya dipalo.
- ★ Bea poloko ya sebopego sa khutlotharo gare ga setulo sa ka le lebatl.

Bapala tamporine gomme barutwana ka moka ba sepele gare ga dipoloko. Ge mmimo o ema, ba ema ka dihlopha tša ba bane kgauswi le kgauswi.

**Dipotšišo tša go hlahla:**

- ★ Ke mang yo a emego kgauswi le \_\_\_\_\_?
- ★ Ke mang yo a lego gare ga \_\_\_\_\_ le \_\_\_\_\_?

Barutwana ba ema ka o tee ka morago ga yo mongwe.

- ★ Ke mang yo a lego ka pele ga/morago ga gago?

Barutwana ba a sepela ge mmimo o bapala gomme ba dira dihlopha tše diswa tša ba bane.

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

 **KELETŠO**

Bolelang gore barutwana ba go se be le sehlopha sa go felela sa ba bane ba ye kae gore ba dire dihlopha tša go felela. Kgopela barutwana go tla ka dikgopolo tša tharollo ya bothata bjo.

**Letšatši la 4**

**Tše o di hlokago**

- Koša: *Ye ke tsela ye re dirago sopo ka yona* (letlakala la 197)
- Kanegelo ya sebopego le diswantšho tša merogo: *Ba gogile ba goga* (letlakala la 199)
- Sekotlolo sa go ba le didiko tše 8, disekwere tše 8 le dipoloko tša go dirišwa go hlaola tše 8 tafoleng ya dipalo

1. **Koša:** Tsebiša koša *Ye ke tsela ye re dirago sopo ka yona*.
2. **Go balela godimo:** 1–15 le 5–1.



**TIP**

Place attribute blocks and vegetable shapes on the maths table for matching.

3. **Counting objects 1–7:** Learners sit in a circle. Place the vegetable pictures for the story on the mat. Learners estimate and count the number of vegetable pictures that there are.

**Guiding questions:**

- ★ Have you seen soup being made before?
- ★ Do you notice anything unusual about the shape of these vegetables?

4. **Shape story:** Tell the story using the pictures.

**Guiding questions:**

- ★ What shape are these vegetables normally?
- ★ Can you think of other vegetables that remind you of a circle/triangle shape?
- ★ Have you ever seen a square-shaped vegetable?
- ★ How many potatoes/carrots are there?
- ★ Are there more carrots or potatoes?

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

**Day 5**



**TIP**

Send a note to parents/caregivers suggesting they make vegetable soup with their children.

**What you need**

- Song: *This is the way we make soup* (page 196)
- Shape story: *They pulled and they pulled* (page 198)
- Vegetable pictures
- Poster 9
- 1 small toy car
- 1 small cardboard star

1. **Song:** Sing *This is the way we make soup*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Count the seven onion pictures from the story for Day 4.
4. **Shape story:** Together recall the story, showing the vegetable pictures.

**Guiding questions:**

- ★ Did you notice any vegetables or fruit at home or in the shops yesterday that look like squares, circles or triangles?
- ★ Did you talk to your families about how many vegetables they usually use when they make soup?

Look at examples of vegetable pictures and discuss the shapes.

5. **Directions:** Look at Poster 9. Ask the learners to say what they can see.

**Guiding questions:**

- ★ What can you see that looks like something you have seen before near your home?
- ★ What do you think this is? (Point to a building on the map.)





3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea diswantšho tša merogo tša kanegelo mmeteng. Barutwana ba bala le go akanya palo ya diswantšho tša merogo tše di lego fao.

**Dipotšišo tša go hlahla:**


- ✦ O ile wa bona ka fao sopo e dirwago ka gona?
- ✦ Go na le sa go se tlwaelege se o se bonago dibopegong tša merogo ye?

4. **Kanegelo ya dibopego:** Anega kanegelo o diriša diswantšho.


**Dipotšišo tša go hlahla:**

- ✦ Sebopego sa merogo ye ke sefe ka tlwaelo?
- ✦ O ka nagana ka merogo ya go go gopotša sebopego sa sediko/khutlotharo?
- ✦ O ile wa bona morogo wa sebopego sa sekwere?
- ✦ Go na le matsepane/dikherote tše kae?
- ✦ Go na le dikherote goba matsepane a mantši?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

 **KELETŠO**  
Bea dipoloko tšeo di dirišwago go hlaola le dibopego tša merogo tafoleng ya dipalo gore o ditšwalanye.

**Letšatši la 5**

 **KELETŠO**  
Romela sengwalwa go batswadi/bafepi o šišinye gore ba dire sopo le bana ba bona.

**Tše o di hlokago**

- Koša: *Ye ke tsela ye re dirago sopo ka yona* (letlakala la 197)
- Kanegelo ya dibopego: *Ba gogile ba goga* (letlakala la 199)
- Diswantšho tša merogo
- Phoustara ya 9
- Sefatanaga sa go bapadiša se sennyane se 1
- Naledi ya khatepote ye nnyane ye 1

1. **Koša:** Tsebiša koša *Ye ke tsela ye re dirago sopo ka yona*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Bala diswantšho tša dieiye tše šupa kanegelong ya Letšatši la 4.
4. **Kanegelo ya dibopego:** Mmogo gopodišišang kanegelo, o bontšhe diswantšho tša merogo.

**Dipotšišo tša go hlahla:**

- ✦ O bone dienywa goba merogo ya go swana le disekwere, didiko goba dikhutlotharo ka gae goba mabenkeleng maabane?
- ✦ O boletše le ba lapa la geno gore ba diriša merogo e mekae ge ba dira sopo?

Lebelelang mehlala ya diswantšho tša merogo le bolele ka dibopego.

5. **Ditšhupetšo:** Lebelela Phoustara ya 9. Kgopela barutwana ba go botše gore ba bona eng.

**Dipotšišo tša go hlahla:**

- ✦ O bona eng sa go swana le selo se nkilego wa se bona kgauswi le ga geno?
- ✦ O nagana gore se ke eng? (Šupa moago mmepeng.)



Place the toy car where Malusi is standing in the picture and a star on his destination. Learners pretend that Malusi is in the car, and direct you as you move the car.

- ★ What does Malusi see around him?
- ★ Should he go straight here? (Point.)
- ★ Which way should he drive to get to \_\_\_\_\_?
- ★ What will he see on his way?
- ★ When must he turn?

Repeat this, with different destinations.

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

### Integration

**Home Language and Life Skills:** Ask learners to tell their parents/ caregivers the story, *They pulled and they pulled*, discuss how many vegetables they use when they make soup, and to look at the shapes of fruit and vegetables at home and/or in the shops.

## Small group activities

### Teacher-guided activity

#### What you need

- A tub for each learner with:
  - Number 1–4 dot, symbol and word cards
  - 7 mixed attribute blocks (excluding rectangles)
  - 4 animal counters

1. **Oral counting 1–15:** Each learner counts from 1–15.
2. **Counting objects 1–7:** Learners sit in a circle with their tubs. They each count their 7 attribute blocks.
3. **Practising 1–4:** Guide learners to work with their shapes and number 1–4 symbol and dot cards.

#### Guiding questions:

- ★ Can you make two groups? One group with four shapes and one group with three shapes?
  - ★ Can you put your matching dot cards and number symbol cards next to these groups?
  - ★ Can you put your hand next to the group that has more/fewer shapes?
  - ★ How can we make these groups equal?
4. **Sorting:** Put all the shapes in a pile in the middle of the mat.

#### Guiding questions:

- ★ What is the same/different about these shapes?
- ★ What colours do you see?
- ★ How can we sort these shapes?



### TIP

Attribute blocks are three-dimensional objects. In Grade R we talk about 'blocks' that 'look like' two-dimensional shapes, such as circles, squares, triangles and rectangles. Remember to focus on the face of the attribute block when talking about a shape.

Bea sefatanaga mo Malusi a emego gona seswantšhong le naledi mo a yago gona. Barutwana ba dira e ke Malusi o ka sefatanageng, gomme ba fa ditšhupetšo ge a sepetša sefatanaga.

- ✦ Malusi o bona eng go mo dikologa?
- ✦ A sepele thwii fa? (Šupa.)
- ✦ O swanetše go leba kae gore a fihle \_\_\_\_\_?
- ✦ O tla bona eng mo tseleng?
- ✦ O swanetše go retologa neng?

Boeletša se, ka mafelo a go fapana.

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Kgopela barutwana gore ba anegele batswadi/bafepi ba bona kanegelo, *Ba gogile ba goga*, bolelang gore ba diriša merogo e mekae ge ba dira sopo, gomme ba lebelele dibopego tša merogo gae le goba ka mabenkeleng.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Dipoloko tša go dirišwa go hlaola tša go tswakwa tše 7 (ntle le dikhutlonnethwii)
  - Dikarata tša marontho, maswao le maina tša nomoro 1–4
  - Dibaledi tša diphoofole tše 4

1. **Go balela godimo 1–15:** Morutwana yo mongwe le yo mongwe o bala 1–15.
2. **Go bala dilo 1–7:** Barutwana ba dula ka sediko ba swere diswaro tša bona. Yo mongwe le yo mongwe o bala dipoloko tša go dirišwa go hlaola tše 7.
3. **Go ikatiša 1–4:** Hlahla barutwana go šoma ka dibopego tša bona le dikarata tša maswao le marontho tša nomoro 1–4.

#### Dipotšišo tša go hlahla:

- ✦ O ka dira dihlopha tše pedi? Sehlopha se tee sa dibopego tše nne le se sengwe sa dibopego tše tharo?
  - ✦ O ka bea dikarata tša gago tša marontho le dikarata tša maswao a dinomoro tša go tswalana kgauswi le dihlopha tše?
  - ✦ O ka bea seatla sa gago kgauswi le sehlopha sa go ba le dibopego tše ntši/nnyane?
  - ✦ Re ka dira eng gore dihlopha tše di lekane?
4. **Go hlaola:** Bea dibopego ka moka gare ga mmete e be mokgobo.
 

#### Dipotšišo tša go hlahla:

    - ✦ Dibopego tše di swana/fapana ka eng?
    - ✦ O bona mebala efe?
    - ✦ Re ka hlaola dibopego tše bjang?

### KELETŠO

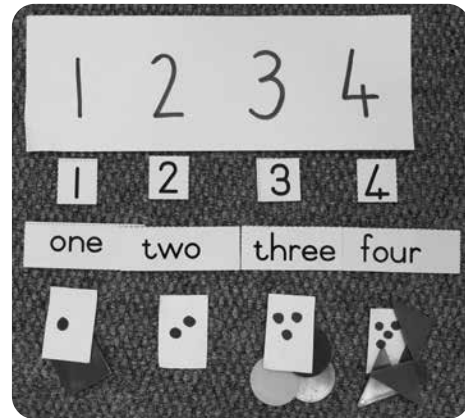
Dipoloko tša go dirišwa go hlaola ke dilo tša ditaemenšene tše tharo. Ka Mphatong wa R re bolela ka 'dipoloko' tša go 'swana le' dibopego tša ditaemenšene tše pedi, bjalo ka didiko, disekwere, dikhutlotharo le dikhutlonnethwii. Gopola go nepiša sefahlego sa poloko ya go dirišwa go hlaola ge o bolela ka sebopego.

5. **Ordering and position – next to, between, underneath using 1–4:**

Learners order number symbol, word and dot cards 1–4.

**Guiding questions:**

- ★ Can you put your finger on the number next to number 1?
- ★ Is there another number next to 1?
- ★ What number is before/after 3?
- ★ Can you show me the number that is between 1 and 3?
- ★ Can you choose one square to put *underneath* your number 1 dot card?
- ★ How many circles do you need to put *underneath* your number 3 dot card?
- ★ Can you put the right number of triangles *on top of* your number 4 dot card?



6. **Direction and position:** Learners count out four animal counters from their tubs.

**Guiding questions:**

- ★ Can you make all your animals face forwards towards me?
- ★ Can you put your animals one behind the other facing towards the door?
- ★ Which animal is standing in front of/behind \_\_\_\_\_?
- ★ Which animal is standing between \_\_\_\_\_ and \_\_\_\_\_?
- ★ Can you move the \_\_\_\_\_ to stand next to the \_\_\_\_\_?



**Check that learners are able to:**

- sort according to shapes and colours
- understand the position 'underneath'
- demonstrate an understanding of direction
- count orally 1–15
- count objects 1–7
- order number symbol cards 1–4

**Workstation 1**

**What you need**

- Shape page per learner
- Paint or crayons

Learners colour only the triangles on the page.



5. **Go beakanya le maemo – kgauswi le, gare, ka tlase, o diriša 1–4:** Barutwana ba beakanya dikarata tša maswao a dinomoro, maina le marontho tša nomoro 1–4.

**Dipotšišo tša go hlaha:**

- ★ O ka bea monwana wa gago nomorong ye e lego kgauswi le nomoro 1?
- ★ Go na le nomoro ye nngwe kgauswi le 1?
- ★ Ke nomoro efe pele/ka morago ga nomoro 3?
- ★ O ka mpontšha nomoro ye e lego gare ga 1 le 3?
- ★ O ka kgetha sekwere se setee wa se bea *ka tlase* ga karata ya gago ya marontho ya nomoro 1?
- ★ O hloka go bea didiko tše kae *ka tlase* ga karata ya gago ya marontho ya nomoro 3?
- ★ O ka bea palo ya go nepagala ya dikhutlotharo *godimo ga* karata ya gago ya marontho ya nomoro 4?



6. **Tšhupetšo le maemo:** Barutwana ba bala le go ntšha dibaledi tša diphoofolo tše nne seswarong sa bona.

**Dipotšišo tša go hlaha:**

- ★ O ka lebeletša diphoofolo tša gago ka moka go nna?
- ★ O ka bea diphoofolo tša gago e tee ka morago ga e nngwe di lebelele lebating?
- ★ Ke phoofolo efe ye e emego ka pele/ka morago ga \_\_\_\_\_?
- ★ Ke phoofolo efe ye e emego gare ga \_\_\_\_\_ le \_\_\_\_\_?
- ★ O ka tloša \_\_\_\_\_ gore e eme kgauswi le \_\_\_\_\_?



**Lekola gore barutwana ba kgona go:**

- hlaola go ya ka dibopego le mebala
- kwešiša maemo 'ka tlase'
- laetša kwešišo ya tšhupetšo
- balela godimo 1–15
- bala dilo 1–7
- beakanya dikarata tša maswao a dinomoro 1–4



## Lefelo la go šomela la 1

**Tše o di hlokago**

- Letlakala la sebopego la morutwana yo mongwe le yo mongwe
- Pente goba dikherayone

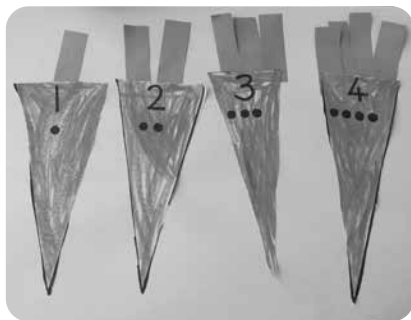
Barutwana ba khalaria dikhutlotharo fela letlakaleng.

## Workstation 2

### What you need

- Carrot A4 template per learner
- An A4 page per learner
- 10 strips for leaves per learner
- Glue

Learners cut out four carrots. They paste them onto the page in order from 1 to 4 and paste the correct number of leaves onto each.



## Workstation 3



### TIP

You could also use beads/mosaics/polystyrene shape cut-outs from your collections of waste for sorting.

### What you need

- Per learner:
  - A sorting tray, for example, egg boxes
  - A tub with a mixture of fruit counters, sticks, Unifix blocks, coloured discs (*Resource Kit*)

Learners sort the objects according to one attribute at a time, for example, colour or shape.



## Workstation 4



### TIP

Discuss the blocks during snack time, using relevant vocabulary, for example, taller, shorter.

### What you need

- Blocks

Learners build with blocks.

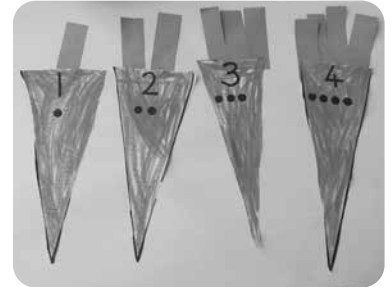


## Lefelo la go šomela la 2

### Tše o di hlokago

- Thempoleiti ya A4 ya kherote ya morutwana yo mongwe le yo mongwe
- Meseto ye 10 ya matlakala ya morutwana yo mongwe le yo mongwe
- Letlakala la A4 la morutwana yo mongwe le yo mongwe
- Sekgomaretši

Barutwana ba ripa dikherote tše nne. Ba di kgomaretša letlakaleng go thoma ka 1 go fihla ka 4 gomme ba kgomaretša palo yago nepagala ya matlakala go ye nngwe le ye nngwe.



## Lefelo la go šomela la 3

### KELETŠO

O ka diriša le diripiwa tša sebopego sa dipheta/dimosaike/pholisterine go tšwa mokgobong wa ditlakala gore di hlaolwe.

### Tše o di hlokago

- Morutwaneng yo mongwe le yo mongwe:
  - Therei ya go hlaola, mohlala, lepokisi la mae
  - Seswaro sa motswako wa dibaledi tša dienywa, dikotana, dipoloko tša *Unifix*, didiski tša mebalabala (*Dithušathuto tša Phapoši*)

Barutwana ba hlaola dilo go ya ka selo sa go dirišwa go hlaola se tee ka nako, mohlala, mmala goba sebopego.



## Lefelo la go šomela la 4

### KELETŠO

Ka nako ya seneke boelang ka dipoloko, le diriša tlotlontšu ya maleba, mohlala, teleyenana, kopanyana.

### Tše o di hlokago

- Dipoloko

Barutwana ba aga ka dipoloko.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Describes, sorts and compares 3-D objects

## New knowledge

- Sorting 3-D objects: similarities and differences
- One more, one fewer
- Position: above

## Practise

- Oral counting 1–15 and 5–1
- Counting objects 1–7
- Number concept 1–4
- Position: underneath, on, in, out
- Shapes: circle, square, triangle
- Twelve-piece puzzles

## New maths vocabulary

one fewer

altogether

above

front

back

## Getting ready

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

- a large cardboard circle, square, triangle (big enough for four learners to stand on together)
- 2 small cardboard triangles, squares, circles
- number 3 and 4 dot and symbol cards to add to those in the *Resource Kit* (you need enough for 21 learners)
- create an obstacle course to move an animal counter (from the *Resource Kit*) through (use items such as: boxes, scarves, cardboard tubes and wooden blocks)
- paper cut-outs: circles, squares and triangles of different sizes and colours – approximately 3 per learner
- twelve-piece puzzle (page 221).

## Whole class activities

### Day 1

#### What you need

- Rhyme: *Roly Poly* (page 198)
- 1 big ball
- A large cardboard circle, triangle, square
- Poster 11
- Circle-, square-, triangle-shaped objects placed around classroom – 1 per learner
- Attribute blocks (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *Roly Poly*.

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

## Dihlogotaba

- Maemo, peakanyo le dipono
- Hlaloša, hlaola le go bapetša dilo tša 3-D

## Tsebo ye mpsha

- Go hlaola dilo tša 3-D: tša go swana le diphapano
- Ntši ka tee, nnyane ka tee
- Maemo: godimo

## Go ikatiša

- Go balela godimo 1–15 le 5–1
- Go bala dilo 1–7
- Temogopalo 1–4
- Maemo: ka tlase, go, ka gare, ka ntle
- Dibopego: sediko, sekwere, khutlotharo
- Marara a diripa tše lesomepedi

## Tlotlontšu ye mpsha ya dipalo

nnyane ka tee

ka moka

godimo

pele

ka morago

## Go itokiša

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

- khatepote ye kgolo ya sediko, sekwere, khutlotharo (ya bogolo bja go lekana barutwana ba bane ba eme godimo ga yona ka moka ga bona)
- dikhutlotharo, disekwere, didiko tša khatepote tše dinnyane tše 2
- dikarata tša marontho le maswao tša nomoro 3 le 4 go tlaleletša tše di lego go *Dithušathuto tša Phapoši* (o hloka tša go lekana barutwana ba 21)
- hlama lepatlelo la ditšhitišo go sepetša sebaledi sa phoofolo (go tšwa go *Dithušathuto tša Phapoši*) go yona (diriša dilo tše bjalo ka: mapokisi, dikhafo, ditšhupu tša khatepote le dipoloko tša kota)
- diripiwa tša pampiri: didiko, disekwere le dikhutlotharo tša bogolo le mebala ya go fapana – tše 3 tša morutwana yo monge le yo mongwe
- marara a diripa tše lesomepedi (letlakala la 221).

## Mešongwana ya barutwana ka moka

### Letšatši la 1

#### Tše o di hlokago

- Sereto: *Roli Pholi* (letlakala la 199)
- Kgwele e kgolo e 1
- Sediko, sekwere, khutlotharo ya khatepote ye kgolo
- Phoustara ya 11
- Dilo tša sebopego sa sediko, sekwere, khutlotharo di beilwe go dikologa phapoši – se 1 sa morutwana yo mongwe le yo mongwe
- Dipoloko tše di dirišwago go hlaola (*Dithušathuto tša Phapoši*)

1. **Sereto:** Reta sereto, *Roli Pholi*.

2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Roll the ball to seven learners one at a time as the class counts 1–7. Repeat a few times with other learners. The learners who have had a turn, clap as you all count together.



4. **Practising shapes; similarities and differences:** Hold up a large cardboard circle, square and triangle. Look at Poster 11.

**Guiding questions:**

- ★ Where can you see these shapes on this poster?
- ★ Can you think of anything in your home/in the world that reminds you of any of these shapes?

Learners look for circle-, square- or triangle-shaped objects around the classroom. They return to their places on the mat when they have found something.

Compare differences and similarities between their objects. Place the objects in groups in the maths area on top of the cardboard shapes.

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

## Day 2

### What you need

- Rhyme: *Roly Poly* (page 198)
- Story: *They pulled and they pulled* (page 198)
- Pictures for story
- 1 big square, 2 circles, 3 big triangles, 4 small triangles – attribute blocks (*Resource Kit*)
- Bag/box
- 7 coloured counters

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Count the vegetable pictures from the story *They pulled and they pulled* from Week 3. Look at 7 counters on the mat.

**Guiding questions:**

- ★ How many counters do you think there are in this group?
- ★ Do you think there are more counters than there are vegetables?

Count and match the counters to the pictures.

2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Kgokološa kgwele go barutwana ba šupa efela o tee ka nako ge mphato o bala 1–7. Boeletša ga mmalwa le barutwana ba bangwe. Barutwana bao ba bilego le sebaka ba phaphatha diatla ge le bala mmogo.



4. **Go ikatiša dibopego; tša go swana le diphapano:** Swara sediko, sekwere, khutlotharo ya khatepote ye kgolo. Lebelela Phoustara ya 11.

**Dipotšišo tša go hlhla:**

- ★ O bona dibopego tše kae mo phoustareng?
- ★ O ka nagana ka se sengwe ka ga geno/lefaseng sa go go gopotša se sengwe sa dibopego tše?

Barutwana ba lebelela dibopego tša sediko, sekwere goba khutlotharo go dikologa phapoši. Ba boela mafelong a bona mmeteng ge ba hweditše se sengwe.

Bapetša go swana le go fapana ga dilo Tša bona. Bea dilo ka dihlopha sebaka sa dipalo godimo ga dibopego tša khatepote.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana lefelong le lengwe le le lengwe la go šomela.

## Letšatši la 2

### Tše o di hlokago

- Sereto: *Roli Pholi* (letlakala la 199)
- Kanegelo: *Ba gogile ba goga* (letlakala la 199)
- Diswantšho tša kanegelo
- Sekwere se segolo se 1, didiko tše 2, dikhutlotharo tše
- dikgolo tše 3, dikhutlotharo tše dinyane tše 4 – dipoloko tše di dirišwago go hlaola (*Dithušathuto tša Phapoši*)
- Mokotla/lepokisi
- Dibaledi tša mebala tše 7

1. **Sereto:** Reta sereto, *Roli Pholi*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Balang diswantšho tša merogo ka kanegelong *Ba gogile ba goga* ya Beke ya 3. Lebelelang dibaledi tše 7 mmeteng.

**Dipotšišo tša go hlhla:**

- ★ O nagana gore go na le dibaledi tše kae sehlopheng se?
- ★ O nagana gore go na le dibaledi tše dintši go feta merogo? Bala o be o tswalanye dibaledi le diswantšho.



## TIP

Remember that each attribute block is three-dimensional, but the learners are focusing on the surface or face of the object that looks like a circle, square or triangle.

4. **Practising shapes:** Show learners a bag with the attribute blocks in it.

**Guiding questions:**

- ★ If the objects in the bag have the same shape as the ones in the story, what shapes are they?
- ★ How many squares/circles/triangles should be in the bag?

One learner feels inside the bag. Learners take turns to say, 'It feels like a \_\_\_\_\_ (circle/square/triangle).'

Learners place the attribute block next to the matching vegetable picture on the maths table.

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

### Integration

**Home Language and Life Skills:** Dramatise the story, *They pulled and they pulled*.

## Day 3

### What you need

- Song: *If you're holding a square* (page 198)
- 3 containers with 8 circle, 8 square and 8 triangle attribute blocks (*Resource Kit*), as well as 2 cardboard triangles, squares, circles in each



## TIP

Oral counting: 1–15 and 5–1 can be done during a transition time.

1. **Song:** Learners stand in a circle. They fetch one shape each from the three containers on the mat. Sing *If you're holding a square*. Learners hold up matching shapes as they sing.
2. **Counting objects 1–7:** Learners organise themselves into three groups: one holding circles, one holding squares and one holding triangles. Give each group a container. They put their shapes on the mat next to the container.
3. **Practising 1–4; more than, fewer than, equal to:** One learner in each group places seven of the group's shapes into the container as the group counts 1 to 7. Learners look at the three shapes on the mat.

**Guiding questions:**

- ★ How many shapes are on the mat?
- ★ Are there more or fewer than four?
- ★ How many more shapes do you need to make a group of four?
- ★ Can you make another group that has an equal number of shapes to this group?



 **KELETŠO**

Gopola gore poloko ye nngwe le ye nngwe ya go dirišwa go hlaola e na le ditaemenšene tše tharo, efela barutwana ba nepiša bokagodimo goba sefahlego sa selo sa go swana le sediko, sekwere goba khutlotharo.

4. **Go ikatiša dibopego:** Bontšha barutwana mokotla wa go ba le dipoloko tše di dirišwago go hlaola ka gare.

**Dipotšišo tša go hlahla:**

- ✦ Ge dilo tša ka mokotleng di na le sebopego sa go swana le sa tša ka kanegelong, ke dibopego dife?
- ✦ Go swanetše go ba le disekwere/didiko/dikhutlotharo tše kae ka mokotleng?

Morutwana o tee o phophola ka mokotleng. Barutwana ba šiedišana ka go re, 'E kwagala bjalo ka \_\_\_\_\_ (sediko/sekwere/khutlotharo).'

Barutwana ba bea dipoloko tše di dirišwago go hlaola kgauswi le seswantšho sa morogo sa go tswalana le yona tafoleng ya dipalo.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** Diragatšang kanegelo, *Ba gogile ba goga.*

**Letšatši la 3**

**Tše o di hlokago**

- Koša: *Ge o swere sekwere* (letlakala la 199)
- Dikotlolo tše 3 tša go ba le didiko tše 8, disekwere tše 8 le dipoloko tša go dirišwa go hlaola tša dikhutlotharo tše 8 (*Dithušathuto tša Phapoši*), le dikhutlotharo, disekwere, didiko tša khatepote tše 2 go se sengwe le se sengwe

 **KELETŠO**

Go balela godimo: 1–15 le 5–1 go ka dirwa ka nako ya diphetogo.

1. **Koša:** Barutwana ba ema ka sediko. Ba tšea sebopego se setee dikotlolong tše tharo mmeteng. Opelang *Ge o swere sekwere*. Barutwana ba emiša dibopego tša go tswalana ge ba opela.
2. **Go bala dilo 1–7:** Barutwana ba ipeakanya ka dihlopha tše tharo: se tee se swara didiko, se tee disekwere gomme se tee dikhutlotharo. Efa sehlopha se sengwe le se sengwe sekotlolo. Ba bea dibopego tša bona mmeteng kgauswi le sekotlolo.
3. **Go ikatiša 1–4; ntši go, nnyane go, lekana le:** Sehlopheng se sengwe le se sengwe morutwana o tee o bea dibopego tše šupa tša sehlopha ka sekotlolong ge sehlopha se bala 1 go fihla ka 7. Barutwana ba lebelela dibopego tše tharo mmeteng.

**Dipotšišo tša go hlahla:**

- ✦ Go na le dibopego tše kae mmeteng?
- ✦ Ke tše dintši goba nnyane go tše nne?
- ✦ O hloka dibopego tše dingwe tše kae go dira dihlopha tše nne?
- ✦ O ka dira sehlopha se sengwe sa palo ya dibopego ya go lekana le ya sehlopha se?



**TIP**

Move between the three groups to support learners.

4. **One more, one fewer:** Learners continue to work with the shapes on the mat.
 

**Guiding questions:**

  - ★ Can you make one of the groups have one fewer shape than the other group?
  - ★ How many shapes does the group have in it now?
  - ★ How many more shapes does the first group have in it?
5. **Practising shapes and position:** Each learner holds a shape. Use instructions with positional words, for example: 'Those with small triangles, walk sideways and put your triangles behind my chair.'
6. **Small group activities:** Describe the activities at each workstation.

**Day 4**

**What you need**

- Song: *If you're holding a square* (page 198)
- Masking tape/chalk
- A large cardboard circle, square, triangle (each big enough for four learners to stand on together)
- Musical instrument
- 24 circle, triangle, square attribute blocks (*Resource Kit*)
- Small cardboard triangles, squares and circles – 2 of each
- Number 3 and 4 dot and symbol cards for 21 learners

1. **Song:** Sing the song, *If you're holding a square* with shapes.
2. **Oral counting:** 1–15 and 5–1. Use masking tape or chalk to create a ladder on the mat for learners to jump along as the class counts. The jumping ladder could be painted in bright enamel paint outside in the Grade R play area.





4. **Ntši ka tee nyane ka tee:** Barutwana ba tšwela pele go šoma ka dibopego mmeteng.  
**Dipotšišo tša go hlahla:**
  - ✦ O ka dira gore se setee sa dihlopha se be le dibopego tše dinnyane ka se setee go sehlopha se sengwe?
  - ✦ Sehlopha ga bjale se na le dibopego tše kae?
  - ✦ Sehlopha sa mathomo se na le dibopego tše dintši ka tše kae mo go sona?
5. **Go ikatiša dibopego le maemo:** Morutwana yo mongwe le yo mongwe o swara sebopego. Diriša ditaelo tša go ba le mantšu a maemo, mohlala: 'Ba dikhutlotharo tše dinnyane, sepelang ka mathoko gomme le bee dikhutlotharo tša lena ka morago ga setulo sa ka.'
6. **Mešomo ya dihlopha tše nyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### Letšatši la 4

#### Tše o di hlokago

- Koša: *Ge o swere sekwere* (letlakala la 199)
- Maskhing theipi/tšhoko
- Sediko, sekwere, khutlotharo ya khatepote ye kgolo (bogolo bja go lekana barutwana ba bane bae me go yona)
- Seletšo sa mmimo
- Dipoloko tša go dirišwa go hlaola tša sediko, khutlotharo, sekwere tše 24 (*Dithušathuto tša Phapoši*)
- Dikhutlotharo, disekwere le didiko tša khatepote tše dinnyane – 2 ya se sengwe le se sengwe
- Dikarata tša marontho le maswao tša nomoro 3 le 4 tša barutwana ba 21

1. **Koša:** Opela koša, *Ge o swere sekwere* ka dibopego.
2. **Go balela godimo:** 1–15 le 5–1. Diriša maskhing theipi goba tšhoko go hlama lleri mmeteng gore barutwana ba fofe ge mphato o bala. Lleri la go fofa le ka pentiwa ka ntle ka pente ya enamele ya go taga lefelong la go bapalela la Mphato wa R.



3. **Counting objects 1–7:** Learners sit in a circle. Place the large cardboard circle, square and triangle on the mat. Count how many straight sides the triangle and the square have each. Count how many they have altogether.



4. **Practising shapes:** Hide shapes around the classroom. In groups of four, learners take turns to be 'Shape detectives' to find shapes. Learners move to a beat between the three large shapes on the floor. When the music stops, they sit around the shape that matches the one they found in the classroom.

**Guiding questions:**

- ★ How many learners do you think would be able to stand on the circle/square/triangle at the same time?
  - ★ Would more learners fit on the square or the circle? Why?
5. **Practising 1–4; more/fewer:** Three learners stand on each of the cardboard shapes.



**Guiding questions:**

- ★ Can one more learner fit onto your cardboard shape?
  - ★ If we want one fewer learner standing on the circle, what must we do?
6. **Small group activities:** Describe the activities at each workstation.

3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea sediko, sekwere le khutlotharo ya khatepote ye kgolo mmeteng. Bala lehlakore la khutlotharo le le tee le la sekwere le le tee. Bala gore ge a kopane ke a makae.



4. **Go ikatiša dibopego:** Fihla dibopego go dikologa phapoši. Ka dihlopha tša ba bane, barutwana ba šielana ka go ba 'Matseka a dibopego' gore ba hwetše dibopego.

Barutwana ba sepela go ya ka morethetho gare ga dibopego tše tharo tše dikgolo lebatong. Ge mmimo o ema, ba dula ka go dikologa sebopego sa go tswalana le se ba se hweditšego ka phapošing.

**Dipotšišo tša go hlahla:**

- ★ O nagana gore ke barutwana ba bakae bao ba tlo kgonago go ema sedikong/sekwereng/khutlotharong ka nako e tee?
- ★ Barutwana ba bantši ba tlo lekana sekwereng goba sedikong? Ke lebaka la eng?

5. **Go ikatiša 1–4; ntši/nyane:**

Barutwana ba bararo ba ema sebopegong se sengwe le se sengwe sa khatepote.

**Dipotšišo tša go hlahla:**

- ★ Morutwana o tee yo mongwe a ka lekana sebopegong sa lena sa khatepote?
- ★ Ge re nyaka gore go eme barutwana ba bannyane nnyane ka o tee sedikong, re swanetše go dira eng?

6. **Mešomo ya dihlopha tše nnyane:**

Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.



Day 5

What you need

- Rhyme: *Roly Poly* (page 198)
- 1 large ball
- Animal counters (*Resource Kit*)
- A small 'obstacle' course (see photo below)

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Place a group of seven animal counters on the mat.

Guiding questions:

- ★ How many animals do you think there are in this group?  
Count the animal counters together.

4. **Practising position and direction:** Set up a small obstacle course. Follow the learners' instructions to move an animal through the obstacle course.



Guiding questions:

- ★ Which way should the horse walk to get to the top of this block?
- ★ Which way should the horse move so that he is under the box?
- ★ The horse wants to stand in this circle of blocks, how can he get there?
- ★ Is there a different way to get out?

Encourage the learners to use direction and position vocabulary.

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

Small group activities

Teacher-guided activity

What you need

- A big toy car or doll
- Unifix blocks and circle, square and triangle attribute blocks (*Resource Kit*)
- 4 attribute blocks: 1 triangle, 1 square and 2 circles (*Resource Kit*)
- Circular container lids – 2 per learner
- A tub for each learner with 4 attribute blocks: triangles/squares/circles (*Resource Kit*) (Vary the combination in each tub.)



Place the animals and obstacle course on a box so that they are raised and all the learners can see them.



## Letšatši la 5

### Tše o di hlokago

- Sereto: *Roli Pholi* (letlakala la 199)
- Kgwele ye kgolo ye tee
- Dibaledi tša diphoofole (*Dithušathuto tša Phapoši*)
- Lapatlelo la 'ditšhitišo' le le nnyane (lebelela seswantšho ka tlase)

1. **Sereto:** Reta sereto, *Roli Pholi*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Bea sehlopha sa dibaledi tša diphoofole tše šupa mmeteng.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le diphoofole tše kae sehlopheng se? Balang dibaledi tša diphoofole mmogo.

4. **Go ikatiša maemo le tšhupetšo:** Beakanya lepatlelo la ditšhitišo le le nnyane. Latela ditaello tša barutwana ge o sepetša phoofole tseleng ya mapheko.

#### Dipotšišo tša go hlahla:

- ★ Ke tsela efe ye pere e swanetšego go e sepela gore e fihle godimo ga poloko ye?
- ★ Ke tsela efe ye pere e swanetšego go e široša gore e be ka tlase ga lepokisi?
- ★ Pere e nyaka go ema sedikong se sa dipoloko, e tla fihla bjang gona?
- ★ Go na le tsela ye e fapanego ya go tšwa?

Hlohloletša barutwana go diriša tlotlontšu ya maemo le tšhupetšo.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.



 **KELETŠO**  
Bea diphoofole le lepatlelo la ditšhitišo lepokising gore di be godimo nyana gomme barutwana bohle ba kgone go di bona.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Sefatanaga sa go bapadiša se segolo goba mpopi
- Dipoloko tša *Unifix* le dipoloko tša go dirišwa go hlaola tša sediko, sekwere le khutlotharo (*Dithušathuto tša Phapoši*)
- Dipoloko tša go dirišwa go hlaola tše 4: khutlotharo e 1, sekwere se 1 le didiko tše 2 (*Dithušathuto tša Phapoši*)
- Dikhurumelo tša nkgokolo tša dikotlolo – tše 2 tša morutwana yo mongwe le yo mongwe
- Seswaro sa morutwana yo mongwe le yo mongwe le dipoloko tša go dirišwa go hlaola tše 4: dikhutlotharo/disekwere/didiko (*Dithušathuto tša Phapoši*) (Tswaka tša go fapana seswarong se sengwe le se sengwe.)

1. **Oral counting:** Clap and count 1–15. Stamp and count 5–1.
2. **Describing an object from different positions:** Put a toy car or doll on the mat. Ask learners to describe what this looks like from where they are sitting, for example: 'I can see the back of the doll's head.'



**Guiding questions:**

- ★ What does it look like from above?
- ★ What does it look like from underneath the car/doll?

**Integration**

**Home Language and Life Skills:** Discuss views of objects from different positions during daily routines, for example, a book at story time.

3. **Counting objects 1–7; similarities and differences:** Place a pile of Unifix and attribute blocks on the mat. Learners take turns to each count seven items. Discuss their choice of items.

**Guiding questions:**

- ★ What is the same/different about the items in your group?
  - ★ Can you sort these?
  - ★ Tell me how you sorted them.
  - ★ Could you sort them another way?
4. **Practising shapes and position; on, under, in and out:** Learners take out and count the attribute blocks in their tubs. They say how many blocks look like circles, squares or triangles.

Play 'Sizwe says'. For example:

- ★ Put your square under your foot.
- ★ Put your circle on your head.
- ★ Put your triangle back in the tub.



1. **Go balela godimo:** Phaphatha diatla o bale 1–15. Dira modumo ka leoto o bale 5–1.
2. **Go hlaloša selo go tšwa mafelong a go fapana:** Bea sefatanaga sa sebakadiši goba mpopi mmeteng. Kgopela barutwana go hlaloša gore se se lebelelega bjalo ka eng mo ba lego gona, mohlala: 'Ke bona bokamorago bja hlogo ya mpopi.'



**Dipotšišo tša go hlahla:**

- ★ E bonagala bjang ka godimo?
- ★ Bokafase bja sefatanaga/mpopi bo bonagala bjang?

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Bolelang ka fao dilo di bonagalago ka gona go tšwa maemong a go fapana ge go dirwa ditlwaelo tša tšatši ka tšatši, mohlala, puku ka nako ya kanegelo.

3. **Go bala dilo 1–7; tša go swana le tša go fapana:** Bea mokgobo wa *Unifix* le dipoloko tša go dirišwa go hlaola mmeteng. Barutwana ba šiedišana ka go bala dilo tše šupa. Bolelang ka dilo tše ba di kgethilego.

**Dipotšišo tša go hlahla:**

- ★ Dilo tša sehlopha sa gago di swana/fapana ka eng?
- ★ O ka di hlaola?
- ★ Mpotše gore o di hlaotše bjang.
- ★ O ka di hlaola ka tsela ye nngwe?

4. **Go ikatiša dibopego le maemo; go, ka tlase, ka gare le ka ntle:** Barutwana ba ntšha dipoloko tša go dirišwa go hlaola diswarong tša bona ba di bala. Ba bolela gore ke dipoloko tše kae tša go lebelelega bjalo ka didiko, disekwere goba dikhutlotharo.

Bapalang 'Sizwe o re'. Mohlala:

- ★ Bea sekwere sa gago ka tlase ga kgato ya gago.
- ★ Bea sediko sa gago hlogong.
- ★ Bušetša khutlotharo ya gago ka seswarong.



5. **Practising 1–4; one more/one fewer:** Learners play the 'shake and break' game with four counters and two lids. (See the teacher-guided activity in Week 2, page 48.)

**Guiding questions:**

- ★ Do I have the same number of counters on each lid?
- ★ How many counters do I have on each lid?
- ★ How many counters do I have altogether?
- ★ If \_\_\_\_ puts one more counter on this lid how many will there be?
- ★ If \_\_\_\_ takes one counter from this lid, how many will there be?
- ★ Which group has one more than 2/3?
- ★ Which group has one fewer than 4/3/2?



**Check that learners are able to:**

- explain similarities and differences between objects and sort these
- describe an object from different views
- demonstrate an understanding of one more and one fewer
- identify a circle, square and triangle

**Workstation 1**

**What you need**

- Paper cut-outs: circles, squares and triangles of different sizes and colours
- Glue
- Paper
- Crayons
- An A4 page per learner

Learners paste a shape or shapes onto their page. They draw details on or around the shapes to create a picture.



5. **Go ikatiša 1–4; ntši ka tee/nyane ka tee:** Barutwana ba bapala moraloko wa 'šikinya o aroganye' ka dibaledi tše nne le dikhurumelo tše pedi. (Lebelela mošongwana wa go hlahlwa ke morutiši wa Beke ya 2, letlakala la 49.)

**Dipotšišo tša go hlahlwa:**

- ★ Ke na le palo ya go lekana ya dibaledi sekhurumelong se sengwe le se sengwe?
- ★ Ke na le dibaledi tše kae sekhurumelong se sengwe le se sengwe?
- ★ Ke na le dibaledi tše kae ka moka?
- ★ Ge \_\_\_\_ a bea sebaledi se setee sekhurumelong se e tlo ba tše kae?
- ★ Ge \_\_\_\_ a ntšha sebaledi se setee sekhurumelong se, go tlo šala tše kae?
- ★ Ke sehlopha sefe sa go ba le se setee go feta  $2/3$ ?
- ★ Ke sehlopha sefe sa go ba se sennyane ka se setee go  $4/3/2$ ?



**Lekola gore barutwana ba kgona go:**

- hlaloša dilo tša go swana le tša go fapana magareng ga dilo le go di hlaola
- hlaloša selo go tšwa go dipono tša go fapana
- laetša kwešišo ya ntši goba nnyane ka tee
- hlatha sediko, sekwere le khutlotharo

**Lefelo la go šomela la 1**

**Tše o di hlokago**

- Diripiwa tša pampiri: didiko, disekwere le dikhutlotharo tša go fapana ka bogolo le mebala
- Sekgomaretši
- Pampiri
- Dikherayone
- Letlakala la A4 la morutwana yo mongwe le yo mongwe

Barutwana ba kgomaretša sebopego/dibopego letlakaleng la bona. Ba thala godimo goba go dikologa dibopego go hlama seswantšho.



## Workstation 2

### What you need

- Playdough
- Dough cutters (square, circle, triangle)
- Plastic knives
- Dough mats/boards
- Poster 11

Learners make playdough squares, circles and triangles using their dough cutters. They create a picture using the shapes.



## Workstation 3

### What you need

- Blocks and/or Unifix blocks

Learners build whatever they like from blocks.

## Workstation 4

### What you need

- An assortment of twelve-piece puzzles

Learners build puzzles.



Provide opportunities for learners with differing abilities to work at their own pace.



## Lefelo la go šomela la 2

### Tše o di hlokago

- Tlhama
- Diripa tlhama (sekwere, sediko le khutlotharo)
- Mefaka ya polasetiki
- Mebete/diboto tša tlhama
- Phoustara 11

Barutwana ba dira disekwere, didiko le dikhutlotharo tša tlhama ba diriša diripa tlhama tša bona. Ba hlama seswantšho ka dibopego.



## Lefelo la go šomela la 3

### Tše o di hlokago

- Dipoloko le/goba dipoloko tša *Unifix*


Barutwana ba bopa se ba se ratago ka dipoloko.

## Lefelo la go šomela la 4

### Tše o di hlokago

- Motswako wa marara a diripa tše lesomepedi

Barutwana ba aga marara.

 **KELETŠO**  
Neela barutwana ba bokgoni bja go fapana menyetla ya go šoma ka lebelo la bona.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 5

## Practise

- Oral counting 1–15 and 5–1
- Counting objects 1–7
- Number concept 1–4
- Sequencing numbers 1–4
- More, fewer

## New maths vocabulary

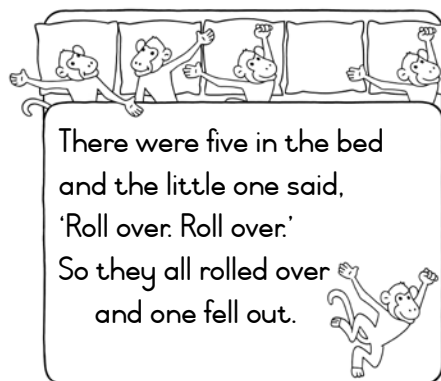
number line

order

## Getting ready

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

- number frieze and house template for number 5 (page 210)
- 5 number '5' dot, symbol and word labels for the maths table (page 210)
- 5 green circle cardboard cut-outs (to fit 5 animal counters)
- *Five in a bed* poster from Term 1, Week 9, adapted to use monkeys



- number washing line made with string, pegs and number symbol cards 1–5 (see Day 3)
- 5 post boxes, marked with number symbols 1–5 (see Day 4)
- playdough template: Number 5 per learner (page 214)
- A4 page per learner with 5 ladybirds drawn on it (see Workstation 2)
- 5 paper plates/lids per learner, each with a number symbol and matching dots 1–5, for example, 1 and one dot, 2 and two dots (see Workstation 3)
- 30 stones
- copy number puzzles (1 per learner in a group) and colour in the pictures (page 219).

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

## Dihlogotaba

- Lemoga maswao a dinomoro le maina a dinomoro
- Hlaloša, bapetša le go latelanya dinomoro

## Tsebo ye mpsa

- Nomoro 5

## Go ikatiša

- Go balela godimo 1–15 le 5–1
- Go bala dilo 1–7
- Temogopalo 1–4
- Go latelanya dinomoro 1–4
- Ntši, nnyane

## Tlotlontšu ye mpsa ya dipalo

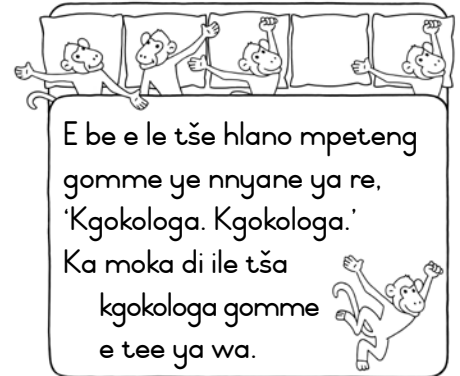
mothalopalo

tatelano

## Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 5 (letlakala la 211)
- ditlankane tša marontho, maswao le maina a nomoro '5' tše 5 tša tafola ya dipalo (letlakala la 211)
- diripiwa tša khatepote tša didiko tše ditalamorogo tše 5 (tša go lekana dibaledi tša diphoofolo tše 5)
- phoustara ya *Tše hlano mpeteng* ya Kotara ya 1, Beke ya 9, ye e fetotšwego go diriša dikgabo
- mothalopalo wa go dirwa ka lenti, diphekese le dikarata tša maswao a dinomoro 1–5 (lebelela Letšatši la 3)
- mapokisi a poso a 5, a go swaiwa ka maswao a dinomoro 1–5 (lebelela Letšatši la 4)
- thempoleiti ya tlhama: Nomoro 5 ya morutwana yo mongwe le yo mongwe (letlakala la 215)
- letlakala la A4 la morutwana yo mongwe le yo mongwe gomme le thalwe dipodilekgwana tše 5 (lebelela Lefelo la go šomela la 2)
- dipoleiti tša pampiri/dikhurumelo tše 5 tša morutwana yo mongwe le yo mongwe, di be le maswao a dinomoro le marontho a go tswalana 1–5, mohlala, 1 le lerontho le letee, 2 le marontho a mabedi (lebelela Lefelo la go šomela la 3)
- maswika a 30
- kopolla marara a dinomoro (1 la morutwana yo mongwe le yo mongwe sehlopheng) gomme diswantšho di khalarawe ka gare (letlakala la 220).



## Whole class activities

### Day 1

#### What you need

- Rhyme: *Roly Poly* (page 198)
- 2 hula hoops (or draw circles with chalk)
- 14 animal counters (*Resource Kit*)
- Number friezes 1–4
- Number frieze: Number 5 (page 210)
- *Number 5 story* (page 200)

1. **Rhyme:** Say the rhyme, *Roly Poly*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two hula hoops on the mat. Spread out seven animal counters inside the one hoop, and place seven animal counters close together inside the other hoop.

#### Guiding questions:

- ★ How many animals are in this group? And in this group?
- ★ Which group has more/fewer animals?

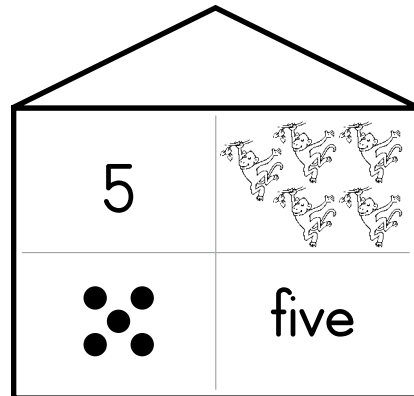
Together count the animals 1–7 in each hula hoop.

4. **Introducing number '5':** Point to number friezes 1–4 on the wall.

#### Guiding questions:

- ★ Which house has one more animal than the meerkats' house?
- ★ How do you know?
- ★ How many animals live in the house that was built after the elephant's house?
- ★ How many animals do you think will live in the next house?

Tell the *Number 5 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 5, 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. Count the monkeys together.



- ★ Who has seen a monkey before? Where?
  - ★ What noise does a monkey make?
  - ★ Show me how they move.
  - ★ How many more monkeys are there than meerkats?
  - ★ If one meerkat went to the monkeys' house, how many meerkats would be left in the meerkats' house?
5. **Small group activities:** Describe the activities at each workstation.

# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Sereto: *Roli Pholi* (letlakala la 199)
- Dihula hupu tše 2 (goba o thale didiko ka tšhoko)
- Dibaledi tša diphoofole tše 14 (*Dithušathuto tša Phapoši*)
- Ditšhate tša tlotlontšu le dinomoro 1–4
- Tšhate ya tlotlontšu le dinomoro: Nomoro 5 (letlakala la 211)
- *Kanegelo ya nomoro 5* (letlakala la 201)

1. **Sereto:** Reta sereto, *Roli Pholi*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea dihula hupu tše pedi mmeteng. Phatlalatša dibaledi tša diphoofole tše šupa ka gare ga hula hupu e tee, dibaledi tša diphoofole tše šupa kgauswi le kgauswi ka gare ga hula hupu e tee.

#### Dipotšišo tša go hlahla:

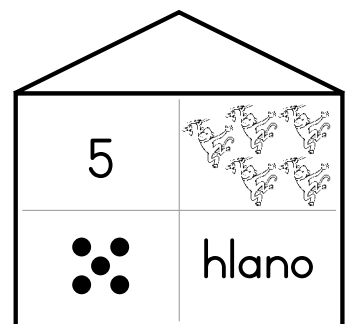
- ★ Go na le diphoofole tše kae sehlopheng se? Sehlopheng se?
  - ★ Ke sehlopha sefe sa go ba le diphoofole tše dintši/nnyane?
- Mmogo balang diphoofole 1–7 ka hula hupung ye nngwe le ye nngwe.

4. **Go tsebiša nomoro '5':** Šupa ditšhate tša tlotlontšu le dinomoro 1–4 lebotong.

#### Dipotšišo tša go hlahla:

- ★ Ke ntlo efe ya go ba le diphoofole tše dintši ka ye tee go feta ntlo ya meswe?
- ★ O tseba bjang?
- ★ Go dula diphoofole tše kae ka ntlong ya go agiwa ka morago ga ntlo ya ditlou?
- ★ O nagana gore go tlo dula diphoofole tše kae ntlong ya go latela?

Anega *Kanegelo ya nomoro 5*. Nepišo ya kanegelo ke ntlo ya diphoofole. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ge o dira kanegelo ya diphoofole le diswantšho tša ntlo: dikemedi tša go fapana tša nomoro 5, mohlala, seswantšho, marontho, leswao le leina. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro lebotong la ntlo mo sebakeng sa dipalo. Balang dikgabo mmogo.



- ★ Ke mang yo nkilego a bona kgabo? Kae?
  - ★ Kgabo e lla bjang?
  - ★ Mpontšhe gore di sepela bjang.
  - ★ Dikgabo ke tše dintši go feta meswe ka tše kae?
  - ★ Ge moswe o tee o ka ya ntlong ya dikgabo, go tlo šala meswe e mekae ka ntlong ya meswe?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

## Day 2

## What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- Number 5 dot, symbol and word cards
- 3 circle cardboard cut-outs
- 19 animal counters (*Resource Kit*)
- 30 animal counters hidden around the classroom (1 per learner)

1. **Song:** Sing the song, *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place three cardboard circles on the mat, one with no animals, one with seven animals spread out, and one with seven animals standing close together.

## Guiding questions:

- ★ How many animals do you think there are in this group?

Point to one of the groups of seven and count the animals, then point to the other group and ask, 'How many animals?'

- ★ Which of these two groups has more/fewer/the same number of animals?

4. **Practising 5:** Discuss the three groups of animals.

## Guiding questions:

- ★ If I only want five animals in each of these groups, what must I do? (Take two away from each group.)

Place four animals on the empty circle.

- ★ How many more animals do we need to add to this group to make five?

5. **Animal hunt:** Place a container with sticks from the *Resource Kit* on the maths table for learners to create 'camps' of five animals. Place animal counters from the *Resource Kit* around the classroom. Learners go on an 'animal hunt' to find the animals. They place these on the table in 'camps' of five.

## Guiding questions:

- ★ What could we do with the animals that can't fit into these camps? (Arrange them individually on the maths table.)

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

## Day 3

## What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- 7 clothes pegs
- Number washing line with number cards 1–5 to peg onto string
- Number symbols 1–5 (*Resource Kit*)
- 5 hula hoops



## TIP

Remind learners to move quietly so that they don't frighten the animals.

## Letšatši la 2

### Tše o di hlokago

- Koša: *Dikgabo tše hlano mpeteng* (letlakala la 201) le diswantšho
- Dikarata tša marontho, maswao le maina a nomoro 5
- Diripiwa tša khatepote tša sediko tše 3
- Dibaledi tša diphoofolo tše 19 (*Dithušathuto tša Phapoši*)
- Dibaledi tša diphoofolo tše 30 di utilwe go dikologa phapoši (1 sa morutwana yo mongwe le yo mongwe)

1. **Koša:** Opela koša, *Dikgabo tše hlano mpeteng*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea didiko tša khatepote tše tharo mmeteng, se setee sa go se be le diphoofolo, se setee sa diphoofolo di phatlaladitšwe, le se setee sa diphoofolo tše šupa di eme kgauswi le kgauswi.

#### Dipotšišo tša go hlahla:

★ O nagana gore go na le diphoofolo tše kae sehlopheng se?

Šupa se tee sa dihlopha tša šupa gomme o bale diphoofolo, bjale o šupe sehlopha se sengwe o botšiše, 'Ke diphoofolo tše kae?'

★ Ke sefe dihlopheng tše pedi sa go ba le palo ye ntši/nnyane/lekana ya diphoofolo?

4. **Go ikatiša 5:** Bolelang ka dihlopha tše tharo tša diphoofolo.

#### Dipotšišo tša go hlahla:

★ Ge ke nyaka diphoofolo tše hlano fela sehlopheng se sengwe le se sengwe sa tše, ke swanetše go dira eng? (Ntšha tše pedi sehlopheng se sengwe le se sengwe.)

Bea diphoofolo tše nne sedikong sa go se be le selo.

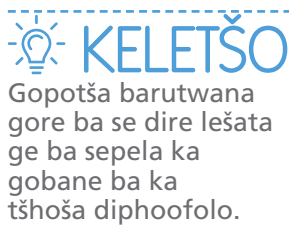
★ Re hloka go tsenya diphoofolo tše dingwe tše kae sehlopheng se gore e be tše hlano?

5. **Go tsoma diphoofolo:** Bea sekotlolo sa dikotana sa *Dithušathuto tša Phapoši* tafoleng ya dipalo gore barutwana ba hlame 'dikampa' tša diphoofolo tše hlano. Bea dibaledi tša diphoofolo tša *Dithušathuto tša Phapoši* go dikologa phapoši. Barutwana ba ya 'go tsoma diphoofolo' gore ba hwetše diphoofolo. Ba bea se ditafoleng ka 'dikampa' tša ba bahlano.

#### Dipotšišo tša go hlahla:

★ Re tla dira eng ka diphoofolo tša go se lekane ka dikampeng? (Di beakanye ka e tee e tee tafoleng ya dipalo.)

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.



## Letšatši la 3

### Tše o di hlokago

- Koša: *Dikgabo tše hlano mpeteng* (letlakala la 201) le diswantšho
- Diphekese tša diaparo tše 7
- Mothalopalo le dikarata tša dinomoro 1–5 gore di anegiwe lenting
- Maswao a dinomoro 1–5 (*Dithušathuto tša Phapoši*)
- Dihula hupu tše 5



1. **Song:** Learners stand in a circle. They dramatise the song *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Ask seven learners to each fetch one object from around the classroom. Place the objects on the mat. Arrange learners so that they can all see what is on the mat.

**Guiding questions:**

- ★ How many objects are on the mat?
- ★ How many objects will be left if we take one away? If we take another one away? If we take two away?
- ★ How many objects do we need to put back to have five? How many more objects do we need to put back to have seven?

4. **Practising and ordering numbers 1–5:** Introduce the number washing line. Take the number cards off the washing line and give them to five learners. Learners arrange themselves in order from 1 to 5.

**Guiding questions:**

- ★ Which number should come first, next, before, after?

Turn a learner around so that other learners can't see their number card.

- ★ Which number is between 2 and 4?



Place the number symbols 1–5 in a muddle on the floor. Ask learners to help peg the cards in order from 1 to 5 on the washing line. Learners peg numbers to the line as you ask questions.

- ★ Which number should come first, next, after?
- ★ Can you point to the number that is before, between?

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

## Day 4

### What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- 30 number '1–5' picture, symbol and dot cards (*Resource Kit*)
- Music or an instrument
- Number washing line with number symbols 1–5 pegged onto string
- 5 post boxes marked 1–5
- Coloured counters
- Number 5 dot cards (*Resource Kit*)

1. **Song:** Dramatise *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. Learners count the number of claps and say how many claps there were.

1. **Koša:** Barutwana ba ema ka sediko. Ba diragatša koša *Dikgabo tše hlano mpeteng*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Kgopela barutwana ba šupa ba tšee selo ka phapošing. Bea dilo mmeteng. Beakanya barutwana ka tsela yeo bohle ba tlo kgonago go bona gabotse mmeteng.

**Dipotšišo tša go hlahla:**

- ★ Go na le dilo tše kae mmeteng?
- ★ Ge re tloša selo se setee go tlo šala tše kae? Ge re tloša se sengwe gape? Ge re tloša tše pedi?
- ★ Re swanetše go bušetša dilo tše kae gore e be tše hlano? Re hloka go bušetša tše dingwe tše kae gore re be le tše šupa?



4. **Go ikatiša le go latelanya dinomoro 1–5:** Tsebiša mothaloalo. Tloša dikarata tša dinomoro mothaloalolong o di fe barutwana ba bahlano. Barutwana ba ipeakanya ka tatelano go thoma ka 1 go fihla ka 5.

**Dipotšišo tša go hlahla:**

- ★ Ke nomoro efe ye e swanetšego go ba ya mathomo, ya go latela, ya pele, ka morago?

Retolla morutwana gore barutwana ba bangwe ba se bone karata ya gagwe ya nomoro.

- ★ Ke nomoro efe gare ga 2 le 4?

Bea maswao a dinomoro 1–5 gare ga lebato. Kgopela barutwana ba go thuše go anega dinomoro ka tatelano go thoma ka 1 go fihla ka 5 mo mothaloalolong. Barutwana ba anega dinomoro mothaloalolong ge o botšiša dipotšišo.

- ★ Ke nomoro efe ye e swanetšego go ba ya mathomo, ya go latela, ka morago?
- ★ O ka šupa nomoro ya go tla pele, gare?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

## Letšatši la 4

### Tše o di hlokago

- Koša: *Dikgabo tše hlano mpeteng* (letlakala la 201) le diswantšho
- Diswantšho tša nomoro '1–5' tše 30, dikarata tša maswao le marontho (*Dithušathuto tša Phapoši*)
- Mmino goba seletšo sa mmino
- Mothalopalo le maswao a
- dinomoro 1–5 di anegilwe lenting
- Mapokisi a poso a 5 a go swaiwa 1–5
- Dibaledi tša mebalabala
- Dikarata tša marontho tša nomoro 5 (*Dithušathuto tša Phapoši*)

1. **Koša:** Diragatšang *Dikgabo tše hlano mpeteng*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Phaphatha diatla ka mo o nyakago gare ga 1 le 7. Barutwana ba bala mephaphatho gomme ba bolela gore ke e mekae.



## TIP

Use the number cards from the maths table if you need more for each learner for activity 4.

4. **Practising 1–5:** Learners call out the number as you show dot cards 1–5. Discuss which dot cards make 5. Show different combinations of dots to make 5. Look at the number 5 dot cards and discuss what is the same/different about each one.

Hand out a number 1–5 symbol, picture or dot card to each learner. Point to the number friezes. Learners hold up their card if it matches the number on the animal frieze as you point. Play some music or shake a tambourine. Learners move to the music. When the music stops, they form groups of learners who have matching number cards. Place post boxes 1–5 below the washing line. Learners post their cards into the correct boxes when the music stops.



## Guiding questions:

- ★ Which group should post their numbers first, last, and so on? Why?
5. **Small group activities:** Describe the activities at each workstation.

## Day 5

## What you need

- Song: *Five monkeys in a bed* (page 200) and pictures
- Poster 2
- Tambourine

1. **Song:** Dramatise *Five monkeys in a bed*.
2. **Oral counting:** 1–15 and 5–1.
3. **Counting objects 1–7:** Repeat the counting activity you did on Day 4.
4. **Practising 1–5:** Use the tambourine to beat counts of 1 to 5. Learners jump to the tambourine beats. Between jumps, give instructions using numbers 1–5. For example: 'Shake hands with three friends.' 'Match five fingers on your one hand to five fingers on your friend's hand.'
5. **Practising 4 and 5:** Discuss Poster 2. Talk about what the learners can see.

## Guiding questions:

- ★ Does our playground look like this?
- ★ Is there anything that is the same/different?
- ★ What games are the children playing?

Count together how many children are playing each game. Choose learners to point as you ask questions.

- ★ Can you see the numbers 4 and 5?
- ★ How many children are playing hopscotch? And in the tyres?

**KELETŠO**  
 Diriša dikarata tša dinomoro tša tafoleng ya dipalo ge o nyaka gore morutwana yo mongwe le yo mongwe a be le tše dintši ge go dirwa mošongwana wa 4.

4. **Go ikatiša 1–5:** Barutwana ba bolela nomoro ge o bontšha karata ya marontho 1–5. Bolelang gore ke dikarata dife tša marontho tša go dira 5. Bontšha metswako ya marontho ya go fapana ya go dira 5. Lebelelang dikarata tša marontho tša nomoro 5 le bolele gore di swana/fapana ka eng.

Efa morutwana yo mongwe le yo mongwe karata ya maswao, diswantšho goba marontho ya nomoro 1–5. Šupa ditšhate tša tlotlontšu le dinomoro. Barutwana ba emiša karata ge e le gore e tswalana le nomoro ye e lego go tšhate ya tlotlontšu le dinomoro ya diphoofolo ge o šupa. Bapala mmimo goba o šikinye tamporine. Barutwana ba binela mmimo. Ge mmimo o ema, ba ema ka dihlopha tša barutwana ba go ba le dikarata tša dinomoro tša go tswalana.

Bea mapokisi a poso 1–5 ka tlase ga mothalopalo. Barutwana ba posa dikarata tša bona ka mapokising a go nepagala ge mmimo o ema.



**Dipotšišo tša go hlahla:**

- ★ Ke sehlopha sefe seo se swanetšego go posa dinomoro tša bona pele, la mafelelo, bjalo bjalo? Ka lebaka la eng?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

**Letšatši la 5**

**Tše o di hlokago**

- Koša: *Dikgabo tše hlano mpeteng* (letlakala la 201) le diswantšho
- Phoustara ya 2
- Tamporine

1. **Koša:** Diragatšang *Dikgabo tše hlano mpeteng*.
2. **Go balela godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Boeletšang mošongwana wa go bala wo le o dirilego ka Letšatši la 4.
4. **Go ikatiša 1–5:** Diriša tamporine go bala merethetho ya 1 go fihla ka 5. Barutwana ba fofa go ya ka morethetho wa tamporine. Mo gare ga mefofo, efa ditaelo o diriša dinomoro 1–5. Mohlala: ‘Dumediša bagwera ba bararo ka diatla.’ ‘Tswalanya menwana ye mehlano ya seatla sa gago le ye mehlano ya seatla sa mogwera wa gago.’
5. **Go ikatiša 4 le 5:** Bolelang ka Phoustara ya 2. Bolelang ka se barutwana ba se bonago.

**Dipotšišo tša go hlahla:**

- ★ Lapatlelo la rena la go bapala le swana le se?
- ★ Go na le sa go swana/fapana?
- ★ Bana ba bapala meraloko efe?

Mmogo balang gore moraloko o mongwe le o mongwe o bapalawa ke barutwana ba bakae. Kgetha barutwana ba go šupa ge o botšiša potšišo.

- ★ O bona dinomoro 4 le 5?
- ★ Ke barutwana ba bakae bao ba bapalago tsheretshere? Le ka dithaereng?

- ★ If one more child joins these children, how many will there be?
- ★ How many things are there in the sandpit?
- ★ If we put one more thing in/took one out, how many things would there be?

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

### Integration

**Home Language and Life Skills:** When playing outdoor games refer to, for example, five balls, five times, five throws, five catches.



## Small group activities

### Teacher-guided activity

#### What you need

- 2 plastic lids per learner
- Number 5 dot cards
- Playdough and a mat per learner
- An A4 page per learner
- Crayons
- A tub per learner with:
  - Number dot, symbol, word cards 1–5
  - 5 stones
  - Red and yellow beads (*Resource Kit*)

1. **Matching dot cards:** Show learners a number 5 dot card. They arrange their stones to match this. Repeat with the other five-dot arrangements.



- ★ Ge ngwana o tee a ka bapala le bona, e tlo ba ba bakae?
  - ★ Go na le dilo tše kae moleteng wa santa?
  - ★ Ge re tsenya/ntšha selo se setee, e tlo ba dilo tše kae?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Ge le bapala meraloko ya ka ntle šupetša, mohlala, dikgwele tše hlano, ga hlano, foša ga hlano, kaba ga hlano.



## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Dikhurumelo tša polasetiki tše 2 tša morutwana yo mongwe le yo mongwe
- Dikarata tša maronho tša nomoro 5
- Tlhama le mmete wa morutwana yo mongwe le yo mongwe
- Letlakala la A4 la morutwana yo mongwe le yo mongwe
- Dikherayone
- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Dikarata tša maronho, maswao le maina a nomoro 1–5
  - Maswika a 5
  - Dipheta tše dihubedu le tše diserolane (*Dithušathuto tša Phapoši*)

1. **Dikarata tša maronho tša go tswalana:** Bontšha barutwana karata ya maronho ya nomoro 5. Ba beakanya maswika a bona gore a tswalane le se. Boeletša ka peakanyo ye nngwe ya maronho a mahlano.





2. **Practising 5:** Learners count five stones from their tubs. They match their number 5 word and symbol cards to the five stones.

Place two lids in front of each learner. Together play the 'shake and break' game for number 5. Learners place their stones on the two lids in front of them as they have 'broken up' the collection. They take turns to say how many they have on each lid.

**Guiding questions:**

- ★ How did you break up your stones?
- ★ Who has something different?

Repeat the activity. Show one learner's lids to the group.

- ★ Who has the same?

Choose a matching set of lids and compare these.

- ★ What is the same/different about these two groups?

3. **Structure beads:** Learners show the number of beads as you ask them.

**Guiding questions:**

- ★ Can you show me two beads?
- ★ Can you show me one more bead?
- ★ Can you show me one less?

Hold two beads in your hand.

- ★ How many more/fewer beads do you need to get to three/four/five?

Encourage learners not to count the beads one at a time but to rather show you the number of beads you have asked for. The beads support learners to count on from a chosen number.

4. **Practising 5 using playdough:** Learners make a 5 using playdough. Support learners who are ready to write 5.





2. **Go ikatiša 5:** Barutwana ba bala maswika a mahlano a ka diswarong tša bona. Ba tswalanya dikarata tša maina le maswao a 5 tša bona le maswika a mahlano.

Bea dikhurumelo tše pedi pele ga morutwana yo mongwe le yo mongwe. Mmogo bapalang moraloko wa 'šikinya o aroganye' wa nomoro 5. Barutwana ba bea maswika dikhurumelong tše pedi mo pele ga bona ka ge ba 'arogantše' kgoboketšo. Ba šielana ka go bolela gore ba na le tše kae sekhurumelong se sengwe le se sengwe.



**Dipotšišo tša go hlahlala:**

- ★ O arogantše maswika a gago bjang?
- ★ Ke mang yo a nago le selo se se fapanego?

Boeletša mošongwana. Bontšha sehlopha dikhurumelo tša morutwana o tee.

- ★ Ke mang yo a nago le tša go swana le seo?

Kgetha sete ya dikhurumelo tša go tswalana gomme o di bapetše.

- ★ Dihlopha tše pedi di swana/fapana bjang?

3. **Lenti la pheta:** Barutwana ba bontšha palo ya dipheta ge o ba botšiša.

**Dipotšišo tša go hlahlala:**

- ★ O ka mpontšha dipheta tše pedi?
- ★ O ka mpontšha pheta ye nngwe ye tee?
- ★ O ka mpontšha ge e le tše dinnyane ka ye tee?

Swara dipheta tše pedi ka seatleng.

- ★ O hloka dipheta tše kae tše dintši/nyane gore e be tše tharo/nne/hlano?

Hlohleletša barutwana gore ba se bale pheta e tee ka nako efela ba go bontšhe palo ya dipheta tše o di kgopetšego. Dipheta di thekga barutwana go bala go ya pele go thoma nomorong ye ba e kgethilego.



4. **Go ikatiša 5 o diriša tlhama:** Barutwana ba ikatiša 5 ba diriša tlhama. Thekga barutwana bao ba loketšego go ngwala 5.





Check that learners are able to:

- identify number 5 dot, symbol and word cards
- match counters to number 5 dot cards
- notice similarities and differences in two groupings of five objects
- show one more, one fewer
- count on from a given number, up to 5



## Workstation 1

### What you need

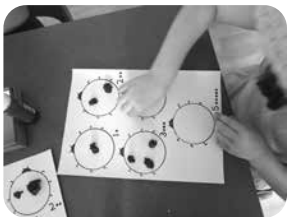
- Playdough
- Playdough template: Number 5 per learner (page 214)

Learners use playdough to complete the playdough template for number 5.

## Workstation 2

### What you need

- A copy of the A4 page with 5 ladybirds drawn on it per learner
- Paper scraps
- Glue



Learners roll up paper balls. They decorate the ladybirds with the appropriate number of balls.

## Workstation 3

### What you need

- 15 pegs and counters per learner
- A set of numbered plates or lids 1–5 per learner



Learners attach the appropriate number of pegs to each plate/lid. They put a counter on each dot.

## Workstation 4

### What you need

- 1 set of number puzzles 1–5 per learner (page 219)

Learners complete the number puzzles.



### Lekola gore barutwana ba kgona go:

- hlatha dikarata tša maronho, maswao le maina a 5
- tswalanya dibaledi go dikarata tša maronho tša nomoro 5
- lemoga tša go swana le go fapana dihlopheng tše pedi tša dilo tše hlano
- bontšha ntši/nnyane ka tee
- bala go ya pele go thoma ka nomoro ye e filwego, go fihla ka 5



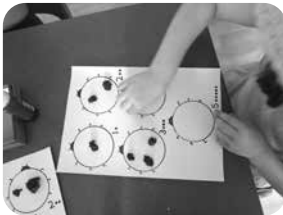
## Lefelo la go šomela la 1

### Tše o di hlokago

- Tlhama
- Thempoleiti ya tlhama: Nomoro 5 ya morutwana yo mongwe le yo mongwe (letlakala la 215)

Barutwana ba diriša tlhama go feleletša thempoleiti ya tlhama ya nomoro 5.

## Lefelo la go šomela la 2



### Tše o di hlokago

- Khophi ya letlakala la A4 la go thalwa dipodilekgwana tše 5 la morutwana yo mongwe le yo mongwe
- Maratha a pampiri
- Sekgomaretši

Barutwana ba kgokološa dikgwele tša pampiri. Ba kgabiša dipodilekgwana ka palo ya maleba ya dikgwele.

## Lefelo la go šomela la 3



### Tše o di hlokago

- Diphekese tše 15 le dibaledi tša morutwana yo mongwe le yo mongwe
- Sete ya dipoleiti goba dikhurumelo tša go ba le dinomoro 1–5 tša morutwana yo mongwe le yo mongwe

Barutwana ba kgomaretša palo ya go nepagala ya diphekese poleiting/ sekhurumelong se sengwe le se sengwe. Ba bea sebaledi leronthong le lengwe le le lengwe.

## Lefelo la go šomela la 4

### Tše o di hlokago

- Sete e 1 ya marara a dinomoro 1–5 a morutwana yo mongwe le yo mongwe (letlakala la 220)

Barutwana ba feleletša marara a dinomoro.

# Content Area Focus: Patterns, Functions and Algebra

## Topics

- Copy and extend simple repeating patterns
- Create own patterns
- Describe the repeat in patterns

## New knowledge

- Copy and extend simple repeating patterns
- Create and explain own pattern
- Oral counting 1–20
- Count backwards 7–1

## Practise

- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- Making groups the same

## New maths vocabulary

carry on

continues

the same

## Getting ready

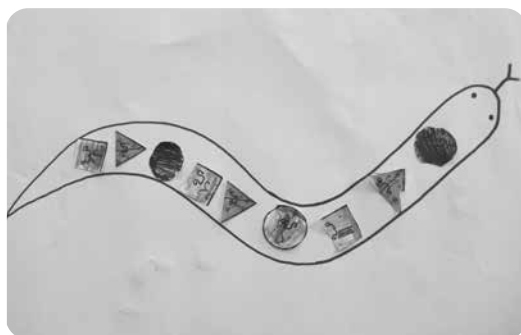
For the activities this week, you will need to prepare the following:

- 30 cards with large red, yellow, blue, green and orange circles (6 of each)
- 7 pictures of potatoes
- a large page with an outline of a tree with 7 leaves (3 big and 4 small), attached in a pattern: big, small, small, big, small, small, big
- 7 other leaf cut-outs
- 6 red and 4 yellow flower cut-outs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 instruments/sound makers (12 altogether)
- string and 12 pegs
- Unifix block pattern cards – 1 per learner for 2 groups
- an A4 page with shape patterns to be extended per learner
- an A4 snake shape and an A4 page with circles, squares and triangles – 1 of each per learner



**TIP**

Instead of a snake, choose a theme-related animal or object.



- bead-threading pattern cards (the beads on the pattern cards must look like those that will be used, in size and colour – see Workstation 4).

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

## Dihlogotaba

- Kopolla o be o katološe dipatrone tša poeletšo tše bonolo
- Itlhamele dipatrone tša gago
- Hlaloša poeletšo ye e lego dipatroneng

## Tsebo ye mpsha

- Kopolla o be o katološe dipatrone tša poeletšo tše bonolo
- Itlhamele o be o hlaloše dipatrone tša gago
- Go balela godimo 1–20
- Go balela morago 7–1

## Go ikatiša

- Go bala dilo 1–7
- Temogopalo 1–5
- Go latelanya dinomoro 1–5
- Go dira gore dihlopha di swane

## Tlotlontšu ye mpsha ya dipalo

tšwela pele


tšwela pele

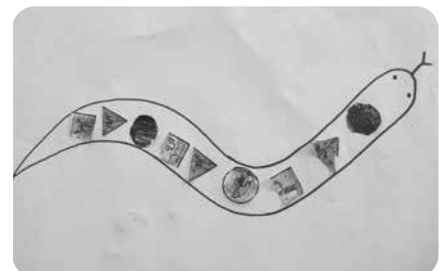
swana

## Go itokiša

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

- dikarata tše 30 tša go ba le didiko tše dihubedu, serolane, talalerata, talamorogo le mmala wa namune (tše 6 tša se sengwe le se sengwe)
- diswantšho tše 7 tša matsepene
- letlakala le legolo la mothladi wa go dikologa mohlare wa matlakala a 7 (a 3 a magolo le a 4 a manyane), a kgomareditšwe patroneng: kgolo, nnyane, kgolo, nnyane, nnyane, kgolo
- diripiwa tša matlakala a mangwe a 7
- diripiwa tša maloba tše 6 tše dihubedu le tše 4 tše diserolane
- dihlopha tše 4 tša diletšo tša mmino/didira medumo (mehlala, dipela, ditšhela, dikotana, meropa) – se 1 sa morutwana yo mongwe le yo mongwe
- diswantšho tše 3 tša se sengwe le se sengwe sa diletšo tša mmino/ didiramodumo tše 4 (12 ka moka)
- lenti le diphekese tše 12
- dikarata tša patrone ya dipoloko tša *Unifix* – 1 ya morutwana yo mongwe le yo mongwe go dihlopha tše 2
- letlakala la A4 le patrone ya dibopego ye e swanetšego go oketšwa la morutwana yo mongwe le yo mongwe
- sebopego sa noga sa A4 le letlakala la A4 la didiko, disekwere le dikhutlotharo – 1 morutwaneng yo mongwe le yo mongwe
- dikarata tša patrone ya mologo wa dipheta (dipheta tša dikarata tša patrone di swanetše go swana le tše di tlo dirišwago, ka bogolo le mmala – lebelela Lefelo la go šomela la 4).

 **KELETŠO**  
Legatong la noga, kgetha phoofolo goba selo sa go amana le morero.



## Whole class activities

### Day 1

#### What you need

- Rhyme: *One potato, two potatoes* (page 202)
- 7 pictures of potatoes
- Poster 7

1. **Counting rhyme:** Say the rhyme, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put up the seven pictures of potatoes.

#### Guiding questions:

- ★ How many potatoes do you see?

Repeat the rhyme as you point to each potato.

4. **Copying and extending patterns:** Whisper in the ears of six learners to ask them to sit as follows: straight legs, crossed legs, straight legs, crossed legs, straight legs, crossed legs.

#### Guiding questions:

- ★ What can you tell me about the way these learners are sitting?
- ★ Is this a pattern?
- ★ What makes you say that?
- ★ What is this pattern?

Touch each learner as the class chants: 'Straight legs, crossed legs ...'

- ★ How can we make this pattern carry on in the same way?

Add other learners.

Whisper a new pattern to six other learners: one sitting, two standing, one sitting, two standing. Ask questions about this pattern and ask learners to extend the pattern.

5. **Identifying patterns in a picture:** Discuss Poster 7.



#### Guiding questions:

- ★ What patterns can you see in this picture?

Explain why this is a pattern.

- ★ What can you see that does not have a pattern on it?
- ★ How do we know if something is a pattern?

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



# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Sereto: *Letsepane le letee, matsepane a mabedi* (letlakala la 203)
- Diswantšho tša matsepane tše 7
- Phoustara ya 7

1. **Sereto sa go bala:** Reta sereto, *Letsepane le letee, matsepane a mabedi*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Emiša diswantšho tše 7 tša matsepane.

#### Dipotšišo tša go hlahla:

- ★ O bona matsepane a makae?

Boeletša sereto ge o šupa letsepane le lengwe le le lengwe.

4. **Go kopolla le go katološa dipatrone:** Sebela barutwana ba tshela o ba botše gore ba dule ka tsela ye: maoto a go otloga, fapanya maoto, maoto a go otloga, fapanya maoto, maoto a go otloga, fapanya maoto.

#### Dipotšišo tša go hlahla:

- ★ O ka reng ka mokgwa wo barutwana ba dutšego ka ona?
- ★ Ke patrone?
- ★ Ke ka lebaka la eng o realo?
- ★ Ke efe patrone ye?

Swara morutwana yo mongwe le yo mongwe ge barutwana ba opela: 'Maoto a go otloga, maoto a go fapana ...'

- ★ Re ka dira bjang gore patrone ye e tšwele pele ka tsela ye?

Tsenya barutwana ba bangwe.

Sebela barutwana ba bangwe ba tshela patrone ye nngwe: o tee o dutše fase, ba babedi ba emeletše, o tee o dutše fase, ba babedi ba emeletše. Botšiša dipotšišo ka patrone ye gomme o kgopele barutwana gore ba katološe patrone.

5. **Go hlatha dipatrone diwantšhong:** Bolelang ka Phoustara ya 7.

#### Dipotšišo tša go hlahla:

- ★ O bona dipatrone dife seswantšhong se?

Hlaloša gore ke ka lebaka la eng e le patrone.

- ★ Ke eng se o se bonago sa go se be le patrone go sona?

- ★ Re tseba bjang gore selo ke patrone?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.





## Day 2

## What you need

- Rhyme: *One potato, two potatoes* (page 202)
- 7 pictures of potatoes
- 30 colour circle cards

1. **Counting rhyme:** Say the rhyme, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the rhyme and point to the seven pictures of potatoes.
4. **Identifying patterns in everyday objects:** Learners find patterns on their clothes, and in the classroom.

## Guiding questions:

- ★ Why do you say this is a pattern?
- ★ What do you see that is repeated?
- ★ What would come next in the pattern?

5. **Practising patterns:** Give each learner a colour circle card. They find others with matching cards and make groups.

## Guiding questions:

- ★ What is the same/different about your cards?
- ★ Are there more/fewer red circles than green circles?
- ★ How do you know?

Guide learners with red and blue cards to stand holding their cards in the following pattern: red, red, blue, blue, red, red, blue, blue.

Learners extend the pattern.

- ★ What pattern do you see?
- ★ What other patterns can we make?

Guide learners to arrange themselves based on their suggestions.

- ★ What will come next?
- ★ What came before?
- ★ How can we carry on in the same way?

6. **Small group activities:** Describe the activities at each workstation. Learners place their cards on the maths table as they go to their workstations, according to the colour you say.

## Day 3

## What you need

- Rhyme: *One potato, two potatoes* (page 202)
- Tree picture with 6 leaves attached in a pattern (as described on page 104)
- 1 loose leaf
- Prestik
- 3 big and 3 small leaves
- 6 red and 4 yellow flower cut-outs

## Letšatši la 2

### Tše o di hlokago

- Sereto: *Letsepane le letee, matsepane a mabedi* (letlakala la 203)
- Diswantšho tša matsepane tše 7
- Dikarata tša didiko tša mebalabala tše 30

1. **Sereto sa go bala:** Reta sereto, *Letsepane le letee, matsepane a mabedi*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Boeletša sereto gomme o šupe diswantšho tše šupa tša matsepane.
4. **Go hlatha dipatrone dilong tša ka mehla:** Barutwana ba hwetša dipatrone diaparong tša bona, le ka phapošing.

#### Dipotšišo tša go hlahla:

- ✦ Ke ka lebaka la eng o re se ke patrone?
  - ✦ O bona eng se se boeeditšwego?
  - ✦ Go tlo latela eng patroneng?
5. **Go ikatiša dipatrone:** Efa morutwana yo mongwe le yo mongwe karata ya sediko ya mebalabala. Ba hwetša ba bangwe ba go ba le dikarata tša go tswalana le tša bona gomme ba dira dihlopha.

#### Dipotšišo tša go hlahla:

- ✦ Dikarata tša lena di swana/fapana ka eng?
- ✦ Go na le didiko tše dihubedu tše dintši/nnyane go didiko tše ditalamorogo?
- ✦ O tseba bjang?

Hlahla barutwana ba dikarata tše dihubedu le tše ditalalerata gore ba eme ba swere dikarata ka patrone e latelago: hubedu, hubedu, talalerata, talalerata, hubedu, hubedu, talalerata, talalerata.

Barutwana ba katološa patrone.

- ✦ O bona patrone efe?
- ✦ Re ka dira dipatrone dife tše dingwe?

Hlahla barutwana go ipeakanya go ya ka ditšhišinyo tša bona.

- ✦ Go tlo latela eng?
- ✦ Go bile eng pele?
- ✦ Re ka tšwela pele bjang ka tsela ye?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela. Barutwana ba bea dikarata tša bona tafoleng ya dipalo ge ba eya mafelong a bona a go šomela, go ya ka mmala wo o bolelwago ke wena.

## Letšatši la 3

### Tše o di hlokago

- Sereto: *Letsepane le letee, matsepane a mabedi* (letlakala la 203)
- Seswantšho sa mohlare wa matlakala a 6 a go kgomaretšwa ka patrone (bjale ka ge go hlalošitšwe letlakaleng la 105)
- Letlakala le 1
- Phrestiki
- Matlakala a magolo a 3 le matlakala a mannyane a 3
- Diripiwa tša maloba a mahubedu tše 6 le tša a maserolane tše 4



## TIP

Use real leaves if possible. Place these on the maths table for learners to create patterns.

1. **Counting rhyme:** Learners stand in groups of four to eight. They do the actions in the counting rhyme and game, *One potato, two potatoes*, while the whole class says the words of the rhyme together.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree with six leaves attached in a pattern.

**Guiding questions:**

- ★ How many leaves are there on this tree?
- ★ How many will there be if I add one more leaf?

Add another leaf. Count the leaves together.

4. **Problem solving 1–5 using patterns:** Put four flower cut-outs in a row under the tree in the pattern red, yellow, red, yellow.

**Guiding questions:**

- ★ How many flowers are there?
- ★ Can you see a pattern? Tell me about the pattern.
- ★ What colour is the first/second/third/fourth flower?
- ★ What colours must I add next to carry on the pattern?
- ★ How many flowers are there now?
- ★ Are there more/fewer red flowers or yellow flowers?
- ★ If we carry on this pattern, what will it look like?

Place extra flower cut-outs on the maths table for learners to use during the day.

5. **Copying and extending patterns:** Learners create a sound and action pattern, for example: clap, pat, clap, pat.

**Guiding questions:**

- ★ What did you see and hear?
- ★ Is this a pattern? Why/why not?

Together repeat the pattern.

- ★ What do you notice about this pattern?
- ★ What comes after the clap?
- ★ Can you carry on?

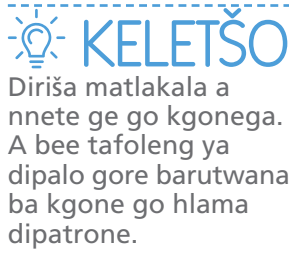
Change the pattern, for example: hop, hop, clap, clap, hop, hop, and discuss it.

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

## Day 4

## What you need

- Rhyme: *One potato, two potatoes* (page 202)
- Tree picture with 6 leaves attached in a pattern
- 7 other leaves
- Everyday objects – such as pens, pencils, books, spoons and forks – to make patterns
- 6 containers each with 30 coloured sticks (*Resource Kit*)



1. **Sereto sa go bala:** Barutwana ba ema ka dihlopha tša ba bane go fihla go ba seswai. Ba dira ditiro tša sereto sa go bala le papadi, *Letsepane le letee, matsepane a mabedi*.

2. **Go balela godimo:** 1–20 le 7–1.

3. **Go bala dilo 1–7:** Lebelela mohlare wo wa matlakala a tshela a go kgomaretšwa ka patrone.

**Dipotšišo tša go hlahla:**

- ✦ Mohlare wo o na le matlakala a makae?
  - ✦ Ge nka tsenya letlakala le lengwe e tlo ba a makae?
- Tsenya letlakala le lengwe. Balang matlakala ka moka.

4. **Go rarolla mathata 1–5 o diriša dipatrone:** Bea diripiwa tša maloba tše nne mothalading ka tlase ga mohlare ka patrone ya hubedu, serolane, hubedu, serolane.

**Dipotšišo tša go hlahla:**

- ✦ Go na le maloba a makae?
- ✦ O bona patrone? Mpotše ka patrone.
- ✦ Leloba la mathomo/bobedi/boraro/bone le na le mmala ofe?
- ✦ Ke swanetše go tsenya mebala efe go tšwetša patrone pele?
- ✦ Go na le maloba a makae gona bjale?
- ✦ Go na le maloba a mantši/nnyane a mahubedu goba maloba a maserolane?
- ✦ Ge re ka tšwetša patrone ye pele e tlo ba bjang?

Bea diripiwa tša maloba tša tlaleletšo tafoleng ya dipalo gore barutwana ba di diriše mo letšatšing.

5. **Go kopolla le go katološa dipatrone:** Barutwana ba hlama patrone ya modumo le tiro, mohlala: phaphatha, swara, phaphatha, swara.

**Dipotšišo tša go hlahla:**

- ✦ O bone le go kwa eng?
  - ✦ Ke patrone se? Ka lebaka la eng?
- Boeletšang patrone mmogo.
- ✦ O lemoga eng ka patrone ye?
  - ✦ Go latela eng ka morago ga phaphatha?
  - ✦ O ka tšwela pele?

Fetola patrone, mohlala: tlola, tlola, phaphatha, phaphatha, tlola, tlola, gomme le bolele ka yona.

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

**Letšatši la 4**

**Tše o di hlokago**

- Sereto: *Letsepane le letee, matsepane a mabedi* (letlakala la 203)
- Seswantšho sa mohlare wa matlakala a 6 a go kgomaretšwa ka patrone
- Matlakala a mangwe a 7
- Dilo tša ka mehla – bjalo ka dipene, diphensele, dipuku, mahwana le diforoko – go dira dipatrone
- Dikotlolo tše 6 se sengwe le se sengwe se be le dikotana tša mebalabala tše 30 (*Dithušathuto tša Phapoši*)

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree picture with six leaves, and the seven leaves on the mat.

**Guiding questions:**

- ★ Are there more/fewer leaves on the tree or on the mat?

Count the leaves together.

4. **Copying and extending patterns:** Learners identify the pattern of the leaves on the tree.

**Guiding questions:**

- ★ How would we carry on this pattern?

They discuss patterns they see on their clothes. Create a sound and action pattern as on Day 3.

5. **Practising patterns:** Make patterns using everyday objects, for example: koki, pencil, koki, pencil. Ask guiding questions about the pattern. Learners should describe and extend the pattern.

Learners gather in groups of five. Give each group a container with coloured sticks. Learners count six sticks each. They create their own patterns and together discuss these. Move between groups to give support.

6. **Small group activities:** Describe the activities at each workstation. Learners place the stick patterns on the maths table as they go to their workstations.

## Day 5

### What you need

- Rhyme: *One potato, two potatoes* (page 202)
- String and 12 pegs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 sound makers

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place a group of seven shakers and a group of seven bells on the mat.

**Guiding questions:**

- ★ How many instruments do you think there are in this group?
- ★ And in this group?
- ★ Which group do you think has more/fewer?

Count the instruments together.

- ★ Who said the correct number?



### TIP

Use objects such as yoghurt cups, sticks and blocks if you do not have instruments.

1. **Sereto sa go bala:** Ralokang papadi, *Letsepane le letee, matsepane a mabedi*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Lebelela seswantšho sa mohlare wa matlakala a tshela, le matlakala a šupa mmeteng.  
**Dipotšišo tša go hlahla:**  
★ Go na le matlakala a mantši/nnyane mohlareng goba mmeteng? Balang matlakala mmogo.
4. **Go kopolla le go katološa dipatrone:** Barutwana ba hlatha patrone ya matlakala a mohlare.  
**Dipotšišo tša go hlahla:**  
★ Re ka tšwetša patrone ye pele bjang?  
Ba bolela ka dipatrone tše ba di bonago diaparong tša bona. Hlama patrone ya modumo le tiro go swana le ya Letšatši la 3.
5. **Go ikatiša dipatrone:** Dira dipatrone ka dilo tša ka mehla, mohlala: koki, phensele, koki, phensele. Botšiša dipotšišo tša go hlahla ka ga patrone. Barutwana ba swanetše go hlaloša le go katološa patrone. Barutwana ba kgobokana ka dihlopha tša ba bahlano. Efa sehlopha se sengwe le se sengwe sekotlolo sa dikotana tša mebalabala. Morutwana yo mongwe le yo mongwe o bala dikotana tše tshela. Ba itlhamela dipatrone gomme ba bolela ka tšona. Sepela gare ga dihlopha o bafe thekgo.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela. Barutwana ba bea dipatrone tša dikotana tafoleng ya dipalo ge ba eya mafelong a bona a go šomela.

## Letšatši la 5

### Tše o di hlokago

- Sereto: *Letsepane le letee, matsepane a mabedi* (letlakala la 203)
- Lenti le diphekese tše 12
- Dihlopha tše 4 tša diletšo tša mmimo/didiramedumo (mohlala, dipele, ditšhela, dikotana, meropa) – 1 tša morutwana yo mongwe le yo mongwe
- Diswantšho tše 3 tša didiramedumo tše 4

1. **Sereto sa go bala:** Ralokang papadi, *Letsepane le letee, matsepane a mabedi*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea sehlopha sa ditšhela tše šupa le sehlopha sa dipele tše šupa mmeteng.

### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le diletšo tša mmimo tše kae sehlopheng se?
- ★ Sehlopheng se gona?
- ★ Ke sehlopha sefe sa go ba le tše dintši/nnyane?  
Balang diletšo tša mmimo mmogo.
- ★ Ke mang yo a boletšego nomoro ya go nepagala?

## KELETŠO

Diriša dilo tša go swana le dikomiki tša yokate, dikotana le dipoloko ge o se na diletšo tša mmimo.

Add two other groups of instruments. Learners fetch instruments and all the learners with the same instruments sit next to each other in the circle.

**Guiding questions:**

- ★ If there are seven shakers, how many learners should we count for each learner to have one?
- ★ How many learners are left who don't have an instrument? (For the last group.) Give these learners an instrument.

4. **Sound patterns:** Show learners four picture cards of the four instrument groups. They play their instruments as you show these cards, one at a time. Place the cards on the washing line in different patterns for them to follow. They play as you point.

**Guiding questions:**

- ★ What pattern do you see?
- ★ How will this pattern continue?
- ★ Which picture comes next?
- ★ Which group will play first/last in this pattern?

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



**TIP**

Ask learners to keep their hands in their laps with their instruments on the floor in front of them. They must not wake them up until all learners have an instrument.

**Integration**

**Home Language and Life Skills:** Art activities that focus on pattern (for example: rhythmic patterns, low and high sound patterns, making and decorating picture frames), drawing patterns that develop fine motor skills as part of Emergent Handwriting.

## Small group activities

### Teacher-guided activity

**What you need**

- Number washing line with cards 1–5 in the incorrect order
- 2 plastic lids/paper plates per learner
- Unifix blocks sorted by colour into containers
- A tub per learner each with:
  - Structure beads
  - 5 Unifix blocks
  - A Unifix block pattern card

1. **Oral counting:** 1–20 and 7–1.
2. **Practising 5; structure beads:** Learners use the beads from their tubs.

**Guiding questions:**

- ★ Are there the same number of red and yellow beads? How do you know?
- ★ Count the red beads. How many are there?





Tsenya dihlopha tše dingwe tše pedi tša diletšo tša mmimo. Barutwana ba tšea diletšo gomme barutwana ba go ba le diletšo tša mmimo tša go swana ba dula kgauswi le kgauswi ka sediko.

**Dipotšišo tša go hlahla:**

- ★ Ge go na le ditšhela tše šupa, re tlo bala barutwana ba bakae gore yo mongwe le yo mongwe a be le sona?
- ★ Ke barutwana ba bakae ba go hloka diletšo tša mmimo? (Sehlopha sa mafelelo.) Efa barutwana ba seletšo sa mmimo.

4. **Dipatrone tša modumo:** Bontšha barutwana dikarata tša diswantšho tše nne le dihlopha tša diletšo tša mmimo tše nne. Ba bapala diletšo tša mmimo ge o bontšha karata, e tee ka nako. Bea dikarata mothalopalong ka dipatrone tša go fapana gore ba di latele. Ba bapala ge o šupa.

**Dipotšišo tša go hlahla:**

- ★ O bona patrone efe?
- ★ Patrone ye e tlo tšwela pele bjang?
- ★ Go latela seswantšho sefe?
- ★ Ke sehlopha sefe se se tlogo bapala la mathomo/mafelelo patroneng ye?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

## KELETŠO

Kgopela barutwana go bea diatla diropeng tša bona gomme diletšo tša mmimo di be lebatong mo pele ga bona. Ba se tsošwe go fihlela barutwana ka moka ba e ba le diletšo tša mmimo.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Mešongwana ya bokgabo ya go nepiša patrone (mohlala: dipatrone tša morethetho, dipatrone tša modumo tša godimo le tša tlase, go dira le go kgabiša seswantšho (diforeimi), go thala dipatrone tša go kaonafatša mabokgoni a digoba tša diatla bjalo ka karolo ya Mongwalo wo o Itlhagišago.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Mothalopalo wa go ba le dikarata 1–5 ka tatelano ya go fošagala
- Dikhurumelo tša polasetiki/ dipoleiti tša pampiri tše 2 tša morutwana yo mongwe le yo mongwe
- Dipoloko tša *Unifix* tša go hlaolwa go ya ka mmala ka dikotlolong
- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Lenti la pheta
  - Dipoloko tša *Unifix* tše 5
  - Karata ya patrone ya poloko ya *Unifix*



1. **Go balela godimo:** 1–20 le 7–1.
2. **Go ikatiša 5; lenti la pheta:** Barutwana ba diriša dipheta tša ka diswarong.

**Dipotšišo tša go hlahla:**

- ★ Go na le palo ya go lekana ya dipheta tše dihubedu le tše diserolane? O tseba bjang?
- ★ Bala dipheta tše dihubedu. Ke tše kae?

- ★ Count the yellow beads. How many are there?
- ★ Show me two. Show me one more bead. Show me one less.
- ★ Hold four beads. How many more beads do you need to show five?

Learners count on to five, starting at different numbers. For example, they hold three beads and count from there up to five.

3. **Practising 1–5; number line:**

Together look at the number cards 1–5 on the washing line.

**Guiding questions:**

- ★ What do we need to do to put these numbers in the correct order?
- ★ Which card should come first, second, third, fourth and fifth?
- ★ Which number is before/after 4?

4. **Practising 1–5; Unifix blocks:**

Learners each count five Unifix blocks. They shake and break these onto the two lids in front of them.

**Guiding questions:**

- ★ How can you make both of your lids have the same number of blocks?
- ★ Do you need more blocks to make this happen?
- ★ Is there another way?
- ★ What will happen if I take one of your blocks away from this lid? Will your groups still be the same/equal?

Take a block from a lid from each of the learners.

- ★ What do you need to do to make your groups the same/equal again?

5. **Practising patterns:** Create a pattern using Unifix blocks. Discuss the pattern with the learners. Place containers with Unifix blocks on the mat. Learners use the Unifix blocks to copy the pattern. Learners work with a partner to create a Unifix block pattern. Each learner chooses a colour they want to add.

They take turns adding a colour to extend the pattern. Learners use the Unifix blocks and copy pattern cards.

**Guiding questions:**

- ★ What pattern do you see on your card?
- ★ How can you continue this pattern?
- ★ How many of each colour block do you need to use for each part of this pattern?

6. **Creating and explaining patterns:** Learners create their own pattern using the Unifix blocks. They explain their pattern to the group.

**Guiding questions:**

- ★ Can you tell us about your pattern?
- ★ Can you explain what you have repeated?



- ✦ Bala dipheta tše diserolane. Ke tše kae?
- ✦ Mpontšhe tše pedi. Mpontšhe pheta ye nngwe ye tee. Mpontšhe ge o ntšhitše ye tee.
- ✦ Swara dipheta tše nne. O hloka dipheta tše dingwe tše kae go bontšha tše hlano?

Barutwana ba bala go fihla ka hlano, ba thoma dinomorong tša go fapana. Mohlala, ba swara dipheta tše tharo gomme ba bala go thoma fao go fihla ka hlano.



3. **Go ikatiša 1–5; mothalopalo:** Mmogo lebelelang dikarata tša dinomoro 1–5 mothalopalong.

**Dipotšišo tša go hlahla:**

- ✦ Re hloka go dira eng gore re be le dinomoro tše ka tatelano ya go nepagala?
- ✦ Ke karata efe ye e tlogo la mathomo/bobedi/boraro/bone le labohlano?
- ✦ Ke nomoro efe pele/ka morago ga 4?

4. **Go ikatiša 1–5; dipoloko tša Unifix:** Morutwana yo mongwe le yo mongwe o bala dipoloko tša *Unifix*. Ba šikinya le go aroganya tše dikhurumelong tše pedi mo pele ga bona.

**Dipotšišo tša go hlahla:**

- ✦ O ka dira bjang gore dikhurumelo tša gago tše pedi di be le palo ya go lekana ya dipoloko?
- ✦ O hloka dipoloko tše dingwe go dira se?
- ✦ Go na le tsela ye nngwe?
- ✦ Go tlo direga eng ge nka tloša poloko e tee sekhurumelong se? Dihlopha tša gago di tlo swana/lekana?

Tšea poloko sekhurumelong sa morutwana yo mongwe le yo mongwe.

- ✦ O hloka go dira eng gore dihlopha tša gago di swane/lekane gape?

5. **Go ikatiša dipatrone:** Hlama patrone o diriša dipoloko tša *Unifix*. Bolelang ka patrone le barutwana. Bea dikotlolo tša dipoloko tša *Unifix* mmeteng. Barutwana ba diriša dipoloko tša *Unifix* go kopolla patrone. Barutwana ba šoma le mogwera go hlama patrone ya poloko ya *Unifix*. Morutwana yo mongwe le yo mongwe o kgetha mmala wo a nyakago go o tlaleletša.

Ba šiedišana ka go tlaleletša mmala go katološa patrone. Barutwana ba diriša dipoloko tša *Unifix* gomme ba kopolla karata ya patrone.

**Dipotšišo tša go hlahla:**

- ✦ O bona patrone efe karateng ya gago?
- ✦ O ka tšwetša patrone ye pele bjang?
- ✦ O hloka dipoloko tša mmala tše kae go di diriša karolong ye nngwe le ye nngwe ya patrone ye?

6. **Go hlama le go hlaloša dipatrone:** Barutwana ba hlama patrone ya bona ba diriša dipoloko tša *Unifix*. Ba hlalošetša sehlopha ka patrone ya bona.

**Dipotšišo tša go hlahla:**

- ✦ O ka re anegela ka ga patrone ya gago?
- ✦ O ka hlaloša gore o boeeditše eng?



**Check that learners are able to:**

- count orally 1–20 and 7–1
- count on between 1 and 5, using the structure beads
- order numbers 1–5
- make groups the same/equal up to 5
- identify, copy and extend patterns
- create and explain their own patterns



**Workstation 1**

**What you need**

- A shape pattern sheet per learner
- Pencil crayons

Learners extend patterns. If drawing is a challenge, let learners use the attribute blocks from the *Resource Kit*.



**Workstation 2**

**What you need**

- 1 snake template (see page 104)
- 1 shape pattern sheet per learner

Learners cut and paste the shapes in a pattern on the snake.

**Workstation 3**

**What you need**

- Unifix block pattern cards
- Unifix blocks

Learners use Unifix blocks to copy patterns.

**Workstation 4**

**What you need**

- A tub per learner with:
  - Threading beads and string
- Bead pattern cards

Learners string beads according to the pattern cards.





### Lekola gore barutwana ba kgona go:

- balela godimo 1–20 le 7–1
- bala go ya pele magareng ga 1 le 5, ba diriša lenti la pheta
- latelanya dinomoro 1–5
- dira gore dihlopha di swane/lekane go fihla ka 5
- hlatha, kopolla le go katološa dipatrone
- hlama le go hlaloša dipatrone tša bona



### Lefelo la go šomela la 1

#### Tše o di hlokago

- Letlakala la patrone ya sebopego la morutwana yo mongwe le yo mongwe
- Dikherayone tša phensele

Barutwana ba katološa dipatrone. Ge e le gore go thala ke tlhotlo, e re barutwana ba diriše dipoloko tša go dirišwa go hlaola tša *Dithušathuto tša Phapoši*.

### Lefelo la go šomela la 2



#### Tše o di hlokago

- Thempoleiti ya noga ye 1 (lebelela letlakala la 105)
- Letlakala la patrone ya sebopego la morutwana yo mongwe le yo mongwe

Barutwana ba ripa le go kgomaretša diboepo ka patrone godimo ga noga.

### Lefelo la go šomela la 3

#### Tše o di hlokago

- Dikarata tša patrone tša dipoloko tša *Unifix*
- Dipoloko tša *Unifix*

Barutwana ba diriša dipoloko tša *Unifix* go kopolla dipatrone.

### Lefelo la go šomela la 4



#### Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Dipheta tša go loga le lenti
  - Dikarata tša patrone ya dipheta

Barutwana ba tsenya dipheta lenting go ya ka patrone ya dikarata.

# 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
- Analyse and report on data

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- More than, fewer than, equal to
- Sorting and classifying
- Shapes: circle, square, triangle

## New maths vocabulary

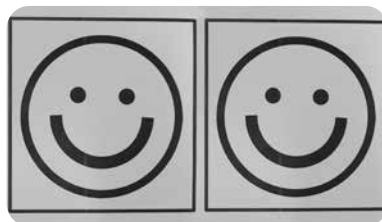
similarities

pictograph

## Getting ready

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

- 10 individual small aeroplane pictures
- 1 picture of a circle and 1 of a square
- 7 A4-sized circles and 5 squares
- 2 small pictures each of: walking, taxi, car and bus (all the same size)
- small 5 cm × 5 cm card with a smiling face (all the same size) – 2 per learner (see Day 3 and Day 4)



- 2 large sheets for pictographs each with 4 columns
- a collection of wooden and plastic construction toys, for example, blocks, Lego
- magazines with transport pictures
- 1 A4 graph page (4 columns and 6 rows) per learner: The left column has number symbols and dots 1–5. The bottom row has a colour in each – red, blue and yellow
- a different shape graph page for each learner (Each should have five columns labelled at the bottom, for example, 2 circles, 3 squares, 1 triangle, 2 squares, 1 circle, with space above each (see Workstation 3))
- cut-out circles, squares and triangles from previous weeks – approximately 12 per learner.

# Nepišo ya Karolo ya Diteng: Tšhomišo ya Tshedimošo

## Dihlogotaba

- Kgoboketša o be o hlaole dilo
- Emela mekgobo ye e hlaotšwego ya dilo
- Bolelang le be le bege ka ga mekgobo ye e hlaotšwego ya dilo

## Tsebo ye mpsha

- Kgoboketša, hlaola o be o emele mekgobo ya dilo
- Sekaseka o be o bege tshedimošo

## Go ikatiša

- Go balela godimo 1–20 le 7–1
- Go bala dilo 1–7
- Temogopalo 1–5
- Ntši go, nnyane go, lekana le
- Go hlaola le go hlopha
- Dibopego: sediko, sekwere, khutlotharo

## Tlotlontšu ye mpsha ya dipalo

tša go swana

kgoboketšo ya diswantšho

## Go itokiša

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

- diswantšho tša difofane tše dinnyane tše 10
- seswantšho se 1 sa sediko le se 1 sa sekwere
- didiko tša bogolo bja A4 tše 7 le disekwere tše 5
- diswantšho tše dinnyane tše 2 tša se sengwe le se sengwe sa: go sepela, thekisi, sefatanaga le pase (ka moka ka bogolo bja go lekana)
- karata ya 5 cm × 5 cm ye nnyane ya sefahlego sa go myemyela (ka moka ka bogolo bja go lekana) – 2 morutwana yo mongwe le yo mongwe (lebelela Letšatši la 3 le Letšatši 4)
- matlakala a magolo a mabedi a kgoboketšo ya diswantšho le lengwe le le lengwe ka dikholomo tše 4
- kgoboketšo ya dibapadiši tša kago tša kota le polasetiki, mohlala, dipoloko, *Lego*
- dimakasine tša diswantšho tša dinamelwa
- letlakala la kerafo la A4 le 1 (dikholomo tše 4 le methaladi ye 6) morutwana yo mongwe le yo mongwe: Kholomo ya la ngele e na le maswao a dinomoro le marontho 1–5. Mothaladi wa tlase o na le mmala – hubedu, talalerata le serolane
- letlakala la kerafo la sebopego sa go fapana la morutwana yo mongwe le yo mongwe (Le lengwe le le lengwe le be le dikholomo tše 5 tša go ba le maina kua tlase, mohlala, didiko tše 2, disekwere tše 3, khutlotharo e 1, disekwere tše 2, sediko se 1, gomme go be le sekgoba ka godimo ga tšona (lebelela Lefelo la go šomela la 3))
- diripiwa tša didiko, disekwere le dikhutlotharo tša dibeke tša go feta – barutwana ba 12.





## Whole class activities

### Day 1

#### What you need

- An A4 picture of a circle and a square for the maths table
- Circle-shaped objects (for example, cups, wastepaper bin, yoghurt containers, lids) hidden in the classroom
- Square- and rectangle-shaped objects (for example, boxes, dice, blocks, lunch boxes) hidden in the classroom

1. **Rhyme:** Learners choose a song or rhyme from previous weeks to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners go on a hunt to find objects in the classroom that look like circles, squares or rectangles. (Make sure that you have enough objects so that there is one per learner.) Learners place the objects in the middle of the mat and sit in a circle. Together sort the objects into two groups: one with objects that are circular and another with objects that have corners, flat sides and straight edges (square and rectangular objects). Discuss why the objects have been sorted into these groups. Focus on the properties of the objects and discuss the shape.

#### Guiding questions:

- ★ Does this group of objects look as though it has more or fewer than seven objects?

Together count out seven objects that have a circular shape and point out that there are more than seven circle-shaped objects altogether in that group. Repeat this with the other group of square- and rectangle-shaped objects. Put the seven items from each group on the maths table next to the circle and square/rectangle pictures.

4. **Sorting; more than, fewer than, equal to:** Look at the objects that are left.

#### Guiding questions:

- ★ Do you think there are more objects that look like circles, or more objects that have straight edges and corners?
- ★ What do we need to do to find out?

Together sort the objects into two groups and talk about them.

- ★ Do you think these two groups have an equal number of objects in them?
- ★ Which of these two groups do you think has more/fewer objects?
- ★ Which is the smallest/biggest object in this group?
- ★ What different colours can you see in this group?
- ★ What are the objects in this group made of?
- ★ How else can we sort these objects?



#### TIP

Properties of 3-D objects include length, width, height. Talk about sides, edges and corners.



#### TIP

To help learners as they sort, provide two big containers, one labelled with a picture of a square and a rectangle, and another labelled with a picture of a circle.

# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Seswantšho sa A4 sa sediko le sekwere tafoleng ya dipalo
- Dilo tša sebopego sa sediko (mohlala, dikomiki, motomo wa matlakala, diswarayokate, dikhurumelo) di utwe ka phapošing
- Dilo tša sebopego sa sekwere le khutlonnethwii (mohlala, mapokisi, mataese, dipoloko, mapokisi a matena) di utwe ka phapošing

### KELETŠO

Dipharologantšho tša dilo tša 3-D go akaretšwa botelele, bophara le botelele go ya godimo. Bolelang ka mahlakore, merumo le dikhutlo.

1. **Sereto:** Barutwana ba kgetha sereto sa dibeke tša go feta gore ba se opele goba ba se rete.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba tšwa lesolo la go nyaka dilo tša go swana le didiko, disekwere goba dikhutlonnethwii ka phapošing. (Kgonthiša gore go ba le dilo tše di lekanego gore barutwana ka moka ba be le selo setee.) Barutwana ba bea dilo gare ga mmete gomme badula ka sediko. Mmogo hlaolang dilo ka dihlopha tše pedi: se setee sa dilo tša sediko, se setee sa dilo tša go ba le dikhutlo, mahlakore a papetla le merumo ya go otlogoga (dilo tša sekwere le khutlonnethwii). Bolelang gore ke ka lebaka la eng dilo di hlaotšwe ka dihlopha tše. Nepišang go dipharologantšho tša dilo gomme le bolele ka sebopego.

#### Dipotšišo tša go hlahla:

- ★ Sehlopha se sa dilo se bonala e ke se na le dilo tše dintši/nnyane go šupa?

Mmogo balang dilo tša sebopego sa sediko gomme le bolele gore go na le dilo tša sebopego sa sediko tša go feta tše šupa sehlopheng. Boeletša se ka sehlopha se sengwe sa diboepgo tša sekwere-le-khutlonnethwii. Bea dilo tše šupa tša sehlopha se sengwe le se sengwe tafoleng ya dipalo kgauswi le diswantšho tša sediko/khutlonnethwii.

4. **Go hlaola; ntši go, nnyane go, lekana le:** Lebelela dilo tše di šetšeng.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le dilo tše dintši tša go swana le didiko, goba dilo tše dintši tša go ba le merumo ya go otlogoga le dikhutlo?
  - ★ Re hloka go nyakišiša eng?
- Mmogo hlaolang dilo ka dihlopha tše pedi gomme le bolele ka tšona.
- ★ O nagana gore dihlopha tše pedi di na le dilo tša go lekana ka palo?
  - ★ Ke sehlopha sefe go tše pedi sa go ba le dilo tše nnyane/ntši?
  - ★ Ke selo sefe se sennyane ka go fetiša/kgolo ka go fetiša sehlopheng?
  - ★ O bona mebala efe ya go fapana sehlopheng se?
  - ★ Dilo tša sehlopha se di dirilwe ka eng?
  - ★ Dilo tše re ka di hlaola bjang gape?

### KELETŠO

Go thuša barutwana ge ba hlaola, neelana ka dikotlolo tše pedi tše dikgolo, se setee se be le seswantšho sa sekwere le khutlonnethwii, gomme se sengwe se be le seswantšho sa sediko.

Learners sort objects into groups, as decided on by the class.  
Leave the objects in the maths area for further exploration.

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

## Day 2

### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 small toy cars/trucks
- Poster 8
- 7 large circles, 5 large squares

1. **Song:** Sing the song, *Little aeroplanes*. Show the aeroplane pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven toy cars or trucks on the mat.

#### Guiding questions:

- ★ How many vehicles do you think there are?

Together count the cars or trucks from 1 to 7.

4. **Data collection, sorting:** Learners stand in a circle. Call out different questions about how learners came to school today. Ask questions based on what you know of your learners' experience and how they come to school.

#### Guiding questions:

- ★ Did you walk to school today?
- ★ Did you come to school in a car today?
- ★ Did you come to school in a taxi today?
- ★ Did you come to school by bus today?

Learners who answer yes, step into the circle. Discuss the learners' responses.

- ★ Who only stepped in once?
- ★ Who stepped in more than once? Why?

Learners think of other ideas, based on transport and call out categories.

5. **Talk about different kinds of transport:** Discuss Poster 8. Talk about what types of transport learners can see.

#### Guiding questions:

- ★ How many different kinds of transport can you see?
- ★ Are there more/fewer on the ground or in the air?
- ★ What is the same about the transport on the ground?



### TIP

If learners do not fit into these categories suggest that they choose the transport that they have used most often or even once in the past to get to school.

Barutwana ba hlaola dilo ka dihlopha bjalo ka ge mphato o gopotše bjalo. Tlogela dilo go sebaka sa dipalo gore di hlohlomišwe go ya pele.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

## Letšatši la 2

### Tše o di hlokago

- Koša: *Difofane tše dinnyane* (letlakala la 203)
- Diswantšho tša difofane tše 10
- Difatanaga/ditheraka tša dibapadiši tše dinnyane tše 7
- Phoustara ya 8
- Didiko tše dikgolo tše 7, disekwere tše dikgolo tše 5

1. **Koša:** Opela koša *Difofane tše dinnyane*. Bontšha diswantšho tša difofane.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea difatanaga/ditheraka tša dibapadiši tše šupa mmeteng.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le difatanaga tše kae?

Mmogo balang difatanaga goba ditheraka go thoma ka 1 go fihla ka 7.

4. **Kgoboketšo ya tshedimošo, go hlaola:** Barutwana ba ema ka sediko. Botšiša dipotšišo tša go fapana ka ga ka fao barutwana ba tlilego sekolong lehono. Botšiša dipotšišo go ya ka se o se tsebago ka ga maitemogelo a barutwana le ka fao ba tlilego sekolong.

#### Dipotšišo tša go hlahla:

- ★ O tlile sekolong ka maoto lehono?
- ★ O tlile sekolong ka sefatanaga lehono?
- ★ O tlile sekolong ka thekisi lehono?
- ★ O tlile sekolong ka pase lehono?

Barutwana ba go fetola ka ee, ba tsena ka sedikong. Bolelang ka diphetolo tša barutwana.

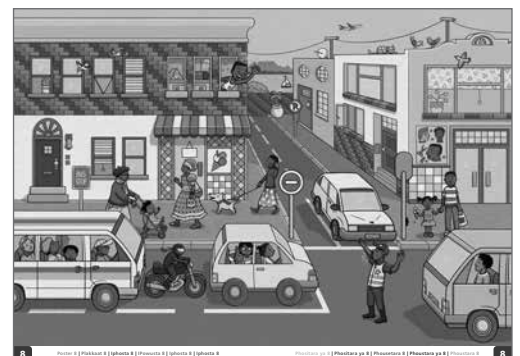
- ★ Ke mang yo a tsenego gatee?
- ★ Ke mang yo a tsenego go feta gatee? Ka lebaka la eng?

Barutwana ba nagana dikgopolo, go ya ka dinamelwa le dihlopha tše di bolelwago.

5. **Bolela ka mehuta ya go fapana ya dinamelwa:** Bolelang ka Phoustara ya 8. Bolelang ka mehuta ya dinamelwa yeo barutwana ba e bonago.

#### Dipotšišo tša go hlahla:

- ★ O bona mehuta ye mekae ya go fapana ya dinamelwa?
- ★ Go na le tše dintši/nnyane mo fase goba moyeng?
- ★ Dinamelwa tša mo fase di swana ka eng?



**KELETŠO**  
Ge barutwana ba sa wele dihlopheng tše šišinya gore ba kgethe senamelwa se ba se dirišitšego gantši goba gatee go tla sekolong.

- ★ How are they different?
- ★ How many vehicles have four wheels and how many have two wheels?
- ★ What kinds of transport have two wheels?

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

### Day 3

#### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 toy boats
- 4 small pictures: walking, a taxi, a car, a bus
- Small cards with a smiley face (all the same size) – 1 per learner
- Prepared pictograph page

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Repeat the counting activity from Day 2 using boats instead of cars and count from 1 to 7. Place the boats on the maths table for learners to sort according to colour.

Note: If you don't have boats, these can be made from polystyrene trays with a stick pushed through the centre and paper for a sail. The sails could be different colours.



4. **Collecting data:** Discuss how learners travelled to school today.

#### Guiding questions:

- ★ If we want to know if more learners travel to school by taxi than those who walk or who travel by car or bus, what do we need to do?

Show four pictures of different forms of transport, and ask learners what these represent. Place these at each of the four corners of the mat. Learners collect a smiley face from a container on the mat and sit next to the picture that represents how they travel to school.

#### Guiding questions:

- ★ Which group do you think has the most learners?
- ★ Which group has the fewest learners?

5. **Representing data; more than, fewer than, equal to:** Ask learners how they can make a picture of how many learners use each type of transport. Guide them to place the four transport pictures in four columns to make a pictograph. Learners place their smiley face cards in the appropriate column above the correct mode of transport to complete the pictograph. Cards must be placed touching one another without spaces between them (see page 128).



#### TIP

The question about types of transport must be appropriate to the context of your learners.



#### TIP

Learners' cards must be the same size.

- ★ Di fapana ka eng?
  - ★ Ke difatanaga tše kae tša go ba le maotwana a mane le tše kae tša maotwana a mabedi?
  - ★ Ke mehuta efe ya dinamelwa ya go ba le maotwana a mabedi?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

### Letšatši la 3

#### Tše o di hlokago

- Koša: *Difofane tše dinnyane* (letlakala la 203)
- Diswantšho tša difofane tše 10
- Dikepe tša dibapadiši tše 7
- Diswantšho tše dinnyane tše 4: go sepela, thekisi, sefatanaga, pase
- Dikarata tše dinnyane tša difahlego tša go myemyela (bogolo bja go lekana ka moka) – 1 ya morutwana yo mongwe le yo mongwe
- Letlakala la kgoboketšo ya diswantšho le le beakantšwego



#### KELETŠO

Dipotšišo ka ga mehuta ya dinamelwa di swanetše go swanela kamego ya morutwana.

1. **Koša:** Opela koša *Difofane tše dinnyane*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Boeletša mošongwana wa go bala wa Letšatši la 2 o diriša dikepe legatong la difatanaga gomme o bale go thoma ka 1 go fihla ka 7. Bea dikepe tafoleng ya dipalo gore barutwana ba di hlaole go ya ka mmala.

Ela tlhoko: Ge o se na dikepe, o ka di dira ka ditherei tša pholisterine o tsenye kotana mo gare le pampiri ya seila. Diseila di ka ba le mebala ya go fapana.

4. **Go kgoboketša tshedimošo:** Bolelang gore barutwana ba ile sekolong bjang lehono.

#### Dipotšišo tša go hlahla:

- ★ Ge re nyaka go tseba ge e ba barutwana ba go ya sekolong ka thekisi ke ba bantši go feta ba go sepela goba ba go ya ka sefatanaga goba pase, re hloka go dira eng?

Bontšha diswantšho tše nne tša mehuta ya go fapana ya dinamelwa, gomme o botšiše barutwana gore di emetše eng. Di bee dikhutlong tše nne tša mmete. Barutwana ba tšea sefahlego sa go myemyela ka sekotlolong sa mo mmeteng gomme ba dula kgauswi le seswantšho sa go bontšha gore ba ya bjang sekolong.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore ke sehlopha sefe sa go ba le barutwana ba bantši?
- ★ Ke sehlopha sefe sa go ba le barutwana ba bannyane nnyane?

5. **Tshedimošo ya kemedi; ntši go, nnyane go, lekana le:** Botšiša barutwana gore ba tlo dira bjang seswantšho sa ka fao barutwana ba bantši ba dirišago mohuta o mongwe le o mongwe wa dinamelwa. Ba hlahle go bea diswantšho tše nne dikholomong tše nne go dira kgoboketšo ya diswantšho. Barutwana ba bea dikarata tša bona tša difahlego tša go myemyela kholomong ya maleba ka godimo ga mohuta wa dinamelwa go feleletša kgoboketšo ya diswantšho. Dikarata di kgomagane go se be le sekgoba gare ga tšona (lebelela letlakala la 129).

#### KELETŠO

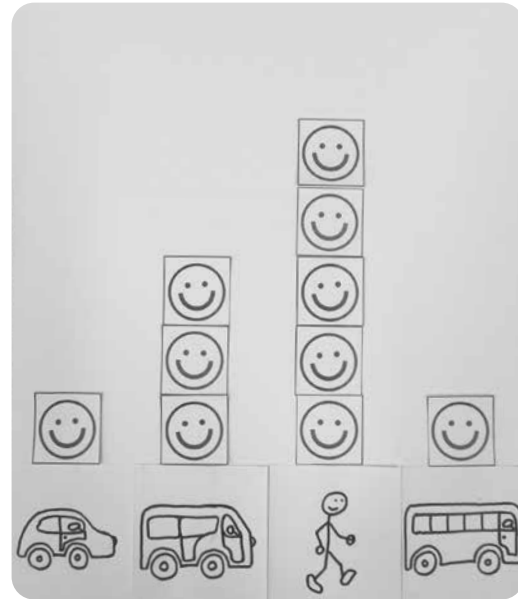
Dikarata tša barutwana di be le bogolo bja go lekana.



6. **Interpreting data:** Look at the pictograph.

**Guiding questions:**

- ★ Do more learners travel to school by taxi than any other form of transport?
- ★ How do you know?
- ★ Do more learners travel to school by car or by bus?
- ★ How do you know?
- ★ Do more learners walk or come by car?



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

**Day 4**

**What you need**

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- Transport pictograph from Day 3
- Another pictograph as on Day 3 with the same four pictures of transport
- Small cards with a smiley face (all the same size) – 1 per learner
- Boats and cars from the maths table

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Whisper ‘6 boats’ into a learner’s ear. He/she fetches these from the maths table, and places them on the mat. Whisper ‘7 cars’ into another learner’s ear. He/she does the same as the first learner. Learners estimate how many objects there are in each group. Together count the objects from 1 to 6 and 1 to 7.
4. **Interpreting data:** Discuss the information shown on the pictograph learners completed on Day 3.

**Guiding questions:**

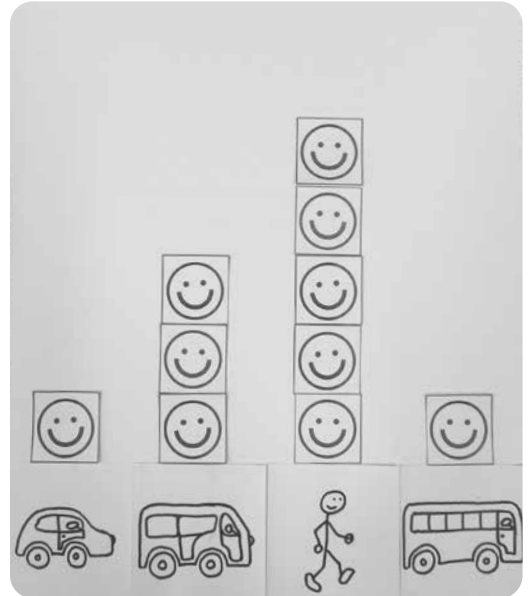
- ★ What did we do yesterday to find out how you all come to school?
- ★ How do most learners come to school?
- ★ What kind of transport is used by the fewest learners?



6. **Go hlatholla tshedimošo:** Lebelela kgoboketšo ya diswantšho.

**Dipotšišo tša go hlahla:**

- ★ Na barutwana ba bantši ba ya sekolong ka thekisi go feta mehuta e mengwe ya dinamelwa?
- ★ O tseba bjang?
- ★ Barutwana ba bantši ba ya sekolong ka sefatanaga goba pase?
- ★ O tseba bjang?
- ★ Barutwana ba bantši ba ya ka maoto goba ka sefatanaga?



7. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

**Letšatši la 4**

**Tše o di hlokago**

- Koša: *Difofane tše dinnyane* (letlakala la 203)
- Diswantšho tša difofane tše 10
- Kgoboketšo ya diswantšho tša dinamelwa ya Letšatši la 3
- Kgoboketšo ye nngwe ya diswantšho ya go swana le ya Letšatši la 3 e be le diswantšho tšona tšela tše nne tša dinamelwa
- Dikarata tše dinnyane tša difahlego tša go myemyela (tša go lekana ka bogolo) – 1 ya morutwana yo mongwe le yo mongwe
- Dikepe le difatanaga tša tafoleng ya dipalo

1. **Koša:** Opela koša *Difofane tše dinnyane*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Sebela morutwana ka tsebeng 'dikepe tše 6'. O di tšea tafoleng ya dipalo, gomme a di bea mmeteng. Sebela morutwana yo mongwe ka tsebeng 'difatanaga tše 7'. O dira bjalo ka morutwana wa mathomo. Barutwana ba akanya gore go na le dilo tše kae sehlopheng se sengwe le se sengwe. Mmogo balang dilo go thoma ka 1 go fihla ka 6 le 1 go fihla ka 7.
4. **Go hlatholla tshedimošo:** Bolelang ka tshedimošo ye e lego kgoboketšong ya diswantšho ye e dirilwego ke barutwana ka Letšatši la 3.

**Dipotšišo tša go hlahla:**

- ★ Re dirile eng maabane go hwetša gore ka moka le tla sekolong bjang?
- ★ Barutwana ba bantši ba tla sekolong bjang?
- ★ Ke mohuta ofe wa senamelwa wo o dirišwago ke barutwana ba bannyane?

5. **Practising data collection and representation:** Discuss whether the learners used a different form of transport to get to school today. Create a pictograph as you did on Day 3, activity 4 and 5. Compare the pictographs for Day 3 and Day 4.

**Guiding questions:**

- ★ What do you see on our transport pictograph today?
  - ★ What is the same as yesterday?
  - ★ What is different?
6. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- A collection of wooden and plastic construction toys, for example, blocks, Lego

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners stand in a circle. Touch seven learners, as the class counts 1–7. Learners sit down as you touch them. Move around the circle until everyone has had a turn. When you get to the last group, learners estimate whether there are still seven learners standing before you count.
4. **Sorting, classifying and comparing:** Show the learners a plastic object and a wooden object from the classroom, for example, a building block and a Lego block.

**Guiding questions:**

- ★ What can you tell me about these things?

Invite some learners to feel and describe the objects.

- ★ What do they feel like?
- ★ What is the same or different about them?

Place a collection of wooden and plastic blocks and construction toys on the mat. Learners each take an object from the group. Ask the learners to make two groups, one of wooden objects and the other of plastic objects.

- ★ Which group do you think has more/fewer?
- ★ Has anyone got anything in their group that is exactly the same? What is the same about them?
- ★ How else could we sort these items?



### TIP

Consider attributes such as colour, size, shape and texture when sorting objects.

5. **Go ikatiša kgoboketšo le kemelo ya tshedimošo:** Bolelang ge e ba barutwana ba tlile sekolong ka mohuta wo o fapanego wa senamelwa lehono. Hlama kgoboketšo ya diswantšho bjalo ka ge o dirile ka Letšatši la 3, mošongwana wa 4 le 5. Bapetša dikgoboketšo tša diswantšho tša Letšatši la 3 le Letšatši la 4.

**Dipotšišo tša go hlhla:**

- ★ O bona eng kgoboketšong ya diswantšho tša dinamelwa ya lehono?
- ★ Ke eng ya go swana le ya maabane?
- ★ Go fapana eng?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

## Letšatši la 5

### Tše o di hlokago

- Koša: *Difofane tše dinnyane* (letlakala la 203)
- Diswantšho tša difofane tše 10
- Kgoboketšo ya dibapadiši tša difatanaga tša kago tša kota le polasetiki, mohlala, dipoloko, *Legó*

1. **Koša:** Opela koša *Difofane tše dinnyane*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana bae ma ka sediko. Kgoma barutwana ba šupa, ge mphato o bala 1–7. Barutwana ba dula fase ge o ba kgoma. Sepela go dikologa sediko go fihlela o ba kgoma ka moka. Ge o fihla sehlopheng sa mafelelo, barutwana ba akanya ge e ba go sa na le sehlopha sa barutwana ba šupa bao ba emego.
4. **Go hlaola, go hlopha le go bapetša:** Bontšha barutwana selo sa polasetiki le selo sa kota ka phapošing, mohlala, poloko ya go aga le poloko ya *Legó*.

**Dipotšišo tša go hlhla:**

- ★ O ka mpotša eng ka dilo tše?

Laletša barutwana ba bangwe gore ba phophole le go hlaloša dilo.

- ★ Ba kwa eng?
- ★ Di swana le go fapana ka eng?

Bea mokgobo wa dibapadiši tša difatanaga tša kago tša kota le tša polasetiki mmeteng. Barutwana ka moka ba tšea selo sehlopheng. Kgopela barutwana gore ba dire dihlopha tše pedi, sa dilo tša kota le sa dilo tša polasetiki.

- ★ Ke sehlopha sefe sa go ba le tše dintši/nnyane?
- ★ Go na le yo a nago le dilo tša go swana sehlopheng? Di swana ka eng?
- ★ Dilo tše re ka di hlaola bjang gape?

 **KELETŠO**  
 Gopodišiša mahlaodi a bjalo ka mmala, bogolo, sebopego le phopholego ge o hlaola dilo.

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

### Integration

**Home Language and Life Skills:** Learners use the construction toys to make cars, boats, taxis and other vehicles. They create groups of these to place on the maths table and talk about the vehicles they made and the groups that they sorted them into.

## Small group activities

### Teacher-guided activity

#### What you need

- 60 animal counters (*Resource Kit*)
- A4 graph grid per learner
- A tub per learner with red, yellow and blue animals, in groups of 5, 4 and 3 animals
- (*Resource Kit*) (Vary the combinations for each learner, for example, 5 red, 4 yellow and 3 blue animals.)
- Red, yellow and blue crayons

1. **Counting objects 1–7:** Place animal counters on the mat. Each learner chooses and counts out seven animals.

#### Guiding questions:

- ★ Is there anything the same/different about the animals in your group?
- ★ Do you have any that are the same as the learner sitting next to you? How many are the same?
- ★ What colour animals have you chosen?
- ★ How many of each colour do you have?

2. **More/fewer:** Learners compare the number of different-coloured animals they have in their groups.

#### Guiding questions:

- ★ Do you have more/fewer red animals than other colour animals in your group?

3. **Collecting and sorting:** Learners put their animal counters from their tubs on the mat.



#### Guiding questions:

- ★ Do you have more red animals than other colour animals in your group?
- ★ How can we find out the answer to this question?

They sort their animals into colour groups.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** Barutwana ba diriša dithalokiša tša kago go dira difatanaga, dikepe, dithekisi le dinamelwa tše dingwe. Ba hlama dihlopha tša tšona ba di beya tafoleng ya dipalo gomme ba bolela ka difatanaga tše ba di dirilego le dihlopha tše ba di hlaotšego ka go tšona.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

**Tše o di hlokago**

- Dibaledi tša diphoofolo tše 60 (*Dithušathuto tša Phapoši*)
- Kriti ya kerafo ya A4 ya morutwana yo mongwe le yo mongwe
- Seswaro sa morutwana yo mongwe le yo mongwe sa diphoofolo tše dihubedu, serolane le talalerata, ka dihlopha tša 5, 4 le 3 (*Dithušathuto tša Phapoši*) (Tša morutwana yo mongwe le yo mongwe di fapane, mohlala, diphoofolo tše dihubedu tše 5, tše di serolane tše 4 serolane le tše talalerata tše 3.)
- Dikherayone tše dihubedu, serolane le talalerata

1. **Go bala dilo 1–7:** Bea dibaledi tša diphoofolo mmeteng. Morutwana yo mongwe le yo mongwe o kgetha le go bala diphoofolo tše šupa.

**Dipotšišo tša go hlaha:**

- ★ Go na le tša go swana/fapana sehlopheng sa diphoofolo tša gago?
- ★ Go na le tša go swana le tša morutwana wa go dula kgauswi le wena? Go swana tše kae?
- ★ O kgethile diphoofolo tša mebala efe?
- ★ O na le tše kae tša mmala o mongwe le o mongwe?

2. **Ntši/nnyane:** Barutwana ba bapetša palo ya diphoofolo tša mebala ya go fapana tše ba nago le tšona dihlopheng tša bona.

**Dipotšišo tša go hlaha:**

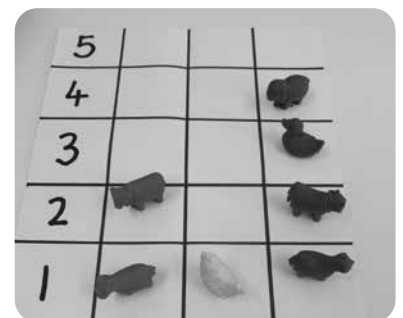
- ★ O na le diphoofolo tše dintši/nnyane tše dihubedu go feta diphoofolo tša mebala ye mengwe sehlopheng sa gago?

3. **Go kgoboketša le go hlaola:**

Barutwana ba ntšha dibaledi tša diphoofolo ka diswarong ba di bea mmeteng.

**Dipotšišo tša go hlaha:**

- ★ O na le diphoofolo tše dintši tše dihubedu go feta diphoofolo tša mebala ye mengwe sehlopheng sa gago?



- ★ Re ka fihla karabong ya potšišo ye bjang?

Ba hlaola diphoofolo go ya ka dihlopha tša mebala.

4. **Representing data:** Show learners the A4 graph.

**Guiding questions:**

- ★ How can we show what colour animals each of you has in your groups?

Guide learners towards putting the animals into the red, blue and yellow columns. They colour in the blocks where each animal is standing.



**TIP**

Learners' graphs will be different. They will answer according to the colour of the animals in their tub.

5. **Interpreting data:** Learners look at their graphs together and compare them.

**Guiding questions:**

- ★ Do you have more red animals than other colour animals?
- ★ Who has fewer red animals than other colour animals?
- ★ Do you have more yellow or more blue blocks on your page?
- ★ Does anyone have the same number of red animals?
- ★ Who has fewer/more than this number of animals?
- ★ What is the difference/the same between \_\_\_\_'s and \_\_\_\_'s graphs?



**Check that learners are able to:**

- sort objects according to colour
- colour a graph according to concrete objects in a group
- answer questions based on their own picture
- compare their picture with others and notice similarities and differences

## Workstation 1

### What you need

- Magazines with transport pictures
- Scissors
- 3 containers, each with a picture label for air travel, water travel and road travel

Learners cut out pictures and place them into the container with the matching picture.

### Integration

**Home Language and Life Skills:** These pictures can be discussed as a Listening and Speaking activity and/or as a Beginning Knowledge activity.

4. **Kemelo ya tshedimošo:** Bontšha barutwana kerafo ya A4.

**Dipotšišo tša go hlahlala:**

- ★ Re ka bontšha bjang gore le na le diphoofolo tša mebala efe dihlopheng tša lena?

Hlahla barutwana go bea diphoofolo dikholomong tša hubedu, talalerata le serolane. Ba khalara dipoloko tšeo diphoofolo di emego go tšona.

5. **Go hlatholla tshedimošo:** Barutwana ba lebelela dikerafo tša bona mmogo gomme ba di bapetša.

**Dipotšišo tša go hlahlala:**

- ★ O na le diphoofolo tše dihubedu go feta diphoofolo tša mebala e mengwe?
- ★ Ke mang yo a nago le diphoofolo tše dihubedu tše dinnyane go feta tša mebala e mengwe?
- ★ O na le dipoloko tše dintši tše di serolane goba dipoloko tše dintši tše ditalalerata letlakaleng la gago?
- ★ Go na le yo a nago le palo ya go swana ya diphoofolo tše dihubedu?
- ★ Ke mang yo a nago le palo ye nnyane/ntši go feta palo ye ya diphoofolo?
- ★ Phapano/sa go swana ke eng magareng dikerafo tša \_\_\_\_ le \_\_\_\_?

## KELETŠO

Dikerafo tša barutwana di tlo fapana. Ba tlo araba go ya ka mebala ya diphoofolo tša ka diswarong tša bona.



### Lekola gore barutwana ba kgona go:

- hlaola dilo go ya ka mmala
- khalara kerafo go ya ka dilo tša go swarega sehlopheng
- araba dipotšišo ka ga diswantšho tša bona
- bapetša seswantšho sa bona le tša ba bangwe le/go lemoga dilo tša go swana le tša go fapana

## Lefelo la go šomela la 1

### Tše o di hlokago

- Makasine wa diswantšho tša dinamelwa
- Sekero
- Dikotlolo tše 3, sengwe le sengwe se be le seswantšho sa dinamelwa tša moyeng, dinamelwa tša ka meetseng le dinamelwa tša tseleng

Barutwana ba ripa diswantšho ba di bea ka gare ga sekotlolo sa go ba le seswantšho sa go tswalana.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Go ka boletwa ka diswantšho tše ka nako ya mošongwana wa Go Theeletša le go Bolela le/goba bjalo ka mošongwana wa Tsebo ya Mathomo.



## Workstation 2

### What you need

- Masking tape/string to create 4 columns on the mat/table
- A box with polystyrene, plastic, foil and paper/cardboard waste items
- Place one of each kind of waste item in each of the 4 columns

Learners sort objects according to what they are made of.

## Workstation 3

### What you need

- Shape graph page – different for each learner
- A container with cut-out circles, squares and triangles
- Glue

Learners paste or draw the correct number of shapes in each column.



## Workstation 4



### What you need

- Items from the *Resource Kit*: fruit, counters, sticks, Unifix blocks, coloured discs
- 5 containers with red, blue, yellow, green and black stickers/labels – a different colour on each
- Egg box with 6 spaces – 1 per learner

Learners sort the items from the *Resource Kit* according to colour. They then replace these and sort and classify the items in any other way using the egg boxes.

### Integration

**Home Language and Life Skills (outdoor play):** Make a grid in the outdoor play area. Learners collect and sort different outdoor objects in the grid.

## Lefelo la go šomela la 2

### Tše o di hlokago

- Masking theipi goba lenti la go hlama dikholomo tše 4 mmeteng/tafoleng
- Lepokisi la pholisterine, polasetiki, foile le dilo tša go se šome tša pampiri/khatepote
- Bea selo se se dirišitšwego go ye nngwe le ye nngwe ya dikholomo tše 4

Barutwana ba hlaola dilo go ya ka se di dirilwego ka sona.

## Lefelo la go šomela la 3

### Tše o di hlokago

- Letlakala la sebopego sa kerafo – la morutwana yo mongwe le yo mongwe le fapane
- Sekotlolo sa diripiwa tša didiko, disekwere le dikhutlotharo
- Sekgomaretši

Barutwana ba thala goba go kgomaretša palo ya maleba ya dibopego kholomong ye nngwe le ye nngwe.



## Lefelo la go šomela la 4

### Tše o di hlokago

- Dilo tša *Dithušathuto tša Phapoši*: dikotlolo tša dienywa, dikota, dipoloko tša *Unifix*, didiski tša mebalabala
- Dikotlolo tše 5 tša disetikara/maina a mahubedu, talalerata, serolane, talamorogo le a maso – sengwe le sengwe ka mmala wa go fapana
- Lepokisi la mae la dikgoba tše 6 – 1 la morutwana yo mongwe le yo mongwe



Barutwana ba hlaola dilo tša *Dithušathuto tša Phapoši* go ya ka mebala. Ba di fetola ka tše dingwe gomme ba hlaola le go hlopha dilo ka tsela ye nngwe ba diriša mapokisi a mae.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo (papadi ya ka ntle ga phapoši):** Dira kriti lefelong la go bapala la ka ntle. Barutwana ba kgoboketša le go hlaola dilo tša ka ntle tša go fapana kriting.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Properties of shapes – compare same and different, sort according to properties
- Position
- Orientation and views

## New knowledge

- Follow directions
- Midline crossing

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Shapes: circle, square, triangle
- Forwards, backwards
- Reinforce position

## New maths vocabulary

opposite

around

along

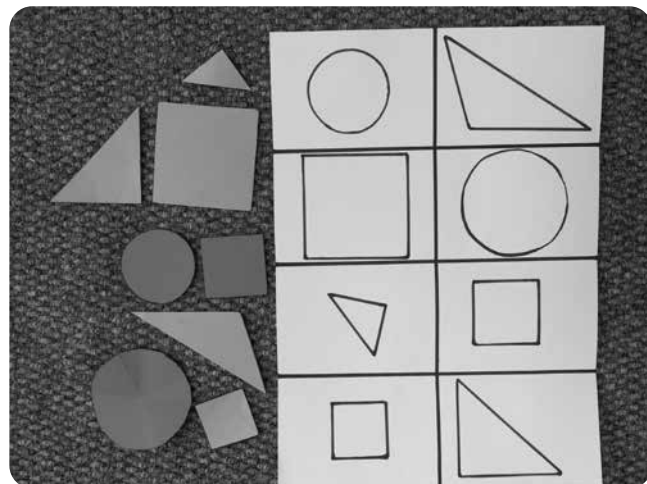
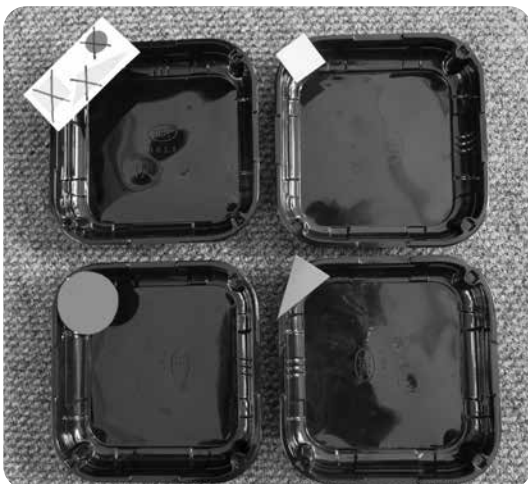
through

over

## Getting ready

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

- pictures of 7 ducklings
- 2 large cardboard circles – 1 red, 1 green
- big cardboard circles, squares and triangles – 3 of each
- 7 playdough/plastic ducks
- 40 cardboard triangles, circles and squares similar in size to the attribute blocks
- 30 cardboard circles, squares and triangles of various sizes and colours
- 30 other cardboard shapes, for example, diamonds, hearts, stars
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them
- shape matching boards and shapes that can be placed on the board – a different board for each learner.



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

## Dihlogotaba

- Dipharologantšho tša dibopego – bapetša swana le fapana, hlaola go ya ka dipharologantšho
- Maemo
- Peakanyo le dipono

## Tsebo ye mpsha

- Latela ditšhupetšo
- Go putla mothalading wa gare

## Go ikatiša

- Go balela godimo 1–20 le 7–1
- Go bala dilo 1–7
- Temogopalo 1–5
- Dibopego: sediko, sekwere, khutlotharo
- Pele, morago
- Tiiša maemo

## Tlotlontšu ye mpsha ya dipalo

lelatodi

go dikologa

go bapela

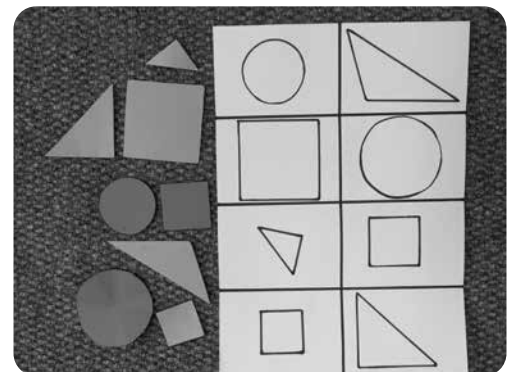
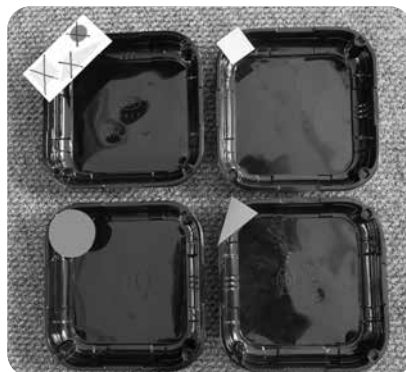
ka gare

ka godimo

## Go itokiša

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

- diswantšho tša mapidibidi a 7
- didiko tša khatepote tše dikgolo tše 2 – 1 hubedu, 1 talamorogo
- didiko, disekwere le dikhutlotharo tša khatepote tše dikgolo – 3 ya ye nngwe le ye nngwe
- mapidibidi a tlhama/polasetiki a 7
- dikhutlotharo, didiko le disekwere tša khatepote tše 40 tša go lekana le dipoloko tša go dirišwa go hlaola ka bogolo
- didiko, disekwere le dikhutlotharo tša khatepote tše 30 tša bogolo le mebala ya go fapana
- dibopego tše dingwe tša khatepote tše 30, mohlala, ditaamane, dipelo le dinaledi
- dikotlolo tša go ba le maina tše 4 – 1 sa sediko, 1 sa sekwere, 1 sa khutlotharo, 1 sa seswantšho sa dibopego tše tharo le sefapano
- diboto tša go tswalanya dibopego le dibopego tše di ka beiwago botong – boto ya go fapana ya morutwana yo mongwe le yo mongwe.



## Whole class activities

### Day 1

#### What you need

- Song: *Seven little ducks* (page 202)
- Pictures of 7 ducklings
- 5 hula hoops
- 1 red and 1 green cardboard circle

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Count the duckling pictures from 1 to 7.
4. **Practising position:** Learners sit in a circle. Put five hula hoops in the middle of the circle. Learners move *between* the hula hoops when you show a green circle and sit *next to* a hula hoop when you show a red circle.



**TIP**

This activity can be done outside.

Then let five learners stand together *in* each of the hula hoops. Learners demonstrate actions according to the guiding questions.

#### Guiding questions:

- ★ How high/low can you reach?
- ★ How wide can you stretch?
- ★ Do you all have the same amount of space in your hula hoops?
- ★ Why/why not?

Let another learner stand *in* each hoop.

- ★ Now that there is one more learner in your hula hoop, has the amount of space that you each have changed?
- ★ How many more learners do you think could fit into the space in your hula hoop before all the space is taken?

Learners move *between* the hula hoops again, *forwards* and *backwards*. Then let five different learners stand together *in* each of the hula hoops.

- ★ How many learners could sit *inside* the hula hoop to fill up all the space?

Learners sit *in* the hula hoop to see how many will fit into one hula hoop. They move *around* the hula hoop they have been sitting in. They sit *outside* the hula hoop with their feet *on* the hula hoop.

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



# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Koša: *Mapidibidi a manyane a šupa* (letlakala la 203)
- Diswantšho tša mapidibidi a manyane a 7
- Dihula hupu tše 5
- Sediko sa khatepote se sehubedu se 1 le se setalamorogo se 1



1. **Koša:** Opela koša, *Mapidibidi a manyane a šupa* le diswantšho.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bala diswantšho tša mapidibidi a manyane go thoma ka 1 go fihla ka 7.
4. **Go ikatiša maemo:** Barutwana ba dula ka sediko. Bea dihula hupu tše hlano mo gare ga sediko. Barutwana ba sepela *gare* ga dihula hupu ge o bontšha sediko se setalamorogo gomme ba dula *kgauswi* le hula hupu ge o bontšha sediko se sehubedu.

E re barutwana ba bahlano ba eme mmogo *ka gare* ga hula hupu ye nngwe le ye nngwe. Barutwana ba bontšha ditiro go ya ka dipotšišo tša go hlahla.

### Dipotšišo tša go hlahla:

- ★ O ka fihlelela botelele/botlase bjo bokaakang?
- ★ O ka otlologa bophara bjo bokaakang?
- ★ Ka moka le na le sekgoba sa go lekana dihula hupung tša lena?
- ★ Ka lebaka la eng?

E re morutwana yo mongwe gape a eme *ka gare* ga hupu ye nngwe le ye nngwe.

- ★ Ka gore bjale go na le morutwana yo mongwe gape o tee *ka gare* ga hula hupu, bogolo bja dikgoba tša lena bo fetogile?
- ★ Go ka tsena barutwana ba bangwe ba bakae sekgobeng sa hula hupu ya gago pele sekgoba ka moka se tlala?

Barutwana ba sepela *gare* ga dihula hupu gape, *pele* le *morago*. Gomme e re barutwana ba go fapana ba bahlano ba eme mmogo *ka gare* ga hula hupu ye nngwe le ye nngwe.

- ★ Go ka dula barutwana ba bakae *ka gare* ga hula hupu go tlatša sekgoba ka moka?

Barutwana ba dula *ka gare* ga hula hupu go bona gore hula hupu e tlatša ke ba bakae. Ba sepela *go dikologa* hula hupu ye ba bego ba dutše *ka gare* ga yona. Ba dula *ka ntle* ga hula hupu maoto a bona a le *godimo* ga hula hupu.

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.





## Day 2

## What you need

- Song: *Seven little ducks* (page 202) and pictures
- 7 plastic/playdough ducks
- Plastic lid
- Big cardboard circles, squares and triangles – 3 of each

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put a lid with a group of seven ducks on the mat. Learners estimate how many ducks there are. Together count the ducks.
4. **Practising shapes:** Learners play the game, 'I spy ... (shape)' and identify circles, triangles and squares around the classroom. For example: 'I spy with my little eye a shape that has three corners and is stuck up on the wall.'
5. **Practising shapes and direction:** Place large cardboard shapes on the ground. Learners follow instructions to move to a specific shape. For example: 'Jump and stop at a circle, crawl to a shape with three corners, twirl to a shape with four straight sides.'
6. **Small group activities:** Describe the activities at each workstation.



## TIP

This activity could be done outside. Use chalk to draw shapes instead of using cardboard shapes.

## Day 3

## What you need

- Song: *Seven little ducks* (page 202) and pictures of ducks and ducklings
- 7 plastic/playdough ducks
- 7 circle attribute blocks (*Resource Kit*)
- Dot cards 1–5 (*Resource Kit*)
- Big cardboard circles, squares and triangles – 3 of each
- 3 beanbags

1. **Song:** Sing the song, *Seven little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and a group of seven circles on the mat. Learners estimate how many there are in each group. Together count each group.

## Guiding questions:

- ★ Do you think these groups have an equal number of objects?

4. **Practising circles and 1–5:** Discuss the ducks and circles with the learners.

## Guiding questions:

- ★ Can you see any part of the ducks or ducklings that look like circles?
- ★ Where in the room do you see circle shapes?



## Letšatši la 2

### Tše o di hlokago

- Koša: *Mapidibidi a manyane a šupa* (letlakala la 203) le diswantšho
- Mapidibidi a polasetiki/tlhama a 7
- Sekhurumelo sa polasetiki
- Didiko, disekwere le dikhutlotharo tša khatepote ye kgolo – 3 se sengwe le se sengwe

1. **Koša:** Opela koša, *Mapidibidi a manyane a šupa* le diswantšho.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea sekhurumelo sa sehlopha sa mapidibidi a šupa mmeteng. Barutwana ba akanya gore go na le mapidibidi a makae. Balang mapidibidi mmogo.
4. **Go ikatiša dibopego:** Barutwana ba bapala moraloko, 'Ke dira bohloidi ... (sebopego)' gomme le hlathe didiko, dikhutlotharo le disekwere go dikologa phapoši. Mohlala: 'Ke dira bohloidi ka leihlo la ka le lennyane go sebopego sa go ba le dikhutlo tše tharo lebotong.'
5. **Go ikatiša dibopego le tšhupetšo:** Bea dibopego tša khatepote tše dikgolo mo fase. Barutwana ba latela taelo ya gore ba ye sebopegong sefe. Mohlala: 'Fofa o eme sedikong, gagabela sebopegong sa dikhutlo tše tharo, dikologa o ye sebopegong sa mahlakore a go otloga a mane.'
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

### KELETŠO

Mošongwana o ka dirwa ka ntle. Thala dibopego ka tšhoko go na le go diriša dibopego tša khatepote.

## Letšatši la 3

### Tše o di hlokago

- Koša: *Mapidibidi a manyane a šupa* (letlakala la 203) le diswantšho tša mapidibidi le mapidibidi a manyane
- Mapidibidi a polasetiki/tlhama a 7
- Dipoloko tša go dirišwa go hlaola tša sediko tše 7 (*Dithušathuto tša Phapoši*)
- Dikarata tša marontho 1–5 (*Dithušathuto tša Phapoši*)
- Didiko, disekwere le dikhutlotharo tša khatepote ye kgolo – 3 se sengwe le se sengwe
- Mekotla ya dinawa ye 3

1. **Koša:** Opela koša, *Mapidibidi a manyane a šupa*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bea mapidibidi a šupa le sehlopha sa didiko tše šupa mmeteng. Barutwana ba akanya gore ke tše kae sehlopheng se sengwe le se sengwe. Balang sehlopha se sengwe le se sengwe mmogo.  
**Dipotšišo tša go hlahla:**  
★ O nagana gore dihlopha tše di na le dilo tša go lekana ka palo?
4. **Go ikatiša didiko le 1–5:** Bolela le barutwana ka mapidibidi le didiko.  
**Dipotšišo tša go hlahla:**  
★ O bona setho sa mapidibidi goba mapidibidi a manyane sa go swana le sediko?  
★ O bona dibopego tša sediko kae ka mo phapošing?

Show the learners dot cards 1–5.

- ★ What shape are the dots?
- ★ How many dots do you see on these cards?

Show two cards with different numbers of dots.

- ★ Does this card have more/fewer dots than this one?

5. **Practising shapes:** Place cardboard shapes in the middle on the mat. Play a beanbag game. Give three learners each a beanbag. They follow instructions, for example: ‘Throw your beanbag onto the shape that has three corners, the shape that has one more than three corners, the shape that has four sides.’ The learners name the shape on which the beanbag lands and discuss the properties. Repeat with other learners.
6. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

- Song: *If you’re holding a square* (page 198)
- 24 circle, square, triangle attribute blocks (*Resource Kit*)
- Big cardboard circles, squares and triangles – 2 of each
- 7 boxes (3 that have square faces and 4 that have rectangular faces)
- Song: *What can I do?* (page 204)

1. **Song:** Hand out 24 circle, square and triangle attribute blocks and 6 cardboard shapes. Sing *If you’re holding a square*. Learners cross their midline by passing their shapes from one hand to the other when they stand up.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven different-sized boxes on the mat. Learners estimate how many boxes there are and then count them.

#### Guiding questions:

- ★ Do any of the boxes have square-shaped sides?
  - ★ How do you know? How many?
  - ★ Are all the sides of the box square?
  - ★ Are there any boxes that don’t have square sides? How many?
4. **More than, fewer than, equal to:** Sort the boxes into two groups: those that have a square side and those that don’t.

#### Guiding questions:

- ★ Which group has more/fewer boxes? How many are there in each group?
- ★ What do we need to do to make these groups equal?

Bontšha barutwana dikarata tša marontho 1–5.

- ★ Marontho ke sebopego sefe?
- ★ O bona marontho a makae dikarateng tše?

Bontšha dikarata tše pedi tša go ba le palo ya go fapana ya marontho.

- ★ Karata ye e na le marontho a mantši/nnyane go a karata ye?

5. **Go ikatiša dibopego:** Bea dibopego tša khatepote gare ga mmete. Bapalang moraloko wa mokotla wa dinawa. Efa mongwe le mongwe wa barutwana ba bararo mokotla wa dinawa. Ba latela ditaello, mohlala: 'Fošetša mokotla wa dinawa sebopegong sa dikhutlo tše tharo, sebopegong sa go ba le khutlo e tee go feta tše tharo, sebopegong sa mahlakore a mane.' Barutwana ba bolela leina la sebopego seo mokotla wa dinawa o welago go sona gomme ba ahlaahla dipharologantšho. Boeletša le barutwana ba bangwe.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

## Letšatši la 4

### Tše o di hlokago

- Koša: *Ge o swere sekwere* (letlakala la 199)
- Dipoloko tše di dirišwago go hlaola tša sediko, sekwere, khutlotharo tše 24 (*Dithušathuto tša Phapoši*)
- Didiko, disekwere le dikhutlotharo tša khatepote ye kgolo – 2 ya se sengwe le se sengwe
- Mapokisi a 7 (3 a difahlego tša sekwere le 4 a difahlego tša khutlonnethwii)
- Koša: *Nka dira eng?* (letlakala la 205)

1. **Koša:** Aba dipoloko tše di dirišwago go hlaola tša sediko, sekwere, khutlotharo tše 24 le dibopego tša khatepote tše 6. Opela *Ge o swere sekwere*. Barutwana ba putla mothaladi wa gare ka go iša sebopego seatleng se sengwe go tšwa go se sengwe ge ba emelela.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bea mapokisi a bogolo bja go fapana a šupa mmeteng. Barutwana ba akanya gore ke mapokisi a makae gomme ba a bala.

### Dipotšišo tša go hlahla:

- ★ Go na le mapokisi a go ba le mahlakore a sebopego sa sekwere?
- ★ O tseba bjang? Ke a makae?
- ★ Mahlakore a ka moka a lepokisi ke disekwere?
- ★ Go na le mapokisi a go se be le mahlakore a sekwere? Ke a makae?

4. **Ntši go, nnyane go, lekana le:** Hlaola mapokisi ka go dihlopha tše pedi: tša go ba le lehlakore la sekwere le tša go se be le lona.

### Dipotšišo tša go hlahla:

- ★ Ke sehlopha sefe sa go ba le mapokisi a mantši/nnyane? Ke a makae sehlopheng se sengwe le se sengwe?
- ★ Re hloka go dira eng gore dihlopha di lekane?

5. **Practising shapes:** Learners sit in a circle. Place a triangle, circle and square attribute block behind three learners. One learner skips around the outside of the seated learners as the class sings the song *What can I do?* He or she picks up the correct attribute block from behind a learner and places it behind another learner. Repeat with different learners.
6. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Song: *What can I do?* (page 204)
- Hula hoops, boxes, chairs and other objects for obstacle course

1. **Song:** Learners sing the song, *What can I do?* while you play the game as described in Day 4, activity 5. Choose different learners from those who played the game on Day 4.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap your hands any number of times from 1 to 7. Learners count the claps.
4. **Practising direction – backwards, forwards:** Learners follow a simple obstacle course outdoors, for example, moving over, under, around, between, along, through, in and out. They follow directions to move forwards and backwards on the course.
5. **Small group activities:** Describe the activities at each workstation.



### TIP

Learners cross their midline when following instructions, like touch your foot with your opposite hand, or touch your shoulder with your opposite hand.



### Integration

**Home Language and Life Skills:** Play a game of musical shapes. Place large shape cut-outs in a circle on the floor. Learners step from shape to shape when the music plays. When it stops, they say what shape they are standing on.

5. **Go ikatiša dibopego:** Barutwana ba dula ka sediko. Bea dipoloko tšeo di dirišwago go hlaola tša khutlotharo, sediko, sekwere ka morago ga barutwana ba bararo. Morutwana o tee o fofa kgati go dikologa barutwana bao ba dutšego fase mola phapoši opela koša *Nka dira eng?* O tšea poloko ya go dirišwa go hlaola ya go nepagala ka morago ga morutwana gomme a e bea ka morago ga morutwana yo mongwe. Boeletša ka barutwana ba go fapana.
6. **Mešomo ya dihlopha tše nyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

## Letšatši la 5

### Tše o di hlokago

- Koša: *Nka dira eng?* (letlakala la 205)
- Dihula hupu, mapokisi, ditulo le dilo tša lepatlelo la ditšhitišo

1. **Koša:** Barutwana ba opela koša, *Nka dira eng?* mola le bapala moraloko wa go hlalošwa go Letšatši la 4, mošongwana wa 5. Kgetha barutwana ba bangwe e se be bao ba bapetšego moraloko ka Letšatši la 4.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Phaphatha diatla ka mo o ratago go thoma ka 1 go fihla ka 7. Barutwana ba bala mephaphatho.
4. **Go ikatiša tšhupetšo – morago, pele:** Barutwana ba latela lepatlelo la ditšhitišo le bonolo ka ntle, mohlala, go sepela ka godimo, ka tlase, go dikologa, gare, go bapela, go putla, ka gare le ka ntle. Ba latela ditšhupetšo go ya pele le morago lepatlelong.
5. **Mešomo ya dihlopha tše nyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

### KELETŠO

Barutwana ba putla mothaladi wa gare ba latela ditšhupetšo, go swana le gore swara leoto ka seatla sa ka lehlakoreng le lengwe, swara legetla ka seatla sa ka lehlakoreng le lengwe.



### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Bapalang moraloko wa dibopego tša diletšo. Bea diripiwa tša dibopego tše dikgolo ka sedikong lebatong. Barutwana ba gata sebopego morago ga se sengwe ge mmimo o bapala. Ge o homola, ba bolela gore ba eme sebopegong sefe.

## Small group activities

### Teacher-guided activity

#### What you need

- 24 attribute blocks (triangle, circle, square)
- Sticks (*Resource Kit*)
- A tub for each learner with:
  - 7 plastic/cardboard shapes (triangles, circles, squares)
  - 1 small car or animal counter

1. **Counting objects 1–7:** Place 24 attribute blocks on the mat. Learners take turns to each count seven attribute blocks. They count how many of each shape they have in their group of seven attribute blocks.

#### Guiding questions:

- ★ Which shape does \_\_\_\_\_ have one of/two of?

2. **Practising shapes; creating images:** Place attribute blocks on the mat to make an image. Learners copy the image using their attribute blocks.

#### Guiding questions:

- ★ Do you have all the shapes you need for this?
- ★ Which shapes are you missing?
- ★ How many of each of these do you need?



### TIP

Learners practise crossing the midline by having their shapes on one side of their body and building their shape image on the other side.



Learners use the attribute blocks and cardboard shapes from their tubs to create their own image.

- ★ What shapes did you use?
  - ★ Why did you use a triangle for a hat?
  - ★ What if we added this circle here?
  - ★ How many shapes did you use?
  - ★ Who used the most circles?
  - ★ Is there anyone who doesn't have a square?
3. **Practising shapes; using sticks:** Create a triangle or square using coloured sticks. Discuss it with the learners. Cover it and ask them to copy it. Repeat the activity, varying the size of the shape. Attempt to create a circle with the sticks.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Dipoloko tše di dirišwago go hlaola tše 24 (khutlotharo, sediko, sekwere)
- Dikotana (*Dithušathuto tša Phapoši*)
- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le:
  - Dibopego tša polasetiki/khatepote tše 7 (khutlotharo, sediko, sekwere)
  - Sebaledi sa sefatanaga goba phoofolo se sennyane se 1

1. **Go bala dilo 1–7:** Bea dipoloko tše di dirišwago go hlaola tše 24 mmeteng. Barutwana ba šiedišana ka go bala dipoloko tše di dirišwago go hlaola. Ba bala palo ya sebopego se sengwe le se sengwe se ba nago le sona sehlopheng sa dipoloko tše di dirišwago go hlaola tše šupa.

#### Dipotšišo tša go hlahlwa:

- ★ \_\_\_\_\_ o na le sebopego sefe se setee/tše pedi?

2. **Go ikatiša dibopego; go hlama dibopego:** Bea dipoloko tše di dirišwago go hlaola mmeteng go dira seswantšho. Barutwana ba kopolla seswantšho dipoloko tša bona tša go dirišwa go hlaola.

#### Dipotšišo tša go hlahlwa:

- ★ O na le dibopego ka moka tše o di hlokago go dira se?
- ★ O hloka dibopego dife?
- ★ O hloka tše kae tša se sengwe le se sengwe sa tše?

Barutwana ba diriša dipoloko tše di dirišwago go hlaola le dibopego tša khatepote tša ka seswarong sa bona go hlama seswantšho sa bona.

- ★ O dirišitše dibopego dife?
- ★ Ke ka lebaka la eng o dirile mongatse ka khutlotharo?
- ★ Ge nkabe re tsentše sediko se fa?
- ★ O dirišitše dibopego tše kae?
- ★ Ke mang yo a dirišitšego didiko tše dintši?
- ★ Go na le yo a se nago sekwere?

3. **Go ikatiša dibopego; go diriša dikotana:** Hlama khutlotharo goba sekwere o diriša dikotana tša mebalabala. Bolela ka yona le barutwana. E khupetše gomme o kgopela gore ba e kopolle. Boeletša mošongwana, o fetoša bogolo bja sebopego.

Leka go hlama sediko ka dikotana.

### KELETŠO

Barutwana ba ikatiša go tshela mothaladi wa gare ka go bea dibopego lehlakoreng le letee la mmele wa bona gomme ba aga seswantšho sa sebopego sa bona ka lehlakoreng le lengwe.





**Guiding questions:**

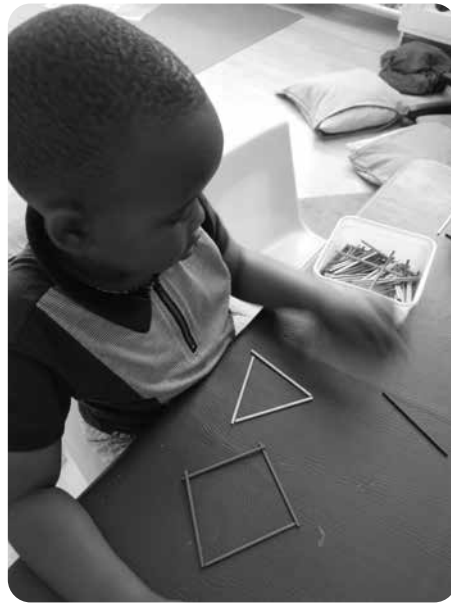
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



**TIP**

Encourage the use of position and direction vocabulary.

4. **Directions and position:** Learners use the sticks to create their own shapes. They follow instructions using the car or animal counter from their tubs. For example: 'Move the car/animal forwards around your shapes, backwards in between your shapes, forwards over the green/blue/yellow stick, reverse to park/stand inside a shape.' Ask each learner to give an instruction to the group.



**Check that learners are able to:**

- copy images made with shapes
- create images using shapes and respond to related questions
- respond to instructions with different directions and positions

**Workstation 1**

**What you need**

- 40 cardboard circles, triangles and squares
- 30 other shapes (for example, rectangle, kite, oval)
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them (see page 138)

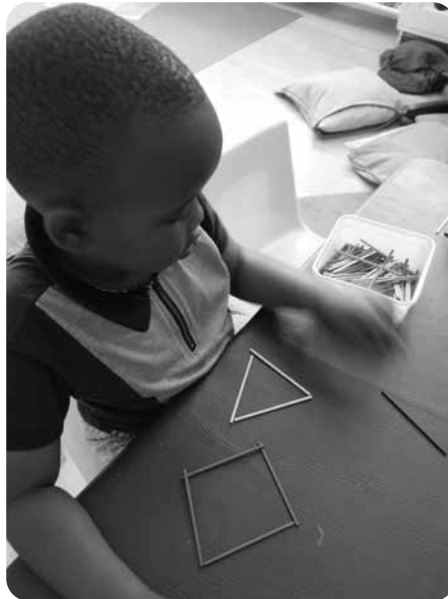
Learners sort shapes into the 4 labelled containers. They create their own images using the shapes.

**Dipotšišo tša go hlhla:**

- ★ Na se se swana le sediko? Ke ka lebaka la eng o nagana bjalo?
- ★ O ka dira sediko ka tsela ye nngwe? (Thala mothladi go dikologa komiki.)

**KELETŠO**  
 Hlohloletša tirišo ya  
 tlotlontšu ya maemo  
 le tšhupetšo.

4. **Ditšhupetšo le maemo:** Barutwana ba hlama dibopego tša bona ka dikotana. Ba latela ditaello ba diriša dibaledi tša difatanaga le diphoofolo tša ka diswarong tša bona. Mohlala: 'Iša sefatanaga goba phoofolo pele go dikologa dibopego tša gago, morago gare ga dibopego tša gago, pele ka godimo ga kotana ye talamorogo/talalerata/serolane, ribesa o phake/o eme ka gare ga sebopego.' Kgopela morutwana yo mongwe le yo mongwe gore a fe sehlopha taelo.



**Lekola gore barutwana ba kgona go:**

- kopolla diswantšho tša go dirwa ka dibopego
- hlama diswantšho ka go diriša dibopego gomme ba araba dipotšišo tša go sepelelana le dipotšišo
- araba ditaello tša diemo le ditšhupetšo tša go fapana

**Lefelo la go šomela la 1**

**Tše o di hlokago**

- Didiko, dikhutlotharo le disekwere tša khatepote tše 40
- Dibopego tše dingwe tše 30 (mohlala, khutlonnethwii, khaete, sa lee)
- Dikotlolo tša go ba le maina tše 4 – se 1 sa sediko, se 1 sa sekwere, se 1 sa khutlotharo, se 1 sa seswantšho sa dibopego tše 3 le sefapano mo go tšona (lebelela letlakala la 139)

Barutwana ba hlaola dibopegong ka dikotlolong tša go ba le maina tše 4. Ba hlama diswantšho tša bona ba diriša dibopego.

## Workstation 2



### What you need

- Wooden blocks (triangle-, square- and circle-shaped)
- Playdough
- 1 plastic knife or stick (*Resource Kit*) per learner

Learners press the playdough flat. They cut around the blocks and create images with their shapes.



**TIP**

Use other objects if you don't have blocks, for example, tiles, plastic cups or rulers, to create shapes such as triangles, circles and squares.

## Workstation 3

### What you need

- Masking tape/hula hoops
- Unifix blocks/Duplo/wooden blocks

Use hula hoops and masking tape to make shapes on the floor. Learners place blocks along the hoops and tape.



## Workstation 4

### What you need

- 1 shape board per learner (see page 138)
- Matching shape cut-outs

Learners match shapes to those on their boards. They swap boards once they have finished.

## Lefelo la go šomela la 2



### Tše o di hlokago

- Dipoloko tša kota (sebopego sa khutlotharo, sekwere le sediko)
- Tlhama
- Mphaka wa polasetika o 1 goba kotana (*Dithušathuto tša Phapoši*) ya morutwana yo mongwe le yo mongwe

Barutwana ba dira gore tlhama e be ye pepetla. Ba ripa go dikologa dipoloko gomme ba hlama diswantšho ka diboepgo tša bona.

### KELETŠO

Ge o se na dipoloko diriša dilo tše dingwe, mohlala, dithaele, dikomiki tša polasetiki goba dirula, go hlama diboepgo tša go swana le dikhutlotharo, didiko le disekwere.

## Lefelo la go šomela la 3

### Tše o di hlokago

- Masking theipi/dihula hupu
- Dipoloko tša *Unifix/Duplo*/ dipoloko tša kota

Diriša dihula hupu le masking theipi go dira seboepgo sa lebatong. Barutwana ba bea dipoloko go bapa le dihula hupa le theipi.



## Lefelo la go šomela la 4

### Tše o di hlokago

- Boto e 1 ya seboepgo ya morutwana yo mongwe le yo mongwe (lebelela letlakala la 139)
- Diripiwa tša diboepgo tša go tswalana

Barutwana ba tswalanya diboepgo tša bona tše di lego lebotong. Ba fana diboto ge ba fetša.

# Content Area Focus:

## Measurement

### Topics

- Length – compare and order objects using appropriate vocabulary

### New knowledge

- Measuring and comparing: length (long, longer, longest; short, shorter, shortest)

### Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Estimation 1–7
- Length: tall, short

### New maths vocabulary

long

short

longer

longest

length

## Getting ready

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

- pictures of 4 long worms and 3 short worms
- 4 × 20–30 cm long, and 3 shorter playdough worms
- a length of string per learner and learners' names
- scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- lengths of cardboard that should all be the same width, but different lengths – 1 per learner
- strips of coloured paper of the same width, but different lengths – 10 per learner
- A4 page per learner with line down the middle; a short strip pasted to the top of one side and a long strip pasted to the top of the other side
- A3/A4 page per learner with a different length worm on each
- A4 page per learner with 5 lines of different lengths running across the page.


**TIP**

Place various items from nature on the maths table during the week, for example, feathers, sticks, leaves. These can be used for measuring and ordering.

## Whole class activities

### Day 1

#### What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 playdough worms
- 1 A3 page
- 2 A4 pages
- Term 1 height chart
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.

# Nepišo ya Karolo ya Diteng: Kelo

## Dihlogotaba

- Botelele – bapetša le go hlaola dilo o diriša tlotlontšu ya maleba

## Tsebo ye mpsha

- Go ela le go bapetša: botelele (telele, teletšana, telele ka go fetiša; kopana, kopananyana, kopana ka go fetiša)

## Go ikatiša

- Go balela godimo 1–20 le 7–1
- Go bala dilo 1–7
- Kakanyo 1–7
- Botelele: telele, kopana

## Tlotlontšu ye mpsha ya dipalo

telele

kopana

telelenyana

telele ka go fetiša

botelele

## Go itokiša

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

- diswantšho tša diboko tše ditelele tše 4 le diboko tše dikopana tše 3
- 4 × 20–30 cm botelele, le diboko tša tlhama tše dikopananyana tše 3
- lenti le letelele la morutwana yo mongwe le yo mongwe le maina a barutwana
- dikhafo, diripone, mapanta, dithapo tša dieta, lenti – tše 7 tša tšohle, kamoka ka botelele bja go fapana
- dikhatepote tše ditelele tša bophara bja go lekana, efela difapane ka botelele – 1 ya morutwana yo mongwe le yo mongwe
- meseto ya dipampiri tša mebala ka bophara bja go lekana, efela di fapane ka botelele – 10 tša morutwana yo mongwe le yo mongwe
- letlakala la A4 la morutwana yo mongwe le yo mongwe la go ba le mothaladi mo gare; moseto o mokopana o kgomaretšwe kua godimo ka lehlakoreng le lengwe gomme moseto o motelele o kgomaretšwe kua godimo ka lehlakoreng le lengwe
- letlakala la A3/A4 la morutwana yo mongwe le yo mongwe la go ba le seboko sa botelele bja go fapana
- letlakala la A4 la morutwana yo mongwe le yo mongwe la go ba le methaladi ye 5 ya botelele bja go fapana go putla letlakala.

## KELETŠO

Bea dilo tša mehutahuta tša tlhago tafoleng ya dipalo mo gare ga beke, mohlala, mafofa, dikotana, matlakala. Di ka dirišwa go ela le go beakanya.

## Mešongwana ya barutwana ka moka

### Letšatši la 1

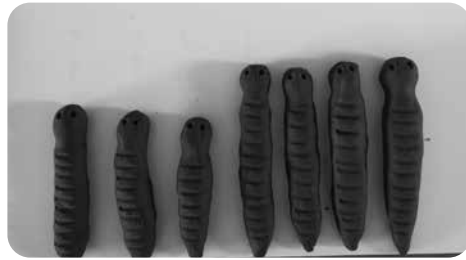
#### Tše o di hlokago

- Koša: *Telele le kopana* (letlakala la 205)
- Diswantšho tša diboko tše 7
- Diboko tša tlhama tše 7
- Letlakala la A3 le 1
- Matlakala a A4 a 2
- Tšhate ye telele ya Kotara ya 1
- Manti le maina a sehlopha se setee sa barutwana

1. **Koša:** Opelang koša, *Telele le kopana* le diswantšho.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle. Look at the seven playdough worms on an A3 page.



**Guiding questions:**

- ★ How many worms do you think there are?

Count the worms together.

4. **Long and short:** Place a long and a short worm on an A4 page.

**Guiding questions:**

- ★ What is the same/different about these worms?
- ★ What else can you see in our classroom that is long/short?
- ★ How can we find out if an object is longer or shorter than another object?
- ★ What are some of the different ways we can measure objects?

5. **Reinforcing length:** Look at the height chart from Term 1. Measure the height of one group of learners and add their measurements to the height chart. Discuss and compare similarities and differences in learners' heights.

**Guiding questions:**

- ★ Is your height the same as the last time we measured you, or are you taller than you were?
- ★ How can we find out how tall you are?
- ★ Is there another way?

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



**TIP**

Remember to measure from the ground to the top of the learner's head. Measure one group each day.

## Day 2

### What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for one group
- Sticks (*Resource Kit*)
- Scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Display seven belts and six scarves in two separate groups.

**Guiding questions:**

- ★ How many belts/scarves do you think there are in each group?
- ★ Do you think each group has an equal number of objects?

Count the belts and scarves and discuss.

- ★ What do we need to do to make the groups equal? (Add one more scarf.)

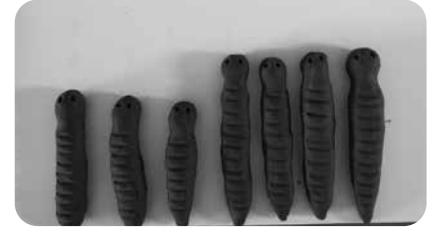


2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Lebelela diboko tša tlhama tše šupa letlakaleng la A3.

**Dipotšišo tša go hlaha:**

- ★ O nagana gore go na le diboko tše kae?

Balang diboko mmogo.



4. **Telele le kopana:** Bea seboko se setelele le se sekopana letlakaleng la A4.

**Dipotšišo tša go hlaha:**

- ★ Diboko tše di swana/fapana ka eng?
- ★ O bona eng se sengwe se setelele/kopana ka phapošing ya rena?
- ★ Re ka tseba bjang gore selo ke se setelele/kopana go se sengwe?
- ★ Ke ditsela dife tša go fapana tše re ka elago dilo ka tšona?

5. **Go gatelela botelele:** Lebelela tšhate ye telele ya Kotara ya 1. Ela botelele bja sehlopha se setee sa barutwana gomme o tsenye dikelo tša bona tšhateng ye telele. Bolelang ka, le be le bapetše tša go swana le tša go fapana ka botelele bja barutwana.

**Dipotšišo tša go hlaha:**

- ★ Botelele bja gago bo sa lekana le bja nako ye re bo etšego la mafelelo, goba bjale o yo motelelenyana go feta pele?
- ★ Re ka tseba botelele bja gago bjang?
- ★ Go na le tsela ye nngwe gape?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

**KELETŠO**

Gopola go ela go thoma lebatong go fihla bogodimo bja hlogo ya morutwana. Ela botelele bja sehlopha se setee sa barutwana letšatši le lengwe le le lengwe.

**Letšatši la 2**

**Tše o di hlokago**

- Koša: *Telele le kopana* (letlakala la 205)
- Diswantšho tša diboko tše 7
- Manti le maina a sehlopha se setee
- Dikotana (*Dithušathuto tša Phapoši*)
- Dikhafo, diripone, mapanta, dithapo tša dieta, manti – tše 7 tša tšohle, ka moka ka botelele bja go fapana
- Maskhing theipi/tšhoko

1. **Koša:** Opelang koša, *Telele le kopana* le diswantšho.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bea mapanta a šupa le dikhafo tše tshela ka dihlopha tše pedi tša go fapana.

**Dipotšišo tša go hlaha:**

- ★ O nagana gore go na le mapanta/dikhafo tše kae sehlopheng se sengwe le se sengwe?

★ O nagana gore dihlopha di na le dilo tša go lekana?

Balang mapanta le dikhafo gomme le bolele ka tšona.

- ★ Re hloka go dira eng gore dihlopa di lekane? (Tsenya sekhafo se sengwe.)

Count the items again. Put them in two rows, matching the belts and scarves to show that each group has the same number of objects.

4. **Exploring length:** Display the scarves, ribbons, belts, shoelaces and string.

**Guiding questions:**

- ★ How did you measure your objects (in Day 1)?

Learners compare the length of the scarves, ribbons, belts, shoelaces and string by placing them next to each other and discussing which is longer/shorter.

- ★ How do you know that one is short and one is long?
- ★ Can you use your hand/foot/a stick to measure your object?

Learners sit in five groups. They measure scarves, belts and so on, and discuss length using hands/feet/sticks.



Use masking tape or draw a line with chalk. Learners place the items on the line and arrange them from longest to shortest.

- ★ Why did we put all the belts and scarves on the line when we arranged them from longest to shortest?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

**Day 3**

**TIP**

If there is not enough time to complete measuring the learners' height and adding the measurements to the height chart, continue to do this at other times in the daily programme, for example, at snack time.

**What you need**

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 wooden sticks of different lengths
- 23 coloured plastic sticks (*Resource Kit*)
- String and names for one group of learners
- Lengths of cardboard of the same width and different lengths – 1 per learner
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven coloured plastic sticks (from the *Resource Kit*) and the seven wooden sticks on the mat in two separate groups.

Bala dilo gape. Di bee ka methaladi e mebedi, o tswalanye dikhafo le mapanta go bontšha gore sehlopha se sengwe se na le palo ya go swana ya dilo.

4. **Go hlohlomiša botelele:** Bea dikhafo, diripone, mapanta, dithapo tša dieta, lenti mo di bonalago.

**Dipotšišo tša go hlhla:**

- ★ O etše dilo tša gago bjang (Letšatšing la 1)?

Barutwana ba ela botelele bja dikhafo, diripone, mapanta, dithapo tša dieta, lenti ka go di bea kgauswi le kgauswi gomme ba bolela gore ke efe ye telelenyana/kopananyana.

- ★ O tseba bjang gore se setee ke se setelele se sengwe ke se sekopana?
- ★ O ka diriša seatla/leoto/kotana go ela selo?

Barutwana ba dula ka dihlopha tše hlano. Ba ela dikhafo, mapanta, bjalo bjalo, ba bolela ka botelele ba diriša diatla/maoto/dikotana.




Diriša maskhing theipi goba o thale mothlaladi ka tšhoko.

Barutwana ba bea dilo mothlalading gomme ba di beakanya go thoma ka se setelele ka go fetiša go fihla ka se sekopana ka go fetiša.

- ★ Ke ka lebaka la eng re bile mapanta ka moka le dikhafo mothlalading ge re be re di beakanya go thoma ka se setelele ka go fetiša go fihla ka se sekopana ka go fetiša?

5. **Tšhate ye telele:** Ela sehlopha se sengwe sa barutwana gomme o tsenye dikelo tšeo tšhateng ye telele.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

 **KELETŠO**

Ge go se na nako ye e lekanego ya go feleleletša go ela botelele bja barutwana le go tsenya kelo tšhateng ye telele, le ka tšwela pele ka se ka nako ye nngwe lenaneong la tšatši ka tšatši, mohlala, ka nako ya seneke.

### Letšatši la 3

#### Tše o di hlokago

- Koša: *Telele le kopana* (letlakala la 205)
- Diswantšho tša diboko tše 7
- Dikotana tša botelele bja go fapana tše 7
- Dikotana tša polasetiki tša mebalabala tše 23 (*Dithušathuto tša Phapoši*)
- Lenti le maina a sehlopha se setee sa barutwana
- Botelele bja khatepote ya bophara bja go lekana le botelele bja go fapana – 1 morutwaneng yo mongwe le yo mongwe
- Maskhing theipi/tšhoko

1. **Koša:** Opelang koša, *Telele le kopana* ka diswantšho.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea dikotana tša polasetiki tša mebalabala tše šupa (tša *Dithušathuto tša Phapoši*) le dikotana tša polasetiki tše šupa mmeteng ka dihlopha tše pedi tša go fapana.

**Guiding questions:**

- ★ How many sticks do you think there are in each of these groups?

Count the sticks and discuss.  
Compare the lengths of the sticks.

- ★ What do you think we could measure in our classroom with the short plastic sticks/longer wooden sticks?
- ★ Why?

Learners measure objects in the classroom with sticks.



4. **Reinforcing measurement – length:** Discuss the items that learners measured with sticks.

**Guiding questions:**

- ★ What did you find in the classroom that is long/short?
- ★ Whose object was longest/shortest?
- ★ What object can you think of outside of our classroom that is long/short?

Place the cardboard strips in the middle of the mat. Show the learners two of the strips.

- ★ Which of these two strips is long/short?

Repeat with two other strips.

Learners each fetch one strip from the middle of the mat. Put one strip down as a guide.

- ★ If we want to arrange our strips according to length from shortest to longest what do we need to do?
- ★ How should we line them up?



Line the strips up alongside a masking tape or a chalk line. Learners take turns to place their strips from shortest to longest. Remind learners why it is important to align the ends of the strips with the bottom of the masking tape/chalk line when measuring. They estimate where their strip will go, and help each other if a strip needs to be moved.

- ★ What do you think about where \_\_\_\_\_ has put their strip?
- ★ Should we move \_\_\_\_\_'s strip? Why?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



Use questions to guide the learners to problem solve around the arrangement of the strips.

**Dipotšišo tša go hlahlala:**

- ★ O nagana gore go na le dikotana tše kae sehlopheng se sengwe le se sengwe?

Balang dikotana gomme le bolele ka tšona. Bapetšang botelele bja dikotana.

- ★ O nagana gore re ka ela eng ka phapošing ya rena ka dikotana tša polasetiki tše dikopana/dikotana tša polasetiki tše ditelele?
- ★ Ka lebaka la eng?

Barutwana ba ela dilo tša phapošing ka dikotana.

4. **Go gatelela kelo – botelele:** Bolelang ka dilo tše barutwana ba di etšego ka dikotana.

**Dipotšišo tša go hlahlala:**

- ★ O hweditše eng ka phapošing se setelele/kopana?
- ★ Ke selo sa mang se setelele ka go fetiša/kopana ka go fetiša?
- ★ Ke selo sefe se o ka naganago ka sona sa ka ntle ga phapoši se setelele/kopana?

Bea meseto ya khatepote gare ga mmete. Bontšha barutwana meseto e mebedi.

- ★ Ke moseto ofe go ye mebedi o motele/kopana?

Boeletša ka meseto e mengwe e mebedi.

Morutwana yo mongwe le yo mongwe o tšea moseto mo gare ga mmete. Bea moseto o tee fase bjalo ka hlhli.

- ★ Ge re nyaka go beakanya meseto ya rena go ya ka botelele go thoma ka o mokopana ka go fetiša go fihla ka o motelele ka go fetiša re dira eng?

- ★ Re swanetše go e bea bjang?

Bea meseto ka mothaladi go bapela le maskhing theipi goba mothaladi wa tšhoko. Barutwana ba šiedišana ka go bea meseto ya bona go thoma ka o mokopana ka go fetiša go fihla ka o motelele ka go fetiša. Gopotša barutwana bohlokwa bja go lebanya maphetho a meseto le botlase bja maskhing theipi/mothaladi wa tšhoko ge ba ela. Ba akanya fao moseto wa bona o tlo yago gona, gomme ba thušana ge go hlokega gore moseto o tlošiw.

- ★ O nagana eng ka ga lefelo leo \_\_\_\_\_ a beilego moseto wa gagwe?
- ★ Re tloše moseto wa \_\_\_\_\_? Ka lebaka la eng?

5. **Tšhate ye telele:** Ela sehlopha se sengwe sa barutwana gomme o tsenye dikelo tša bona tšhateng ye telele.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.



 **KELETŠO**  
Diriša dipotšišo go hlahlala barutwana go rarolla mathata a peakanyo ya meseto.



## Day 4

## What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 different lengths of rope
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle, while you stand holding five pieces of rope. Learners estimate how many you are holding. Count these together.

**Guiding questions:**

- ★ How many more pieces of rope do we need to have seven pieces?

Add two more and count again.

4. **Exploring length:** Discuss the pieces of rope you are holding.

**Guiding questions:**

- ★ How many of these pieces of rope are touching the floor?
- ★ Why don't they all touch the floor?
- ★ How can we find out which is the shortest/longest piece of rope?

Draw a line on the floor and ask learners to guide you in arranging the pieces of rope from longest to shortest. Remove five pieces of rope.

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



## Day 5

## What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for the last group of learners
- Term 1 height chart
- Birthday chart

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. As you clap, learners count and say how many claps there are.

## Letšatši la 4

### Tše o di hlokago

- Koša: *Telele le kopana* (letlakala la 205)
- Diswantšho tša diboko tše 7
- Dithapo tša botelele bja go fapana tše 7
- Manti le maina a sehlopha se setee sa barutwana

1. **Koša:** Opelang koša, *Telele le kopana* ka diswantšho.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko, mola wena o eme o swere diripa tše hlano tša thapo. Barutwana ba akanya gore o swere tše kae. Di baleng mmogo.

#### Dipotšišo tša go hlahla:

- ★ Re hloka diripa tše dingwe tše kae gore re be le diripa tše šupa?

Tsenya tše dingwe tše pedi gomme le di bale gape.

4. **Go hlohomiša botelele:** Bolelang ka diripa tša thapo tše o di swerego.

#### Dipotšišo tša go hlahla:

- ★ Ke diripa tše kae tša thapo tše o di kgomago lebatso?
- ★ Ke ka lebaka la eng di sa kgome lebatso ka moka ga tšona?
- ★ Re ka hwetša bjang gore seripa sa thapo ke se sekopana ka go fetiša/telele ka go fetiša?

Thala mothaladi lebatong gomme o kgopele barutwana go go hlahla ge o beakanya diripa tša thapo go thoma ka se setelele ka go fetiša go fihla ka se sekopana ka go fetiša. Tloša diripa tše hlano tša thapo.

5. **Tšhate ye telele:** Ela sehlopha sa go latela sa barutwana gomme o tsenye kelo yeo tšhateng ye telele.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.



## Letšatši la 5

### Tše o di hlokago

- Koša: *Telele le kopana* (letlakala la 205)
- Diswantšho tša diboko tše 7
- Lenti le maina a sehlopha sa mafelelo sa barutwana
- Tšhate ye telele ya Kotara ya 1
- Tšhate ya matšatši a matswalo

1. **Koša:** Opelang koša, *Telele le kopana* ka diswantšho.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Phaphatha diatla ka mo o nyakago gare ga 1 le 7. Ge o phaphatha diatla, barutwana ba a bala gomme ba bolela gore o phaphathile ga kae.



4. **Height chart:** Measure the last group of learners and add their measurements to the height chart. Discuss the Term 2 height chart.

**Guiding questions:**

- ★ Who is taller/shorter than you?
- ★ How do you know?
- ★ Are there any learners that are the same height as each other?

Compare Term 1 and 2 height charts.

- ★ Has anything changed since Term 1?
- ★ Who is taller this term than they were last term?

Look at the birthday chart and count together how many months have passed since you did the Term 1 height chart.

- ★ Do you think the height chart will look different if we do it again at the end of the year, in the last month?
- ★ Why?

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

### Integration

**Home Language and Life Skills:** Outdoor activities can include measuring long and short breaths before and after running, and measuring long and short shadows at different times of the day. When reading stories to the learners, point out words that are long (have a lot of letters in them) and words that are short (have only one or two letters in them).

## Small group activities

### Teacher-guided activity

#### What you need

- 7 toilet roll tubes
- 1 small chair per learner
- Unifix blocks (*Resource Kit*)
- Different lengths of string and paper, sticks (*Resource Kit*)

1. **Practising length; sorting objects:** Place string, paper and sticks in a pile on the mat. Learners sort these into two groups: long and short.

**Guiding questions:**

- ★ How did you decide what to put into each group?

2. **Practising length; comparing objects:** Place a toilet roll tube lengthways on the mat.



4. **Tšhate ye telele:** Ela sehlopha sa mafelelo sa barutwana gomme o tsenye dikelo tša bona tšhateng ye telele. Bolelang ka tšhate ye telele ya Kotara ya 2.

**Dipotšišo tša go hlahla:**

- ★ Ke mang yo motelele/kopana go wena?
- ★ O tseba bjang?
- ★ Go na le barutwana ba go lekana ka botelele go ya godimo? Bapetša ditšhate tše telele tša Kotara ya 1 le 2.
- ★ Go na le se se fetogilego go tloga ka Kotara ya 1?
- ★ Ke mang yo motelele go feta ka fao a bego a le ka gona kotareng ya go feta?

Lebelela tšhate ya matšatši a matswalo gomme le bale mmogo gore go fetile dikgwedi tše kae mola le dirago tšhate ye telele ya Kotara ya 1.

- ★ O nagana gore tšhate ye telele e tlo ba le phapano ge re e dira gape mafelelong a ngwaga, kgwedding ya mafelelo?
  - ★ Ka lebaka la eng?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

**Tswalanyo**

**Leleme la Gae le Mabokgoni a Bophelo:** Mešongwana ya ka ntle e ka akaretša go ela mehemo e metelele le e mekopana pele le ka morago ga go kitima, le go ela meriti e metelele le e mekopana ka dinako tša go fapana mo letšatšing. Ge o balela barutwana dikanegelo, laetša mantšu a matelele (a go ba le ditlhaka tše dintši) le mantšu a makopana (a go ba le tlhaka e tee goba tše pedi).

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

**Tše o di hlokago**

- Ditšhupu tša rolo ya tshwamare tše 7
- Setulo se sennyane se 1 sa morutwana yo mongwe le yo mongwe
- Dipoloko tša *Unifix* (*Dithušathuto tša Phapoši*)
- Botelele bja go fapana bja moseto le pampiri, dikotana (*Dithušathuto tša Phapoši*)

1. **Go ikatiša botelele; go hlaola dilo:** Bea lenti, pampiri le dikotana mokgobong mo mmeteng. Barutwana ba hlaola tše ka dihlopha tše pedi: telele le kopana.

**Dipotšišo tša go hlahla:**

- ★ O naganne bjang gore o bee eng sehlopheng se sengwe le se sengwe?
2. **Go ikatiša botelele; go bapetša dilo:** Bea tšhupu ya rolo ya botelele bja tshwamare ka botelele mmeteng.



**Guiding questions:**

- ★ Can you find anything in the classroom that is longer/shorter than this?

Learners each fetch two things, and take turns to explain what they have found and why they are longer/shorter than the toilet roll tube.

3. **Counting objects 1–7; measuring chairs:** Place seven toilet roll tubes in a line lengthways touching one another.

**Guiding questions:**

- ★ How many toilet roll tubes do you think there are?

Count the toilet roll tubes together.

- ★ Can you see anything in the classroom that you think is the same length as these seven toilet roll tubes lined up together?
- ★ How can we use one toilet roll tube to measure the height of your chair?

Learners explore this.

- ★ Where could we start measuring?

Discuss and guide them in marking where they start and end. Together count how many toilet roll tubes were needed to measure the height of the chair.

- ★ How many toilet roll tubes do you think we will need to measure the length of the seat of the chair?
- ★ Do you think we will need more or fewer toilet roll tubes to measure the seat?
- ★ What else could we use to measure different parts of your chairs?

Learners find something in the classroom that they would like to use to measure with. They explore measuring different parts of the chair using the objects they found, paper and string lengths.



**Dipotšišo tša go hlahla:**

★ O ka hwetša se sengwe ka phapošing se setelele/kopana go feta se? Morutwana yo mongwe le yo mongwe o tšea dilo tše pedi, gomme ba šiedišana ka go hlaloša gore ba hweditše eng le gore ke ka lebaka la eng e le tše ditelele/kopana go feta tšhupu ya rolo ya tshwamare.

3. **Go bala dilo 1-7; go ela ditulo:** Bea ditšhupu tša rolo ya tshwamare tše šupa ka mothaladi o motelele di kgomagane.

**Dipotšišo tša go hlahla:**

★ O nagana gore go na le ditšhupu tša rolo ya tshwamare tše kae? Balang ditšhupu tša rolo ya tshwamare mmogo.

★ Go na le se o se bonago ka phapošing sa go lekana le ditšhupu tša rolo ya tshwamare tše šupa tše di lego mothalading ka botelele?

★ Re ka diriša tšhupu ya rolo ya tshwamare bjang go ela botelele bja setulo sa gago?

Barutwana ba hlohlomiša se.

★ Re ka thoma go ela kae?

Bolelang o be o ba hlahle gore ba thoma le go fetša kae go ela.

Mmogo balang gore go be go nyakega ditšhupu tša rolo ya tshwamare tše kae go ela botelele bja setulo.

★ O nagana gore go tlo nyakega ditšhupu tša rolo ya tshwamare tše kae go ela botelele bja bodulo setulong?

★ O nagana gore go tlo nyakega ditšhupu tša rolo ya tshwamare tše dintši goba tše dinnyane?

★ Re ka diriša eng se sengwe go ela dikarolo tša go fapana tša setulo sa gago?

Barutwana ba hwetša se sengwe ka phapošing se ba ratago go se diriša go ela. Ba hlohlomiša go ela dikarolo tša go fapana tša setulo, pampiri le botelele bja manti ba diriša dilo tše ba di hweditšego.



4. **Reinforcing length; Unifix blocks:** Show learners a length of five Unifix blocks joined together. They choose string and pieces of paper that are longer than the blocks. Repeat with lengths of up to seven Unifix blocks.



**Guiding questions:**

- ★ How do you know that this is longer than the blocks?
- ★ Can you find something that is shorter/the same length?

Learners create their own lengths using the blocks and arrange these from shortest to longest.



**TIP**

Use appropriate non-standard units to measure objects, for example, small blocks to measure books, plastic sticks to measure the seat of the chair and longer objects or pieces of string to measure the top of the desk.



**Check that learners are able to:**

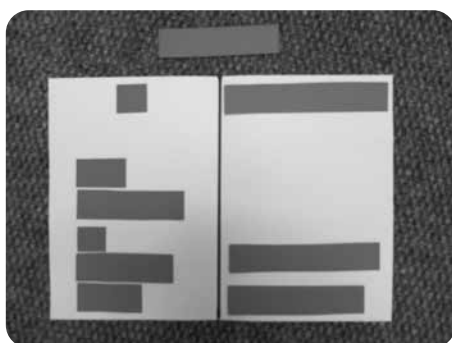
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

## Workstation 1

### What you need

- 10 strips of paper per learner
- Sheet of paper
- Glue
- Kokis
- 1 medium-length cardboard strip placed in the middle of the table

Learners measure paper strips against the cardboard strip. They paste strips onto the 'long' or the 'short' side of the page. They use kokis to turn the strips into anything they like.



4. **Go gatelela botelele; dipoloko tša Unifix:** Bontšha barutwana botelele bja dipoloko tša *Unifix* tše hlano di kopantšwe. Ba kgetha moseto le diripa tša pampiri tše ditelele go feta dipoloko. Boeletša ka botelele bja dipoloko tša *Unifix* go fihla go tše šupa.



**Dipotšišo tša go hlahla:**

- ★ O tseba bjang gore se ke se setelele go feta dipoloko?
- ★ O ka hwetša se sekopana goba botelele bja go lekana?

Barutwana ba hlama botelele bja bona ba diriša dipoloko gomme ba di beakanya go thoma ka ye kopana ka go fetiša go fihla ka ye telele ka go fetiša.

**KELETŠO**

Diriša diyuniti tša maleba tša metšo ya go se tlwaele go ela dilo, mohlala, dipoloko tše dinnyane go ela dipuku, dikotana tša polasetiki go ela bodulo mo ditulong le dilo tše ditelelenyana goba diripa tša meseto go ela bokagodimo bja teseke.



**Lekola gore barutwana ba kgona go:**

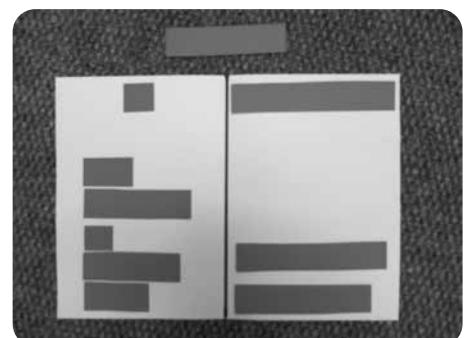
- bapetša le go latelanya dilo go ya ka botelele – telele le kopana
- bontšha kwešišo ya telele le kopana; telele le kopana

**Lefelo la go šomela la 1**

**Tše o di hlokago**

- Meseto ya pampiri ya morutwana yo mongwe le yo mongwe ye 10
- Letlakala la pampiri
- Sekgomaretši
- Dikoki
- Moseto wa khatepote wa botelele bja gare o 1 o beilwe bogare ga tafola

Barutwana ba ela meseto ya pampiri kgahlanong le meseto ya khatepote. Ba kgomaretša meseto lehlakoreng la pampiri le 'telele' goba le 'lekopana'. Ba diriša dikoki go fetola meseto gore e be selo se sengwe le se sengwe se ba se ratago.



## Workstation 2

### What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

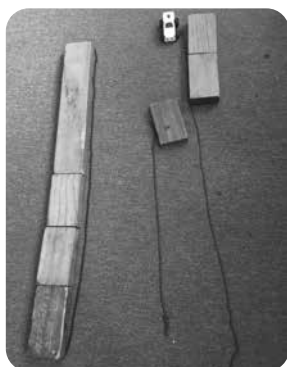


## Workstation 3

### What you need

- Wooden blocks
- Lengths of string

Learners build long and short trains/trucks/roads in the block area. They use lengths of string to measure these.



## Workstation 4

### What you need

- Playdough
- A4 page per learner with 5 lines of different lengths
- Sticks (*Resource Kit*)

Learners make lengths of playdough that match each of the lines on the template. They decorate these using sticks to make patterns.





## Lefelo la go šomela la 2

### Tše o di hlokago

- Thempoleiti ya diboko tša botelele bja go fapana – letlakala le 1 la morutwana yo mongwe le yo mongwe
- Sekero
- Dikherayone

Barutwana ba kgabiša le go ripa diboko.

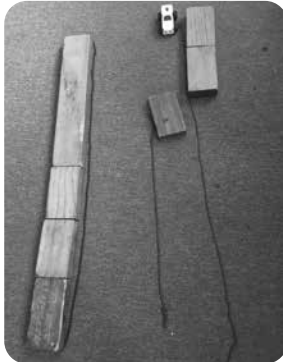


## Lefelo la go šomela la 3

### Tše o di hlokago

- Dipoloko tša kota
- Meseto e metelele

Barutwana ba aga diterene/ditheraka/ditsela tše ditelele le tše dikopana karolong la dipoloko. Ba di ela ka botelele bja meseto.



## Lefelo la go šomela la 4

### Tše o di hlokago

- Tlhama
- Letlakala la A4 la morutwana yo mongwe le yo mongwe le methaladi ye 5 ya botelele bja go fapana
- Dikotana (*Dithušathuto tša Phapoši*)

Barutwana ba dira botelele bja tlhama bja go tswalana le methaladi ya thempoleiti. Ba kgabiša ka dikotana go dira dipatrone.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Describe, compare and order numbers
- Addition and subtraction (oral)
- Problem solving

## New knowledge

- Breaking down and building up numbers
- Problem-solving techniques
- Addition and subtraction using concrete objects
- Numbers in familiar settings

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- More than, fewer than
- What number comes before, after?
- Shapes: circle, square, triangle

## New maths vocabulary

add

take away

## Getting ready

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

- 7 plastic cups and 7 plastic saucers (from fantasy area)
- small boxes/containers numbered 1, 2, 3, 4, 5
- 2 plates
- 7 Unifix blocks
- 7 Duplo blocks
- 5 chairs
- 5 A4 sheets with animal frieze phone numbers for houses 1–5: Elephant: 53 412, Zebras: 43 215, Meerkats: 33 212, Giraffes: 41 224, Monkeys: 21 543
- learners' phone numbers on individual sheets
- a different shape-tracing page for each learner in a group
- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups each with a variety of small objects up to 5. Cut the toe-end off a stocking and put the stocking over the open end of each box/cup. The objects inside should not be visible. (see Workstation 3)
- 1 set of matching number and picture cards 1–5 per learner (similar to Week 5)
- ask learners to find out their address and phone number.



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

## Dihlogotaba

- Hlaloša, bapetša le go latelanya dinomoro
- Hlakanyo le go ntšha (ka molomo)
- Tharollo ya mathata

## Tsebo ye mpsha

- Go aroganya le go aga dinomoro
- Mekgwa ya tharolla ya mathata
- Hlakanyo le go ntšha go dirišwa dilo tša nnete
- Dinomoro ya lefelong la tlwaelo

## Go ikatiša

- Go balela godimo 1–20 le 7–1
- Go bala dilo 1–7
- Temogopalo 1–5
- Go latelanya dinomoro 1–5
- Ntši go, nnyane go
- Go tla dinomoro dife pele, ka morago?
- Dibopego: sediko, sekwere, khutlotharo

## Tlotlontšu ye mpsha ya dipalo

hlakanya

ntšha

## Go itokiša

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

- dikomiki tša polasetiki tše 7 le disosara tša polasetiki tše 7 (tša karolo ya boithabišo)
- mapokisi/dikotlolo tše dinnyane tša dinomoro 1, 2, 3, 4, 5
- dipoleiti tše 2
- dipoloko tša *Unifix* tše 7
- dipoloko tša *Duplo* tše 7
- ditulo tše 5
- matlakala a A4 a 5 le dinomoro tša mogala tša tšhate ya tlotlontšu le diphoofole ya dintlo 1–5: Tlou: 53 412, Dipitsi: 43 215, Meswe: 33 212, Dithutlwa: 41 224, Dikgabo: 21 543
- dinomoro tša megala ya barutwana matlakaleng a bona
- letlakala la go latišiša go dikološa sebopego la go fapana la morutwana yo mongwe le yo mongwe sehlopheng
- sete e 1 ya dikarata tša marontho tša 1–5 ya morutwana yo mongwe le yo mongwe
- sete e 1 ya dikarata tša maswao a dinomoro tša 1–5 ya morutwana yo mongwe le yo mongwe
- mapokisi/dikomiki tše 10 le dilo tša mehutahuta tše dinnyane tša go se fete 5. Ripa monwana wa kaušo gomme o bee kaušo ya go ripiwa ka godimo thokong ya go bulega ya lepokisi goba komiki. Dilo tša ka gare di se ke tša bonagala. (lebelela Lefelo la go šomela la 3)
- sete e 1 ya dikarata tša dinomoro le diswantšho tša go tswalana tša 1–5 ya morutwana yo mongwe le yo mongwe (go swana le Beke ya 5)
- kgopela barutwana go nyaka diaterese tša bona le dinomoro tša megala.



## Whole class activities

### Day 1

#### What you need

- Song: *Long and short* (page 204)
- 7 plastic cups and 7 plastic saucers (fantasy area)
- A variety of counters from the *Resource Kit*
- Dot cards 1–5
- Small boxes/containers numbered 1, 2, 3, 4, 5

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven cups and seven saucers on a box in the middle of the circle.

#### Guiding questions:

- ★ How many cups and saucers do you think there are in these two groups?
- ★ Do you think there are the same number in each group?

Together count the cups and saucers, discuss learners' estimations and match the cups to the saucers.



### TIP

Make sure all learners are able to see the cups and saucers.



4. **Practising numbers 1–5:** Show learners the dot cards quickly without holding them up for a long time. Learners say how many dots are on each card. Show a dot card with an instruction linked to the number of dots on the card, for example: 'Find two friends wearing shoes.' 'Clap your hands three times.' Learners take turns to think of action instructions linked to the number of dots.
5. **Ordering numbers 1–5; more than, fewer than, equal to:** Place the dot cards face down. Learners take turns to pick up two cards. If the cards match, they keep them and if not they put the cards back. When learners find a matching pair they put them in the appropriate box.

# Mešongwana ya barutwana ka moka

## Letšatši la 1

### Tše o di hlokago

- Koša: *Telele le kopana* (letlakala la 205)
- Dikomiki tša polasetiki tše 7 le disosara tša polasetiki tše 7 (lefelo la boithabišo)
- Dibaledi tša mehutahuta tša *Dithušathuto tša Phapoši*
- Dikarata tša marontho 1–5
- Mapokisi/dikotlolo tše dinnyane tša dinomoro 1, 2, 3, 4, 5



1. **Koša:** Opelang koša, *Telele le kopana*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea dikomiki tše šupa le disosara tše šupa lepokising mo gare ga sediko.

### Dipotšišo tša go hlhla:

- ★ O nagana gore go na le dikomiki le disosara tše kae dihlopheng tše pedi tše?
- ★ O nagana gore ke palo ya go lekana sehlopheng se sengwe le se sengwe?

Balang dikomiki le disosara mmogo, bolelang ka dikakanyo tša barutwana gomme le tswalanye dikomiki le disosara.



4. **Go ikatiša dinomoro 1–5:** Bontšha barutwana dikarata tša marontho ka pela gomme o se di emiše sebaka se setelele. Barutwana ba bolela gore ke marontho a makae karateng ye nngwe le ye nngwe. Bontšha karata ya marontho le taelo ya go amana le palo ya marontho ao a lego karateng, mohlala: 'Hwetša bagwera ba babedi ba go apara dieta.' 'Phaphatha diatla tša gago gararo.' Barutwana ba šiedišana ka go nagana ka ditaelo tša ditiro tša go tswalana le palo ya marontho.
5. **Go beakanya dinomoro 1–5, ntši go, nnyane go, lekana le:** Bea dikarata tša marontho di lebeletše tlase. Barutwana ba šiedišana ka go tšea dikarata tše pedi. Ge karata e tswalana, ba a e swara gomme ge e sa tswalane, ba e bušetša morago. Ge barutwana ba hwetša phere ya go tswalana ba e bea ka lepokising la maleba.

**Guiding questions:**

- ★ How many dots are on \_\_\_\_\_'s cards?
- ★ Are the cards the same?
- ★ Which card has more dots?
- ★ Which card has fewer dots?
- ★ What would we need to do to make both cards have the same number of dots?

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

**Day 2**

**What you need**

- 2 plates with 7 Unifix blocks on one and 7 Duplo blocks on another
- 5 chairs

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two plates on a box in the middle of the circle, one with seven Unifix blocks, and one with seven Duplo blocks. Learners estimate the number of blocks on each plate.



**TIP**

Make sure all learners are able to see the blocks on the plates.



**Guiding questions:**

- ★ Do you think there are more/fewer blocks on this plate?
  - ★ How can we tell if they have the same number of blocks?
- Count the blocks on each plate and discuss learners' estimations.

4. **Adding using objects:** Two learners stand.

**Guiding questions:**

- ★ How many learners are standing?
- ★ If we add one more learner, how many will there be?

One more learner stands. Together count the learners who are standing. Continue adding one learner at a time, until there are five, counting them together each time you add one. Repeat the activity using chairs. A learner fetches two chairs.

**Dipotšišo tša go hlahla:**

- ★ Go na lemarontho a makae dikarateng tša \_\_\_\_\_?
- ★ Dikarata di a swana?
- ★ Ke karata efe ye e nago le marontho a mantši?
- ★ Ke karata efe ye e nago le marontho a mannyane?
- ★ Re tla hloka go dira eng go dira gore dikarata tše pedi di be le marontho a go lekana?

6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

**Letšatši la 2**

**Tše o di hlokago**

- Dipoleiti tše 2 le dipoloko tša *Unifix* tše 7 ka go ye tee le dipoloko tša *Duplo* tše 7 ka go ye nngwe
- Ditulo tše 5

1. **Koša/sereto:** Barutwana ba kgetha koša goba sereto sa Kotara ya 1 goba 2 go opela goba ba reta.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea dipoleiti tše pedi lepokising mo gare ga sediko, e tee ya dipoloko tša *Unifix* tše šupa, le e tee ya dipoloko tša *Duplo* tše šupa. Barutwana ba akanya palo ya dipoloko tša ka poleiting ye nngwe le ye nngwe.

 **KELETŠO**  
Kgonthiša gore barutwana bohle ba kgona go bona dipoloko dipoleiting.



**Dipotšišo tša go hlahla:**

- ★ O nagana gore go na le dipoloko tše dintši/nnyane poleiting ye?
- ★ Re ka bona bjang gore di na le palo ya go lekana ya dipoloko? Balang dipoloko tša ka poleiting ye nngwe le ye nngwe gomme le bolele ka dikakanyo tša barutwana.

4. **Go hlakanya o diriša dilo:** Barutwana ba babedi ba a ema.

**Dipotšišo tša go hlahla:**

- ★ Go eme barutwana ba bakae?
- ★ Ge re tsenya morutwana o tee, e tlo ba ba bakae?

Morutwana o tee o a ema. Mmogo balang barutwana bao ba emego. Tšwela pele go tsenya morutwana o tee go fihlela ba e ba ba bahlano, le ba bale mmogo nako le nako ge o tsenya o tee. Boeletša mošongwana o diriša ditulo. Morutwana o tšea ditulo tše pedi.



- ★ If \_\_\_\_\_ fetches one more chair, how many will there be?
  - ★ If three learners have a chair, how many more chairs will we need for all of them to have a chair?
5. **Small group activities:** Describe the activities at each workstation.

### Day 3

#### What you need

- 1 container with 7 paint brushes and 1 container with 5 kokis
- 5 chairs
- Game: Musical chairs (page 204)
- Tambourine/music

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place the two containers on a box in the middle of the circle, one containing seven paint brushes, and the other containing five kokis. Discuss the containers.

#### Guiding questions:

- ★ How many things do you think are in this container?
  - ★ Do you think there are more/fewer in this container?
4. **Subtracting objects:** Five learners stand.
 

#### Guiding questions:

    - ★ How many learners are standing?
    - ★ If \_\_\_\_\_ goes and sits at his/her table, how many learners will be left standing?
    - ★ How do you know?
    - ★ If we take another learner away, how many learners will be left standing?

Repeat this with up to five learners. Take away one learner at a time.
  5. **Subtraction game:** Play the game, Musical chairs.
  6. **Small group activities:** Describe the activities at each workstation.

### Day 4

#### What you need

- Number washing line 1–5
- Poster 1

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say. Let learners 'vote' for the song/rhyme they want. Count how many hands are held up for different song/rhyme options.

- ★ Ge \_\_\_\_\_ a tšea setulo se sengwe se setee, e tlo ba ditulo tše kae?
  - ★ Ge barutwana ba bararo ba na le setulo, go tlo nyakega ditulo tše dingwe tše kae gore ka moka ba be le ditulo?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### Letšatši la 3

#### Tše o di hlokago

- Seswaro se 1 le diporaše tša go penta tše 7 le sekotlolo se 1 sa dikoki tše 5
- Ditulo tše 5
- Moraloko: Ditulo tša mmino (letlakala la 205)
- Tamporine/seletšo sa mmino

1. **Koša/sereto:** Barutwana ba kgetha koša/sereto sa Kotara ya 1 goba 2 go e opela/reta.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Bea dikotlolo tše pedi godimo ga lepokisi mo gare ga sediko, se setee se sware diporaše tša go penta tše šupa, gomme se sengwe dikoki tše hlano. Bolelang ka dikotlolo.

#### Dipotšišo tša go hlahla:

- ★ O nagana gore go na le dilo tše kae ka sekotlolong?
  - ★ O nagana gore go na le tše dintši/nnyane ka sekotlolong se?
4. **Go ntšha dilo:** Barutwana ba bahlano ba a emelela.
- #### Dipotšišo tša go hlahla:
- ★ Go emeletše barutwana ba bakae?
  - ★ Ge \_\_\_\_\_ a eya go dula tafoleng ya gagwe, go tlo šala go eme barutwana ba bakae?
  - ★ O tseba bjang?
  - ★ Ge re tloša morutwana yo mongwe, go tlo šala go eme barutwana ba bakae?
- Boeletša se ka barutwana ba bahlano. Tšea morutwana o tee ka nako.
5. **Papadi ya go ntšha:** Ralokang papadi, Ditulo tša mmino.
  6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### Letšatši la 4

#### Tše o di hlokago

- Mothalopalo 1–5
- Phoustara ya 1

1. **Koša/sereto:** Barutwana ba kgetha koša/sereto sa Kotara ya 1 goba 2 go e opela/reta. E re barutwana ba 'boutele' koša/sereto se ba se nyakago. Bala gore go eme diatla tše kae go koša/sereto se se fapanego.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Two learners stand with their backs to the class. The class says, 'Ready, steady, number!' On 'number', the learners turn and hold up any number of fingers from 1 to 7. Discuss who has the most/fewest fingers showing. Together count the number of fingers each learner is showing. Repeat with other learners.



**Guiding questions:**

- ★ Who is showing more/fewer fingers?
- ★ Who is showing the same number of fingers?
- ★ How do you know?
- ★ How many fingers is \_\_\_\_\_ showing?

Ask learners to show numbers 1–5 on the number washing line for those learners who show fingers between 1 and 5.

- ★ Does this number come before/after/between 2, 3, 4?

4. **Talk about number:** Discuss Poster 1. Talk about what learners see in the picture. Learners use their fingers to show their answers.

**Guiding questions:**

- ★ How many people are missing from the family in this picture? Who is missing?
- ★ Are there enough chairs for the number of people in the kitchen?
- ★ If one chair is taken away, how many chairs will be left?
- ★ How many bowls are on the table?
- ★ If two bowls are taken away, how many will be left on the table?
- ★ How many spoons are on the table?
- ★ If Granny joined them at the table and needed a spoon, how many spoons should we add? How many would there be altogether?

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



Learners may use their fingers to solve the problems.

## Day 5

### What you need

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Number friezes 1–5</li> <li>• Number symbol and dot cards 1–5 (<i>Resource Kit</i>)</li> <li>• 5 A4 sheets with animal frieze phone numbers for houses 1–5</li> </ul> | <ul style="list-style-type: none"> <li>• 2 old/toy phones</li> <li>• Learners' phone numbers on individual sheets</li> </ul> |
|--|--|

2. **Go balela godimo:** 1–20 le 7–1.

3. **Go bala dilo 1–7:** Barutwana ba bedi ba a ema ba furelela phapoši. Phapoši o ree, 'Lokile, tiilela, nomoro!' Go 'nomoro', barutwana ba a retologa ba emiša palo efe goba efe ya menwana go thoma ka 1 go fihla ka 7. Bolelang gore ke mang yo a bontšhago menwana ye mentši/nnyane.



Balang menwana ya go bontšha ke barutwana ka moka mmogo. Boeletša ka barutwana ba bangwe.

**Dipotšišo tša go hlahla:**

- ★ Ke mang yo a bontšhago menwana ye mentši/nnyane?
- ★ Ke mang yo a bontšhago palo ya go swana ya menwana?
- ★ O tseba bjang?
- ★ Ke menwana e mekae ya go bontšhwa ke \_\_\_\_\_?

Kgopela barutwana go bontšha dinomoro 1–5 mothalopalong go barutwana ba go bontšha menwana ya gare ga 1 le 5.

- ★ Nomoro ye e tla pele/ka morago/gare ga 2, 3, 4?

4. **Bolela ka nomoro:** Bolelang ka Phoustara ya 1. Bolela ka se barutwana ba se bonago seswantšhong. Barutwana ba bontšha dikarabo tša bona ka menwana.

**Dipotšišo tša go hlahla:**

- ★ Ke batho ba bakae ba lapa bao ba sego seswantšhong? Ke bo mang ba se go gona?
- ★ Ditulo di lekana palo ya batho bao ba lego ka khitšhing?
- ★ Ge go ka tšewa setulo se setee, go tlo šala ditulo tše kae?
- ★ Go na le dikotlolo tše kae tafoleng?
- ★ Ge go tlošwa dikotlolo tše pedi tafoleng, go tlo šala tše kae?
- ★ Go na le mahwana a makae tafoleng?
- ★ Ge Koko le yena a ka ya tafoleng gomme a nyaka lehwana, re swanetše go tlaleletša ka mahwana a makae? E tlo ba a makae ka moka?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

 **KELETŠO**  
Barutwana ba ka rarolla mathata ka menwana ya bona.

**Letšatši la 5**

**Tše o di hlokago**

• Ditšhate tša tlotlontšu le dinomoro 1–5	tlotlontšu ya diphoofolo tša dintlo 1–5
• Dikarata tša maswao a dinomoro le marontho 1–5 ( <i>Dithušathuto tša Phapoši</i> )	• Megala ya kgale/bapadiša ye 2
• Matlakala a A4 a 5 a dinomoro tša mogala tša ditšhate tša	• Dinomoro tša megala tša barutwana matlakaleng a go fapana

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the activity from Day 4 with guiding questions.
4. **Practising numbers 1–5; addition, subtraction:** Show dot cards and number symbol cards 1–5. Learners organise themselves into groups according to the dot card or number symbol card that you show.



Support learners based on their level of number knowledge.

**Guiding questions:**

- ★ How many learners are in your group?
- ★ If one learner joins another group, how many learners will be left in your group?
- ★ If one more learner joins your group, how many will there be in your group altogether?
- ★ How many groups of five learners are there?
- ★ This group has one learner too few. Who can we ask to join this group so that they have the correct number?

5. **Practising addresses and phone numbers; reinforcing numbers 1–5:** Tell the learners that the meerkats phoned the animals in house numbers 1, 2, 4 and 5 to invite them to a party. Place the phone numbers for each house below the correct house.

Dramatise calling the animals. Dramatise the animals in house numbers 1, 2, 4 and 5 phoning the meerkats to say they would love to go to the party. Learners repeat the numbers with you as you role-play phoning each number.

**Guiding questions:**

- ★ If you had a party, where would you tell your friends to go?
- ★ If they got lost, what number could they phone you on?

Guide two learners to dramatise telling each other their phone number on the phone. Write these on paper. Repeat with other learners.

- ★ Are any numbers repeated in this phone number?

1. **Koša/sereto:** Barutwana ba kgetha koša/sereto sa Kotara ya 1 goba 2 go e opela/reta.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Boeletšang mošongwana wa Letšatši la 4 le dipotšišo tša go hlahla.
4. **Go ikatiša 1–5;hlakanyo, go ntšha:** Bontšha dikarata tša marontho le dikarata tša maswao a dinomoro 1–5. Barutwana ba ipeakanya ka dihlopha go ya ka karata ya marontho goba karata ya leswao la nomoro ye o e bontšhago.



**KELETŠO**  
Thekga barutwana go ya ka maemo a bona a tsebo ya dinomoro.

**Dipotšišo tša go hlahla:**

- ★ Go na le barutwana ba bakae sehlopheng sa gago?
- ★ Ge morutwana o tee a tseba sehlopheng se sengwe, go tlo šala barutwana ba bakae sehlopheng?
- ★ Ge morutwana o tee a tseba sehlopheng sa gago, go tlo ba le ba bakae ka moka sehlopheng sa gago?
- ★ Go na le dihlopha tša barutwana ba bahlano tše kae?
- ★ Sehlopha se ke se sennyane ka morutwana o tee. Re ka kgopela mang go tseba sehlopheng se gore se be le palo ya go nepagala?

5. **Go ikatiša diaterese le dinomoro tša mogala; go gatelela dinomoro 1–5:** Botšha barutwana gore meswe e founetše diphoofolo tša ka dintlong tša dinomoro 1, 2, 4 le 5 go di laletša moletlong. Bea dinomoro tša mogala tša ntlo ye nngwe le ye nngwe ka tlase ga ntlo ya go nepagala.

Diragatšang go founela diphoofolo. Diragatšang diphoofolo tša ka dintlong tša dinomoro 1, 2, 4 le 5 di founela meswe go e tsebiša gore di rata go tla moletlong. Barutwana ba boeletša dinomoro le wena ge o diragatša go founela nomoro ye nngwe le ye nngwe.

**Dipotšišo tša go hlahla:**

- ★ Ge o ka ba le moletlo, o ka botšha bagwera ba gago gore ba tle?
- ★ Ge ba ka timela, ba ka go founela nomorong efe?

Hlahla barutwana ba babedi go diragatša go fana dinomoro tša mogala mo mogaleng. Ngwala se pampiring. Boeletša ka barutwana ba bangwe.

- ★ Go na le dinomoro tše di boeleditšwego nomorong ye ya mogala?

- Practising phone numbers; reinforcing numbers 1–5:** Learners each hold a copy of their phone number. They follow your directions, for example: 'Stand if you have a 4 in your phone number.' 'Wave if you have a 3.'
- Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Write numbers 1 to 5 in a circle outdoors with chalk. Learners count as they move around the circle and step on each number. Create an outdoor pathway of number words from one to five by writing them in order over and over again. Let the learners 'read' the words as they walk down the path.

## Small group activities

### Teacher-guided activity

#### What you need

- Number washing line
- Dot cards 1–5
- Animal counters
- Unifix blocks
- A tub per learner with number symbol cards 1–5 and 5 coloured counters

- Point and count 1–5:** Learners look at the number washing line. Give instructions to individual learners, for example: 'Show me number 1/3/5, show me the number that comes before/after 4, show me the number that is between 1 and 3.'
- Dot cards 1–5; matching numbers; estimating:** Place 10 dot cards face down on the mat. Each learner has a turn to pick up a card and to say how many dots there are. Together count the dots.



- Ordering numbers 1–5:** Together order the dot cards 1–5. Learners count animal counters to match the number of dots. They each order their number symbol cards 1–5. They build Unifix towers to match each number.



- Go ikatiša dinomoro tša mogala; go gatelela dinomoro 1–5:** Morutwana yo mongwe le yo mongwe o swara khophi ya nomoro ya gagwe ya mogala. Ba latela ditaello tša gago, mohlala: 'Ge o na le 4 nomorong ya gago ya mogala emelela.' 'Emiša seatla ge o na le 3.'
- Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

### Tswalanyo

**Leleme la Gae le Mabokgoni a Bophelo:** Ngwala 1 go fihla ka 5 ka sediko ka ntle o diriša tšhoko. Barutwana ba a bala ge ba sepela sedikong gomme ba gata nomoro ye nngwe le ye nngwe. Hlamba tsela ya ka ntle ya maina a dinomoro go thoma ka tee go fihla ka hlano o di ngwala ka tatelano leboelela. E re barutwana ba 'bale' mantšu ge ba sepela tseleng.

## Mešomo ya dihlopha tše nnyane

### Mošomo wa go hlahlwa ke morutiši

#### Tše o di hlokago

- Mothalopalo
- Dikarata tša marontho 1–5
- Dibaledi tša diphoofole
- Dipoloko tša *Unifix*
- Seswaro sa morutwana yo mongwe le yo mongwe sa go ba le karata ya maswao a dinomoro 1–5 le dibaledi tša mebalabala tše 5

- Šupa o be o bale 1–5:** Barutwana ba lebelela mothalopalo. Efa barutwana ditaello ka o tee ka o tee, mohlala: 'Mpontšhe nomoro 1/3/5, mpontšhe nomoro ya go tla pele/ka morago ga 4, mpontšhe nomoro ya gare ga 1 le 3.'
- Dikarata tša marontho 1–5; dinomoro tša go tswalana; go akanya:** Bea dikarata tša marontho tše 10 mo mmeteng di lebeletše fase. Morutwana yo mongwe le yo mongwe o ba le sebaka sa go topa karata gomme a bolele gore e na le marontho a makae. Balang marontho mmogo.
- Go beakanya dinomoro 1–5:** Beakanyang dikarata 1–5 tša marontho mmogo. Barutwana ba bala dibaledi tša diphoofole gore ba di tswalanye le marontho.



Mongwe le mongwe o beakanya dikarata tša gagwe tša maswao a dinomoro 1–5. Ba aga ditora tša *Unifix* gore di tswalane le nomoro ye nngwe le ye nngwe.

4. **Counting; more than/fewer than; using counters:** Each learner counts five counters from their tub. Give instructions, for example: 'Show me three counters; one fewer than three; one more than four.'
5. **Matching counters to dot cards:** Learners use their counters to match the dot cards 1–5. Discuss the different ways each number is shown.
6. **Dot cards; breaking up numbers:** Show learners a dot card with 3 dots and a dot card with 1 dot. They put their counters into two groups matching these.



#### Guiding questions:

- ★ How many counters are there in each of your groups?
- ★ How many counters are there altogether?
- ★ Show me the dot card that matches this group.

Now show them dot card 5.

- ★ How many more counters do you need to add to the group to have this many?
- ★ How many counters do you need to take away from this group if you only want three counters left?

Repeat with dot cards and matching counters 4 and 1; 3 and 2; 2 and 2, using guiding questions.

7. **Familiar numbers:** Guide learners in remembering their phone numbers and addresses.



#### Check that learners are able to:

- break down and build up numbers between 1 and 5
- solve problems with numbers 1–5
- demonstrate an understanding of more and fewer
- demonstrate an understanding of what number comes before and after
- demonstrate an understanding of their address and phone number

4. **Go bala; ntši go/nnyane go; go diriša dibaledi:** Morutwana yo mongwe le yo mongwe o bala dibaledi tša ka seswarong tše hlano. Efa ditaelo, mohlala: 'Mpontšhe dibaledi tše tharo; nnyane go tše tharo ka se setee; ntši go tše nne ka se setee.'
5. **Go tswalanya dibaledi le dikarata tša marontho:** Barutwana ba tswalanya dibaledi tša bona le dikarata tša bona tša marontho 1–5. Bolelang ka ditsela tša go fapana tšeo nomoro ye nngwe le ye nngwe e bontšhwago ka tšona.
6. **Dikarata tša marontho; go aroganya dinomoro:** Bontšha barutwana karata ya marontho a 3 le karata ya marontho ya lerontho le 1. Ba bea dibaledi tša bona ka dihlopha tše pedi tša go tswalana le se.



**Dipotšišo tša go hlahla:**

- ★ Go na le dibaledi tše kae sehlopheng se sengwe le se sengwe sa lena?
- ★ Dibaledi ka moka ke tše kae?
- ★ Mpontšhe karata ya marontho ya go tswalana le sehlopha se. Bjale ba bontšhe karata ya marontho ya 5.
- ★ O hloka go tsenya dibaledi tše dingwe tše kae sehlopheng gore o be le palo ye?
- ★ Ge o nyaka go šala dibaledi tše tharo fela sehlopheng se o swanetše go ntšha tše kae?

Boeletša ka dikarata tša marontho le dibaledi tša go tswalana 4 le 1; 3 le 2; 2 le 2, o diriša dipotšišo tša go hlahla.

7. **Dinomoro tša go tlwaelwa:** Hlahla barutwana gore ba gopole dinomoro tša bona tša megala le diaterese.



**Lekola gore barutwana ba kgona go:**

- aroganya le go bopa dinomoro tša gare ga 1 le 5
- rarolla bothata ka dinomoro 1–5
- laetša kwešišo ya ntši le nnyane
- laetša kwešišo ya gore go tla nomoro efe pele le ka morago
- laetša kwešišo ya aterese ya bona le nomoro ya mogala



### Workstation 1

#### What you need

- 1 blank A4 page in a plastic sleeve per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number washing line
- Sticks (*Resource Kit*)

Learners write the numbers 1 to 5 with kokis using the number washing line as a guide. They count out the number of sticks to match each number.

### Workstation 2

#### What you need

- Circle, square and triangle attribute blocks (*Resource Kit*)
- Shape-tracing page – a different page for each learner

Learners trace around the attribute blocks from the *Resource Kit* according to the number symbols on the page.



### Workstation 3

#### What you need

- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups with stocking over the open end of each and objects inside (up to 5)

Learners reach into the cups and feel how many objects there are. They match dot cards and number symbol cards according to the number of objects in each cup.

### Workstation 4

#### What you need

- Number and picture matching cards

Learners choose cards. They find the matching number or picture cards.



## Lefelo la go šomela la 1

### Tše o di hlokago

- Letlakala la A4 le 1 la go se ngwalwe selo ka mokotleng wa polasetiki la morutwana yo mongwe le yo mongwe
- Dikoki tša letlapa le lešweu
- Lešela la bobedi bjo bongwe le bjo bongwe bja barutwana
- Mothalopalo
- Dikotana (*Dithušathuto tša Phapoši*)

Barutwana ba ngwala dinomoro 1 go fihla ka 5 ka dikoki ba diriša mothalopalo bjalo ka hlahli. Ba bala palo ya dikotana ba di tswalanya le nomoro ye nngwe le ye nngwe.

## Lefelo la go šomela la 2



### Tše o di hlokago

- Dipoloko tša go dirišwa go hlaola tša didiko, disekwere le dikhutlotharo (*Dithušathuto tša Phapoši*)
- Letlakala la go lota dibopego – letlakala la go fapana la morutwana yo mongwe le yo mongwe

Barutwana ba latišiša go dikologa dipoloko tšeo di dirišwago go hlaola tša *Dithušathuto tša Phapoši* go ya ka leswao la dinomoro leo le lego letlakaleng leo.

## Lefelo la go šomela la 3

### Tše o di hlokago

- Sete e tee ya dikarata tša marontho tša 1–5 ya morutwana yo mongwe le yo mongwe
- Sete e tee ya dikarata tša maswao a dinomoro a 1–5 ya morutwana yo mongwe le yo mongwe
- Mapokisi/dikomiki tše 10 tša go ba le kaušo molongwaneng le dilo ka gare (tše 5)

Barutwana ba phophola dilo tša ka komiking go kwa gore ke tše kae. Ba tswalanya dikarata tša marontho le dikarata tša maswao a dinomoro go ya ka nomoro ya dilo tša ka komiking ye nngwe le ye nngwe.

## Lefelo la go šomela la 4

### Tše o di hlokago

- Dikarata tša dinomoro goba tša diswantšho tša go tswalana

Barutwana ba kgetha dikarata. Ba hwetša dikarata tša dinomoro goba tša diswantšho tša go tswalana.



# Tekolo

## Kotara ya 2: Mohlala wa Tekolo/Kelotšweledi

<b>Senotlelo</b> ✓ = o kgonne ● = o lekile X = ga go bokgoni	<b>DINOMORO, TIRIŠO LE TSWALANO</b> Hlaola magareng ga ntši go, nyane go, le lekana le Lemoga maswao a dinomoro: 4 Lemoga dikhoine tša Afrika Borwa: 10c, 20c, 50c, R1, R2, R5 Lemoga dikhoine tša Afrika Borwa: 10c, 20c, 50c, R1, R2, R5 Kwešiša palokgoboko; mathomo, bobedi, boraro, le bone Bala dilo: 1-6 Lemoga maswao a dinomoro: 5 Rarolla bothata ka dilo tša nnete: 1-4 Rarolla bothata o diriša dibaledi goba lile la dinomoro: 1-4 Hlakanya le go ntšha o diriša dilo tša nnete: 1-4 Lemoga dinomoro mabakeng a go fapana Go balela godimo: 1-20 Go balela morago: 7-1 Go balela godimo: 1-15 Bala dilo: 1-7	<b>DITSHWAYATSHWAYO</b> Mokgwa wa mafelelo wa go rekhotla
Maina a barutwana		
Letsatsikgweedi		



Key ✓ = competent ● = partially competent ✗ = not yet competent	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
Learners' names	Identifies simple repeating patterns Copies and extends simple repeating patterns Creates own pattern with pictures	Describes position: underneath Sorts 3-D objects according to similarities and differences Distinguishes between one more, one fewer Follows directions Recognises and applies crossing the midline	Measures and compares objects according to length Distinguishes between long, longer, longest and short, shorter, shortest	Collects objects according to sizes Sorts collections of objects Represents collections of objects Analyses data using questions Reports on data based on own pictures or own sorted objects	Final coding
Date					

Senotlelo	DIPATRONE, DIFANKŠENE LE ALTŠEBRA	SEKGOBA LE SEBOPEGO (TŠEOMETRI)	KELO	TŠHOMIŠO YA TSHEDIMOŠO	DITSHWAYATSHWAYO
<p>✓ = o kgonne</p> <p>● = o lekile</p> <p>X = ga go bokgoni</p>	<p>Lemoga dipatrone tša poeletšo tše bonolo</p> <p>Kopolla le go katološa dipatrone tša poeletšo tše bonolo</p> <p>Hlama patrone ka diswantšho</p>	<p>Hlaloša maemo: ka tlase</p> <p>Hlaola dilo tša 3-D go ya ka go swana le go fapana</p> <p>Hlaola magareng ga ntši ka tee le nyane ka tee</p> <p>Latela ditšhupetšo</p> <p>Lemoga le go diragatša go tshela mothahadi wa gare</p>	<p>Ela le go bapetša dilo go ya ka botelele</p> <p>Hlaola magareng ga telele, telelenyana, telele ka go fetiša le kopana, kopanyana, kopana ka go fetiša</p>	<p>Kgoboketša dilo go ya ka bogolo</p> <p>Hlaola mekgobo ya dilo</p> <p>Emela mekgobo ya dilo</p> <p>Sekaseka tshedimošo a diriša dipotšo</p> <p>Bega tshedimošo go ya ka diswantšho tša gagwe goba dilo tša go hlaolwa ke yena</p>	<p>Mokgwa wa mafelo wa go rekhota</p>
Maina a barutwana Letšatšikgwedi					

# Resources

## Songs, rhymes and stories

### Week 1

#### Counting song: *Making fruit salad*

(To the tune of *Here we go round the mulberry bush*)

This is the way we make salad, make salad, make salad,

This the way we make salad,

Let us get the fruit.

We fetch one banana, one banana, one banana,

We fetch one banana,

Let's get more fruit.

We fetch two apples, two apples, two apples,

We fetch two apples,

Let's get more fruit.

*(Repeat with three oranges, four grapes.)*

We fetch five berries, five berries, five berries,

We fetch five berries,

And add some juice.

#### Story: *Number 4 story (with Number 4 frieze template)*

Next came the Giraffes. There were four of them. They looked at the other three houses and wondered how they would manage to fit into a house with their long necks. They decided that because there were four of them, they would need four high windows so that they could open them wide and stretch their long necks out.

The number symbol 4 and number word four, went on the front of the house where everyone could see them. And the four doorbells went on the door.

When the Giraffes went outside, they had to bend down very low to fit through the door, just as they did when they drank water from the nearby stream. When they stood up straight, they were tall enough to look into their house through the high windows, and could almost see over the top of their house. They loved living next to the Meerkats and chatted to them every day.

# Dithušathuto

## Dikoša, direto le dikanegelo

### Beke ya 1

#### **Koša ya go bala: Go dira salate ya dienywa**

(Go molodi wa *Here we go round the mulberry bush*)

Ke ka fao re dirago salate, re dirago salate, re dirago salate,  
Ke ka fao re dirago salate,

A re hwetše dienywa.

Re tšea panana e tee, panana e tee, panana e tee,

Re tšea panana e tee,

A re hwetše dienywa tše dingwe.

Re tšea diapola tše pedi, diapola tše pedi, diapola tše pedi,

Re tšea diapola tše pedi,

A re hwetše dienywa tše dingwe.

(*Boeletša ka dinamune tše tharo, diterebe tše nne.*)

Re tšea diperi tše hlano, diperi tše hlano, diperi tše hlano,

Re tšea diperi tše hlano,

Ra tšhela le jusi.

#### **Kanegelo: Kanegelo ya nomoro 4 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 4)**

Sa go latela go tlile Dithutlwa. E be e le tše nne. Di ile tša lebelela dintlo tše dingwe tše tharo tša ipotšiša gore di tlo lekana bjang ka gare ga dintlo ka melala ya tšona ye metelele. Di tšere sephetho sa gore, ka ge e le tše nne, di tlo hloka mafasetere a mane a matelele gore di a bule kudu di ntšhe melala ya tšona.

Leswao la nomoro 4 le leina la nomoro nne, a mo pele ga ntlo gore a bonwe ke bohle. Gomme dipele tša lebati tše nne di mo lebating.

Ge Dithutlwa di ile ka ntle, di be di swanela go khunamela tlase gore di lekane lebating, ka fao di dirago ge di enwa meetse moeleng wa kgauswi. Ge di ema thwii, e be e le tše ditelele ka fao di bego di kgona go lebelela ka ntlong ya tšona ka mafasetere, gape di be di nyaka go bona ka godimo ga ntlo ya tšona. Di be di rata go dula kgauswi le ba ga Meswe gomme di bolela le bona ka mehla.

## Week 2

### Money song: *Five shiny coins*

(To the tune of *Ten green bottles hanging on the wall*)

Five shiny coins in my pocket today,  
Five shiny coins in my pocket today,  
Five shiny coins and with one of them I pay,  
Now there are four shiny coins in my pocket today.

(Repeat with four, three, two, one, no shiny coins – nothing to pay.)

### Game: Coin in the bank

Place a bowl ('bank') on the table that learners are seated at, or in the middle of the circle of learners on the mat. Each learner attempts to flip counters into the bowl. They then count how many times they got their counters into the bowl, and which colour counters (out of the two colours they have) they got in more often.

## Week 3

### Song: *Head, shoulders, knees and toes*

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose  
Head, shoulders, knees and toes, knees and toes.

### Counting song: *This is the way we make soup*

(To the tune of *Here we go round the mulberry bush* – adaptation of *Making fruit salad* from Week 1)

This is the way we make soup, make soup, make soup,  
This the way we make soup,  
Let us get the veggies.  
We fetch one potato, one potato, one potato,  
We fetch one potato,  
Let's get some more.  
We fetch two carrots, two carrots, two carrots,  
We fetch two carrots,  
Let's get some more.

(Repeat with three big onions.)

We fetch four small onions, four small onions, four small onions,  
We fetch four small onions,  
And add some stock.

## Beke ya 2

### **Koša ya tšhelete: Dikhoine tša go phadima tše hlano**

(Go molodi wa *Ten green bottles hanging on the wall*)

Dikhoine tša go phadima tše hlano ka morabeng wa ka lehono,  
Dikhoine tša go phadima tše hlano ka morabeng wa ka lehono,  
Dikhoine tša go phadima tše hlano gomme ke lefa ka ye tee ya tšona,  
Bjale go na le dikhoine tša go phadima tše nne ka morabeng wa ka lehono.  
(*Boeletša ka nne, tharo, pedi, tee, ga go na dikhoine tša go phadima – ga go se ke se lefago.*)

### **Moraloko: Khoine ka pankeng**

Bea sekotlolo ('panka') tafoleng yeo barutwana ba dutšego go yona, goba gare ga sediko sa barutwana mmeteng. Morutwana yo mongwe le yo mongwe o leka go phepheulela sebaledi ka sekotlolong. Gomme ba bala gore dibaledi tša bona di wetše ka sekotlolong ga kae, le gore ke dibaledi tša mebala efe (mo go mebala ye mebedi ye e lego gona) tše di wetšego gantši.

## Beke ya 3

### **Koša: Hlogo, magetla, dikhuru le menwana**

Hlogo, magetla, dikhuru le menwana, dikhuru le menwana  
Hlogo, magetla, dikhuru le menwana, dikhuru le menwana  
Le mahlo le ditsebe le molomo le nko  
Hlogo, magetla, dikhuru le menwana, dikhuru le menwana.

### **Koša ya go bala: Ye ke tsela ye re dirago sopo ka yona**

(Go molodi wa *Here we go round the mulberry bush* – phetošo ya *Go dira salate ya dienywa* ya Beke ya 1)

Ye ke tsela ye re dirago sopo ka yona, re dirago sopo ka yona, re dirago sopo ka yona,  
Ye ke tsela ye re dirago sopo ka yona,  
A re hwetše merogo.  
Re tšea letsepane le letee, letsepane le letee, letsepane le letee,  
Re tšea letsepane le letee,  
A re hwetše tše dingwe.  
Re tšea dikherote tše pedi, dikherote tše pedi, dikherote tše pedi,  
Re tšea dikherote tše pedi,  
A re hwetše tše dingwe.  
(*Boeletša ka hwetša dieiye tše dikgolo tše tharo.*)  
Re tšea dieiye tše dinnyane tše nne, tše nnyane tše nne, re tšea tše nnyane tše nne,  
Re tšea dieiye tše dinnyane tše nne,  
Re tšena stoko.

## Shape story: *They pulled and they pulled*

One day a farmer went to his fields to pull up some vegetables for supper. He went to the potatoes and began to pull one out of the ground. The farmer pulled and pulled, but he couldn't pull up the potato. He called his wife to help. The farmer pulled and his wife pulled and finally the potato came out of the ground. 'What is going on?' asked the farmer. 'This potato is square!'

Next, the farmer and his wife went to get some carrots. They pulled and they pulled and they pulled and finally two carrots came out of the ground. 'What is going on?' asked the farmer's wife. 'These carrots are circle-shaped!'

The farmer and his wife wanted onions with their supper so they went to the onion patch. The farmer pulled and his wife pulled. They both pulled and pulled, but the onions wouldn't come out. They called their four children to help. Then the family pulled and pulled and finally three onions came out of the ground. 'What is going on?' they asked. 'These onions are triangle-shaped!'

They decided to make vegetable soup, so they needed four more onions. They needed more help and called one neighbour. It took them a long time to pull four more onions out of the ground. And even though they were smaller, they were also triangle-shaped!

The farmer and his wife took their potato, carrots and onions to the kitchen and made soup for supper. They invited their neighbour. 'Delicious!' all seven of them said at the same time.

## Week 4

### Rhyme: *Roly Poly*

*(Learners roll their hands around each other as they move them according to the directions.)*

Roly Poly, Roly Poly, up, up, up. *(hands move up)*

Roly Poly, Roly Poly, down, down, down. *(hands move down)*

Roly Poly, Roly Poly, out, out, out. *(hands move away from each other)*

Roly Poly, Roly Poly, in, in, in. *(hands move towards each other)*

Roly Poly, Roly Poly, hide both hands.

### Shape song: *If you're holding a square*

*(To the tune of If you're happy and you know it)*

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding a square,

If you're holding a square, stand up.

*(Repeat with other shapes.)*



## Kanegelo ya sebopego: *Ba gogile ba goga*

Ka letšatši le lengwe rapolasa o ile a ya mašemong a gagwe go kga merogo ya go lalela. O ile matsepaneng gomme a thoma go goga letsepane le letee mobung. Rapolasa o gogile a ba a goga, efela ga se a kgona go le ntšha. O ile a bitša mosadi wa gagwe gore a tle go mo thuša. Rapolasa o ile a goga gomme le mosadi wa gagwe a goga gomme letsepane la tšwa mobung. 'Go direga eng?' gwa botšiša rapolasa. 'Letsepane le ke sekwere!'

Sa go latela, rapolasa le mosadi ba ile ba ya go tšea dikherote. Ba gogile, ba goga ba goga, mafelelong gwa tšwa dikherote tše pedi mobung. 'Go direga eng?' gwa botšiša mosadi wa rapolasa. 'Dikherote tše di na le sebopego sa sediko!'

Rapolasa le mosadi wa gagwe ba be ba nyaka eiye dijong tša go lalela gomme ba ya karolong ya dieye. Rapolasa o ile a goga gomme le mosadi wa gagwe a goga. Ba gogile ba goga ka bobedi, efela dieye ga se tša tšwa. Ba ile ba bitša bana ba bona ba bane gore ba tle go ba thuša. Lapa le gogile la goga mafelelong dieye tša tšwa mobung. 'Go direga eng?' ba botšiša. 'Dieiye tše di na le sebopego sa khutlotharo!'

Ba ile ba nagana go dira sopo ya merogo, ka fao ba be ba hloka dieiye tše dingwe tše nne. Ba be ba hloka thušo ye nngwe gomme ba bitša moagišane o tee. Ba tšere nako ye telele go ntšha dieye tše nne mobung. Le ge e be e le tše dinnyane, le tšona di be di na le sebopego sa khutlotharo!

Rapolasa le mosadi wa gagwe ba tšere matsepane a bona, dikherote le dieiye ba ya ka khitšhing ba dira sopo ya go lalela. Ba laleditše moagišane wa bona. 'E bose!' ba realo ka moka ga bona ba le šupa.

## Beke ya 4

### Sereto: *Roli Pholi*

*(Barutwana ba dikološetša diatla tša bona go ba bangwe ba di sepetša go ya ka ditaelo.)*

Roli Pholi, Roli Pholi, godimo, godimo, godimo. *(diatla di ya godimo)*

Roli Pholi, Roli Pholi, tlase, tlase, tlase. *(diatla di ya tlase)*

Roli Pholi, Roli Pholi, ka ntle, ka ntle, ka ntle. *(diatla di a katologana)*

Roli Pholi, Roli Pholi, ka gare, ka gare, ka gare. *(diatla di a batamelana)*

Roli Pholi, Roli Pholi, uta diatla tše pedi.

### Koša ya sebopego: *Ge o swere sekwere*

*(Go molodi wa If you're happy and you know it)*

Ge o swere sekwere, emelela!

Ge o swere sekwere, emelela!

Ge o swere sekwere, ge o swere sekwere,

Ge o swere sekwere, emelela.

*(Boeletša ka dibopego tše dingwe.)*

## Week 5

### Counting song: *Five monkeys 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.'

### Story: *Number 5 story (with Number 5 frieze template)*

The five Monkeys love to swing between the five branches of the tree in their garden. They also have five poles in between the tree and their house. To get inside they often swing from these onto the roof of their house and in through the windows. They do this instead of going through the door. Next to the door is a big flowerpot with five flowers. When the Monkeys get tired and need a rest, they often swing down from the roof through one of the five windows instead of going into the house through one of the five doors. Otherwise they rest on their five hammocks outside. There are five so each one has their own.

All the animals stood in the road together to look at their marvellous houses: Elephant was in number 1, the Zebras were in number 2, the Meerkats were in number 3, the Giraffes were in number 4 and the Monkeys were in number 5. They had a party to celebrate their friendship and their smart houses.

## Beke ya 5

### Koša ya go bala: *Dikgabo tše hlano mpeteng*

E be e le tše hlano mpeteng  
gomme ye nnyane ya re,  
'Kgokologa. Kgokologa.'  
Ka moka di ile tša kgokologa gomme e tee ya wa.  
(*Boeletša ka nne, tharo, pedi.*)  
Go be go na le e tee mpeteng  
gomme ye nnyane ya re,  
'E be bošego bjo bobose. Robalang gabotse.'

### Kanegelo: *Kanegelo ya nomoro 5 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 5)*

Dikgabo tše hlano di be di rata go tekua gare ga makala a mahlano a mohlare wa ka tšhengwaneng. Di be di na le dipala gare ga mohlare le ntlo ya tšona. Ge di tsena ka ntlong di be di tekua makaleng go ya marulelong a ntlo gomme tša tsena ka mafasetere. Di be di dira se go na le go tsena ka lebatl. Kgauswi le lebatl go be go na le poto ya maloba ye kgolo e swere maloba a mahlano.

Ge Dikgabo di lapile di nyaka go khutša, gantši di tekua go tšwa marulelong tša tsena ka le lengwe la mafasetere a mahlano go na le gore di tsene ka ntlong ka mabatl a mahlano. Ge go se bjalo di ikhutša ka ntle godimo ga dihamoko tše hlano. Ke tše hlano bjale ye nngwe le ye nngwe e na le ya yona.

Diphoofolo ka moka di ile tša ema tseleng tša lebelela dintlo tša tšona tše botse: Tlou o be a le ka go nomoro 1, Dipitsi ka go nomoro 2, Meswe e le ka go nomoro 3, Dithutlwa di le ka go nomoro 4 gomme Dikgabo di le ka go nomoro 5. Di dirile moletlo wa go keteka segwera sa tšona le dintlo tša tšona tše dibotse.

## Week 6

### Counting rhyme and game: *One potato, two potatoes*

One potato, two potatoes,  
Three potatoes, four,  
Five potatoes, six potatoes,  
Seven potatoes, I want more!

#### **Playing the potato game:**

Eight learners stand in a circle, each holding out one fist in front of their bodies. Walking around the inside of the circle, one learner uses his or her fist and begins saying the rhyme to count off each fist by gently tapping it. The learner then counts back from 7 to 1 as they return to their place in the circle. The next learner then has a turn.

## Week 7

### Counting song: *Little aeroplanes*

One little, two little, three little aeroplanes  
Four little, five little, six little aeroplanes  
Seven little, eight little, nine little aeroplanes  
Ten little aeroplanes fly.

Ten little, nine little, eight little aeroplanes  
Seven little, six little, five little aeroplanes  
Four little, three little, two little aeroplanes  
One little aeroplane flies.

## Week 8

### Counting song: *Seven little ducks*

Seven little ducks went waddling one day  
over the hill and far away.  
Mother duck said, 'Quack, quack, quack,'  
and only six little ducks came back.

Six little ducks went waddling one day  
over the hill and far away.  
Mother duck said, 'Quack, quack, quack,'  
and only five little ducks came back.

*(Repeat counting backwards each time.)*

## Beke ya 6

### Sereto sa go bala le moraloko: *Letsepane le letee, matsepane a mabedi*

Letsepane le letee, matsepane a mabedi,  
Matsepane a mararo, a mane,  
Matsepane a mahlano, matsepane a tshela,  
Matsepane a šupa, ke nyaka a mangwe!

#### **Go bapala moraloko wa matsepane:**

Barutwana ba seswai ba ema ka sediko, yo mongwe le yo mongwe o emiša feisi ka pele ga mmele wa gagwe. Morutwana o tee o sepela ka gare ga sediko, a thoma go reta sereto a diriša feisi ya gagwe a balela gore a ntšhe feisi ye nngwe le ye nngwe ka go e kgoma gannyane. Morutwana bjale o balela morago go thoma ka 7 go fihla ka 1 ge ba boela mafelong a bona sedikong. Gomme e ba sebaka sa morutwana yo mongwe

## Beke ya 7

### Koša ya go bala: *Difofane tše dinnyane*

Se setee se sennyane, tše pedi tše dinnyane, difofane tše tharo  
tše dinnyane  
Tše nne tše dinnyane, tše hlano tše dinnyane, difofane tše tshela  
tše dinnyane  
Tše šupa tše dinnyane, tše seswai tše dinnyane, difofane tše senyane  
tše dinnyane  
Difofane tše dinnyane tše lesome di a fofa.  
Tše lesome tše dinnyane, tše senyane tše dinnyane, difofane tše seswai  
tše dinnyane  
Tše šupa tše dinnyane, tše tshela tše dinnyane, difofane tše hlano  
tše dinnyane  
Tše nne tše dinnyane, tše tharo tše dinnyane, difofane tše pedi  
tše dinnyane  
Sefofane se sennyane se setee se a fofa.

## Beke ya 8

### Koša ya go bala: *Mapidibidi a manyane a šupa*

Mapidibidi a manyane a šupa a ile a tšwa ka letšatši le lengwe  
a tshela mmoto a ya kgole.  
Lepidibidi la Mma le ile la re, 'Kwaa, kwaa, kwaa,'  
gomme gwa boya mapidibidi a manyane a tshela fela.  
Mapidibidi a manyane a tshela a ile a tšwa ka letšatši le lengwe  
a tshela mmoto a ya kgole.  
Lepidibidi la Mma le ile la re, 'Kwaa, kwaa, kwaa,'  
gomme gwa boya mapidibidi a manyane a mahlano fela.  
(Boeletšang le balela morago nako le nako.)

## Shape song and game: *What can I do?*

(To the tune of *Skip to my Lou*)

I've lost my circle, what can I do?

I've lost my triangle, what can I do?

I've lost my square, what can I do?

Can you help me, please?

## Week 9

### Length song: *Long and short*

(To the tune of *Three blind mice*)

Long and short (*hold hands wide apart and then close together*)

Long and short (*hold hands wide apart and then close together*)

See the worms (*wiggle hands*)

See the worms (*wiggle hands*)

I like to see them wiggle around

I like to see them dig in the ground

I like them 'cos they don't make a sound

Long and short. (*hold hands wide apart and then close together*)

## Week 10

### Game: Musical chairs

Each learner has one chair.

Learners move between all their chairs while the teacher plays music.

When the music stops, they sit on a chair.

Before starting the music again remove between one and five chairs.

Learners count with you as you do this and say how many fewer learners will be able to sit down the next time the music stops.

Those who don't find a chair, sit and clap with the beat.

Repeat until there is only one chair remaining.

## Koša le moraloko wa dibopego: *Nka dira eng?*

(Go molodi wa *Skip to my Lou*)

Ke timeditše sediko sa ka, nka dira eng?

Ke timeditše khutlotharo ya ka, nka dira eng?

Ke timeditše sekwere sa ka, nka dira eng?

Ka kgopelo, o ka nthuša?

## Beke ya 9

### Sereto sa botelele: *Telele le kopana*

(Go molodi wa *Three blind mice*)

Telele le kopana (*phatlalatša diatla gomme o di kopanye*)

Telele le kopana (*phatlalatša diatla gomme o di kopanye*)

Bona diboko (*diatla tša go nyokanyoka*)

Bona diboko (*diatla tša go nyokanyoka*)

Ke nyaka go di bona di nyokanyoka

Ke nyaka go di bona di epa fase

Ke a di rata ka gobane ga di na modumo

Telele le kopana. (*phatlalatša diatla gomme o di kopanye*)

## Beke ya 10

### Moraloko: *Ditulo tša mmino*

Morutwana yo mongwe le yo mongwe o na le setulo se setee.

Barutwana ba sepela gare ga ditulo ge morutiši a bapala mmino.

Ge mmino o ema, ba dula setulong.

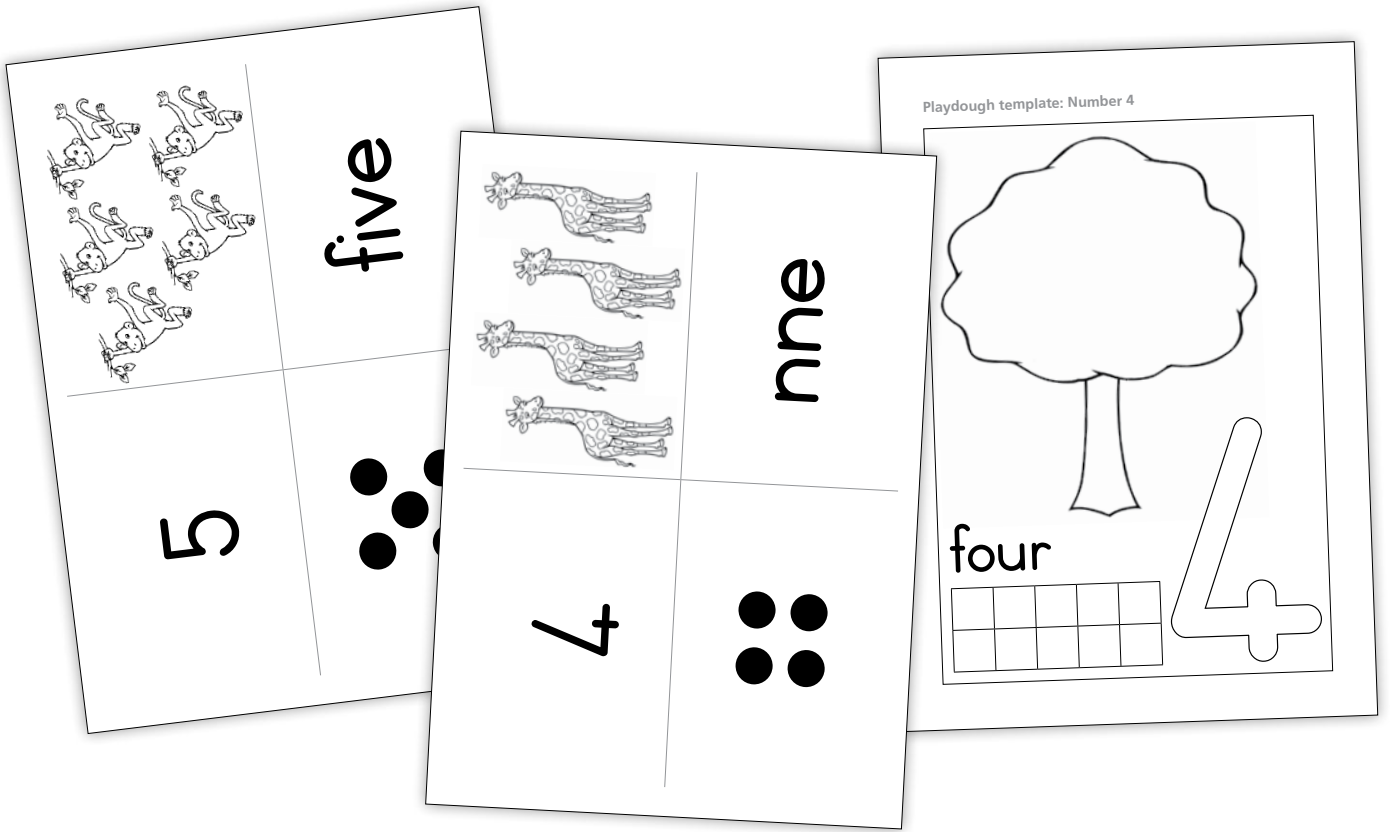
Pele o thoma gape, tloša ditulo tša gare ga tee le hlano. Barutwana ba bala le wena ge o dira se gomme ba bolela gore ke barutwana ba palo ye nnyane ka bokae bao ba tlogo dula fase ge mmino o emiša gape.

Ba go se hwetše setulo, ba a dula ba phaphatha diatla go ya le morethetho.

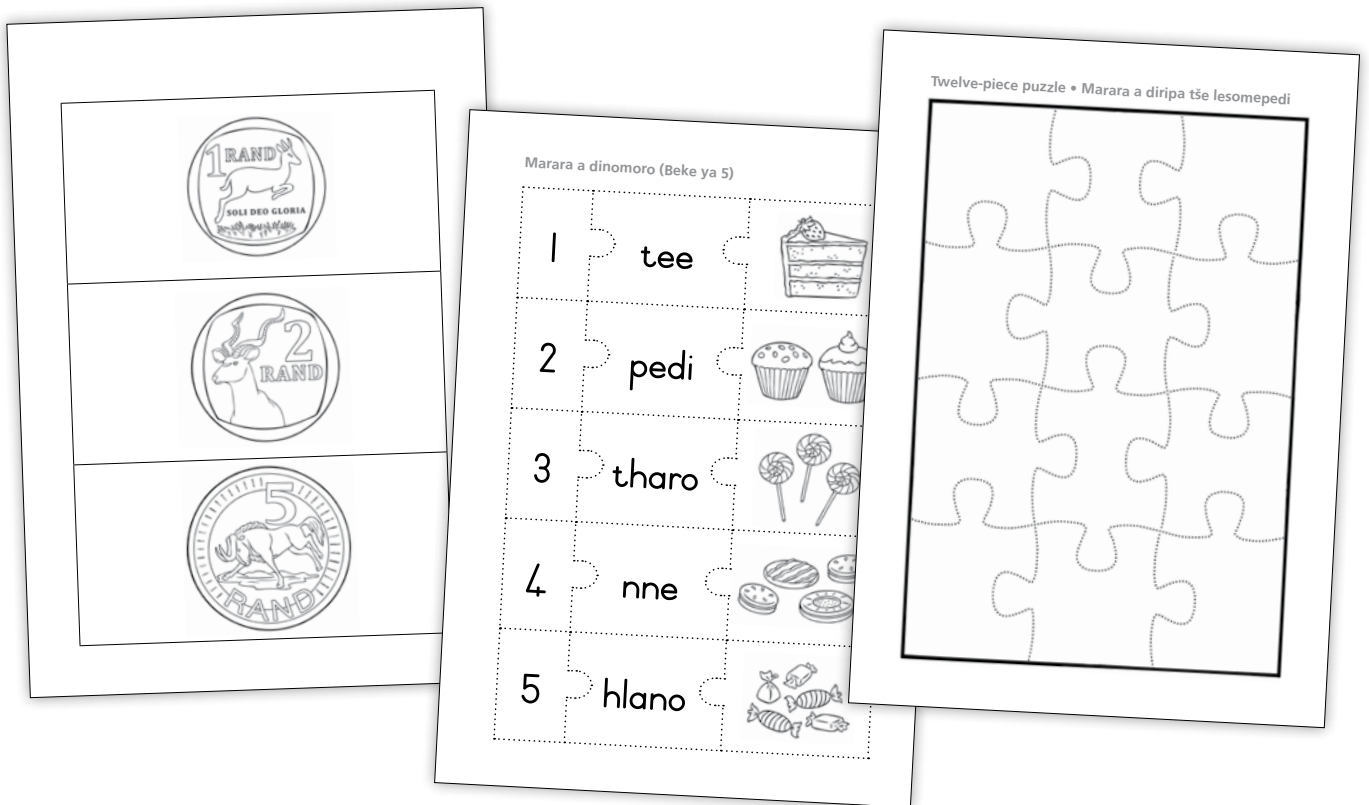
Boeletšang go fihlela go šala setulo se setee.

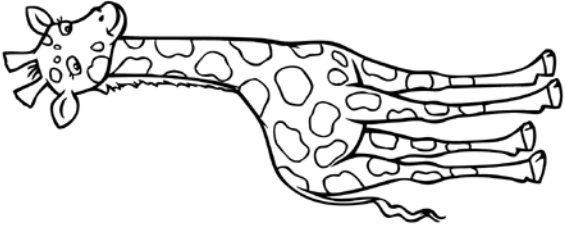
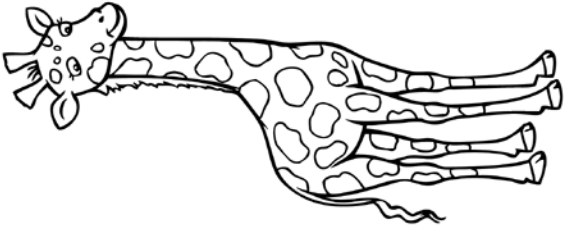
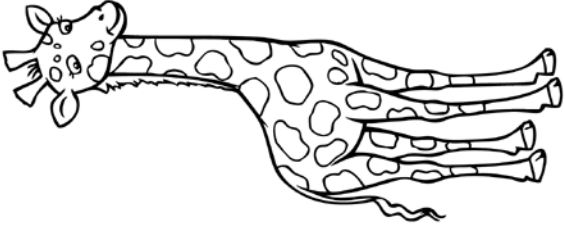
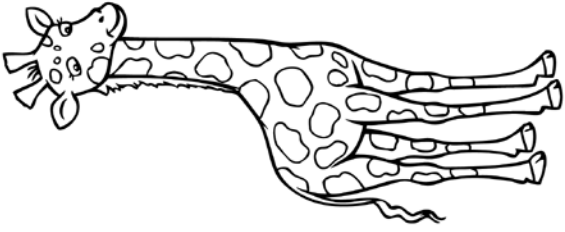






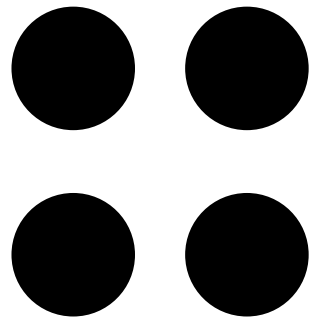
## Templates • Dithempoleiti

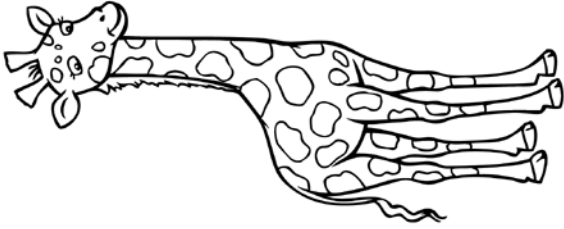
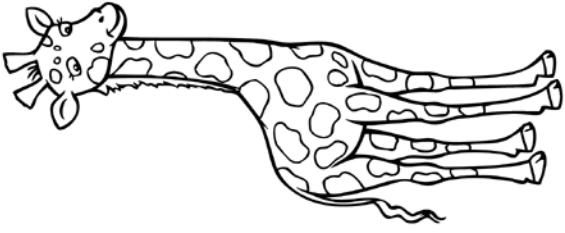
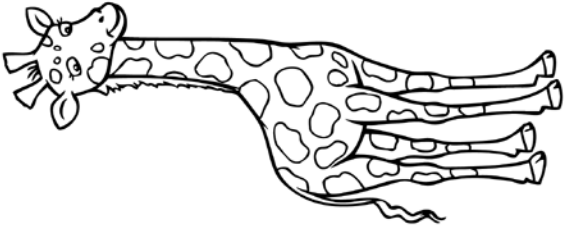




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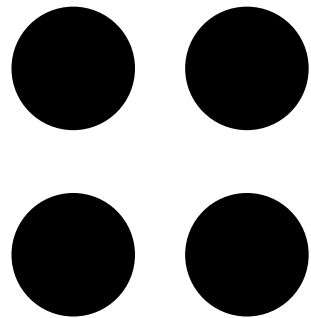
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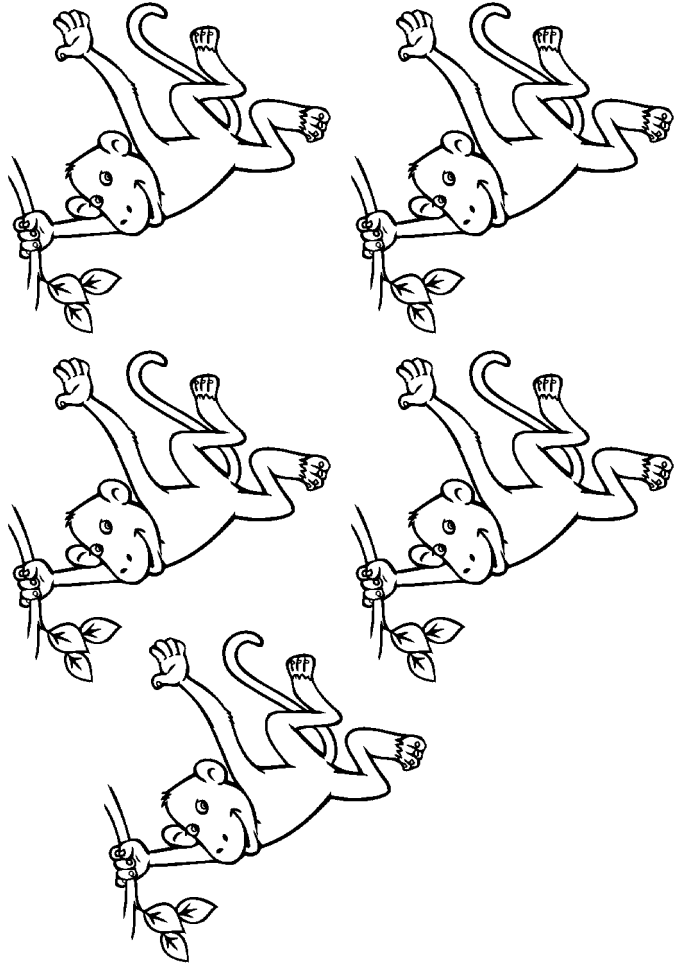




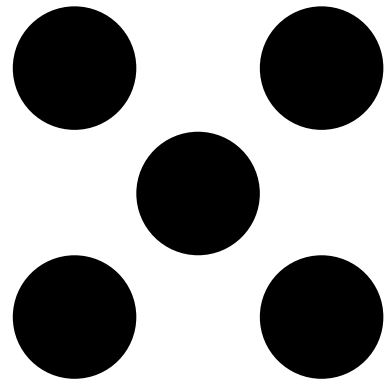
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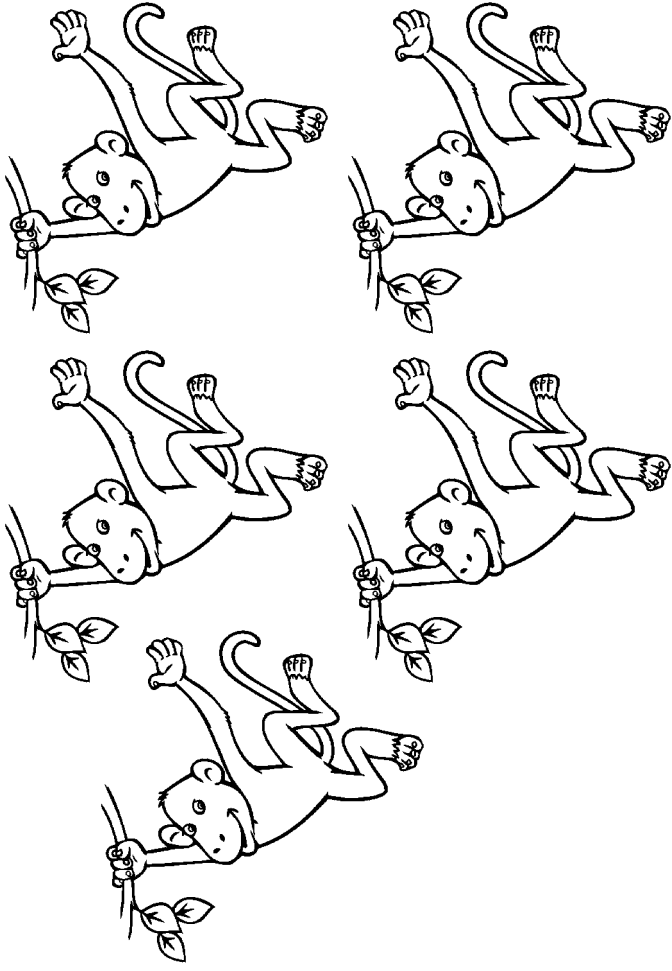




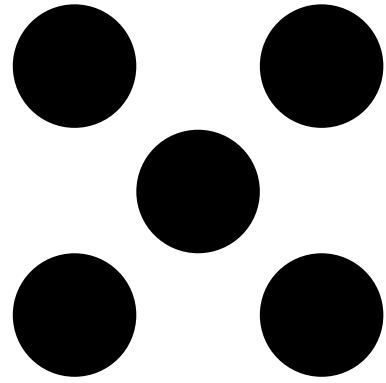
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five

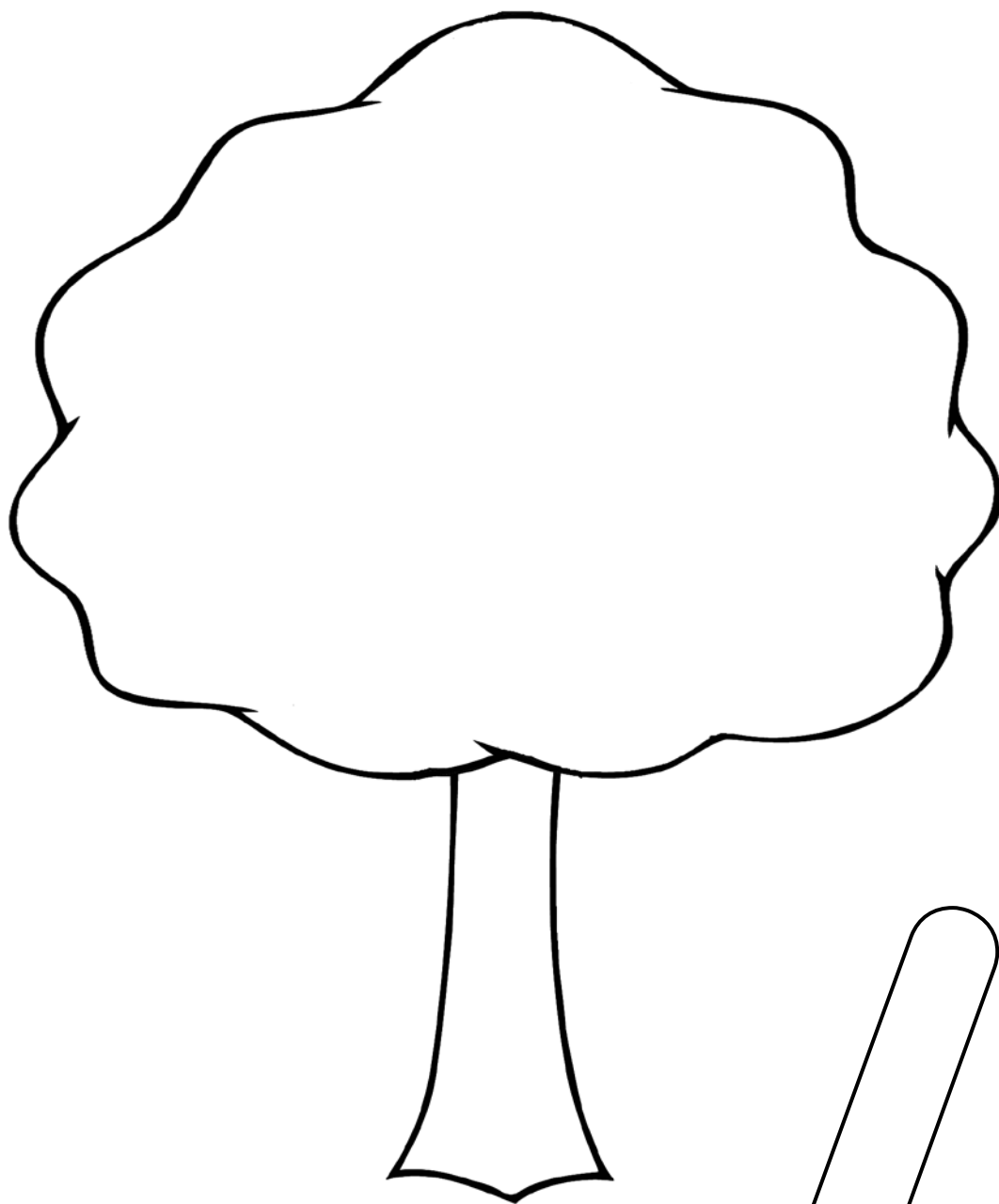


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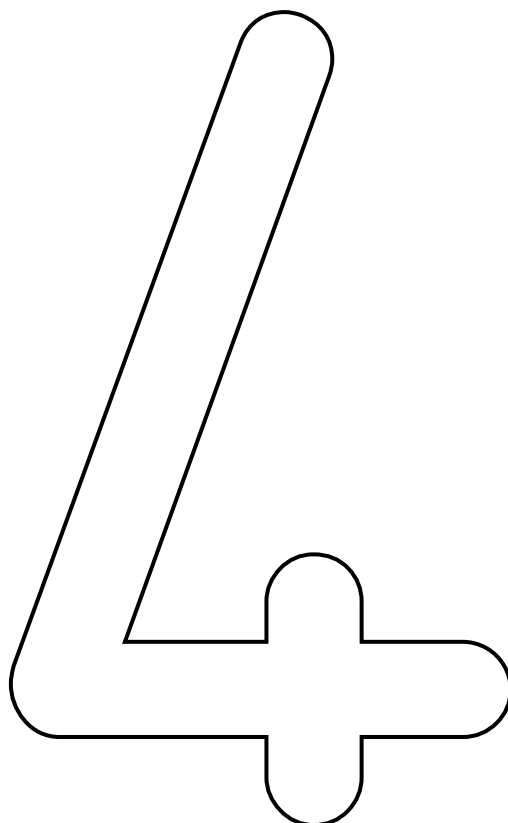
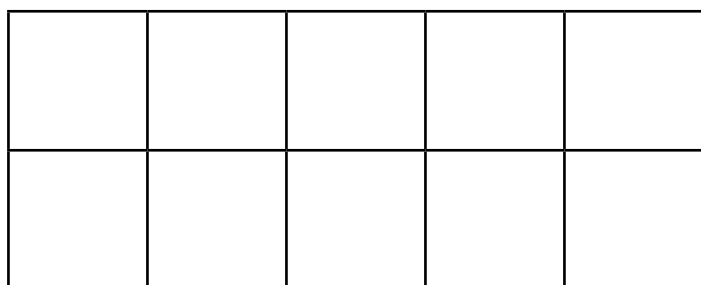


hano

# Playdough template: Number 4

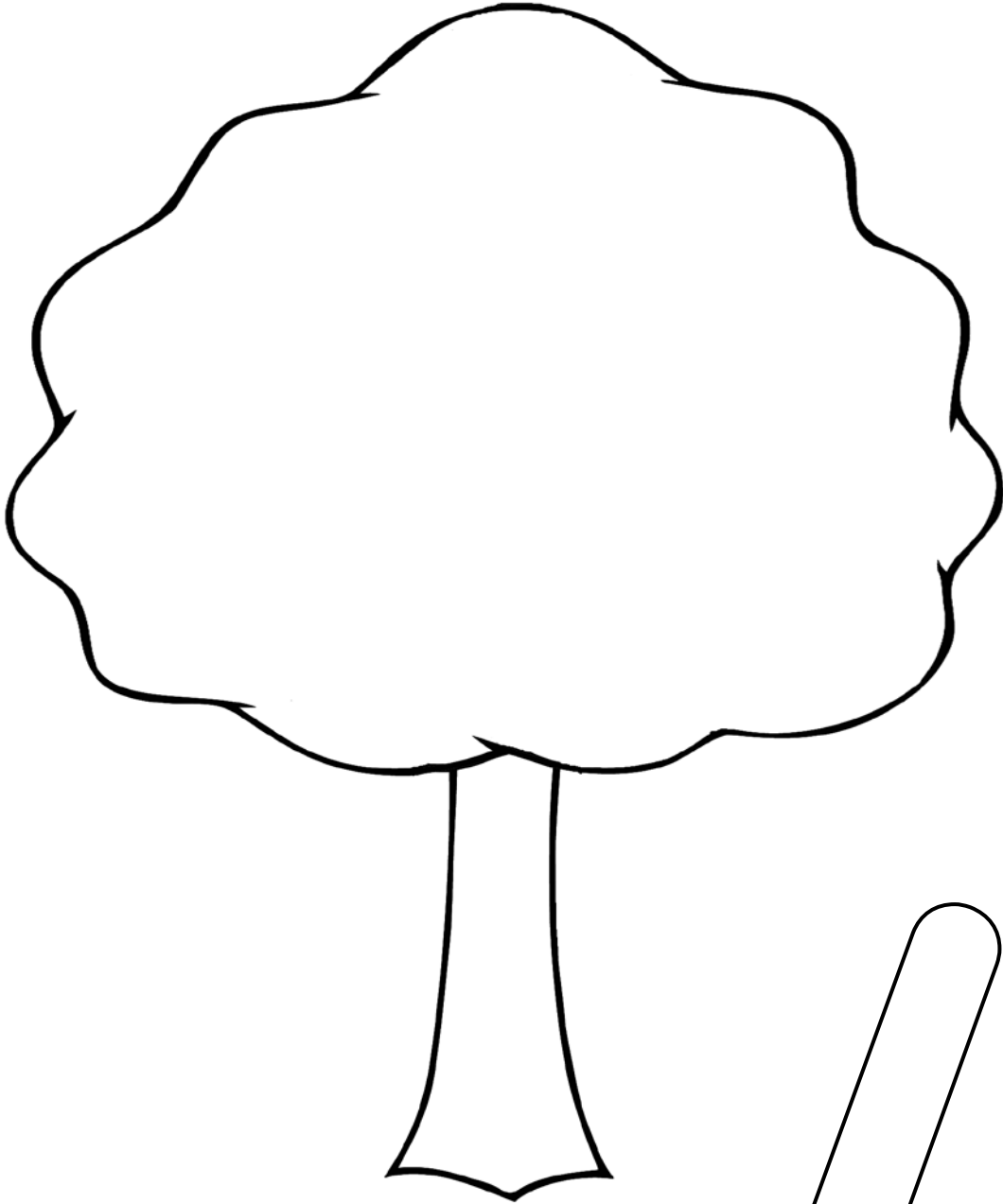


four

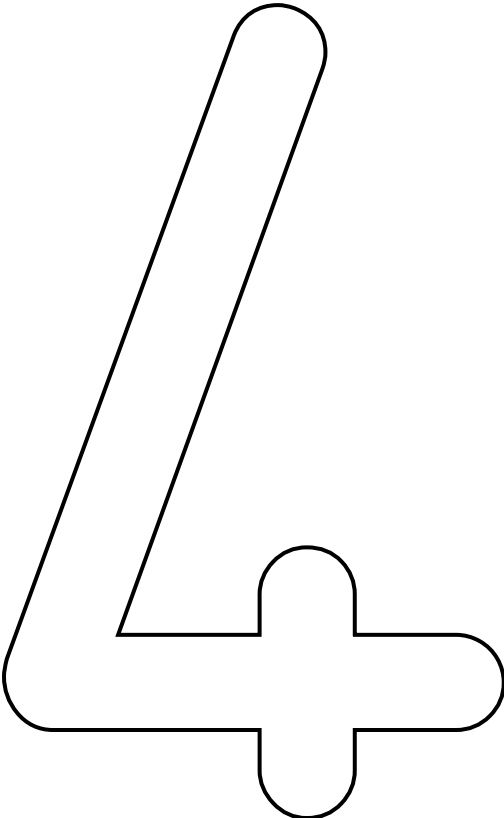




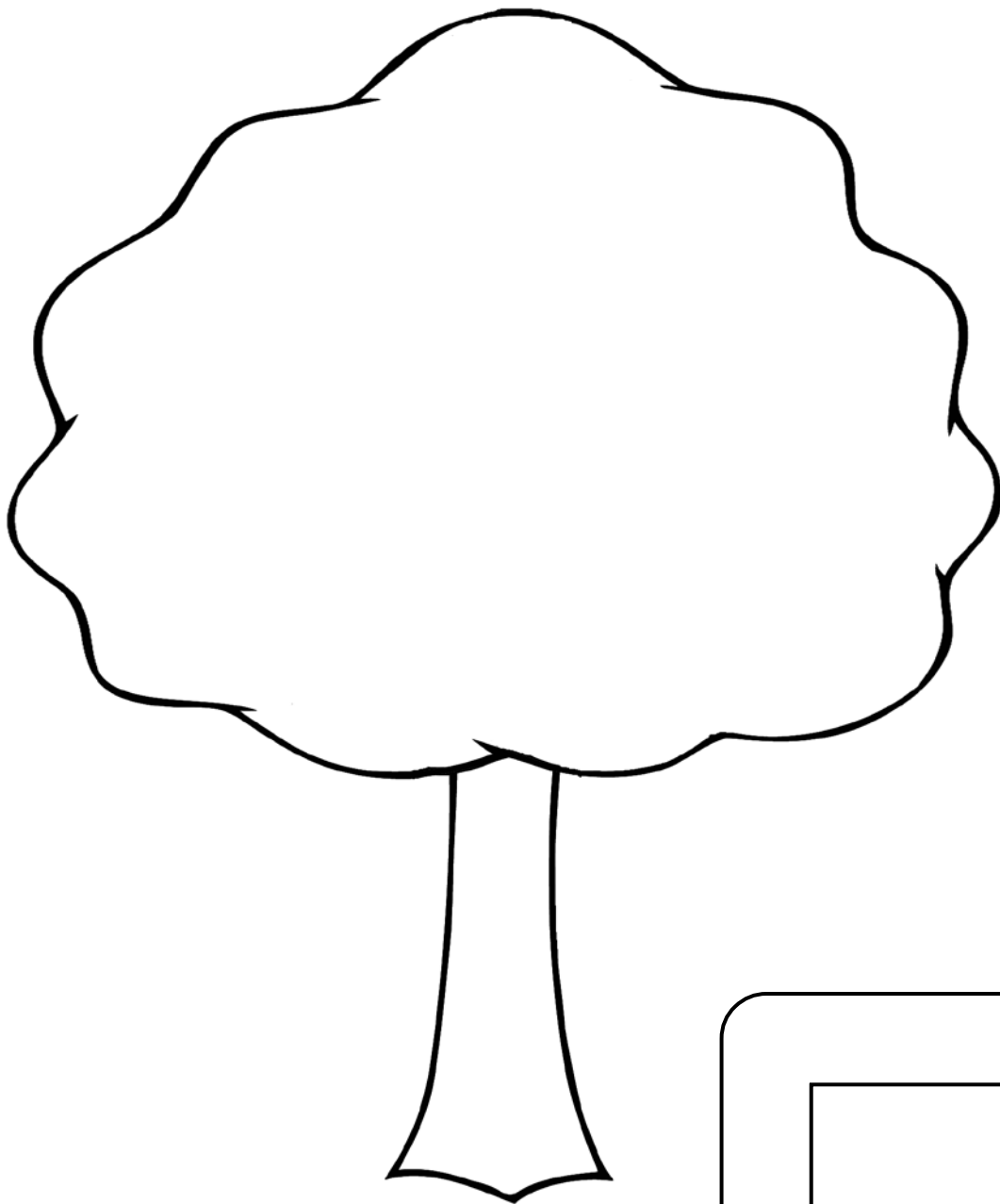
Thempoleiti ya tlhama: Nomoro 4



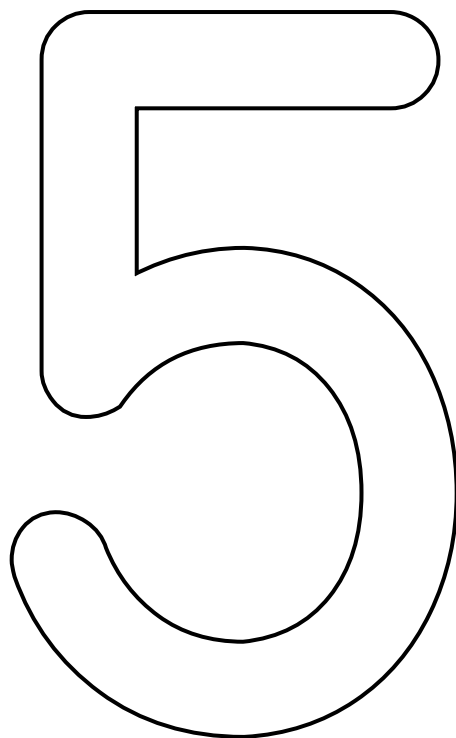
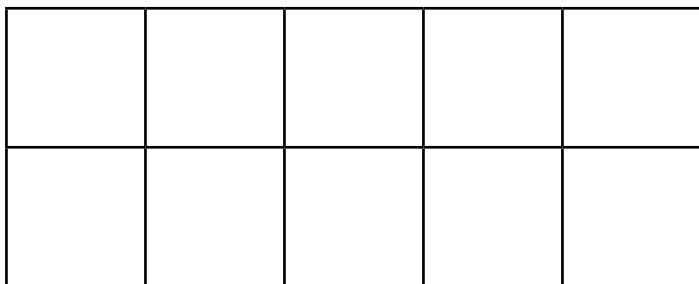
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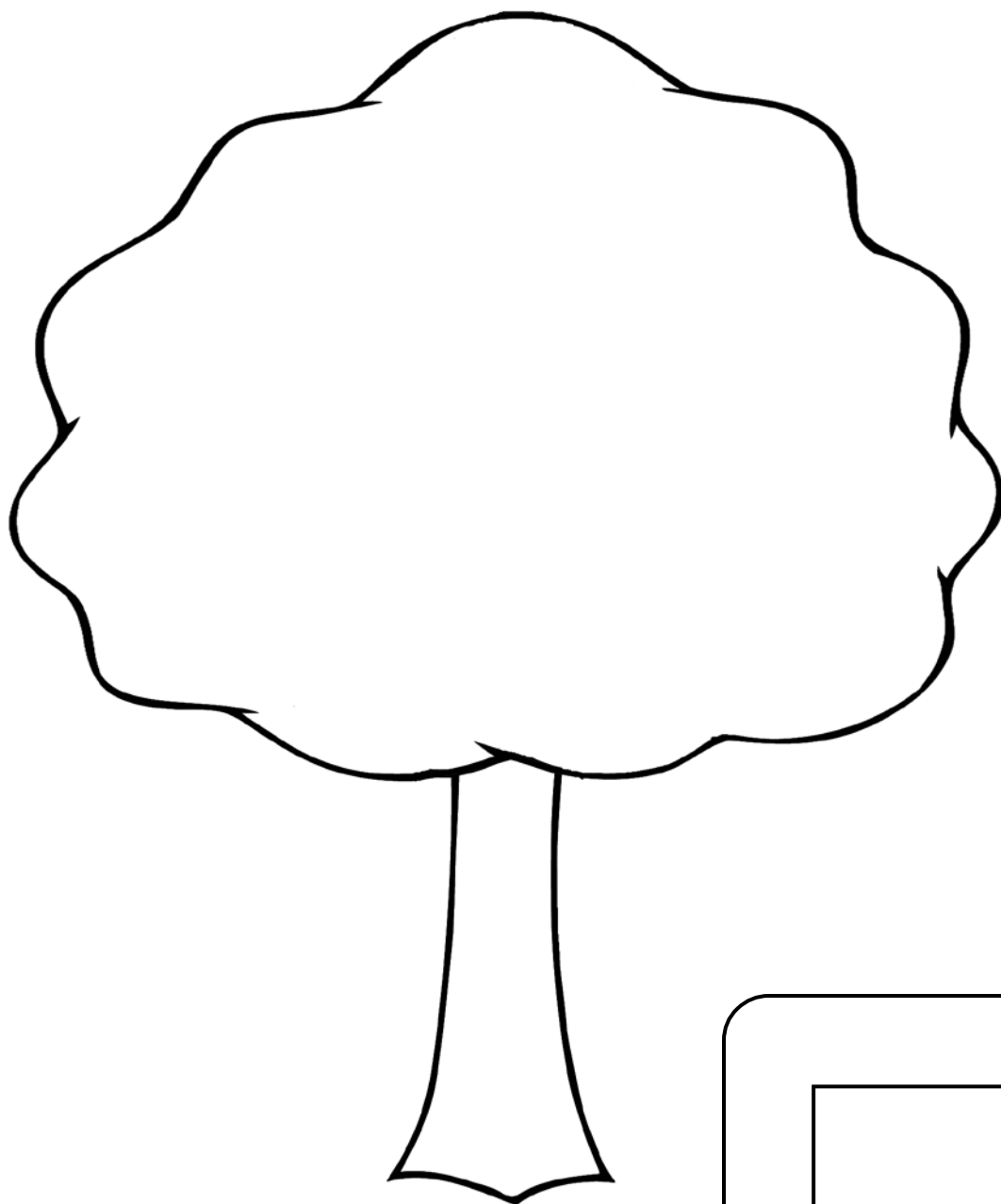
# Playdough template: Number 5



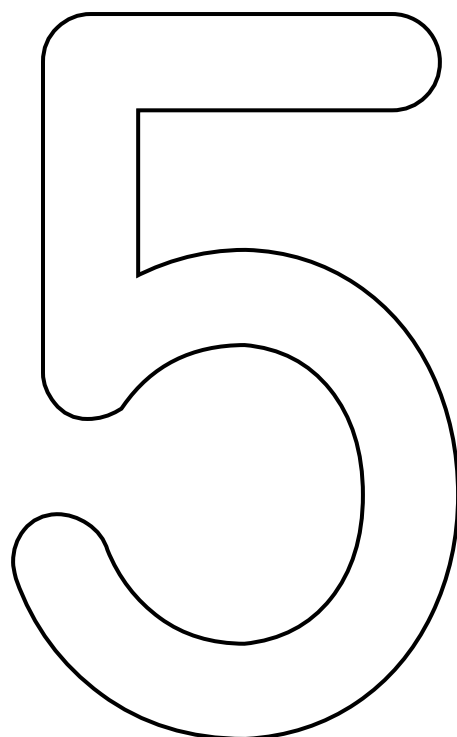
five



Thempoleiti ya tlhama: Nomoro 5



hlano

# Coins (Week 2) • Dikhoine (Beke ya 2)



## Coins (Week 2) • Dikhoine (Beke ya 2)



Number grid (Week 2) • Kriti ya dinomoro (Beke ya 2)

4	
2	
1	
3	

# Number puzzle (Week 5)

1

one



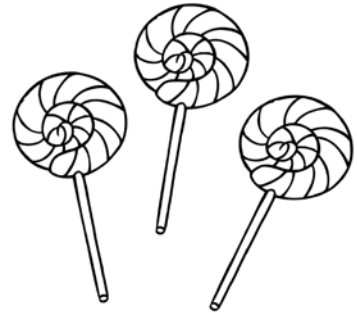
2

two



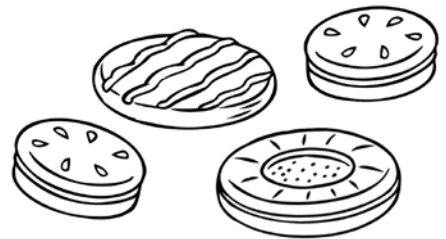
3

three



4

four



5

five





Marara a dinomoro (Beke ya 5)

1

tee



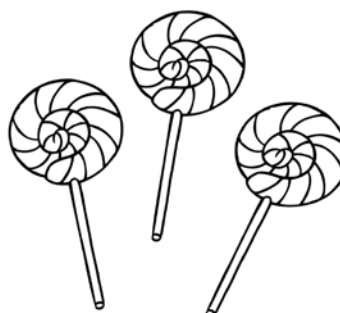
2

pedi



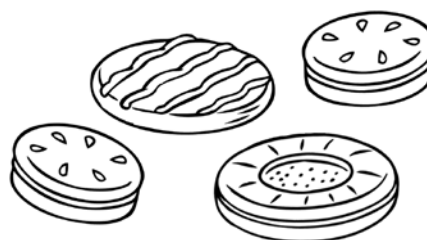
3

tharo



4

nne

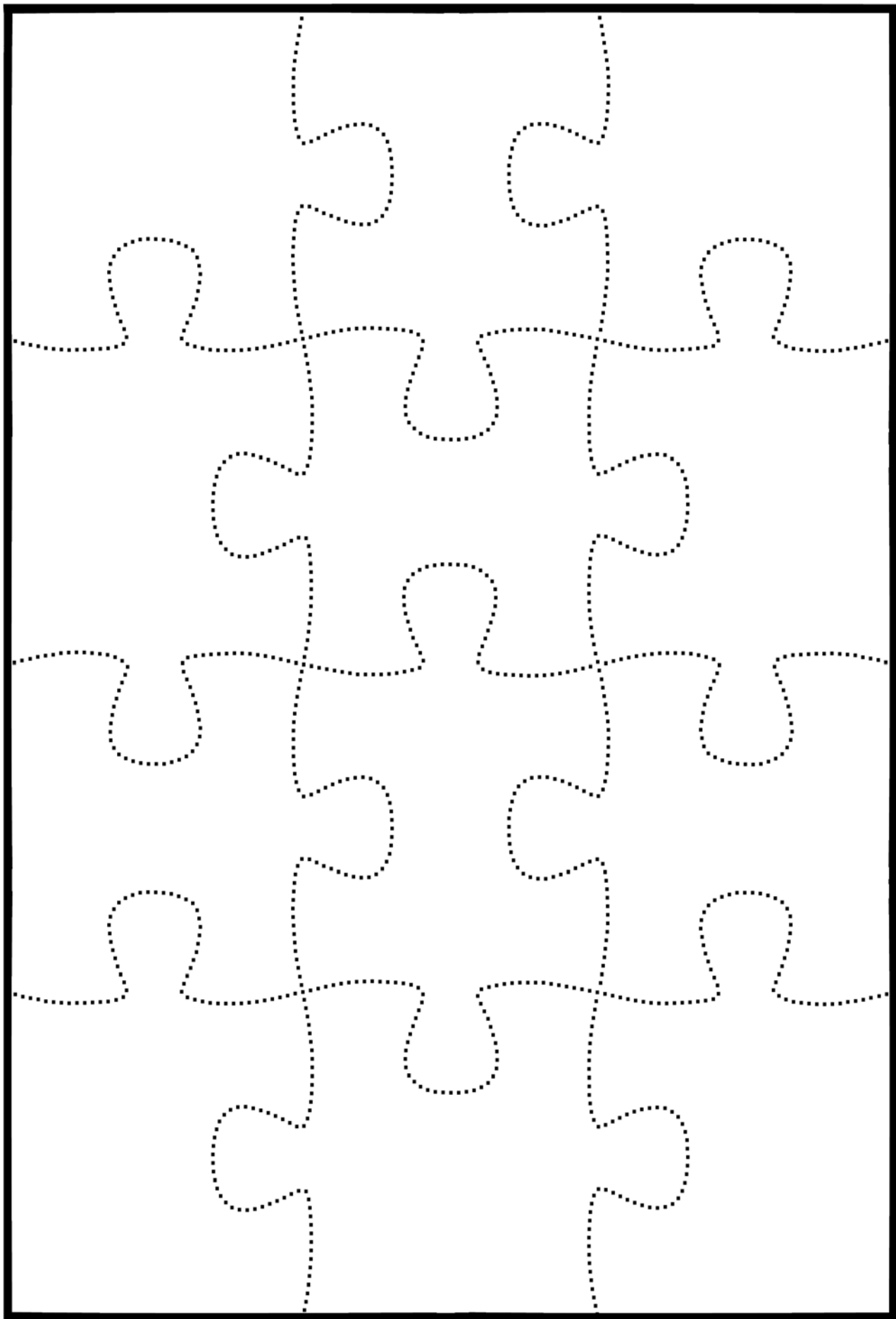


5

hlano



Twelve-piece puzzle • Marara a diripa tše lesomepedi



## Notes • Digopodišo

A series of horizontal dashed lines for writing notes.



## Notes • Digopodišo

A series of horizontal dashed lines for writing notes.