

Lenaneotokafatso la Dipalo  
tsa Mophato R

Grade R Mathematics  
Improvement Programme

# Kaedi ya Ditirwana: Kgweditharo 3

## Activity Guide: Term 3



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

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

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

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

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

Tlhabolole le tlhagiso ya didiriswa tsa katiso le phaposiborutelo ya Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R e kgontshitswe ke tshegetso ya **United States Agency for International Development** le **Zenex Foundation** ka matlole.

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**Schools Development Unit (SDU)** kwa **University of Cape Town (UCT)** ke badirisani ba setegeniki ba dipalo go Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R. SDU ke yuniti e e ka fa tlase ga School of Education sa UCT e e totileng tokafatso ya boporofesenele jwa barutabana mo Dipalong, Bonetetshing, Kitsokwalo/Puo le Dikgonotshelo go simolola ka Mophato R go fitlha ka Mophato 12. SDU e neelana ka thuto ka boithutedi jwa borutabana le dithutokhutshwe tse di dumeletsweng tsa UCT, tiro ya kwa sekolong, tlhagiso ya dibukana le dipatlisiso go tshegetsa go ruta le go ithuta mo makaelong otlhe a Aforikaborwa.

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

## DITEBOGO

Ditebogo di lebiswa segolobogolo go:

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

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

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# Introduction

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

The Grade R Maths *Activity Guide: Term 3* offers a structure for teaching maths in the third 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 3

The following features form part of *Activity Guide: Term 3*:

- 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>• Number 7</li><li>• Oral counting: backwards 10-1</li><li>• Counting objects 1-10</li></ul>	<ul style="list-style-type: none"><li>• Oral counting: forwards 1-20, backwards 7-1</li><li>• Sequencing numbers 1-6</li><li>• Two/three more/fewer</li><li>• Add, take away</li><li>• Reinforce number concept 1-6</li></ul>
<b>New maths vocabulary</b>		
seven	as many as	difference between

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

## Grade R Maths in the daily programme

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

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

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

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

# Matseno

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

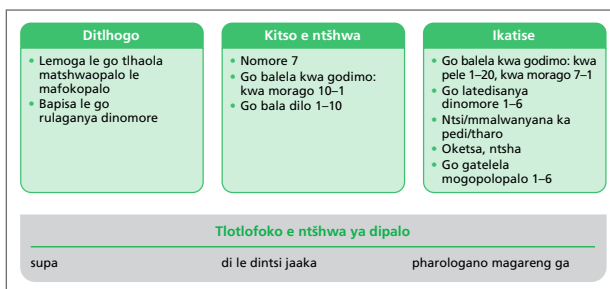
*Kaedi ya Ditirwana ya Grade R Maths: Kgweditharo 3* di neela letlhomo la go ruta dipalo mo kgweditharong ya boraro mo Mophatong wa R ka go:

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

## Dipopego tsa Kaedi ya Ditirwana: Kgweditharo 3

Dipopego tse di latelang ke karolo ya *Kaedi ya Ditirwana: Kgweditharo 3*:

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



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

## *Grade R Maths* mo lenaneong la letsatsi le letsatsi

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

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

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

## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

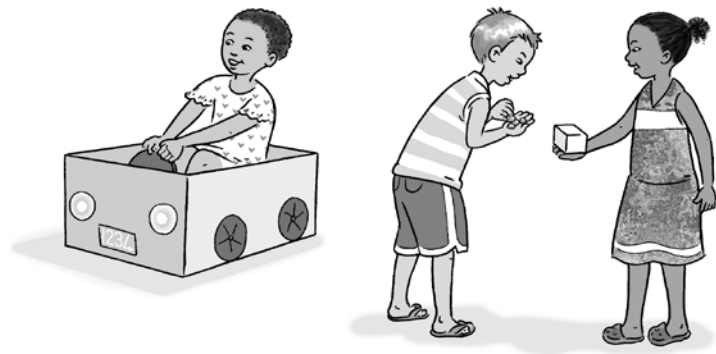
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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





## Ditirwana tsa phaposiborutelo yotlhe ka letsatsi

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

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



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

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

## Ditirwana tsa ditlhopha tse dinnye

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

## Nako ya phepafatso

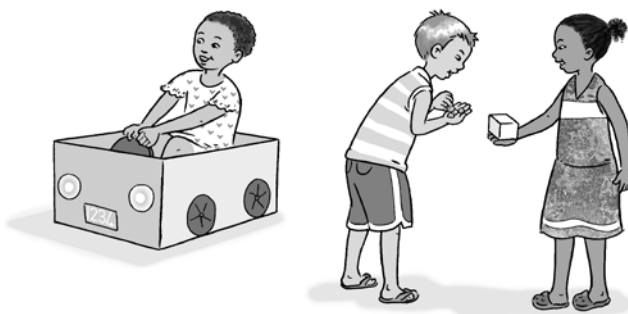
Barutwana ba tshwanetse go itse gore didiriswa di nna kae. Shelofa kgotsa tafole e e leng ya didiriswa tsa dipalo fela e tlaa thusa gore barutwana ba nne le thulaganyo. Rotloetsa barutwana go thusana ka nako ya phepafatso. Kwa tshimologong, barutwana ba tlaa tlhoka thuso mme e bile o tlaa tlhoka go ba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

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

## Ditirwana tsa go ithophela ka tokologo

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

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



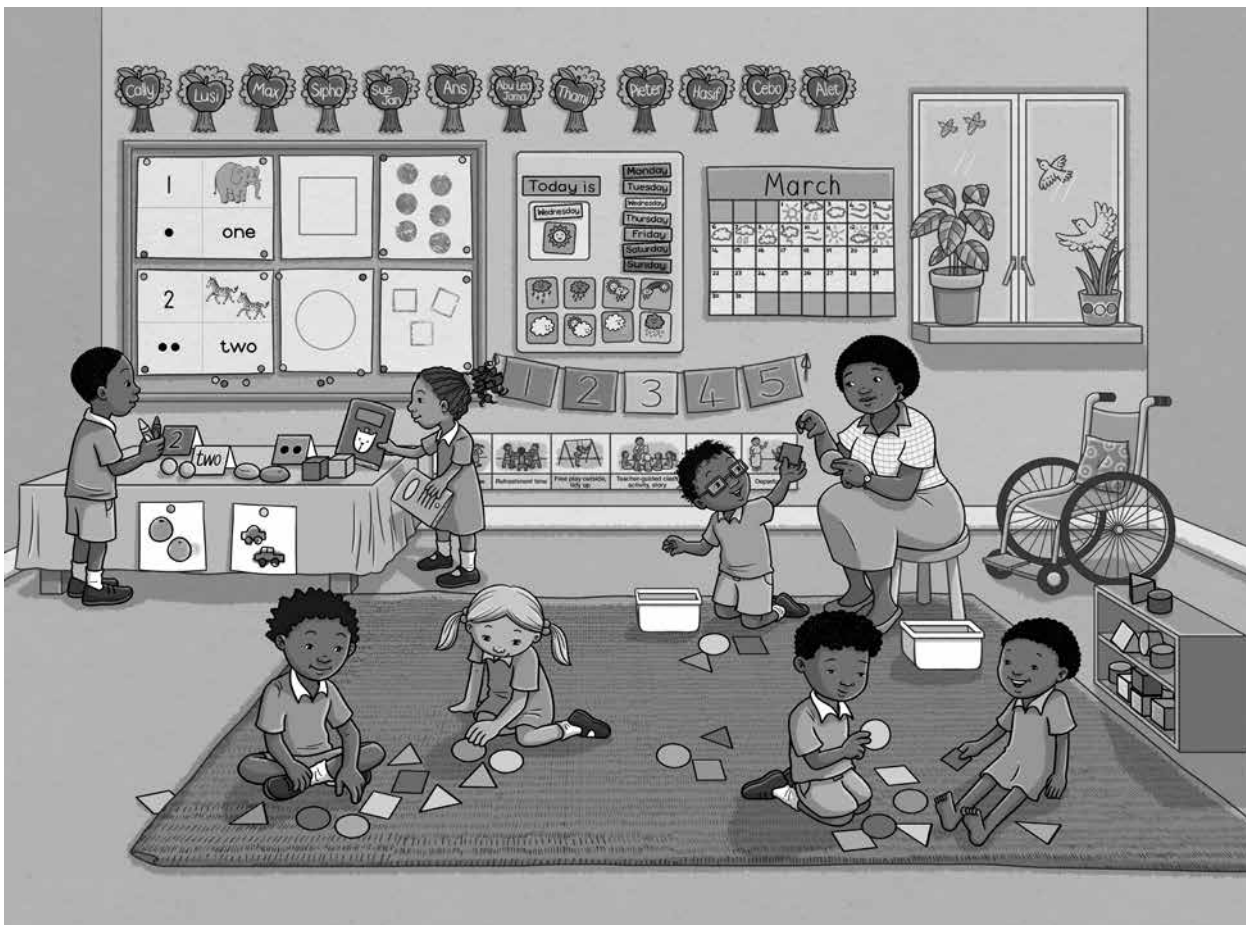
## Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 186 and 188 of this guide is based on the content that has been taught in Term 3. 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.



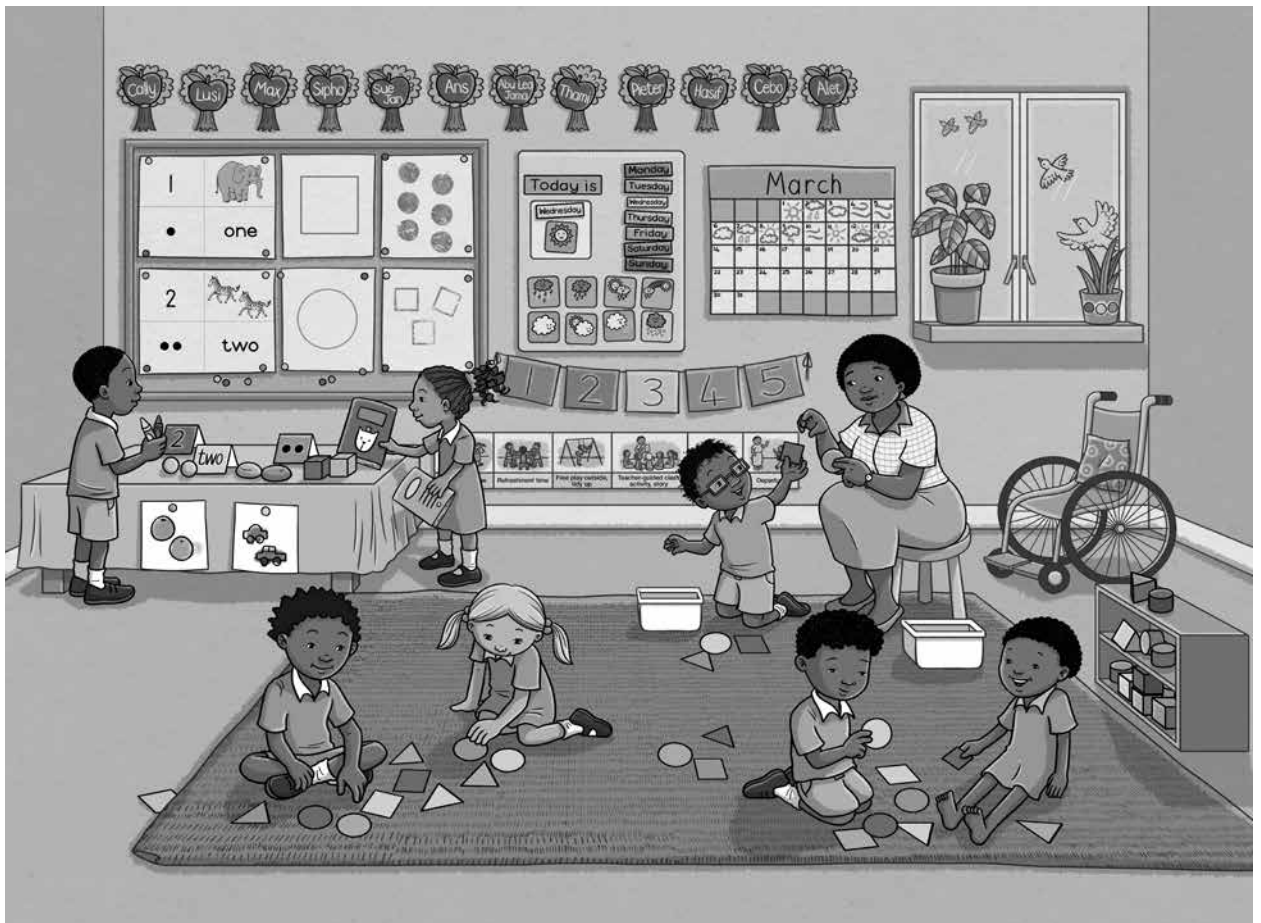
## Tlathhobo

Kelotlhoko le tlathhobotsweledi ka nako ya ditirwana tse di mo kaelong ya morutabana mmogo le tsa phaposiborutelo yotlhe di neelana ka ditšhono tsa go lemoga le go thadisa tswelelopele ya morutwana mongwe le mongwe. Tshedimotsetso eno e botlhokwa go ka kaela thuto mmogo le ditseleganyo tsa morutwana ka nosi. Lenanenetefatso la tlathhobotsweledi mo ditsebeng 187 le 189 ya kaedi eno le ikaegile ka diteng tse di rutilweng mo Kgweditharong ya 3. Thempoleiti eno e ka dirisiwa go rekota tswelelopele ya morutwana mongwe le mongwe mo kgweditharong.

## Grade R Maths mo phaposiborutelong

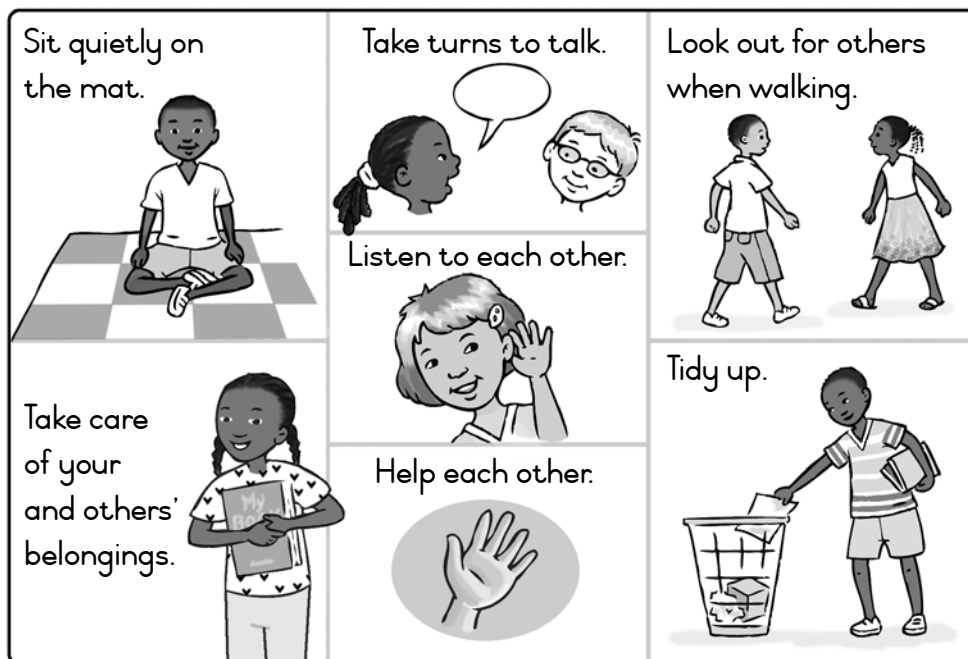
Baakanyetsa thuto ya dipalo lefelo mo phaposiborutelong mme e bile le le gaufi le mmetshe. Seno ke sebaka se se dirisiwang mmogo moo barutwana ba ka inakanyang le setlhogo se ba ithutang ka ga sona mmogo le go nna le seabe. Sebaka sa dipalo se tlaa akaretsa:

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



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

## Our classroom rules

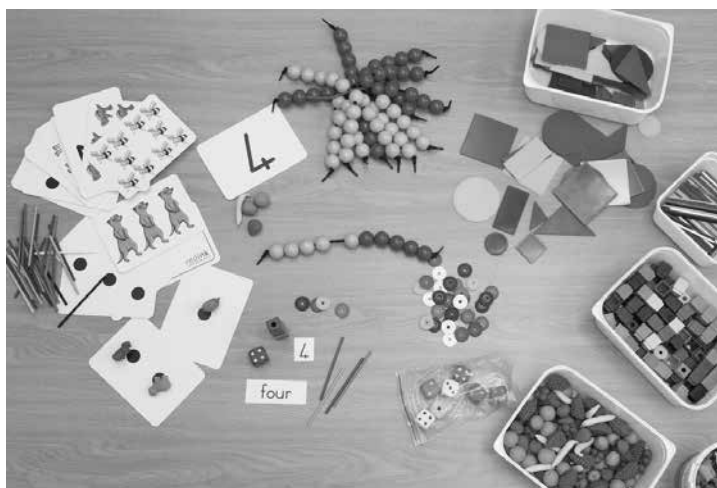


## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

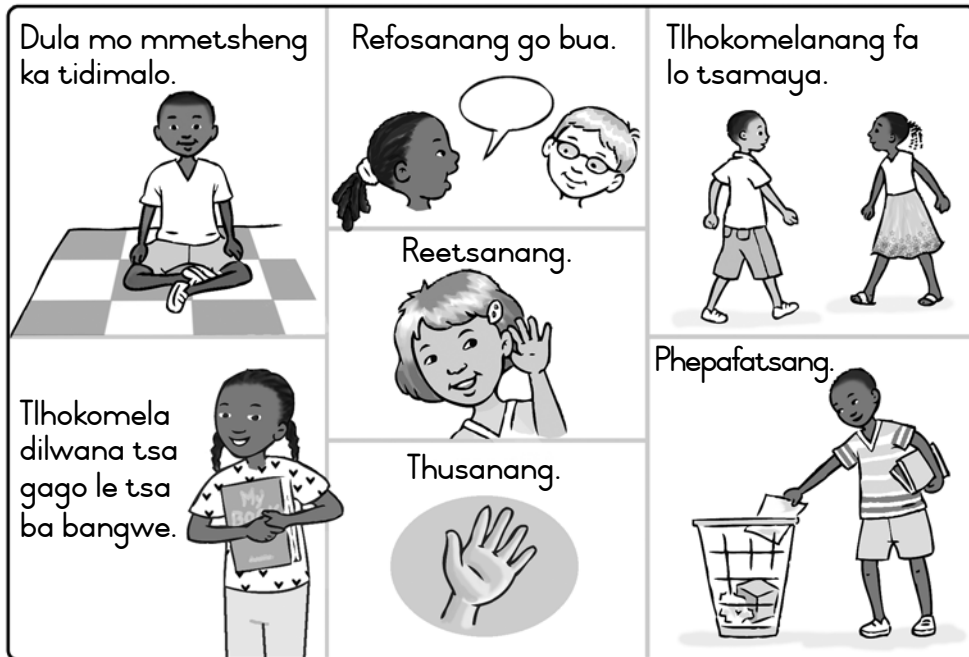
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

## Melawana ya phaposiborutelo ya rona



## Didiriswa tsa *Grade R Maths*

### Kgetsana ya Didiriswa tsa *Grade R Maths*

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

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



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

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Dilo tse di dirisiwang gape

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

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



## Didiriswa tse dingwe

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

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

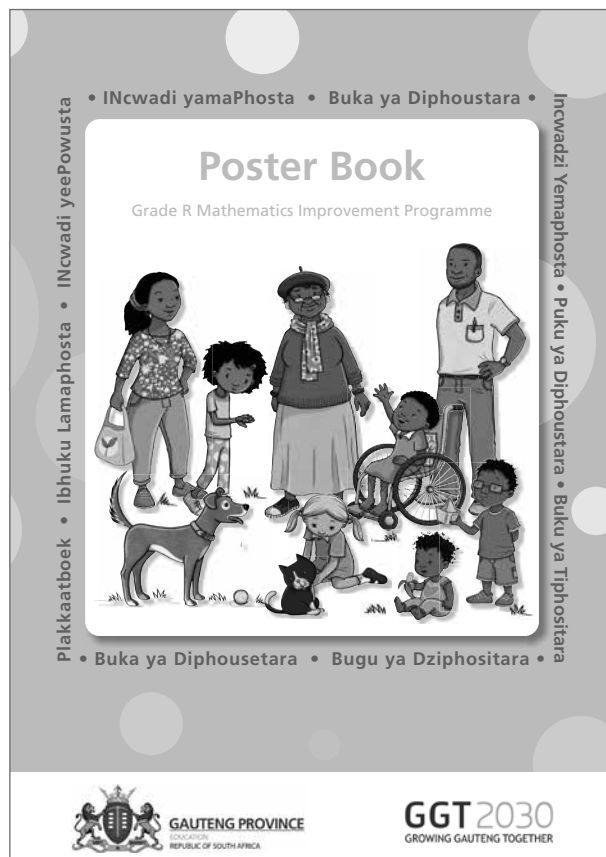
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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



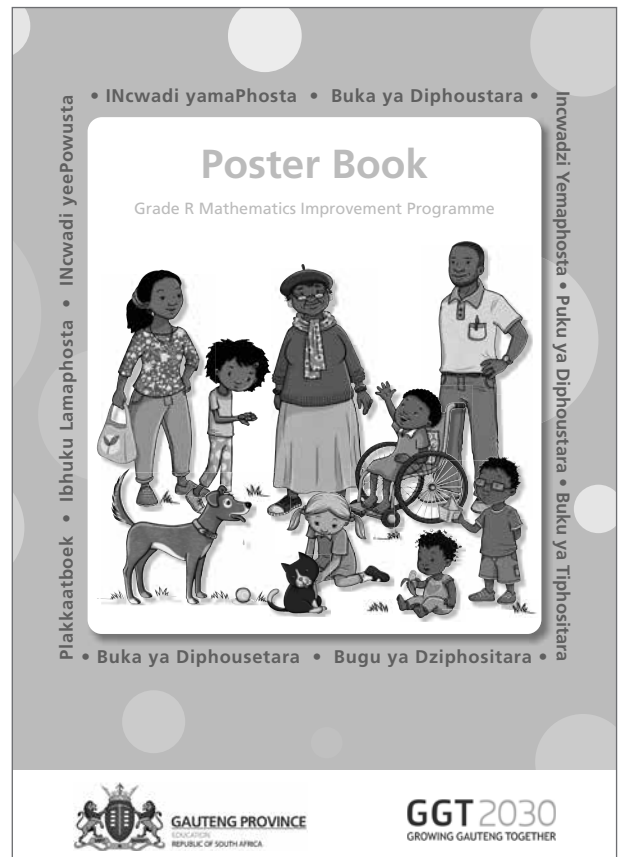


- tšhate ya bogodimo
- dikarata tsa go tshameka jambo
- sekamadi: madi a ditshipi le a dipampiri (go a dirisa mo lebenkeleng la mantlwane)
- tshupanako e kgolo ya lenaka ya lebota
- sekalamaleka
- dibaga tsa go rulaganya, go loga le go dira dipaterone
- didiriswa tsa go tshameka ka metsi le motlhaba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

## Buka ya Diphousetara tsa *Grade R Maths*

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

- O bonang mo setshwantshong?
- O akanya gore bana/batho ba kwa kae?
- Go diragalang mo setshwantshong?
- A o ka nkanegela kgang ka ga setshwantsho?
- O bona ... ba le kae? Fa go ne go feta/tlhaela ka ... a le mongwe?
- ... se kae?
- Go ne go ka diragalang fa e ne e le gore ...?
- O akanya gore go ya go diragalang gape?
- O akanyang ... a o kgona go bona go tswa mo ba emeng gona?
- O kgona go bona paterone efe? Tlhalosa paterone.
- O kgona go bona dipopego dife?
- Ke ofe ... yo moleele/mokhutshwane go feta?
- A o ka kgona go dirisa mafoko mangwe a dipalo go tlhalosa sengwe mo setshwantshong?



# Content overview: Term 3

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
<b>1. Numbers, Operations and Relationships</b>	Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7	<b>Number 6</b> Two/three more/fewer Equal groups Counting on Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7 Sequencing numbers 1–5 Reinforce number concept 1–5	<b>Number 7</b> Oral counting: backwards 10–1 Counting objects 1–10 Oral counting: forwards 1–20, backwards 7–1 Sequencing numbers 1–6 Two/three more/fewer Add, take away Reinforce number concept 1–6	Oral counting: forwards 1–20, backwards 10–1 Reinforce number concept 1–7	Oral counting: forwards 1–20, backwards 10–1 Counting objects 1–10 Two/three more/fewer Equal groups
<b>2. Patterns, Functions and Algebra</b>	Copy vertical and horizontal patterns using concrete objects Create and explain own pattern with three or four colours/shapes, etc. Identify patterns Copy and extend patterns				
<b>3. Space and Shape (Geometry)</b>				Shapes: rectangle Direction: left, right Position: middle, bottom Sort objects according to two attributes Eighteen-piece puzzles Shapes: circle, square, triangle Symmetry	
<b>4. Measurement</b>					Mass Light, lighter, lightest Heavy, heavier, heaviest Bigger, smaller
<b>5. Data Handling</b>					

# Thadiso ya diteng: Kgweditsharo 3

Ela tlhoko: Karoloteng e e Lebeleletsweng le Kitso e ntšhwa di neetswe ka mmala o motala. Diteng tse dingwe tse di amiwang mo bekeng di kwadilwe ka mmala o o thokwa.

Karoloteng e e Lebeleletsweng	Beke 1	Beke 2	Beke 3	Beke 4	Beke 5
1. Dinomere, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Go balela kwa godimo: kwa pele 1–20, kwa morago 7–1 Go bala dilo 1–7	Nomere 6 Pedi/boraro go fetatse mmalwanyana Ditlhophatse di lekanang Go tswela go bala Go balela kwa godimo: kwa pele 1–20, kwa morago 7–1 Go bala dilo 1–7 Latedisanya dinomere 1–5 Go gatelela mogopolopalo 1–5	Nomere 7 Go balela kwa godimo: kwa morago 10–1 Go bala dilo 1–10 Go balela kwa godimo: kwa pele 1–20, kwa morago 7–1 Go latedisanya dinomere 1–6 Ntshi/mmalwanyana ka pedi/tharo Oketsa, ntsha Go gatelela mogopolopalo 1–6	Go balela kwa godimo: kwa pele 1–20, kwa morago 10–1 Gatelela mogopolopalo 1–7	Go balela kwa godimo: kwa pele 1–20, kwa morago 10–1 Go bala dilo 1–10 Ntshi/mmalwanyana ka pedi/tharo Ditlhophatse di lekanang
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiriso le Alejebera')	Kopolola dipaterone tse di tsepameng le tse di rapaletseng ka go dirisa dilo tse di tshwaregang Tlhama le go tlhalosa paterone ya gago ka mebala/dipopego tse tharo kgotsa tse nne, j.j. Tlhaola dipaterone Kopolola le go atolosa paterone				
3. Boalo le Popego (Jeometeri)				Dipopego: khutlonnetsepa Kaelo: molema, moja Maemo: gare, tlase Rulaganya dilo go ya ka diponagalo Diphazele tsa dikarolo di le lesomerobedi Dipopego: sediko, khutlonne, khutlotharo Tekano	
4. Tekanyo					Boima Botlhofo, botlhofonyana, botlhofo thata Boima, boimanyana, boima thata Kgolwane, nnyenyane
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 8</p> <p>Ordinal numbers: fifth, last, next</p> <p>Oral counting: forwards 1–20 and beyond</p> <p>Oral counting: forwards 1–20, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–7</p> <p>Ordinal numbers first to fifth</p> <p>Add, take away</p> <p>Two/three more/fewer</p> <p>Reinforce number concept 1–7</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Two/three more/fewer</p> <p>More, fewer, equal</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p>	<p>Money – recognise banknotes</p> <p>Problem solving 1–8</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Ordinal numbers first to fifth</p> <p>Reinforce numbers 1–8</p> <p>Add, take away</p> <p>Coins</p>	<p>Grouping, half</p> <p>Up to three more (using dot cards)</p> <p>Order collections from smallest to biggest</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Problem solving 1–8</p> <p>Reinforce number concept 1–8</p> <p>More, fewer, most, least, equal</p> <p>Two/three more/fewer</p>
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)			<p>Position of objects in relation to each other</p> <p>Arrow chart</p> <p>Copy and build a construction (picture cards)</p> <p>Shapes: circle, square, triangle, rectangle</p> <p>Boxes, balls</p> <p>Midline crossing</p> <p>Position: forwards and backwards</p>		
4. Measurement				Big, small	
5. Data Handling		<p>Draw a picture to represent data</p> <p>Collect, sort and represent collection of objects</p>			

Karoloteng e e Lebeleletsweng	Beke 6	Beke 7	Beke 8	Beke 9	Beke 10
1. Dinomore, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	<p>Nomoro 8</p> <p>Dipalokemotatelano: ya botlhano, ya bofelo, e e latelang</p> <p>Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1</p> <p>Go bala dilo 1–10</p> <p>Ntsi/ mmalwanyana ka pedi/tharo</p> <p>Ntsi, mmalwanyana, lekana</p> <p>Go balela kwa godimo: kwa pele 1–20, kwa morago 10–1</p> <p>Go bala dilo 1–10</p> <p>Go latedisanya dinomore 1–7</p> <p>Dipalokemotatelano ya ntlha go ya go ya botlhano</p> <p>Oketsa, ntsha</p> <p>Feta/mmalwanyana ka pedi/tharo</p> <p>Go gatelela mogopolopalo 1–7</p>	<p>Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1</p> <p>Go bala dilo 1–10</p> <p>Ntsi/ mmalwanyana ka pedi/tharo</p> <p>Ntsi, mmalwanyana, lekana</p>	<p>Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1</p> <p>Go bala dilo 1–10</p>	<p>Madi – go lemoga madi a pampiri a kwa bankeng</p> <p>Tharabololo ya dipalo 1–8</p> <p>Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1</p> <p>Go bala dilo 1–10</p> <p>Go latedisanya dinomore 1–8</p> <p>Dipalokemotatelano ya ntlha go ya go ya botlhano</p> <p>Go gatelela dipalo 1–8</p> <p>Tlhakanya, ntshetsa ntle</p> <p>Dikhoene</p>	<p>Go dira ditlhophha, halofo</p> <p>Bontsi go fitlha ka tharo (ka go dirisa dikaratarontho)</p> <p>Rulaganya tse di kokoantsweng go simolola ka nnye thata go fitlha go kgolo thata</p> <p>Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1</p> <p>Go bala dilo 1–10</p> <p>Go latedisanya dinomore 1–8</p> <p>Tharabololo ya dipalo 1–8</p> <p>Go gatelela megopolo ya dipalo 1–8</p> <p>Bontsi, mmalwanyana, bontsi thata, nnye thata, lekana</p> <p>Ntsi/ mmalwanyana ka pedi/tharo</p>
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiro le Alejebera')					
3. Boalo le Popego (Jeometri)			<p>Maemo jwa dilo ka kemo ya tsona</p> <p>Tshatemotsu</p> <p>Kopolola le go aga kago (dikaratatshwantsho)</p> <p>Dipopego: sediko, khutlonne, khutlotharo, khutlonnetsepa</p> <p>Mabokoso, dikgwele</p> <p>Molagare o o kgabaganyang</p> <p>Maemo: kwa pele le kwa morago</p>		
4. Tekanyo				<p>Kgolo, nnye</p>	
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')		<p>Thala setshwantsho go tlhagisa tshedimosetso</p> <p>Kokoanya, rulaganya le go tlhagisa dilo tse di kokoantsweng</p>			

# Content Area Focus: Patterns, Functions and Algebra

## Topics

- Geometric patterns: create, copy and extend patterns

## New knowledge

- Copy vertical and horizontal patterns using concrete objects
- Create and explain own pattern with three or four colours/shapes, etc.

## Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Identify patterns
- Copy and extend patterns

## New maths vocabulary

describe  
explain

extend  
follow

missing  
not a pattern

## Getting ready

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

- Unifix blocks put together in a repeating pattern to make a train
- piece of A3 paper to create a train tunnel
- pattern card with colour dots
- a cloth/towel
- 4 groups of instruments – 1 per learner
- 6 large pieces of fruit made from playdough (2 each of 3 different types of fruit)
- 8 Unifix pattern cards
- 8 'What's missing?' attribute block pattern cards
- rectangular strips of coloured paper pasted in a pattern on a sheet of paper: rectangle shapes in two sizes – 5 per learner of tall and short
- pattern cards with incomplete colour patterns in each row (two or three colours)



- paper flower petals and leaves (16 of each per learner)
- flower pattern cards
- dominoes.

# Karoloteng e e Lebeletsweng: Dipaterone, Ditiro le Alejibora

## Ditlhogo

- Dipaterone tsa jeometeri: tlhama, kopolola le go atolosa dipaterone

## Kitso e ntšhwa

- Kopolola dipaterone tse di tsepameng le tse di rapaletseng ka go dirisa dilo tse di tshwaregang
- Tlhama le go tlhalosa paterone ya gago ka mebala/dipopego tse tharo kgotsa tse nne, j.j.

## Ikatise

- Go balela kwa godimo: kwa pele 1–20, kwa morago 7–1
- Go bala dilo 1–7
- Tlhaola dipaterone
- Kopolola le go atolosa paterone

## Tlotlofoko e ntšhwa ya dipalo

tlhalosetsa  
tlhalosa

atolosa  
latela

tlogetsweng  
ga se paterone

## Ipaakanye

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

- dibolokokgogedi tse di kopantsweng mo pateroneng e e ipoeletsang go dira terena
- lenathwana la pampiri ya A3 go tlhama mogogoro wa terena
- karatapaterone e e nang le marontho a mebala
- lesela/toulo
- ditlhopho tse 4 tsa didiriswa – se le 1 sa morutwana mongwe le mongwe
- manathwana a magolo a maungo a le 6 a dirilwe ka tege ya go tshameka (di le 2 tsa mefuta e e farologaneng e le 3 ya maungo)
- dibolokokgogedi tsa dipaterone di le 8
- dikaratapaterone tsa dibolokoponagalo di le 8 tsa 'Ke eng se se tlhaelang?'
- dikgemetšhana tsa dikhutlonnetsepa tsa pampiri ya mmala di mamareditswe mo pateroneng mo pampitshaneng: dipopego tsa khutlonnetsepa tse pedi tse di sa lekaneng ka bogolo – di le 5 tsa morutwana mongwe le mongwe yo moleele le yo mokhutshwane
- dikaratapaterone di na le dipaterone tse di sa felelang tsa mmala mo moleng o mongwe le o mongwe (mebala e le mebedi kgotsa e le meraro)
- diphethale tsa malomo a pampiri le matlhare (di le 16 tsa morutwana mongwe le mongwe)
- dikarata tsa paterone ya malomo
- didomino.



## Whole class activities

### Day 1

#### What you need

- Unifix blocks
- Unifix pattern train
- Piece of A3 paper to create a train tunnel



#### TIP

Ask the learners if they can remember what number they were counting to before they went on holiday, and what number they were counting backwards from.

1. **Song:** Learners sing a song of their choice from previous terms.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Show learners a Unifix tower made of seven blocks.

#### Guiding questions:

- ★ How many blocks do you think make up this tower?

Learners estimate the number of blocks. Remove the blocks one at a time as learners count them.

4. **What makes a pattern:** Place the Unifix pattern train inside the tunnel. Pull the train out slowly and ask learners to notice what pattern emerges.

#### Guiding questions:

- ★ What do you see?
- ★ What colour block do you think will come out of the tunnel next? Why?
- ★ Is this a pattern? What makes it a pattern?

Draw the learners' attention to the repeating part which makes the pattern.

Make another train with Unifix blocks that does not have a pattern. Repeat the activity with the train and the tunnel.

#### Guiding questions:

- ★ Is this a pattern? Tell me why you think that.
- ★ Can you see any patterns in the classroom?



#### TIP

Place the tunnel in the block area and encourage learners to make their own pattern trains.

Learners go on a pattern walk outside and discuss patterns.

- ★ Can you see a pattern? Tell me about it.
- ★ Is there a pattern on the ...?
- ★ What makes it a pattern?
- ★ What part of the pattern repeats?
- ★ Can you hear any patterns? Tell me what you hear.

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





# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Dibolokokgogedi
- Terena ya paterone ya dibolokokgogedi
- Pampitshana ya A3 go aga mogogoro wa terena



### MAELE

Botsa barutwana gore a ba kgona go gopola gore ba ne ba balela go nomore efe pele ga ba ya maikhutsong, le gore ba ne ba balela morago go tswa nomoreng efe.

1. **Pina:** A barutwana ba opele pina e ba e itlhophetseng go tswa mo dikgweditarong tse di fetileng.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bontsha barutwana tora ya bolokokgogedi e e dirilweng ka diboloko di le supa.

#### Dipotso tse di kaelang:

- ★ O akanya gore tora eno e dirilwe ke diboloko di le kae?

A barutwana ba lekanyetse palo ya diboloko. Tlosa diboloko ka bongwe ka bongwe fa barutwana ba ntse ba di bala.

4. **Ke eng se se tlholang paterone:** Tsenya terena ya paterone ya dibolokokgogedi mo teng ga mogogoro. Goga terena ka bonya mme o kope barutwana go lemoga paterone e e runyang.

#### Dipotso tse di kaelang:

- ★ O bonang?
- ★ O akanya gore go tlaa latela boloko ya mmala o o ntseng jang mo mogorong. Goreng?
- ★ A seno ke paterone? Ke eng se se e dirang paterone?

Bontsha barutwana karolo e e ipoeletsang mme e tlhola paterone.

Dira terena e nngwe gape ka dibolokokgogedi tse di se nang paterone. Boeletsa tirwana ka terena le mogogoro.

#### Dipotso tse di kaelang:

- ★ A seno ke paterone? Mpolelele gore ke goreng o akanya jalo.
- ★ A go na le dipaterone dingwe tse o di bonang mo phaposiborutelong?



### MAELE

Baya mogogoro mo tikologong ya boloko mme o rotloetse barutwana go dira diterena tsa bona tsa dipaterone.

A barutwana ba dire motsamao wa paterone kwa ntle mme ba buisanele dipaterone.

- ★ A o kgona go bona paterone? Mpolelele ka ga yona.
- ★ A go na le paterone mo ...?
- ★ Ke eng se se e dirang paterone?
- ★ Ke karolo efe ya paterone e e ipoeletsang?
- ★ A o kgona go ultwa dipaterone dingwe? Mpolelele ka ga se o se utlwang.

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Day 2

## What you need

- Rhyme: *It's pattern time* (page 190)
- Pattern card with colour dots



## 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.

1. **Rhyme:** Say the first verse of the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners count from 1 to 7 while clapping hands with a partner.
4. **Sound patterns from visual patterns:** Show learners the pattern card. Point to each dot and together say the colours. Discuss the pattern.

## Guiding questions:

- ★ Can you see the pattern?
- ★ Tell me about the pattern.
- ★ What part of the pattern repeats?
- ★ What will come next in the pattern?

Learners use the visual pattern to make a sound pattern, for example, clap hands for red, snap fingers for yellow.

- ★ What sound should we make on the red/yellow circle?
- ★ What sound should come next?
- ★ What other sounds would you like to make?

Learners suggest other sound pattern ideas, using the same pattern card.

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

## Day 3

## What you need

- Rhyme: *It's pattern time* (page 190)
- 6 large playdough fruit
- Cloth/towel

1. **Rhyme:** Say the first and second verses of the rhyme, *It's pattern time*, with actions.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Use chalk to draw a straight line on the floor. Five learners stand on one side of the line.

## Guiding questions:

- ★ How many learners are there?
- ★ If we add one more learner how many will there be?
- ★ And one more learner?
- ★ What should we do if we want only four learners?

## Letsatsi 2

### Se o se tlhokang

- Morumo: *Ke nako ya dipaterone* (tsebe 191)
- Karatapaterone e e nang le marontho a mebala



### MAELE

O se le bale go bua ka lenaneo la letsatsi le letsatsi. Gopola go dira khalendara, malatsi a beke, dikgwedi tsa ngwaga le tshate ya malatsi a matsalo letsatsi le letsatsi.

1. **Morumo:** Bua mola wa ntlha wa morumo, *Ke nako ya dipaterone*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba bale go tloga ka 1 go ya go 7 ba ntse ba itaya diatla le balekane ba bona.
4. **Dipaterone tsa modumo go tswa mo dipateroneng tsa pono:** Bontsha barutwana karata ya paterone. Ba bontshe lerontho lengwe le lengwe mme lo bue mebala mmogo. Buisanelang paterone.

#### Dipotso tse di kaelang:

- ✦ A o kgona go bona paterone?
- ✦ Mpolelele ka ga paterone.
- ✦ Ke karolo efe ya paterone e e ipoeletsang?
- ✦ Go ya go latela eng mo pateroneng?

A barutwana ba dirise paterone ya pono go dira paterone ya modumo, sekao, ba iteele bohobidu diatla, ba thwantshetse borolwana menwana.

- ✦ Re tshwanetse go direla sediko se sehibidu/serolwana modumo ofe?
- ✦ Go tshwanetse ga latela modumo ofe?
- ✦ O ka rata go dira modumo efe gape?

A barutwana ba tle ka dikakanyo tse dingwe tsa dipaterone, ka go dirisa karata e e tshwanang ya paterone.

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 3

### Se o se tlhokang

- Morumo: *Ke nako ya dipaterone* (tsebe 191)
- Maungo a magolo a le 6 a a dirilweng ka tege ya go tshameka
- Lesela/toulo

1. **Morumo:** Bua mola wa ntlha le wa bobedi wa morumo, *Ke nako ya dipaterone*, ka ditiragatso.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Dirisa tshoko go rala mola o o tlhamaletseng mo bodilong. A barutwana ba le batlhano ba eme mo letlhakoreng le lengwe la mola.

#### Dipotso tse di kaelang:

- ✦ Go na le barutwana ba le kae?
- ✦ Fa re oketsa ka morutwana a le mongwe, ba tlaa bo ba le bakae?
- ✦ Fa re oketsa ka a le mongwe gape?
- ✦ Re tshwanetse go dirang fa re batla barutwana ba le bane fela?



4. **Identifying the missing part of a pattern:** Use the playdough fruit to create a pattern. Together point to each item and say the pattern.

**Guiding questions:**

- ★ What comes next?
- ★ What is the pattern?

Cover the fruit with a cloth and remove one piece of fruit. Remove the cloth.

- ★ Which fruit is missing from the pattern?
- ★ What kind of fruit should come next in the pattern? Why?

Repeat the activity several times, removing fruit from different parts of the pattern and/or increasing the number of fruit that are missing each time.

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

**Day 4**

**What you need**

- Rhyme: *It's pattern time* (page 190)
- 4 groups of instruments – 1 per learner

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners fetch instruments. All the learners with the same kind of instrument sit in a group. Play seven beats on a drum.

**Guiding questions:**

- ★ How many beats did you hear?
- ★ How do you know?

Starting with 1, each group makes one more beat than the previous group, until one group gets to 7.



4. **Rhythm patterns:** Divide learners into groups. Give each group a different musical instrument. The groups make sounds with their instruments and describe these sounds. Then they compare the sounds that the different instruments make.

**Guiding questions:**

- ★ What does your instrument sound like?
- ★ Can you make a soft/loud sound; a fast/slow sound?
- ★ How do the instruments sound the same/different?

**TIP**

If you do not have instruments, use blocks, tins, sticks and pieces of paper to flick, or learners can use their bodies, for example, stamp their feet on the floor or slap their legs.



4. **Go lemoga karolo e e tlaelang ya paterone:** Dirisa maungo a a dirilweng ka tege ya go tshameka go tlhola paterone. Supang selwana sengwe le sengwe mmogo mme lo bue paterone.

**Dipotso tse di kaelang:**

- ★ Go latelang?
- ★ Paterone ke eng?

Khurumetsa maungo ka lesela mme o ntshe leungo le le lengwe. Ntsha lesela.

- ★ Ke leungo lefe le le tlaelang mo pateroneng?
- ★ Go tshwanetse ga latela mofuta ofe wa leungo mo pateroneng? Goreng?

Boeletsa tirwana makgetlho a le mmalwa, o feta o ntsha leungo mo dikarolong tse di farologaneng tsa paterone kgotsa le go oketsa palo ya maungo a a tlaelang nako e nngwe le e nngwe.

5. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- Morumo: *Ke nako ya dipaterone* (tsebe 191)
- Setlhophha sa diletswa di le 4 – 1 ya morutwana mongwe le mongwe

1. **Morumo:** Bua morumo, *Ke nako ya dipaterone*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba tle ka diletswa. A barutwana ba mofuta o o tshwanang wa diletswa ba dule fatshe ka ditlhophha. Tshameka mesito e le supa mo moropeng.

**Dipotso tse di kaelang:**

- ★ O utlwile mesito e le mekae?
- ★ O itse jang?

O simolola ka 1, a setlhophha sengwe le sengwe se dire mosito o mongwe gape go na le wa setlhophha se se fetileng, go fitlhelela setlhophha sengwe se fitlha mo go 7.



4. **Dipaterone tsa moribo:** Aroganya barutwana ka ditlhophha. Neela setlhophha sengwe le sengwe seletswe se se farologaneng. A ditlhophha di dire medumo ka diletswa tsa tsona mme ba tlhalose medumo e. A morago ba bapise medumo e diletswa tse di farologaneng di e dirang.

**Dipotso tse di kaelang:**

- ★ Seletswe sa gago se lela jang?
- ★ A o kgona go dira modumo o o kwa tlase/kwa godimo; o o itlhaganetseng/o o bonya?
- ★ Diletswa di lela jang ka go tshwana/farologana?

**MAELE**

Fa o sena diletswa, dirisa diboloko, meteme, dikota le dipampitshana go thwantsha, kgotsa barutwana ba ka dirisa mebele ya bona, sekao, ba itaya fa fatshe ka dinao kgotsa ba itaya ka maoto.

Make a musical pattern with an instrument, for example, loud, soft, soft, loud, soft, soft. Groups play along with you. Groups take turns to copy and extend sound patterns. Groups create new patterns, for example, loud, loud, soft, loud, loud, soft.

- ★ What new pattern can we make?
- ★ What sound should come first?
- ★ How many times should we make that sound?
- ★ How should we carry on?

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

## Day 5

### What you need

- Rhyme: *It's pattern time* (page 190)
- Musical instrument

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Play an instrument as learners move around. When the music stops, call out a number between 1 and 7. Learners form groups of different sizes according to the number.
4. **Extending physical patterns:** Choose six learners to make a body pattern, for example, two sitting, one standing, two sitting, one standing. Discuss the pattern.

#### Guiding questions:

- ★ Is this a pattern?
- ★ Can you describe the pattern?
- ★ What is the repeating part of the pattern?
- ★ How could we extend the pattern?

Learners continue the pattern by standing or sitting.

- ★ What would come next?
- ★ Can anyone join the line? What will you do?

Repeat the activity using other body positions, for example, kneeling and lying down.

Choose eight learners to arrange themselves into their own pattern.

- ★ How did you decide what to do for your pattern?
- ★ What pattern have you made? How do you know it is a pattern?
- ★ How can we extend this pattern?

Other learners join the line and extend the pattern.

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



### TIP

Make sure that there are movements that all learners are able to participate in, including learners with motor impairments.

Dira paterone ya mmino ka seletswa, sekao, kwa godimo, kwa tlase, kwa tlase, kwa godimo, kwa tlase, kwa tlase. A ditlhopha di tshameke le wena. A ditlhopha di refosanele go kopisa le go atolosa dipaterone tsa modumo. A ditlhopha di tlhame dipaterone tse dišwa, sekao, kwa godimo, kwa godimo, kwa tlase, kwa godimo, kwa godimo, kwa tlase.

- ✦ Re ka dira paterone efe e ntšhwa?
- ✦ Ke modumo ofe o o tshwanetseng go tla pele?
- ✦ Re tshwanetse go dira modumo oo ga kae?
- ✦ Re tshwanetse go tswela jang?

5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 5

### Se o se tlhokang

- Morumo: *Ke nako ya dipaterone* (tsebe 191)
- Seletswa sa mmino

1. **Morumo:** Bua morumo, *Ke nako ya dipaterone*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Tshameka seletswa fa barutwana ba ntse ba ya kwa le kwa. Fa mmino o emisa, bitsa nomore e e magareng ga 1 le 7. A barutwana ba tlhame ditlhopha tsa bogolo jo bo farologaneng go ya ka nomore.
4. **Go atolosa dipaterone tsa tirego:** Tlhopha barutwana ba le barataro go dira paterone ya mmele, sekao, ba babedi ba dutse, a le mongwe a eme, ba babedi ba dutse, a le mongwe a eme. Buisanang ka ga paterone.

#### Dipotso tse di kaelang:

- ✦ A seno ke paterone?
- ✦ A o ka tlhalosa paterone?
- ✦ Ke karolo efe e e ipoeletsang ya paterone?
- ✦ Re ka atolosa paterone jang?

A barutwana ba tswelletse paterone ka go ema kgotsa go dula.

- ✦ Go ne go tlaa latelang gape?
- ✦ A mongwe le mongwe o ka tsena mo moleng? O tlaa dirang?

Boeletsa tirwana ka go dirisa boemo jo bongwe jwa mmele, sekao, go khubama le go kanama.

Tlhopha barutwana ba le robedi go ithulaganya ka paterone ya bona.

- ✦ O sweditse jang gore o tlike go dirang mo pateroneng ya gago?
- ✦ O dirile paterone efe? O itse jang gore ke paterone?
- ✦ Re ka atolosa jang paterone e?

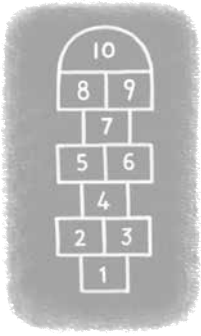
A barutwana ba bangwe ba tsene mo moleng mme ba atolose paterone.

5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.



### MAELE

Netefatsa gore go na le metsamao e barutwana botlhe ba kgonang go nna le seabe mo go yona, go akaretsa barutwana ba ba nang le bogole jwa mesifa.



### Integration

**Home Language:** Emergent Writing: Draw patterns.

**Life Skills:** Fine motor development: Identify, copy and extend patterns in the environment. Gross motor development: Paint a hopscotch grid outside or draw one on the ground with chalk. Learners jump on the blocks of the grid following the number sequence, landing with feet together or feet apart, depending on the number of blocks in each row of the grid.

## Small group activities

### Teacher-guided activity

#### What you need

- 6 everyday objects
- A tray
- A tub for each learner with:
  - Structure beads (*Resource Kit*)
- ‘What’s missing?’ pattern card
- Unifix pattern card
- Unifix blocks
- 10 attribute blocks

1. **Structure beads:** Ask learners to show you a number of beads between 1 and 7. Learners put the beads into different arrangements of the same number.

**Guiding questions:**

- ★ How many red/yellow beads are there?
- ★ Can you show me seven beads?
- ★ Show me four beads. What did you do to make four?
- ★ What should you do to have six beads?

2. **What’s missing? (Kim’s game):** Place five objects on a tray, one at a time while learners watch.

**Guiding questions:**

- ★ What did I put on the tray first?
- ★ What did I put on the tray next?
- ★ What did I put on the tray last?

Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

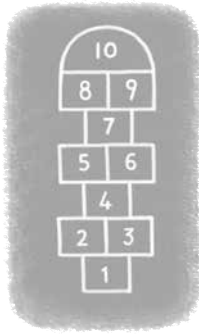
3. **What’s missing? pattern:** Learners take a ‘What’s missing?’ pattern card from their tub. They say which part of the pattern is missing and arrange their attribute blocks to copy the pattern, filling in the missing part.

**Guiding questions:**

- ★ What comes first/next/last?
- ★ What is missing?







### Tomagano

**Puogae:** Mokwalo wa Tshoganyetso: Rala dipaterone.

**Dikgono tsa Botshelo:** Kgolo ya mesifa ya go kwala le go tshwara: Tlhaola, kopolola le go atolosa dipaterone mo tikologong. Kgolo ya mesifa e megolo: Penta keriti ya sekotšhe sa go tlola kwa ntle kgotsa o se rale fa fatshe ka tšhoko. A barutwana ba tlolele mo dibolokong tsa keriti ba latela tatelano ya dinomore, ba tlola ka dinao di kopane kgotsa di arologane, go ya fela ka palo ya diboloko mo moleng mongwe le mongwe wa keriti.

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Dilo tsa letsatsi le letsatsi di le 6 – Karatapaterone ya 'ke eng se se tlhaelang?'
- Therei – Karatapaterone ya dibolokokgogedi
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dibaga tsa dikago (*Kgetsana ya Didiriswa*) – Dibolokokgogedi
  - DibolokoPONAGALO di le 10

1. **Dibaga tsa dikago:** Kopa barutwana go go bontsha palo ya dibaga magareng ga 1 le 7. A barutwana ba tsenye dibaga mo thulaganyong e e farologaneng ya nomore e e tshwanang.

#### Dipotso tse di kaelang:

- ★ Go na le dibaga tse dikhibidu/serolwana di le kae?
- ★ A o ka mpontsha dibaga di le supa?
- ★ Mpontshe dibaga di le nne. O dirileng go dira nne?
- ★ O tshwanetse go dirang go nna le dibaga di le thataro?

2. **Ke eng se se tlhaelang? (Motshameko wa ga Kim):** Baya dilo di le tlhano mo thereing, ka bongwe ka bongwe barutwana ba lebeletse.

#### Dipotso tse di kaelang:

- ★ Ke ne ka baya eng mo thereing pele?
- ★ Ke ne ka baya eng se se latelang mo thereing?
- ★ Ke ne ka baya eng sa bofelo mo thereing?

Janong a barutwana ba lebe therei mme ba leke go gopola gore go na le dilo dife mo go yona. Khurumetsa therei ka lesela mme o ntshe selo se le sengwe. Tsholetsa lesela. A barutwana ba bue gore go tlhela selo sefe. Boeletsa, nako le nako o ntsha selo se se farologaneng.

3. **Paterone ya ke eng se se tlhaelang?:** A barutwana ba tseye karata ya paterone ya 'Ke eng se se tlhaelang?' go tswa mo ditshoding tsa bona. A ba bue gore ke karolo efe ya paterone e e tlhaelang mme ba rulaganye dibolokoPONAGALO tsa bona go kopolola paterone, ka go tsenya karolo e e tlhaelang.



#### Dipotso tse di kaelang:

- ★ Ke eng se se tlang pele/latelang/la bofelo?
- ★ Ke eng se se tlhaelang?

4. **Copying and extending own pattern:** Learners use their Unifix blocks to copy and extend a pattern from the Unifix pattern card (vertically and horizontally).



**Guiding questions:**

- ★ What comes before/after/next?
- ★ Can you finish the pattern?
- ★ What part of the pattern repeats?

5. **Create own pattern:** Learners create a pattern with attribute blocks and explain their pattern. For example:

- ★ One attribute: shape: circle, square, triangle.
- ★ Two attributes: colour and shape: red circle, yellow square, green triangle.

**Guiding questions:**

- ★ Can you describe your pattern?
- ★ What makes it a pattern?
- ★ How can you carry on your pattern?

Make a sequence of attribute blocks that is not a pattern.

- ★ Is this a pattern? Tell me why not.



**TIP**

If a pattern with two attributes is too difficult for learners, they can make a pattern with one attribute.



**Check that learners are able to:**

- break down and build up numbers between 1 and 7
- create and explain their own pattern with three colours and shapes
- extend a repeating pattern
- explain whether something is a pattern or not
- show the part of the pattern that repeats

**Workstation 1**

**What you need**

- 'Tall' and 'short' colour paper strips pasted in a pattern on a long sheet of paper
- Long sheets of paper – 1 per learner
- Rectangle shapes cut into two sizes: 'tall' and 'short'
- Glue

Learners paste strips of paper to copy and then extend the pattern.



4. **Go kopolola le go atolosa paterone ya gago:**

A barutwana ba dirise dibolokokgogedi tsa bona go kopolola le go atolosa paterone go tswa mo dikaratapateroneng tsa dibolokokgogedi (ka tsepamo le ka thapalalo).

**Dipotso tse di kaelang:**

- ✦ Go tlang pele/morago/latelang?
- ✦ A o ka feleletsa paterone?
- ✦ Ke karolo efe ya paterone e e ipoeletsang?



**MAELE**

Fa paterone ya diponagalo tse pedi e palela barutwana, ba ka dira paterone ka ponagalo e le nngwe.

5. **tlhamele paterone:** A barutwana ba tlhamele paterone ka dibolokoponagalo mme ba tlhalose dipaterone tsa bona, Sekao

- ✦ Ponagalo e le nngwe: poego: sediko, khutlonne, khutlotharo.
- ✦ Diponagalo tse pedi: mmala le popego: sediko se sehibidu, khutlonne e e serolwana, khutlotharo e tala.

**Dipotso tse di kaelang:**

- ✦ A o ka tlhalosa paterone ya gago?
- ✦ Ke eng se se e dirang paterone?
- ✦ O ka tswaledisa jang paterone ya gago?

Dira dibolokoponagalo tse di latelanang tse e seng paterone.

- ✦ A se ke paterone? Goreng e se yona.



**Netefatsa gore barutwana ba kgona go:**

- tlhatlhamolola le go aga dinomere magareng ga 1 le 7
- tlhama le go tlhalosa paterone ya bona ka mebala le dipopego tse tharo
- atolosa paterone e e ipoeletsang
- tlhalosa gore a sengwe ke paterone kgotsa nnyaa
- bontsha karolo e e ipoeletsang ya paterone

**Seteišenetiro 1**

**Se o se tlhokang**

- Manathwana a pampiri ya mmala 'a maleele' le 'a makhutshwane' a mamareditswe mo pateroneng mo letlhareng le leleele la pampiri
- Matlhare a maleele a pampiri – le le 1 la morutwana mongwe le mongwe
- Dipopego tsa khutlonnetsepa di segilwe ka bogolo jwa sebedi: 'tse dileele' le 'tse dikhutshwane'
- Sekgomaretsi

A barutwana ba mamaretse manathwana a pampiri go kopolola le go atolosa paterone.



## Workstation 2

### What you need

- Pattern cards with incomplete colour patterns in each row
- Paint, paintbrushes
- Paper

Learners use paints to copy and extend the patterns on the cards. They create their own patterns.



## Workstation 3

### What you need

- Flower pattern cards
- Paper flower petal and leaf cut-outs (16 of each per learner)
- Crayons
- Glue, brushes
- A strip of paper per learner



Learners paste the flower petals and leaves on paper to copy and extend the pattern. They use crayons to decorate their page.

## Workstation 4

### What you need

- A set of dominoes

Learners match the dominoes with the same number of dots.



## Seteišenetiro 2

### Se o se tlhokang

- Dikaratapaterone tse di nang le dipaterone tse di sa felelang tsa mmala mo moleng mongwe le mongwe
- Pente, boratšhe jwa pente
- Pampiri

A barutwana ba dirise dipente go kopolola le go atolosa dipaterone mo dikarateng. A ba itlhamele dipaterone.



## Seteišenetiro 3



### Se o se tlhokang

- Dikaratapaterone tsa malomo
- Mmamodula wa lelomo wa pampiri le matlhare a a segolotsweng (di le 16 tsa morutwana mongwe le mongwe)
- Dikherayone
- Sekgomaretsi, maratšhe
- Lenathwana la pampiri la morutwana mongwe le mongwe

A barutwana ba mamaretse mebudula ya malomo le matlhare mo pampiring go kopolola le go atolosa paterone. A ba dirise dikherayone go kgabisa ditsebe tsa bona.

## Seteišenetiro 4

### Se o se tlhokang

- Sete ya didomino

A barutwana ba nyalanye didomino le palo e e tshwanang ya marontho.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 6
- Two/three more/fewer
- Equal groups
- Counting on

## Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Sequencing numbers 1–5
- Reinforce number concept 1–5

## New maths vocabulary

six  
two more

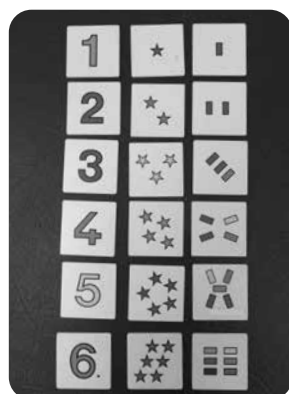
three fewer  
enough

same amount  
add to

## Getting ready

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

- number frieze and house template for number 6 (page 204)
- 5 number 6 dot, symbol and word cards
- 7 large stones
- 7 large playdough/plastic/cardboard ducks
- number symbol card 6 (number line)
- 7 large cardboard snail cut-outs
- a large dice made from a box
- playdough template: Number 6 (page 210) – 1 per learner
- playdough
- blank A4 page in a plastic sleeve – 1 per learner
- a container of Unifix blocks per pair of learners in a group
- number and picture matching cards 1–6 – 1 per learner.



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Lemoga le go tlaola matshwaopalo le mafokopalo
- Tlhalosa, bapisa le go rulaganya dinomore

## Kitso e ntšhwa

- Nomore 6
- Pedi/boraro go feta/mmalwanyana
- Ditlhopha tse di lekanang
- Go tswela go bala

## Ikatise

- Go balela kwa godimo: kwa pele 1–20, kwa morago 7–1
- Go bala dilo 1–7
- Latedisanya dinomore 1–5
- Go gatelela mogopolopalo 1–5

## Tlotlofoko e ntšhwa ya dipalo

thataro  
feta ka pedi

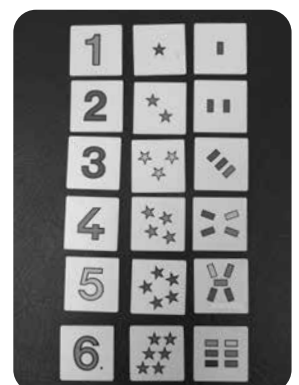
tlasenyanana ka tharo  
lekane

palo e e lekanang  
tlaleletsa go

## Ipaakanye

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

- nomorekgabisi le thempoleiti ya ntlo ya nomore 6 (tsebe 205)
- marontho a nomore 6 a le 5, dikaratatshwao le foko
- matlapa a magolo a le 7
- ditege tsa go tshameka tse dikgolo di le 7/polasetiki/dipidipidi tsa khateboto
- karata ya letshwaopalo 6 (molapalo)
- dikgopa tsa dikhateboto tse dikgolo tse di segolotsweng di le 7
- letaese le legolo le le dirilweng ka lebokoso
- thempoleiti ya tege ya go tshameka: Nomore 6 (tsebe 211) – e le 1 ya morutwana mongwe le mongwe
- tege ya go tshameka
- letlhare le le lolea la A4 mo shelofong ya polasetiki – e le 1 ya morutwana mongwe le mongwe
- setshodi sa dibolokokgogedi sa bobedi bongwe le bongwe jwa barutwana mo setlhopheng
- dikarata tse di nyalanyang dinomore le ditshwantsho 1–6 – e le 1 ya morutwana mongwe le mongwe.



## Whole class activities

## Day 1

## What you need

- Rhyme: *It's pattern time* (page 190)
- Number frieze and house template for number 6 (page 204)
- *Number 6 story* (page 190)



## TIP

Practise songs and rhymes learnt in previous weeks throughout the daily programme, for example, during toilet routines.

1. **Rhyme:** Say the rhyme, *It's pattern time* from Week 1.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Ask a learner to flap a few times like a duck.

## Guiding questions:

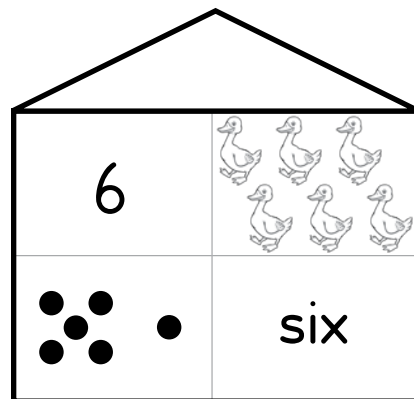
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

4. **Introducing number 6:** Point to number friezes 1–5.

## Guiding questions:

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

Tell the *Number 6 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 6, 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 ducks together.



## Guiding questions:

- ★ Who has seen a duck before? Where?
  - ★ What noise does a duck make?
  - ★ Can you quack six times? Can you waddle as you quack?
  - ★ How many more ducks are there than monkeys?
  - ★ How many fewer giraffes are there than monkeys?
  - ★ If each duck hatched from an egg, how many eggs would there have been?
5. **Small group activities:** Describe the activities at each workstation.



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Morumo: *Ke nako ya dipaterone* (tsebe 191)
- *Kanelo ya nomore 6* (tsebe 191)
- Nomorekgabisi le thempoleiti ya ntlo ya nomore 6 (tsebe 205)



Ikatisetse dipina le merumo e e ithutilweng mo dibekeng tse di fetileng go ralala lenaneo la letsatsi le letsatsi, sekao, ka nako ya go ya ntlwaneng ya boithusetso.

1. **Morumo:** Bua morumo, *Ke nako ya dipaterone* go tswa mo Beke 1.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Kopa morutwana go iphepheula ga mmalwa jaaka pidipidi.

#### Dipotso tse di kaelang:

- ✦ A o dirile jalo go feta kgotsa makgetlho a le ka fa tlasenyana ga supa?
- ✦ O itse jang?
- ✦ A lotlhe lo ka iphepheula ga supa?

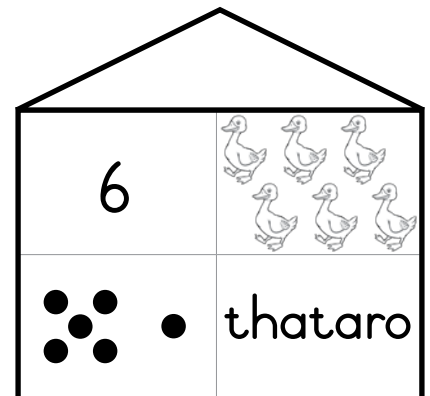
4. **Go itsise nomore 6:** Supa nomorekgabisi 1–5.

#### Dipotso tse di kaelang:

- ✦ O akanya gore go tlaa dula diphologolo di le kae mo ntlong e e latelang?
- ✦ A di tlaa bo di feta kgotsa di le ka fa tlase ga tlhano?

Anaanela ka ga *Kanelo ya nomore 6*.

Ntlo ya diphologolo ke yona tota e e tobilweng ke kanelo. Bontsha dikarolo tsa nomorekgabisi fa o ntse o aga kgang ya diphologolo le ditshwantsho tsa ntlo: tlhagiso e e farologaneng ya nomore 6, sekao, setshwantsho, marontho, letshwao le lefoko. Bontsha dikarolo tsa kgabisi mo ntlong ya diphologolo mo loboteng mo lefelong la dipalo. Balang dipidipidi mmogo.



#### Dipotso tse di kaelang:

- ✦ Ke mang yo o kileng a bona pidipidi? Kae?
- ✦ Pidipidi e dira modumo ofe?
- ✦ A o ka dira kwak garataro? A o ka iphepheula fa o dira kwak?
- ✦ Dipidipidi tse di moo di feta dikgabo ka bokae?
- ✦ Dithutlwa di ka fa tlase ga dikgabo ka bokae?
- ✦ Fa pidipidi nngwe le nngwe e tswile mo leeng, go tlaa bo go ne go na le mae a le makae?

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Day 2

## What you need

- Song: *Six little ducks* (page 190)
- 5 number 6 dot, symbol and word cards
- Number picture, symbol and dot cards 1–6 (*Resource Kit*)

1. **Song:** Introduce the song, *Six little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Choose two learners to take turns to flap fewer than six times while other learners clap. Compare the number of flaps. Ask the same questions as on Day 1. Learners all flap and count as you clap from 1 to 7.
4. **Dot cards 1–6 game:** Show picture, dot and number symbol cards 1–6. Learners organise themselves into groups according to the card that you show.
5. **Maths table:** Groups of six learners collect six similar small objects outside, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what and how many objects they have found. Discuss the similarities and differences between their collections. Give a number 6 dot, symbol or word card to each group. One group at a time puts their objects and number 6 card on the table.



## TIP

When forming groups discuss who has enough for six, how many more, and so on.



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

## Day 3

## What you need

- Song: *Six little ducks* (page 190)
- 7 large stones
- 7 playdough/plastic/cardboard ducks
- Dot cards 1–6 (*Resource Kit*)

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Tell a short story as you place six stones and seven ducks in the middle of the circle where all the learners can see them.

## Guiding questions:

- ★ How many stones/ducks do you think there are?
- ★ Are there more/fewer ducks or more/fewer stones?
- ★ How do you know?

## Letsatsi 2

### Se o se tlhokang

- Pina: *Dipidipitsana tse thataro* (tsebe 191)
- Marontho a nomore 6 a le 5, dikaratatshwao le foko
- Setshwantshopalo, dikaratatshwao le ronθο 1–6 (*Kgetsana ya Didiriswa*)

1. **Pina:** Itsise pina, *Dipidipitsana tse thataro*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Tlhopha barutwana ba babedi go refosana go iphepheula go sa feteng garataro fa barutwana ba bangwe ba opa diatla. Bapisa palo ya go iphepheula. Botsa dipotso tse di tshwanang le tse di boditsweng mo Letsatsi 1. A barutwana ba iphepheule le go bala fa o opa diatla go simolola ka 1 go ya go 7.
4. **Motshameko wa dikarataronθο 1–6:** Bontsha dikarata tshwantsho, ronθο, le dikaratatshwao tsa 1–6. A barutwana ba ithulaganye ka ditlhopha go ya ka dikarata tse o di bontshang.
5. **Tafole ya dipalo:** A ditlhopha tsa barutwana ba le barataro di kokoanye dilo tse dinnye tse di tshwanang di le thataro go tswa kwa ntle, sekao, kotana kgotsa matlhare. A barutwana ba boe ba nne fatshe mo mmetsheng mo ditlhopheng tsa bona. A setlhopha sengwe le sengwe se bue gore ba bone dilo dife le gore tse kae. Buisanang ka ga dipharologano le ditshwano magareng ga dilo tse ba di kokoantseng. Neela setlhopha sengwe le sengwe karataronθο 6, tshwao kgotsa foko. A setlhopha sengwe le sengwe se beye dilo tsa sona le karata ya 6 mo tafoleng ka bongwe ka bongwe.
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa setešeneng se sengwe le se sengwe sa tiro.

### MAELE

Fa ba tlhama ditlhopha buisanang gore ke bafe ba ba nang le mo go lekaneng borataro, go tlhokega bokae gape, jalo le jalo.



## Letsatsi 3

### Se o se tlhokang

- Pina: *Dipidipitsana tse thataro* (tsebe 191)
- Matlapa a magolo a le 7
- Ditege tsa go tshameka tse 7/ polasetiki/dipidipidi tsa dikhateboto
- Dikarataronθο 1–6 (*Kgetsana ya Didiriswa*)

1. **Pina:** Opela pina, *Dipidipitsana tse thataro* mme o e diragatse.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Anaanela kangkhutshwe fa o ntse o baya matlapa a le marataro le dipidipidi tse supa mo gare ga sediko moo barutwana botlhe ba ka a bonang gona.
 

**Dipotso tse di kaelang:**

  - ✦ O akanya gore go na le matlapa/dipidipidi di le kae?
  - ✦ A go na le dipidipidi di le dintsi/mmalwanyana kgotsa matlapa a le mantsi/mmalwanyana?
  - ✦ O itse jang?



## TIP

Remind the learners holding the cards to include themselves when counting the number of learners in the group.

4. **Dot cards and ordering numbers 1–6:** Show learners dot cards 1–6. Give six learners each a dot card from 1 to 6. Ask them to make groups with friends according to the number of dots on their card.

**Guiding questions:**

- ★ How many will there be if the group of two learners joins with the group of three learners?
- ★ Is there a group who has the same number of learners in their group as the two groups who have joined together?

Repeat with other numbers and other learners. Learners who are not part of a group arrange the groups in order from 1 to 6.

- ★ Which group comes next?
- ★ Which group is last?

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

## Day 4

## What you need

- Song: *Six little ducks* (page 190)
- 7 cardboard snails
- 7 playdough/plastic/cardboard ducks
- Number line with number symbol cards 1–6

1. **Song:** Sing the song, *Six little ducks* and dramatise it with another group of learners.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and seven cardboard snails where all the learners can see them.

**Guiding questions:**

- ★ How many snails/ducks do you think there are?
- ★ Are there the same number of snails as ducks?
- ★ Are there more/fewer ducks or more/fewer snails? How do you know?

4. **Number 6 dance:** Together create a number 6 dance. Clap six times, jump six times, walk backwards six steps, and so on. Ask learners for suggestions.
5. **Number 6 game:** Learners close their eyes while you hide six ducks around the classroom. The learners then take turns to throw a dice. If it lands on number 6, they look for a duck. Give clues by calling out 'hot' if they are very close to finding a duck, 'cold' if they are far away and 'warm' if they are getting closer. The class counts the ducks together as they are found. They put up the matching number symbols 1–6 on the number line. A learner uses one duck to jump from 1 to 6 on the number line as the class counts.



## TIP

Repeat three movements in a sequence a few times before adding new movements.



**MAELE**

Gopotsa barutwana ba ba tshwereng dikarata go ikakaretsa fa ba bala palo ya barutwana mo setlhopheng.

- Dikarataronho le go rulaganya dinomere 1–6:** Bontsha barutwana dikarataronho 1–6. Neela mongwe le mongwe wa barutwana ba le barataro karataronho 1 go ya go 6. Ba kope go tlhama ditlhopha le ditsala go ya ka palo ya maronho a a mo dikarateng tsa bona.

**Dipotso tse di kaelang:**

- ✦ Ba tlaa nna ba kae fa setlhopha sa barutwana ba le bakae ba kopana le setlhopha sa barutwana ba le bararo?
- ✦ A go na le ditlhopha tse di nang le palo e e lekanang ya barutwana mo ditlhopheng tsa bona fa ditlhopha tse pedi di kopane?

Boeletsa ka dinomere le barutwana ba bangwe. A barutwana ba e seng karolo ya setlhopha ba rulaganye ditlhopha go ya ka thulaganyo ya 1 go ya go 6.

- ✦ Go latela setlhopha sefe?
- ✦ Setlhopha sa bofelo ke sefe?

- Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa setešiseneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- Pina: *Dipidipitsana tse thataro* (tsebe 191)
- Dipidipidi tsa tege ya go tshameka/ polasetiki/khateboto di le 7
- Dikgopa tsa khateboto di le 7
- Molapalo o o nang le dikarata tsa matshwaopalo 1–6

- Pina:** Opela pina, *Dipidipitsana tse thataro* o bo o e diragatse le setlhopha se sengwe sa barutwana.
- Go balela kwa godimo:** 1–20 and 7–1.
- Go bala dilo 1–7:** Baya dipidipidi tse supa le dikgopa tsa khateboto di le supa moo barutwana botlhe ba ka di bonang.

**Dipotso tse di kaelang:**

- ✦ O akanya gore go na le dikgopa/dipidipidi di le kae?
- ✦ A palo ya dikgopa e lekana le ya dipidipidi?
- ✦ A go na le dipidipidi di le dintsi/mmalwanyana kgotsa dikgopa di le dintsi/mmalwanyana? O itse jang?

- Mmino wa nomore 6:** Tlhamang mmimo wa nomore 6 mmogo. Opang diatla garataro, tloang garataro, tsamaelang kwa morago garataro, jalo le jalo. Kopa barutwana go tla ka ditshitshinyo.

- Motshameko wa nomore 6:** A barutwana ba tswale matlho fa o fitlha dipidipidi tse thataro mo phaposiborutelong. A barutwana ba refosanele go latlhela letaese. Fa le wa ka nomore 6, a ba batle pidipidi. Ba neele lesedi ka go bitsa 'bolelo' fa ba le gaufi le go bona pidipidi,



'tsididi' fa ba le kgakala le 'bothitho' fa ba atamela. A phaposi yotlhe e bale dipidipidi fa di ntse di bonwa. A ba beye matshwaopalo 1–6 a a nyalanang mo molapalong. A morutwana a dirise pidipidi e le nngwe go tlola go tswa go 1 go ya go 6 mo molapalong fa phaposi e bala.

**MAELE**

Boeletsa metsamao e meraro ka tatelano ga mmalwanyana pele ga o ka tsenya metsamao e mešwa.

**Guiding questions:**

- ★ How many ducks have we found?
- ★ How many learners have had a turn to find a duck?
- ★ How many more ducks do we need to find to make six in the group? How do you know?

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

**Day 5**

**What you need**

- Song: *Six little ducks* (page 190)
- 7 learners' snack boxes
- Poster 5
- Masking tape/chalk

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Together count seven learners as they each fetch their snack box.

**Guiding questions:**

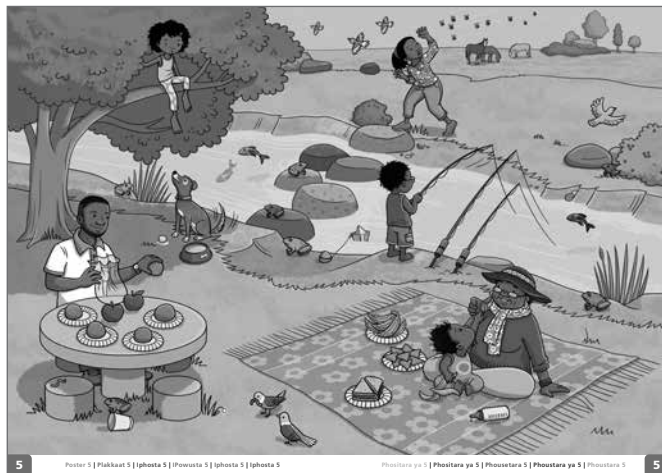
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts from 1 to 6.

**Guiding questions:**

- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 2/3/4 and count from there onwards as you jump?

5. **Practising 1–6:** Discuss Poster 5. Talk about what the learners can see.



**Guiding questions:**

- ★ Where do you think these people are?
- ★ Is there anything in this picture that you have seen before?



**TIP**

If learners do not use snack boxes, use other objects, for example, boxes and blocks.



**TIP**

Take time to discuss picnics. Move between learners to show them the poster.

**Dipotso tse di kaelang:**

- ★ Re bone dipidipidi tse kae?
- ★ Ke barutwana ba le kae ba ba nnileng le tšhono ya go batla pidipidi?
- ★ Re tlhoka go bona dipidipidi di le kae gape go dira gore di nne thataro mo setlhopheng. O itse jang?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 5**

**Se o se tlhokang**

- Pina: *Dipidipitsana tse thataro* (tsebe 191)
- Phousetara 5
- Mabokoso a seneke sa barutwana a le 7
- Theipi e e sireletsang/tšhoko

1. **Pina:** Opela pina, *Dipidipitsana tse thataro* mme o e diragatse.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Balang barutwana ba le supa mmogo fa ba tsaya mabokoso a bona a seneke ka bongwe ka bongwe.

**Dipotso tse di kaelang:**

- ★ A go na le barutwana ba le bantsi kgotsa mabokoso? O itse jang? Lebelelang mo teng ga mabokoso mmogo.
- ★ Ke lebokoso lefe la seneke le le nang le dilo di le pedi/tharo//nne/ tlhano mo go lona?
- ★ A tseno ke dilo tse dintsi/mmalwanyana go na le tse supa?

4. **Mola wa go tlola:** Dirisa theipi e e sireletsang kgotsa tšhoko go tlhama llere mo mmetsheng gore barutwana ba tlole fa phaposi e bala go simolola ka 1 go ya go 6.

**Dipotso tse di kaelang:**

- ★ A o ka tlolela go nomore e e kwa godimo ka nngwe/kwa tlasenyana ka pedi, kwa godimo ka pedi/tlasenyana ka thataro mo nomoreng e e emeng mo go yona?
- ★ A o ka ema mo nomoreng 2/3/4 mme o bale go tloga fao go ya kwa pele fa o tlola?

5. **Go ikatisetsa 1–6:** Buisanang ka ga Phousetara 5. Bua ka se barutwana ba kgonang go se bona.

**Dipotso tse di kaelang:**

- ★ O akanya gore batho bano ba kwa kae?
- ★ A go na le sengwe mo setshwantshong se se o kileng wa tsamaya wa se bona?



**MAELE**  
Fa barutwana ba sa dirise mabokoso a seneke, dirisa dilo tse dingwe, sekao, mabokoso le diboloko.

**MAELE**  
Tsaya nako go buisana ka pikiniki. Tsamaya mo gare ga barutwana go ba bontsha phousetara.



## TIP

Encourage learners to think of number questions they would like to ask.

- ✦ Can you see five/six, and so on of anything?
- ✦ How do you know it is five/six, and so on?
- ✦ How many trees do you see? How many more do we need to have six?
- ✦ How many birds do you see? What do we need to do to have six birds? And bananas?
- ✦ Are there enough rolls for each person? What can we do so that everyone has a roll?
- ✦ How many apples do you see? What should Dad do so that all the people get a piece of apple?

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

### Integration

**Home Language:** Stories, songs and rhymes.

**Life Skills:** Gross motor development and direction.

## Small group activities

### Teacher-guided activity

#### What you need

- 6 ducks
- 3 large stones
- Number frieze for 6
- Playdough and boards
- A4 paper and pencils
- A tub per learner with:
  - Number symbol and number word cards 1–6 (*Resource Kit*)
  - 7 animal counters
  - Structure beads

1. **Problem solving:** Show learners six ducks. Put three stones next to three of the ducks.

#### Guiding questions:

- ✦ How many ducks are there?
- ✦ How many stones are there?
- ✦ Are there enough stones for each duck to sit on?
- ✦ How many ducks won't have a stone to sit on?
- ✦ How many more stones do we need for each duck to have one?

2. **Counting objects 1–7:**

#### Guiding questions:

Learners look at the animals in their tubs.

- ✦ Do you have more or fewer than six animal counters in your tub?

Learners each count their animals 1–7.

Look at the number frieze with the learners.

- ✦ Which number are we learning about this week?
- ✦ Is this number more or fewer than the number of animals you have?





## MAELE

Rotloetsa barutwana go akanya ka dipotso tsa dipalo tse ba ka ratang go di botsa.

- ✦ A o kgona go bona dilo dingwe di le tlhano/thataro, jalo jalo?
- ✦ O itse jang gore ke tlhano/thataro, jalo jalo?
- ✦ O bona ditlhare di le kae? Re tlhoka di le kae go nna le tse thataro?
- ✦ O bona dinonyane di le kae? Re tlhoka go dirang go nna le dinonyane di le thataro? Dipanana tsona?
- ✦ A go na le dirolo tse di lekaneng tsa motho mongwe le mongwe? Re ka dirang gore batho botlhe ba nne le dirolo?
- ✦ O bona diapole di le kae? Rre o tlhoka go dirang gore batho botlhe ba bone lenathwana la apole?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa setešeneng se sengwe le se sengwe sa tiro.

### Tomagano

**Puogae:** Dikanelo, dipina le merumo.

**Dikgono tsa Botshelo:** Kgolo ya mesifa e megolo le dintlhakaelo.

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Dipidipidi di le 6
- Matlapa a magolo a le 3
- Nomorekgabisi ya 6
- Tege ya go tshameka le diboto
- Pampiri ya A4 le diphensele
- Setshodi sa morutwana mongwe le mongwe:
  - Dikarata tsa matshwaopalo le mafokopalo 1–6 (*Kgetsana ya Didiriswa*)
  - Dibadi tsa diphologolo di le 7
  - Dibaga tsa dikago

1. **Tharabololo ya dipalo:** Bontsha barutwana dipidipidi tse thataro. Baya matlapa a mararo gaufi le dipidipidi tse tharo.

#### Dipotso tse di kaelang:

- ✦ Go na le dipidipidi tse kae?
- ✦ Go na le matlapa a le makae?
- ✦ A go na le matlapa a a lekanang go ka dulwa ke pidipidi nngwe le nngwe?
- ✦ Ke dipidipidi di le kae tse di se kitlang di nna le letlapa go dula?
- ✦ Re tlhoka matlapa a le makae gore pidipidi nngwe le nngwe e nne le lona?

2. **Go bala dilo 1–7:**

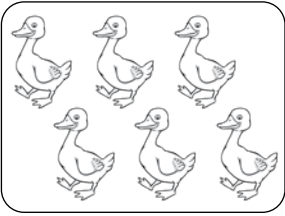
#### Dipotso tse di kaelang:

A barutwana ba lebelele diphologolo tse di mo ditshoding tsa bona.

- ✦ A o na le dibadi tsa diphologolo di feta/di le ka fa tlase ga thataro mo setshoding sa gago?

A morutwana mongwe le mongwe a bale diphologolo tsa gagwe 1–7. Lebelela nomorekgabisi le barutwana.

- ✦ Re ithuta ka nomore efe mo bekeng eno?
- ✦ A nomore eno e feta/e nnye mo palong ya diphologolo tse o nang le tsona?



Together count the ducks on the animal frieze.

- ★ What do you need to do so that you have only six animals in your group?
- ★ Put three animals back into your tub. How many animals do you now have on the mat in front of you?
- ★ How many eyes do your three animals have altogether? How many ears?

3. **More, fewer, equal:** Learners make two groups with the six animals from their tubs.

**Guiding questions:**

- ★ Which group has more/fewer?
- ★ Who has the same number of animals in each group?
- ★ What do you need to do to make your groups equal? (If they were not equal.)

4. **Matching number symbols 1–6 to objects:** Learners look at their number symbol cards from their tub and at the number frieze.

**Guiding questions:**

- ★ Can you show me number 1, 4, and so on?
- ★ Can you show me the number that comes before/after 3/5, and so on?

Play a game by hiding your hands behind your back. Show between one and six fingers. The learners count animals to match your fingers and choose the matching number symbol and word card. Repeat a few times.

5. **Structure beads:** Learners use the structure beads to count.

**Guiding questions:**

- ★ Can you show me four beads, two more beads than 4, three fewer beads than 6, and so on?

Learners hold two beads in their hand.

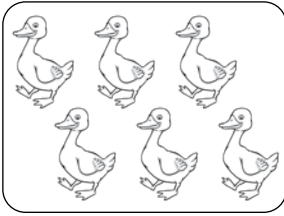
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



**Check that learners are able to:**

- count objects 1–7
- identify more, fewer and make two equal groups
- recognise, name and match objects to number symbols 1–6
- solve problems up to 6



Balang dipipipidi tse di mo nomorekgabising mmogo.

- ★ O tlhoka go dirang gore o nne fela le diphologolo tse thataro mo setlhopheng sa gago?
- ★ Busetsa diphologolo di le tharo mo setshoding sa gago. Jaanong o na le diphologolo di le kae mo mmetsheng fa pele ga gago?
- ★ Diphologolo tsa gago tse tharo di na le palogotlhe ya matlho a le makae? Ditsebe tsona di kae?

3. **Ntsi, mmalwanyana, lekana:** A barutwana ba tlhame ditlhophha tse pedi ka diphologolo tsa bona tse thataro go tswa mo ditshoding tsa bona.

**Dipotso tse di kaelang:**

- ★ Ke setlhophha sefe se se nang le tse dintsi/mmalwanyana?
- ★ Ke mang yo o nang le palo e e lekanang ya diphologolo mo setlhopheng se sengwe le se sengwe?
- ★ O tlhoka go dirang go dira gore ditlhophha tsa gago di lekane? (Fa e le gore di ne di sa lekane.)

4. **Go nyalanya matshwaopalo 1–6 le dilo:** A barutwana ba lebelele dikarata tsa bona tsa matshwaopalo go tswa mo ditshoding tsa bona le mo dinomorekgabising.

**Dipotso tse di kaelang:**

- ★ A o ka mpontsha nomore 1, 4, jalo le jalo?
- ★ A o ka mpontsha nomore e e tlang pele/morago ga 3/5, jalo le jalo?

Tshameka motshameko ka go fitlha diatla tsa gago fa morago ga gago. Bontsha magareng ga monwana o le mongwe le e le merataro. A barutwana ba bale diphologolo go nyalana le menwana ya gago le go tlhophha letshwaopalo le le nyalanang le karatafoko. Boeletsa ga mmalwanyana.

5. **Dibaga tsa dikago:** A barutwana ba dirise dibaga tsa dikago go bala.

**Dipotso tse di kaelang:**

- ★ A o ka mpontsha dibaga di le nne, dibaga tse di fetang 4 ka pedi, dibaga tse di ka fa tlase ga 6 ka tharo, jalo le jalo?

A barutwana ba tshware dibaga tse pedi mo seatleng se le sengwe.

- ★ O tlhoka dibaga di le kae gape go dira 4?
- ★ A o ka oketsa ka sebaga se le sengwe/tse pedi?
- ★ Jaanong o na le dibaga di le kae?
- ★ A o ka ntsha sebaga se le sengwe/di le pedi?
- ★ Jaanong o na le dibaga di le kae?

6. **Go ikatisetsa nomore 6 ka go dirisa tege ya go tshameka:**

A barutwana ba dire letshwaopalo 6 ka tege ya go tshameka. Tshegetsa barutwana ba ba ipaakanyeditseng go kwala 6.



**Netefatsa gore barutwana ba kgona go:**

- bala dilo 1–7
- lemoga ntsi, mmalwanyana le go tlhama ditlhophha tse pedi tse di lekanang
- lemoga, neela maina a dilo le go di nyalanya le matshwaopalo 1–6
- rarabolola dipalo go fitlha ka 6

**TIP**

Place number cards on the table for learners to copy if the number line is too far away.

**Workstation 1****What you need**

- Blank A4 page in a plastic sleeve – 1 per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number line
- Counters (*Resource Kit*)

Learners write number 1 with kokis using the number line as a guide. They count out the number of counters (one) to match this. Repeat with numbers 2–6.

**Workstation 2****What you need**

- Playdough
- Playdough template: Number 6 (page 210) – 1 per learner

The learners use playdough to complete the template.

**Workstation 3****What you need**

- Per pair of learners:
  - One dice
  - A container with Unifix blocks

Learners take turns in pairs to roll the dice and stack the matching number of Unifix blocks to make a tower. They then roll the dice again and add more Unifix blocks to their tower according to the number on the dice.

**Workstation 4****What you need**

- Number and picture matching cards 1–6

Learners choose cards. They find the matching number and picture cards.

**TIP**

This can be explained as a snap or memory game if learners are able to play independently.

**MAELE**

Baya dikaratapalo mo tafoleng gore barutwana ba di kopolole fa molapalo o le kgakala thata.

**Seteišenetiro 1**

**Se o se tlhokang**

- Letlhare le le senang sepe la A4 mo shelofong ya polasetiki – le le 1 la morutwana mongwe le mongwe
- Dikhokhi tsa bototshweu
- Lesela la bobedi jo bongwe le jo bongwe jwa barutwana
- Molapalo
- Dibadi (*Kgetsana ya Didiriswa*)

A barutwana ba kwale nomore 1 ka dikhokhi ba dirisa molapalo jaaka kaedi. A ba bale palo ya dibadi (nngwe) go nyalanya se. Boeletsa ka dinomore 2–6.

**Seteišenetiro 2**

**Se o se tlhokang**

- Tege ya go tshameka
- Thempoleiti ya tege ya go tshameka: Nomore 6 (tsebe 211) – e le 1 ya morutwana mongwe le mongwe

A barutwana ba dirise tege ya go tshameka go feleletsatsa thempoleiti.

**Seteišenetiro 3**

**Se o se tlhokang**

- Tsa bobedi jo bongwe le jo bongwe jwa barutwana: – Letaese le le lengwe
- Setshodi se se nang le dibolokokgogedi

A barutwana ba refosane bobedi ka bobedi go latlhela letaese mme ba tlatlhaganye dibolokokgogedi tse di nyalanang go aga tora. Ba boe ba latlhele letaese gape mme ba tsenye dibolokokgogedi tse dingwe mo toreng go ya ka nomore e e mo letaeseng.



**Seteišenetiro 4**

**Se o se tlhokang**

- Dikarata tsa dinomore le ditshwantsho tse di nyalanang 1–6

A barutwana ba tlophhe dikarata. A ba batle dinomore tse di nyalanang le dikaratatshwantsho.

**MAELE**

Seno se ka tthalosiwa e le senephe kgotsa motshameko wa tthaloganyo fa barutwana ba tshameka ka bobona.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 7
- Oral counting: backwards 10–1
- Counting objects 1–10

## Practise

- Oral counting: forwards 1–20, backwards 7–1
- Sequencing numbers 1–6
- Two/three more/fewer
- Add, take away
- Reinforce number concept 1–6

## New maths vocabulary

seven

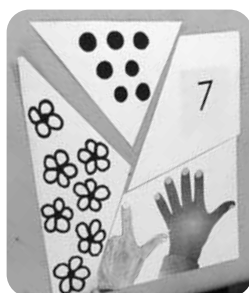
as many as

difference between

## Getting ready

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

- number frieze and house template for number 7 (page 206)
- 7 cardboard cut-outs of frogs (5 brown and 2 green)
- washing line with number symbol cards 1–7
- 5 number 7 dot, symbol and word cards
- number 7 dot cards with the dots arranged differently on each one
- 7 A5 cards each with a number from 1 to 7 and string to make number necklaces
- playdough flies
- number dot cards 1–7, one set per learner
- playdough template: Number 7 (page 212) – 1 per learner
- playdough – enough for two activities
- 1 paper cup per learner
- a container with bottle tops/beads to fill the cups
- an A4 page per learner with a picture of two jars, labelled with a number symbol between 1 and 7 (see Workstation 2)
- paper cut-outs of different coloured sweets (see Workstation 2)
- number puzzles (1–7).



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Lemoga le go tlaola matshwaopalo le mafokopalo
- Bapisa le go rulaganya dinomore

## Kitso e ntšhwa

- Nomore 7
- Go balela kwa godimo: kwa morago 10–1
- Go bala dilo 1–10

## Ikatise

- Go balela kwa godimo: kwa pele 1–20, kwa morago 7–1
- Go latedisanya dinomore 1–6
- Ntsi/mmalwanyana ka pedi/tharo
- Oketsa, ntsha
- Go gatelela mogopolopalo 1–6

## Tlotlofoko e ntšhwa ya dipalo

supa

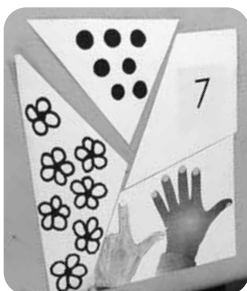
di le dintsi jaaka

pharologano magareng ga

## Ipaakanye

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

- nomorekgabisi le thempoleiti ya ntlo ya nomore 7 (tsebe 207)
- dikhateboto tsa digwagwa tse di segolotsweng di le 7 (tse dithokwa di le 5 le tse ditala di le 2)
- mogala wa dinomore o o nang le dikarata tsa matshwaopalo 1–7
- dikarataronho, tshwao le foko tsa nomore 7 di le 5
- dikarataronho tsa nomore 7 moo maronho a rulagantsweng ka go farologana mo go nngwe le nngwe
- dikarata tsa A5 di le 7 di na le nomore go tswa go 1 go ya go 7 le mogala go dira lokete ya dinomore
- dintshi tsa tege ya go tshameka
- dikarata tsa nomoreronho 1–7, sete e le nngwe ya morutwana mongwe le mongwe
- thempoleiti ya tege ya go tshameka: Nomore 7 (tsebe 213) – e le 1 ya morutwana mongwe le mongwe
- tege ya go tshameka – e lekaneng ditirwana tse pedi
- kopi e le 1 ya pampiri ya morutwana mongwe le mongwe
- setshodi sa sekhurumelo sa lebotlolo/dibaga go ka tlatsa dikopi
- letlhare la A4 la morutwana mongwe le mongwe le le nang le setshwantsho sa dipitsana tse pedi, le tshwailwe ka letshwaopalo le le magareng ga 1 le 7 (lebelela Seteišenetiro 2)
- dimonamone tsa pampiri tsa mebala e e farologaneng tse di segolotsweng (lebelela Seteišenetiro 2)
- diphazele tsa dinomore (1–7).



## Whole class activities

### Day 1

#### What you need

- Song: *Seven green speckled frogs* (page 192)
- Number frieze and house template for number 7 (page 206)
- *Number 7 story* (page 192)

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Hold up one finger at a time and together count 1–10. Learners turn to a partner and take turns to count one another's fingers.



#### TIP

If possible, ask learners to bring a pair of gloves to school. Show an example and discuss what they understand by the word 'pair' (a set of two things used together). They can think of pairs on their bodies, for example, hands, legs, eyes, and so on.

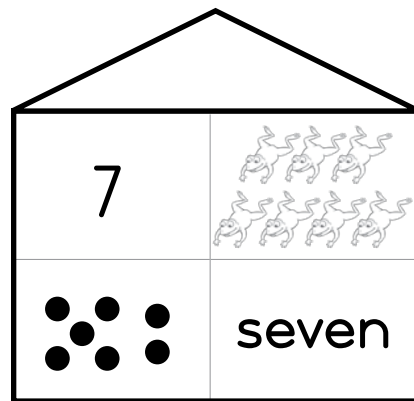
#### Guiding questions:

- ★ How many fingers do you have on both hands?
  - ★ What else do we have ten of on our bodies?
4. **Introducing number 7:** Point to number friezes 1–6.

#### Guiding questions:

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

Tell the *Number 7 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 7, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to number 6 on the wall in the maths area. Count the frogs together.



#### Guiding questions:

- ★ How many more frogs are there than ducks?
- ★ How many fewer monkeys are there than frogs?
- ★ What number comes before 5/6; after 3/4, and so on?

Dramatise being a frog.

- ★ What noise does a frog make?
- ★ Can you show me how they move/eat?
- ★ How many eyes will one frog/two frogs/three frogs have?

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



#### TIP

Before introducing new knowledge, ask learners what number they have been counting back from, and how many objects they have been counting up to.



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Pina: *Digwagwa tse supa tse ditala tse di dibatabata* (tsebe 193)
- *Kanelo ya nomore 7* (tsebe 193)
- Nomorekgabisi le thempoleiti ya ntlo ya nomore 7 (tsebe 207)

1. **Pina:** Opela pina, *Digwagwa tse supa tse ditala tse di dibatabata*.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Tsholetsa monwana o le mongwe ka nako e le nngwe mme lo bale mmogo 1–10. A barutwana ba retologele go balekane ba bona mme ba refosanele go balana menwana.



### MAELE

Fa go kgonega, kopa barutwana go tla ka bobedi jwa ditlalafo mo sekolong. Ba bontshe sekao mme lo buisane ka ga se ba se thaloganyang ka lefoko 'bobedi' (sete ya dilo tse pedi tse di dirisiwang mmogo). Ba ka akanya ka bobedi mo mebeleng ya bona, sekao, diatla, maoto, matlho, jalo lo le jalo.

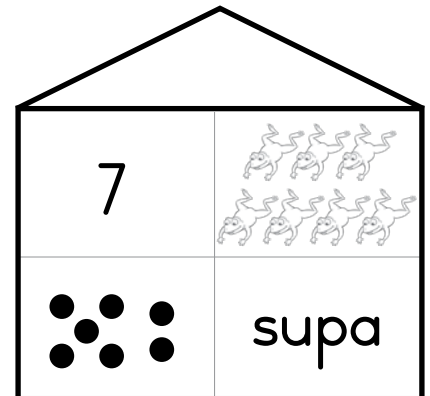
#### Dipotso tse di kaelang:

- ★ O na le menwana e le mekae mo diatleng tsotlhe?
  - ★ Ke eng gape tse re nang le tsona di le lesome mo mebeleng ya rona?
4. **Go itsise nomore 7:** Supa dinomorekgabisi 1–6.

#### Dipotso tse di kaelang:

- ★ O akanya gore go tlaa nna diphologolo di le kae mo ntlong e e latelang?
- ★ A di tlaa be di feta kgotsa di le ka fa tlase ga thataro?

Ba anaanele ka *Kanelo ya nomore 7*. Bontsha dikarolo tsa nomorekgabisi fa o ntse o aga kanelo ya diphologolo le ditshwantsho tsa ntlo: ditlhagiso tse di farologaneng tsa nomore 7, sekao, setshwantsho, marontho, letshwao le lefoko. Baya dikarolo tsa kgabisi mo ntlong ya diphologolo gaufi le nomore 6 mo loboteng mo lefelong la dipalo. Balang digwagwa mmogo.



#### Dipotso tse di kaelang:

- ★ Go na le digwagwa di le kae ka bontsi go feta dipidipidi?
  - ★ Go na le dikgabo di le mmalwanyana di le kae go na le digwagwa?
  - ★ Ke nomore efe e e tlang pele ga 5/6; morago ga 3/4, jalo le jalo? Etsisa go nna segwagwa.
  - ★ Segwagwa se dira modumo ofe?
  - ★ A o kampontsha gore di tsamaya le go ja jang?
  - ★ Segwagwa se le sengwe/di le pedi/tharo di na le matlho a le makae?
5. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteiseneng se sengwe le se sengwe sa tiro.



### MAELE

Pele ga o tthagisa kitso e ntšhwa, botsa barutwana gore ba ntse ba balela kwa morago go tloga mo nomoreng efe, le gore ba ntse ba balela go fitlha kwa dilong di le kae.

## Day 2

## What you need

- Song: *Seven green speckled frogs* (page 192)
- Song: *One little, two little* (page 192)
- Dot, picture and number symbol cards 1–7 (*Resource Kit*)
- 5 number 7 dot, symbol and word cards

1. **Song:** Sing the song, *Seven green speckled frogs* and dramatise it.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Sing, *One little, two little*, while showing fingers 1–10.
4. **Dot cards 1–7 game:** Play the 'grouping game' from Week 2 (page 44: Activity 4, Day 3) to get learners into groups of seven. Use dot, picture and number symbol cards 1–7.
5. **Maths table:** Groups of seven learners collect seven similar small objects inside or outside the classroom, for example, blocks, kokis, stones or waste materials. 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 a number 7 dot, symbol and word card to each group. One group at a time puts their objects and number 7 cards on the table.



## TIP

Learners can collect seven waste items from home or on the playground for recycling.



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

## Day 3

## What you need

- Song: *Seven green speckled frogs* (page 192)
- 7 cardboard cut-outs of frogs
- Dot cards for 1–7
- Dot cards for 7 (with different dot arrangements)
- Number friezes 1–6
- Number frieze: Number 7 (page 206)

1. **Song:** Sing the song, *Seven green speckled frogs*. Use the pictures as you sing the song.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 2.

## Letsatsi 2

### Se o se tlhokang

- Pina: *Digwagwa tse supa tse ditala tse di dibatabata* (tsebe 193)
- Pina: *Potlana ka nngwe, potlana ka pedi* (tsebe 193)
- Dikaratatshwao tsa marontho, ditshwantsho le dinomore 1–7 (*Kgetsana ya Didiriswa*)
- Dikarataronho, tshwao le foko tse 5 tsa nomore 7

1. **Pina:** Opela pina, *Digwagwa tse supa tse ditala tse di dibatabata* mme o e diragatse.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Opela, *Potlana ka nngwe, potlana ka pedi*, fa o ntse o bontsha menwana 1–10.
4. **Motshameko wa dikarataronho 1–7:** Tshameka motshameko wa 'go baya ka ditlhophapha' go tswa mo Beke 2 (tsebe 45: Tirwana 4, Letsatsi 3) go aroganya barutwana ka ditlhophapha tsa supa. Dirisa dikaratatshwao tsa marontho, ditshwantsho le dinomore 1–7.
5. **Tafole ya dipalo:** A ditlhophapha tsa barutwana tsa supa di kokoanye dilo tse dinnye tse di tshwanang mo teng le kwa ntle ga phaposiborutelo, sekao, diboloko, dikhokhi, matlapa kgotsa dire tse di latlhilweng. A barutwana ba boele le go dula mo mmetsheng mo ditlhopheng tsa bona. A setlhophapha sengwe le sengwe se bue gore ba bone eng le gore ba bone di le kae. Buisanang ka ga ditshwano le dipharologano magareng ga dilo tse di kokoantsweng. Neela setlhophapha sengwe le sengwe karataronho 7, tshwao le foko. A setlhophapha sengwe le sengwe se beye dilo tsa sona le dikarata tsa 7 mo tafoleng ka bongwe ka bongwe.
6. **Ditirwana tsa ditlhophapha tse dinnye:** Tlhalosa ditirwana kwa seteiseneng se sengwe le se sengwe sa tiro.



### MAELE

Barutwana ba ka kokoanya dilo tse supa tse di latlhilweng go tswa kwa gae kgotsa mo lebaleng go di dirisa gape.

## Letsatsi 3

### Se o se tlhokang

- Pina: *Digwagwa tse supa tse ditala tse di dibatabata* (tsebe 193)
- Digwagwa tse di segolotsweng tsa khateboto di le 7
- Dikarataronho tsa 1–7
- Dikarataronho tsa 7 (ka thulaganyo e e farologaneng ya marontho)
- Dinomorekgabisi 1–6
- Nomorekgabisi: Nomore 7 (tsebe 207)

1. **Pina:** Opela pina, *Digwagwa tse supa tse ditala tse di dibatabata*. Dirisa ditshwantsho fa o opela pina.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Boeletsa tirwana go tswa mo Letsatsi 2.

4. **Dot cards and ordering 1–7:** Slowly show learners the dot cards 1–7. They clap when they see the card with seven dots. Show learners combinations of dot cards that make seven. Start with the dot cards for 3 and 4.

**Guiding questions:**

- ★ How many dots are there? (3)
- ★ How many dots are there? (4)
- ★ How many dots are there if we put the cards (3 and 4) together?

Repeat with other dot card combinations.

- ★ Are there any cards that we haven't used that we can put together to make seven dots?

Place the dot cards where learners can see them. They take turns to choose two cards that make up the number 7.

Show the dot cards for 7 that have different arrangements of dots.

**Guiding questions:**

- ★ How many dots are there on each card?

Learners take turns to match dot cards for 1–7 to numbers on the number friezes. They place these in the correct order on the wall.

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

## Day 4

### What you need

- Song: *Seven green speckled frogs* (page 192)
- 15 pairs of gloves or cardboard hand cut-outs
- 7 number 1–7 necklaces
- 7 cardboard frogs
- Number friezes 1–7

1. **Song:** Sing the song, *Seven green speckled frogs* together and then look at number friezes 1–7.

**Guiding questions:**

- ★ How many houses can you see?
- ★ How many frogs are there in the song?
- ★ Are there enough houses for us to put one frog in each house?

Learners attach a frog to each house.

2. **Oral counting:** 1–20 and 10–1.

3. **Counting objects 1–10:** Learners count the fingers on a pair of gloves.

**Guiding questions:**

- ★ Are there as many fingers on the gloves as you have on your hands?
- ★ Have you seen gloves that have more/fewer than ten fingers?

4. **Practising and ordering 1–7:** Create a 'Number 7' dance, for example, stamp seven times, nod seven times and sway seven times.



### TIP

This can be done in pairs, small groups or individually depending on the number of pairs of gloves. Use cardboard hand cut-outs if learners do not bring gloves.

4. **Dikarataronho le go rulaganya 1–7:** Bontsha barutwana dikarataronho 1–7 ka iketlo. A ba ope diatla fa ba bona karata e e nang le maronho a le supa. Bontsha barutwana dikarataronho tse di kopantsweng tse di dirang supa. Simolola ka dikarataronho tsa 3 le 4.

**Dipotso tse di kaelang:**

- ✦ Go na le maronho a le makae? (3)
- ✦ Go na le maronho a le makae? (4)
- ✦ Go na le maronho a le makae fa re kopanya dikarata (3 le 4) mmogo? Boeletsa ka dikopanyo tse dingwe tsa dikarataronho.
- ✦ A go na le dikarata tse re iseng re di dirise tse re ka di kopanyang go dira maronho a le supa?

Baya dikarataronho moo barutwana ba ka di bonang. A ba refosanele go tlhophisa dikarata tse pedi tse di dirang nomore 7.

Bontsha dikarataronho tsa 7 tse di nang le thulaganyo e e farologaneng ya maronho.

**Dipotso tse di kaelang:**

- ✦ Go na le maronho a le makae mo karateng e nngwe le e nngwe? A barutwana ba refosanele go nyalanya dikarataronho 1–7 le dinomere tse di mo nomorekgabising. A ba di beye ka thulaganyo e e nepagetseng mo loboteng.

5. **Ditirwana tsa ditlhophisa tse dinnye:** Tlhalosa ditirwana kwa setešišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- Pina: *Digwagwa tse supa tse ditala tse di dibatabata* (tsebe 193)
- Bobedi jwa ditlalelafo di le 15 kgotsa seatla sa khateboto se se segolotsweng
- Dilokete tse 7 tsa go tloga ka nomore 1–7
- Digwagwa tsa khateboto di le 7
- Dinomerekgabisi 1–7

1. **Pina:** Opela pina, *Digwagwa tse supa tse ditala tse di dibatabata* mmogo mme lo lebe dinomerekgabisi 1–7.

**Dipotso tse di kaelang:**

- ✦ O kgona go bona dintlo di le kae?
- ✦ Go na le digwagwa di le kae mo pineng?
- ✦ A go na le dintlo tse di lekaneng gore re ka tsenya segwagwa se le sengwe mo ntlong nngwe le nngwe?


A barutwana ba mamaretse segwagwa mo ntlong nngwe le nngwe.

2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** A barutwana ba bale menwana e e mo bobeding jwa ditlalelafo.

**Dipotso tse di kaelang:**

- ✦ A go na le palo e ntsi mo ditlalelafong jaaka e o nang le yona mo diatleng tsa gago?
- ✦ A o kile wa bona ditlalelafo tse di nang le menwana e e fetang/e e mmalwanyana mo go 10?

4. **Go ikatisa le go rulaganya 1–7:** Tlhama mmimo wa ‘Nomore 7’, sekao, retha lefatshe ka tlhako ga supa, koma ka tlhogo ga supa, le go laola ga supa.

 **MAELE**  
 Seno se ka dirwa bobedi ka bobedi, ka ditlhophisa tse dinnye kgotsa ka nosi, go ikaegilwe ka palo ya bobedi jwa ditlalelafo. Dirisa diatla tsa khateboto tse di segolotsweng fa barutwana ba sa tla ka ditlalelafo.

**TIP**

Discuss with learners why they need to call 'one fewer' than the number written on their necklace.

Seven learners wear a number necklace with a number from 1 to 7 on it. The other learners guide the seven learners with necklaces to stand in order from 1 to 7. Then each learner with a necklace creates a group to match the number on their necklace. Those remaining count the numbers in the groups and point to the matching number frieze.

**Guiding questions:**

- ★ How many friends do you need to call if you have the number 5/6, and so on?

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

**Day 5**

**What you need**

- Song: *Seven green speckled frogs* (page 192)
- 10 pairs of gloves or cardboard hand cut-outs
- Masking tape or chalk
- Poster 3
- Beanbag

1. **Song:** Sing the song, *Seven green speckled frogs* together.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Together count ten learners to sit in a row and place one pair of gloves in front of each learner.

**Guiding questions:**

- ★ How many pairs of gloves are there on the mat?
- ★ Are there enough for each of these ten learners?
- ★ How can we check?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–7.

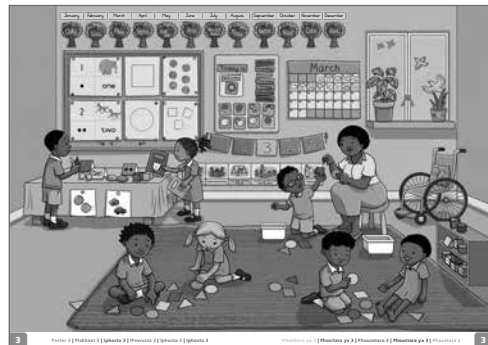
**Guiding questions:**

- ★ Can you jump to the number that is one more/two fewer/ two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/5/6 and count from there onwards as you jump?
- ★ Can you throw the beanbag to the number that is one more than 6?

5. **Practising 1–7:** Discuss Poster 3. Talk about what the learners can see.

**Guiding questions:**

- ★ In what way does this classroom look the same/ different to yours?
- ★ Can you see seven/six, and so on of anything?
- ★ Are there more learners standing, or more learners sitting?
- ★ How many trees on the birthday chart have more than one name?



**TIP**

Tie each pair of gloves or hand cut-outs together.

**MAELE**

Buisana le barutwana gore ke goreng ba tshwanetse go bitsa nomore e e kwadilweng mo diloketeng tsa bona 'ga mmalwanyana ka nngwe'.

A barutwana ba le supa ba rwale lokete ya dinomore go simolola ka 1 go ya go 7. Barutwana ba bangwe ba kaela barutwana ba dilokete tse supa go ema ka tatelano go tloga ka 1 go fitlha ka 7. Jaanong a mongwe le mongwe wa barutwana a tlhame setlhopha go e nyalanya le nomore e e mo diloketeng tsa bona. A ba ba setseng ba bale dinomore tse di mo ditlhopheng mme ba supe mo nomorekgabising e e nyalanang.

**Dipotso tse di kaelang:**

- ✦ O tlhoka go bitsa ditsala di le kae fa o na le nomore 5/6, jalo le jalo?
- 5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana tse di mo seteisheneng se sengwe le se sengwe sa tiro.

**Letsatsi 5**

**Se o se tlhokang**

- Pina: *Digwagwa tse supa tse ditala tse di dibatabata* (tsebe 193)
- Bobedi jwa ditlalafo tse 10 kgotsa diatla tsa khateboto tse di segolotsweng
- Theipi e e sireletsang kgotsa tshoko
- Phousetara 3
- Binibeke

1. **Pina:** Opela pina, *Digwagwa tse supa tse ditala tse di dibatabata* mmogo.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Mmogo balang barutwana ba le lesome gore lo ba nnise fatshe mo moleng mme o beye para e le nngwe ya ditlalafo mo pele ga morutwana yo mongwe le yo mongwe.

**Dipotso tse di kaelang:**

- ✦ Go na le bobedi jo bokae jwa ditlalafo mo mmetsheng?
- ✦ A di tlaa lekana mongwe le mongwe wa barutwana ba ba lesome bano?
- ✦ Re ka tlhola seo jang?
- 4. **Mola wa go tlola:** Dirisa theipi e e sireletsang kgotsa tshoko go tlhama llere mo mmetsheng gore barutwana ba tlole fa phaposiborutelo e bala 1–7.

**Dipotso tse di kaelang:**

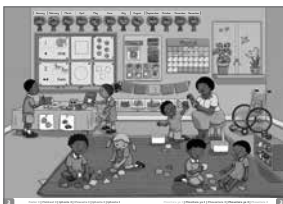
- ✦ A o ka tlolela kwa nomoreng e e fetang nomore e o emeng mo go yona ka nngwe/mmalwanyana ka pedi/fetang ka pedi/mmalwanyana ka tharo?
- ✦ A o ka ema mo nomoreng 4/5/6 le go bala go tswa foo go ya kwa pele fa o tlola?
- ✦ A o ka latlhela binibeke mo nomoreng e e fetang 6 ka nngwe?
- 5. **Go ikatisetsa 1–7:** Buisanang ka Phousetara 3. Buang ka se barutwana ba kgonang go se bona.

**Dipotso tse di kaelang:**

- ✦ Phaposiborutelo eno e lebege e tshwana/farologana jang le ya gago?
- ✦ A o kgona go bona dilo dingwe di le supa/thataro?
- ✦ A barutwana ba ba emeng, ba feta ba ba dutseng?
- ✦ Ke ditlhare di le kae mo tshateng ya malatsi a botsalo tse di nang le leina le feta bongwe?

**MAELE**

Bofa bobedi bongwe le bongwe jwa ditlalafo kgotsa diatla tse di segolotsweng mmogo.



- ★ Which numbers could we add to the number washing line? Why those numbers?
  - ★ Which number comes before/after/between \_\_\_\_?
  - ★ Seven birds fly past the window. If we can see four how many have flown past?
  - ★ Together two learners have seven shapes. If one of the learners has five shapes, how many shapes does the other learner have?
6. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Create stories and songs about frogs and numbers using familiar tunes.

## Small group activities

### Teacher-guided activity

#### What you need

- 7 cardboard cut-outs of frogs
- 7 playdough flies (small balls of playdough)
- 2 plastic lids or paper plates per learner
- A tub per learner with:
  - Number dot cards 1–7
  - Number symbol and word cards 1–7 (*Resource Kit*)
  - 7 counters
  - A ball of playdough

1. **Word problems:** Look at the seven frogs and seven playdough flies.
 

**Guiding questions:**

  - ★ Six frogs each eat a fly. How many flies are left?
  - ★ How do you know? Tell me how you got your answer.
2. **Practising more than, fewer than, equal to:** Look at the seven frogs and seven flies again.
 

**Guiding questions:**

  - ★ Are the number of frogs more than, fewer than or equal to the number of flies?

Count the frogs and the flies together.
3. **Add, take away:** Learners use counters to represent the frogs. Ask them to show you seven frogs (using counters).
 

**Guiding questions:**

  - ★ How many frogs will be left if you take away three frogs?
  - ★ If we add two frogs. How many frogs do you have now?

Learners use the counters in their tubs to represent and solve problems – for example:

  - ★ Five frogs are looking for flies. Some frogs are green and some are brown. Two of the frogs are brown. How many frogs are green?
  - ★ How do you know? Tell me how you got your answer.



### TIP

Always ask learners to explain how they solved the problem, or how they got their answers.



- ✦ Ke dinomore dife tse re ka di tsenyang mo mogaleng wa dinomore? Goreng dinomore tseo?
  - ✦ Ke nomore efe e e tlang pele/morago/magareng ga \_\_\_\_\_?
  - ✦ Dinonyane di le supa di feta fa letlhabaphefong di fofa. Fa re kgona go bona tse nne go setse go fetile di le kae?
  - ✦ Barutwana ba babedi ba na le dipopego di le supa mmogo. Fa yo mongwe wa bona a na le dipopego di le tlhano, yo mongwe o na le di le kae?
6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Tlhamama dikanelo le dipina mabapi le digwagwa le dinomore o dirisa melodi e e tlwaelegileng.

## Ditirwana tsa ditlhopho tse dinnye

### Tirwana e e kaelwang ke morutabana

**Se o se tlhokang**

- Digwagwa tsa khateboto di le 7 tse di segolotsweng
- Dintshi di le 7 tsa tege ya go tshameka (dibolo tse dinnye tsa tege ya go tshameka)
- Dikhurumelo tse 2 tsa polasetiki kgotsa dipoleiti tsa pampiri tsa morutwana mongwe le mongwe
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dikarata tsa nomorerontho 1–7
  - Matshwaopalo le dikaratafoko 1–7 (*Kgetsana ya Didiriswa*)
  - Dibadi di le 7
  - Kgwele ya tege ya go tshameka

1. **Dipalofoko:** Lebelela digwagwa tse supa le dintshi tse supa tsa tege ya go tshameka.
 

**Dipotso tse di kaelang:**

  - ✦ Segwagwa sengwe le se sengwe sa tse thataro se ja ntshi. Go setse dintshi di le kae?
  - ✦ O itse jang? Mpolelele gore o bone jang karabo ya gago.
2. **Go ikatisetsa ntsi mo go, mmalwanyana go na le, lekana le:** Lebelela digwagwa tse supa le dintshi tse supa gape.
 

**Dipotso tse di kaelang:**

  - ✦ A palo ya digwagwa e feta, mmalwanyana kgotsa e lekana le ya dintshi? Balang digwagwa le dintshi mmogo.
3. **Oketsa, ntsha:** A barutwana ba dirise dibadi go emela digwagwa. Ba kope go go bontsha digwagwa tse supa (ka go dirisa dibadi).
 

**Dipotso tse di kaelang:**

  - ✦ Go ya go sala digwagwa di le kae fa o ntsha di le tharo?
  - ✦ Fa re oketsa ka digwagwa di le pedi. Re na le digwagwa di le kae jaanong? A barutwana ba dirise dibadi mo ditshoding tsa bona go emela le go rarabolola dipalo – sekao:
  - ✦ Digwagwa di le tlhano di batla dintshi. Digwagwa dingwe di ditala fa tse dingwe di le dithokwa. Tse pedi tsa digwagwa di dithokwa. Ke digwagwa di le kae tse ditala?
  - ✦ O itse jang? Mpolelele gore o bone jang karabo ya gago.

 **MAELE**  
 Botsa barutwana ka gale gore ba tlhalose gore ba rarabolotse jang dipalo, kgotsa gore ba bone jang dikarabo tsa bona.

- ★ A green frog has two flies. A brown frog has four flies. How many more flies does the brown frog have than the green frog?
  - ★ How do you know? Tell me how you got your answer.
4. **Counting objects 1–10 and 10–1:** Learners make and count 10 flies each. They count backwards from 10 to 1.
- Guiding questions:**
- ★ Can you show me 4/7, and so on flies?
5. **Practising numbers 1–7:** Learners take out a number symbol card. They build a tower with the Unifix blocks to match this. They match their dot cards and number word cards to their number symbol and tower.
- Guiding questions:**
- ★ Does your tower have the same number of Unifix blocks as the number of flies I have?
  - ★ Does your tower have the same number of Unifix blocks as the number of frogs?
6. **Shake and break:** Learners use seven counters to shake and break. Discuss how the learners have broken up 7.
- Compare groups by asking learners to put three counters on one lid and four on the other.
- Guiding questions:**
- ★ Which lid has the most counters?
- Ask learners to put six counters on one lid and one on the other.
- ★ Which lid has fewer counters?
  - ★ How many fewer?
- Ask learners to put four counters on one lid and one on the other.
- ★ How could we make the counters on each lid equal?
7. **Dice:** Roll the dice. Learners quickly say the number of dots on the dice.
8. **Practising number 7 using playdough:** The learners make the number symbol 7 out of playdough. Support learners who are ready to write 7.



### Check that learners are able to:

- count objects 1–10
- count backwards 10–1
- identify more, fewer and equal
- recognise, match, name and order number symbols, number words and dot cards 1–7
- match objects with dot cards 1–7
- solve addition and subtraction problems to 7
- identify dots 1–6 on a dice

- ✦ Segwagwa se setala se na le dintshi tse pedi. Segwagwa se sethokwa se na le dintshi di le nne. Segwagwa se sethokwa se na le dintshi di le kae go feta se setala?
  - ✦ O itse jang? Mpoletse gore o bone jang karabo ya gago.
4. **Go bala dilo 1–10 le 10–1:** A mongwe le mongwe wa barutwana a dire dintshi tse 10 le go di bala. A ba balele kwa morago go simolola ka 10 go fitlha ka 1.
- Dipotso tse di kaelang:**
- ✦ A o ka mpontsha dintshi tse 4/7, jalo le jalo?
5. **Go ikatisetsa dinomere 1–7:** A barutwana ba ntshe karata ya matshwaopalo. A ba age tora ka dibolokokgogedi go nyalanya le se. A ba nyalanye dikarataronho le dikarata tsa mafokopalo le matshwaopalo a bona le tora.
- Dipotso tse di kaelang:**
- ✦ A tora ya gago e na le palo ya dibolokokgogedi e e tshwanang le ya dintshi tse ke nang le tsona?
  - ✦ A tora ya gago e na le palo ya dibolokokgogedi e e tshwanang le ya digwagwa?
6. **Tshikhinya o bo o thube:** A barutwana ba dirise dibadi tse supa tshikhinya o bo o thube. Buisanang ka gore barutwana ba tlhatlhamotse 7 jang.
- Bapisa ditlhopho ka go botsa barutwana go baya dibadi tse tharo mo sekhurumelong se sengwe le tse nne mo go se sengwe.
- Dipotso tse di kaelang:**
- ✦ Ke sekhurumelo sefe se se nang le dibadi tse dintsi thata? Kopa barutwana go baya dibadi tse thataro mo sekhurumelong se sengwe le sebadi se le sosi mo go se sengwe.
  - ✦ Ke sekhurumelo sefe se se nang le dibadi tse mmalwanyana?
  - ✦ Di mmalwanyana ka bokae? Kopa barutwana go tsenya dibadi tse nne mo sekhurumelong le gore se sengwe ba se tsenye mo sekhurumelong se sengwe.
  - ✦ Re ka dira jang gore dibadi tse di mo sekhurumelong sengwe le sengwe di lekane?
7. **Letaese:** Latlhela letaese. A barutwana ba bue palo ya maronho mo letaeseng ka bonako.
8. **Go ikatisetsa nomere 7 ka go dirisa tege ya go tshameka:** A barutwana ba dire letshwaopalo 7 ka tege ya go tshameka. Tshegetsatsa barutwana ba ba ipaakanyeditseng go kwala 7.



**Netefatsa gore barutwana ba kgona go:**

- bala dilo 1–10
- balela kwa morago 10–1
- tllaola ntsi, mmalwanyana le lekana
- lemoga, nyalanya, bitsa matshwaopalo, mafokopalo le dikarataronho 1–7 ka maina le go di rulaganya
- nyalanya dilo le dikarataronho 1–7
- rarabolola dipalo tsa go tlhakanya le go ntsha go fitlha go 7
- tllaola maronho 1–6 mo letaeseng

## Workstation 1

### What you need

- Playdough
- Playdough template: Number 7 (page 212) – 1 per learner

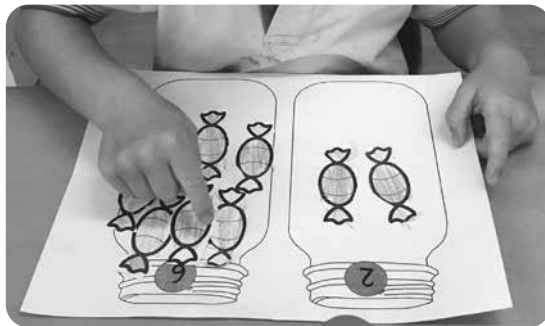
Learners use playdough to complete the template.

## Workstation 2

### What you need

- Per learner:
  - A4 page with picture of jars
  - Paper cut-outs of different coloured sweets
- Scissors
- Glue

Learners 'fill' the jars with the correct number of 'sweets' to correspond with the number on each jar.



## Workstation 3

### What you need

- A cup per learner
- Bottle tops/beads in a container
- A dice per pair of learners

Learners take turns to roll the dice and then put the same number of objects into their cups as the number the dice lands on. Once their cups are full, they roll the dice to empty the cups.



## Workstation 4

### What you need

- Number puzzles (1–7)

Learners each choose a number puzzle. They find the matching number and picture pieces.



### Seteišenetiro 1

#### Se o se tlhokang

- Tege ya go tshameka e le 1 ya morutwana mongwe
- Thempoleiti ya tege ya go tshameka: Nomore 7 (tsebe 213) – le mongwe

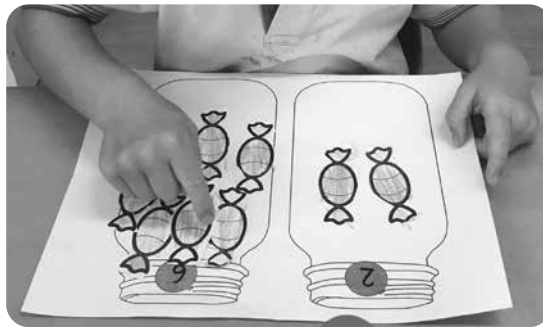
Barutwana ba dirisa tege ya go tshameka go feleletsa thempoleiti.

### Seteišenetiro 2

#### Se o se tlhokang

- Tsa morutwana mongwe le mongwe:
- Dikere
  - Letlhare la A4 le na le ditshwantsho tsa dipitsana
  - Tsa pampiri e e segolotsweng ya dimonamone tsa mebala e e farologaneng
  - Sekgomaretsi

A barutwana ba 'tlatse' dipitsana ka palo e e nepagetseng ya 'dimonamone' go tsamaelana le palo e e mo pitsaneng e nngwe le e nngwe.



### Seteišenetiro 3

#### Se o se tlhokang

- Kopi ya morutwana mongwe le mongwe
- Letaese la barutwana bobedi ka bobedi
- Dikhurumelo tsa mabotlolo/dibaga mo setshoding



A barutwana ba refosanele go latlhela letaese mme ba beye palo e e tshwanang ya dilo mo dikoping tsa bona go ya nomore e letaese le wang ka yona. Fa dikopi tsa bona di tletse, a ba latlhele letaese go dira dikopi lolea.

### Seteišenetiro 4

#### Se o se tlhokang

- Diphazele tsa dinomere (1-7)



A mongwe le mongwe wa barutwana a tlophe phazele ya dipalo. A ba batle nomore e e nyalanang le manathwana a ditshwantsho.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

## New knowledge

- Shapes: rectangle
- Direction: left, right
- Position: middle, bottom
- Sort objects according to two attributes
- Eighteen-piece puzzles

## Practise

- Oral counting: forwards 1–20, backwards 10–1
- Shapes: circle, square, triangle
- Symmetry
- Reinforce number concept 1–7

## New maths vocabulary

symmetry  
left

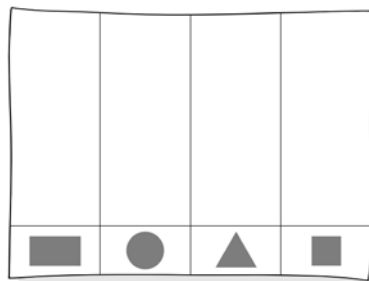
right  
middle

rectangle

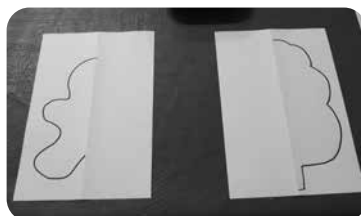
## Getting ready

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

- large cardboard shapes of a rectangle and square (maths area)
- paper shapes: circle, square, triangle, rectangle – 1 per learner
- variety of leaves – 1 per learner
- shape book (page 216) – 1 per learner
- paper rectangles in different sizes and colours
- 8 small cardboard circles, squares, triangles and rectangles similar in size to the attribute blocks (used in Term 2, Week 8)
- eighteen-piece puzzles (page 222)
- A4 sheet of paper with 4 columns and picture of a shape (rectangle, circle, triangle, square) at the bottom of each column – 1 per learner



- incomplete pictures.



# Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometri)

## Ditlhogo

- Maemo, tlwaetso le dipono
- Dipharologantsho tsa dipopego tsa 2-D le dilo tsa 3-D
- Latela dikaelo

## Kitso e ntšhwa

- Dipopego: khutlonnetsepa
- Kaelo: molema, moja
- Maemo: gare, tlase
- Rulaganya dilo go ya ka diponagalo
- Diphazele tsa dikarolo di le lesomerobedi

## Ikatise

- Go balela kwa godimo: kwa pele 1–20, kwa morago 10–1
- Dipopego: sediko, khutlonne, khutlotharo
- Tekano
- Gatelela mogopolopalo 1–7

## Tlotlofoko e ntšhwa ya dipalo

tekano  
molema

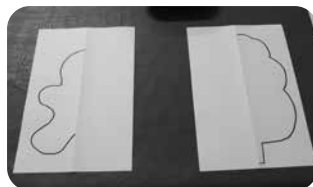
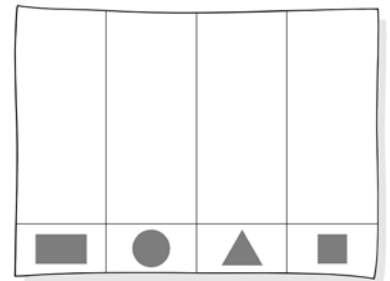
moja  
gare

khutlonnetsepa

## Ipaakanye

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

- dipopego tse dikgolo tsa khateboto tsa khutlonnetsepa le khutlonne (lefelo la dipalo)
- dipopego tsa pampiri: sediko, khutlotharo, khutlonnetsepa – e le 1 ya morutwana mongwe le mongwe
- matlhare a mefuta – le le 1 la morutwana yo mongwe le yo mongwe
- buka ya dipopego (tsebe 217) – e le 1 ya morutwana yo mongwe le yo mongwe
- dikhutlonnetsepa tsa pampiri tsa bogolo le mebala e e farologaneng
- dikhateboto tse dinnye tsa didiko, dikhutlonne, dikhutlotharo le dikhutlonnetsepa di le 8 tse di lekanang ka bogolo le diponagalo tsa diboloko (tse di dirisitsweng mo Kgweditharong ya 2, Beke 8)
- diphazele tsa dikarolo tse di lesomerobedi (tsebe 222)
- letlhare la pampiri ya A4 le na le le dikholomo di le 4 le setshwantsho sa popego (khutlonnetsepa, sediko, khutlotharo, khutlonne) kwa tlase ga kholomo e nngwe le e nngwe – le le 1 la morutwana yo mongwe le yo mongwe
- ditshwantsho tse di sa felelang.



## Whole class activities

### Day 1

#### What you need

- Song: *Seven green speckled frogs* (page 192)
- A ball
- Music
- Large rectangle-shaped box
- Large piece of paper
- Koki
- Chalk
- Attribute blocks

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners stand in a circle. Call out a number between 1 and 10. Learners take turns to bounce the ball according to the number called. Together count the number of bounces.
4. **Reinforce the circle, square, triangle:** Draw a large circle, square and triangle on the floor. Learners walk along the edges of the shapes. When the music stops, they step into the shape they are walking on.

#### Guiding questions:

- ★ What is your shape called? How do you know?
  - ★ How is your shape different to the other shapes?
  - ★ How many sides/corners/points does it have?
5. **Introducing rectangles:** Trace around the face of a large rectangle-shaped box to draw a rectangle. Focus on the straight lines, the corners and the number of sides while drawing.

#### Guiding questions:

- ★ Do you know what this shape is called?
- ★ How many straight lines does the rectangle have?
- ★ How many corners does the rectangle have?
- ★ How many sides does the rectangle have?

Place the box of attribute blocks on the mat. Hold up a rectangle attribute block.

- ★ What is this shape called?
- ★ Is this shape the same as the one we have just drawn? Why?

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

- ★ How many corners does it have?
- ★ How many sides does it have?
- ★ What can you tell me about the sides? Are all sides the same length?
- ★ Which sides are shorter?
- ★ Can you tell me how the rectangle is different from the square?

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



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Pina: *Digwagwa tse supa tse ditala tse di dibatabata* (tsebe 193)
- Kgwele
- Mmino
- Lebokoso le legolo la popego ya khutlonnetsepa
- Letlhare le legolo la pampiri
- Khokhi
- Ditšhoko
- Dibolokoponagalo

1. **Pina:** Opela pina, *Digwagwa tse supa tse ditala tse di dibatabata*.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** A barutwana ba eme ba dirile sediko. Bitsa nomore e e magareng ga 1 le 10. A barutwana ba refosanele go tloatlodisa kgwele go ya ka nomore e e biditsweng. Balang palo ya go tloatlola mmogo.
4. **Gatelela sediko, khutlonne, khutlotharo:** Thala sediko, khutlonne le khutlotharo tse dikgolo mo bodilong. A barutwana ba tsamaye mo mathokong a dipopego. Fa mmino o emisiwa, a ba eme mo popegong e ba tsamayang mo go yona.

#### Dipotso tse di kaelang:

- ✦ Popego ya gago e bidiwang? O itse jang?
  - ✦ Popego ya gago e farologane le tse dingwe jang?
  - ✦ E na le matlhakore/dikhutlo/dintlha di le kae?
5. **Go itsise dikhutlonnetsepa:** Thalelela sefatla sa lebokoso le legolo la popego ya khutlonnetsepa go thala khutlonnetsepa. Tota mela e e tlhamaletseng, dikhutlo le matlhakore a nomore fa o thala.

#### Dipotso tse di kaelang:

- ✦ A o itse gore popego eno e bidiwang?
  - ✦ Khutlonnetsepa e na le matlhakore a a tlhamaletseng a le makae?
  - ✦ Khutlonnetsepa e na le dikhutlo di le kae?
  - ✦ Khutlonnetsepa e na le matlhakore a le makae?
- Baya lebokoso la dibolokoponagalo mo mmetsheng. Tsholetsa bolokoponagalo ya khutlonnetsepa.
- ✦ Popego eno e bidiwang?
  - ✦ A popego eno e tshwana le e re sa tswang go e thala? Goreng?
- Fetsetsa dibolokoponagalo tse robedi tsa khutlonnetsepa go barutwana mo phaposiborutelong go di utlwa le go tlhotlhomisa dipharologantsho tsa tsona.
- ✦ E na le dikhutlo di le kae?
  - ✦ E na le matlhakore a le makae?
  - ✦ O ka mpolelela eng ka matlhakore? A matlhakore otlhe a boleele jo bo lekanang?
  - ✦ Ke matlhakore afe a makhutshwanyane?
  - ✦ A o ka mpolelela gore khutlonnetsepa e farologane jang le khutlonne?
6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Day 2

## What you need

- Song: *It's a rectangle* (page 194)
- Picture of a rectangle
- 10 chairs

1. **Song:** Sing the song, *It's a rectangle*. Show a picture of a rectangle and point to the sides as learners sing.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Ten learners form a circle with ten chairs. Each learner stands up and says a number starting from 1 and then sits down. When the last learner sits the whole class says '10'. Repeat the activity, starting with a different learner.



TIP

The learner who starts the counting can wear a hat.



4. **Rectangle hunt:** Learners play the game, 'I spy ... a rectangle.' Learners guess where the rectangle is in the classroom, for example, pictures, or rectangular shapes, such as the door, window, table, books. Learners predict what rectangle shapes they might find outside and go on a rectangle hunt.

## Guiding questions:

- ★ Tell me what the shape looks like?
  - ★ Why is/isn't it a rectangle?
  - ★ How many sides/corners does it have?
  - ★ Are the sides all the same length?
5. **Small group activities:** Describe the activities at each workstation.

## Day 3

## What you need

- Song: *Looby loo* (page 194)
- 10 everyday objects in a bag
- Musical instrument
- Square and rectangular wooden blocks
- Large cardboard rectangle and square
- Poster 3

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

## Letsatsi 2

### Se o se tlhokang

- Pina: *Ke khutlonnetsepa* (tsebe 195)
- Ditulo di le 10
- Setshwantsho sa khutlonnetsepa

### MAELE

Morutwana yo o simololang go bala o ka rwala hutshe.

1. **Pina:** Opela pina, *Ke khutlonnetsepa*. Ba bontshe setshwantsho sa khutlonnetsepa mme o supe kwa matlhakoreng fa barutwana ba opela.
2. **Go balela kwa godimo:** 1–20 le 10–1.

#### 3. **Go bala dilo 1–10:**

Barutwana ba le lesome ba dira sediko ka ditulo di le lesome. A morutwana mongwe le mongwe a eme mme a bitse nomore go simolola ka 1 a bo a dula fatshe. Fa morutwana wa bofelo a dula fatshe a phaposiborutelo yotlhe e re '10'. Boeletsa tirwana, o simolola ka morutwana yo o farologaneng.



4. **Go tsoma dikhutlonnetsepa:** A barutwana ba tshameke motshameko, 'Ke ya ditlhola ... khutlonnetsepa.' A barutwana ba fopholetse gore khutlonnetsepa e fa kae mo phaposiborutelong, sekao, ditshwantsho, kgotsa dipopego tsa khutlonnetsepa, jaaka lebati, letlhabaphefo, tafole, dibuka. A barutwana ba bonele pele gore ba ka bona dipopego dife tsa khutlonnetsepa kwa ntle mme ba bolole letsholo la go tsoma dikhutlonnetsepa.

#### Dipotso tse di kaelang:

- ✦ Mpolelele gore popego e ntse jang?
  - ✦ Goreng e le/e se khutlonnetsepa?
  - ✦ E na le matlhakore/dikhutlo di le kae?
  - ✦ A matlhakore otlhe a a lekana ka bolelee?
5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana tse di mo seteisheneng sengwe le sengwe sa tiro.

## Letsatsi 3

### Se o se tlhokang

- Pina: *Lubi luu* (tsebe 195)
- Dilo tse di tlwaelegileng di le 10 mo kgetsaneng
- Diletswa
- Khutlonne le diboloko tsa mapolanka tsa khutlonnetsepa
- Khutlonnetsepa le khutlonne tse dikgolo tsa khateboto
- Phousetara 3

1. **Pina:** Opela pina, *Lubi luu*.
2. **Go balela kwa godimo:** 1–20 le 10–1.

3. **Counting objects 1–10:** Learners sit in a circle. They count ten objects as you place them in the bag. They pass the bag around as music plays. When the music stops the learner holding the bag puts one or more objects from the bag into the middle of the mat. Other learners guess how many objects there are on the mat. Together count these. Repeat the activity.



4. **Practising shapes:** Learners look for square and rectangular blocks in the classroom. They compare the differences and similarities between these. They place the blocks on the cardboard rectangle or square, as appropriate.



5. **Identifying shapes:** Discuss Poster 3.

**Guiding questions:**

- ★ What do you think the learners on the mat are learning about?
  - ★ What shapes can you see?
  - ★ Is that a rectangle or a square? How do you know?
  - ★ Why is this not a rectangle/square?
  - ★ Can you find a shape that has two short and two long sides?
  - ★ Can you find a shape with four sides that are all the same length?
  - ★ What shape are Malusi's glasses?
  - ★ Can you see any other rectangles?
6. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

- Song: *Looby loo* (page 194)
- Elastic/wool bands – 1 per learner
- 6 hula hoops

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. A ba bale dilo di le lesome fa o ntse o di tsenya mo kgetsaneng. A ba fetise kgetsana fa mmino o ntse o lela. Fa mmino o emiswa a morutwana yo o tshwereng kgetsana a ntshe selo se le sengwe kgotsa go feta mo kgetsaneng mme a se beye mo bogareng jwa mmetshe. A barutwana ba bangwe ba fopholetse gore go na le dilo di le kae mo mmetsheng. Di baleng mmogo. Boeletsa tirwana.



4. **Go ikatisetsa dipopego:** A barutwana ba batlane le diboloko tsa khutlonne le khutlonnetsepa mo phaposiborutelong. A ba bapise dipharologano le ditshwano magareng ga tsona. A ba beye diboloko mo khutlonnetsepeng kgotsa mo khutlonneng e e maleba ya khateboto.



5. **Go tthaola dipopego:** Buisanang ka Phousetara 3.

**Dipotso tse di kaelang:**

- ✦ O akanya gore barutwana ba ba mo mmetsheng ba ithuta ka eng?
- ✦ O kgona go bona dipopego dife?
- ✦ A ke khutlonnetsepa kgotsa khutlonne? O itse jang?
- ✦ Goreng se e se khutlonnetsepa/khutlonne?
- ✦ A o kgona go bona popego e e nang le matlhakore a mabedi a makhutshwane le a maleele?
- ✦ A o kgona go bona popego e e nang le matlhakore a a lekanang otlhe ka boleele?
- ✦ Digalase tsa ga Malusi di bopegile jang?
- ✦ A o kgona go bona dikhutlonnetsepa tse dingwe gape?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- Pina: *Lubi luu* (tsebe 195)
- Dihulahupu di le 6
- Mabante a elasetiki/wulu – le le 1 la morutwana mongwe le mongwe

1. **Pina:** Opela pina, *Lubi luu*.
2. **Go balela kwa godimo:** 1–20 le 10–1.

3. **Counting objects 1–10:** Five learners stand around the six hula hoops. Play music. When the music stops, learners place the number of body parts you say over the hoop. For example: 'Show me five heads, ten elbows, four feet, nine fingers.'



**TIP**

Learners keep their bands on their arms for the week. Talk to them about which hand they use to draw, eat or catch a ball with.

4. **Position and direction:** Place a loose elastic/wool band on each learner's right hand.

**Guiding questions:**

- ★ Is your band on your left or right hand?
- ★ Wave at me with your left/right hand?

Sing the song, *Looby loo*. Learners place their right or left hands inside the hoop as they sing the song.

Three learners stand in line in front of the class. Discuss where each learner is standing and introduce the word 'middle'.

- ★ Who is standing in the middle?

Place the cardboard circle, square and triangle in a row and discuss their position.

- ★ Which shape is in the middle?

Play 'Sizwe says' using position and direction vocabulary such as:

- ★ Step forwards with your left foot.
- ★ Jump backwards on your right foot.
- ★ Put your right hand above your head.
- ★ Put your middle finger on your nose.

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

**Day 5**

**What you need**

- Song: *It's a rectangle* (page 194)
- A4 piece of paper
- Circle, square, triangle and rectangle paper shapes – 1 per learner
- Leaves – 1 per learner

1. **Song:** Sing the song, *It's a rectangle*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count as they bend to the left twice and then to the right twice. Repeat until they get to 10.

3. **Go bala dilo 1–10:** A barutwana ba le batlhano ba eme go dikologa dihulahupu. Letsa mmimo. Fa mmimo o emisiwa, a barutwana ba beye palo ya dirwe tsa mmele tse o di bitsang mo godimo ga hupu. Sekao: 'Mpontshe ditlhogo di le tlhano, dikgono di le lesome, dinao di le nne, menwana e le robonngwe.'



### MAELE

A barutwana ba tsenye mabante a bona mo matsogong a bona sebaka sa beke. Bua le bona ka gore ke seatla sefe se ba tshwanetseng go se dirisa go thala, go ja kgotsa go tshwara kgwele.

4. **Maemo le kaelo:** Baya lebante le le repang la elasetiki/wulu mo seatleng sa moja sa morutwana mongwe le mongwe.

#### Dipotso tse di kaelang:

- ✦ A lebanta la gago le mo seatleng sa gago sa molema kgotsa sa moja?
- ✦ Ntsholeletsa seatla sa gago sa molema/moja?

Opela pina, *Lubi luu*. A barutwana ba beye diatla tsa bona tsa moja kgotsa tsa molema mo teng ga hupu fa ba ntse ba opela pina.

A barutwana ba bararo ba eme mo moleng fa pele ga phaposiborutelo. Buisanang ka gore morutwana mongwe le mongwe o eme kae mme o tthagise lefoko 'gare'.

- ✦ Ke mang yo o emeng mo gare?

Baya sediko, khutlonne le khutlotharo tsa khateboto mo moleng mme lo buisane ka ga maemo a tsona.

- ✦ Ke popego efe e emo magareng?

Tshamekang 'Sizwe a re' ka go dirisa tlotlofoko ya maemo le kaelo jaaka:

- ✦ Tsaya kgato go ya pele ka lonao lwa gago lwa molema.
- ✦ Tlolela kwa morago ka lonao lwa gago lwa moja.
- ✦ Baya seatla sa gago sa moja mo godimo ga tlhogo.
- ✦ Tsenya monwana wa gago o o mo gare mo nkong.

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 5

### Se o se tlhokang

- Pina: *Ke khutlonnetsepa* (tsebe 195)
- Lenathwana la pampiri ya A4
- Dipampiri tsa dipopego tsa sediko, khutlonne, khutlotharo
- le khutlonnetsepa – e le 1 ya morutwana mongwe le mongwe
- Matlhare – le le 1 la morutwana mongwe le mongwe

1. **Pina:** Opela pina, *Ke khutlonnetsepa*.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** A barutwana ba bale fa ba ntse ba obegela kwa molemeng gabedi le kwa mojeng gabedi. Boeletsa go fitlhelela ba fitlha kwa go 10.



**TIP**

A line of symmetry divides a shape into two equal parts.

4. **Symmetry:** Show learners the A4 piece of paper.

**Guiding questions:**

★ What shape is this?

Discuss how the shape can be folded, corner to corner, so the folded sides are exactly the same as each other.

★ How can we fold this rectangle so that it has two sides that are exactly the same?

Give each learner a paper shape. Learners fold their shapes so that the two folded sides are the same.

★ What shape is your paper?

★ How can you fold the circle/rectangle/square/triangle down the middle so that the two sides are exactly the same?

★ Are the sides exactly the same?

★ What other objects can you see that will have two sides that are exactly the same when you draw a line down the middle?

Give each learner a leaf. They fold their leaf in half lengthwise and carefully pull it apart down the middle.

★ Do you think the sides of your leaf are exactly the same?

★ How can we find out?



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

**Integration**

**Home Language:** Use positional vocabulary when giving instructions, for example: 'Put the book on the middle shelf.'

**Life Skills:** Paint pictures involving the use of symmetry, for example, patterns on a butterfly's and ladybird's wings (see Term 1 Week 7).

**Small group activities**

**Teacher-guided activity**

**What you need**

- A tub for each learner with:
  - 10 attribute blocks – include all four shapes (*Resource Kit*)
  - 7 fruit counters (*Resource Kit*)
- A4 page with columns for shape sorting – 1 per learner
- A4 paper – 1 piece per learner
- Dot cards 1–7 (*Resource Kit*)

1. **Counting objects 1–10:** Learners count out 10 attribute blocks from their tubs.

**Guiding questions:**

★ How many triangles/circles/squares/rectangles do you see?

★ Can you see more/fewer rectangles or squares?



**MAELE**

Mola wa tekano o arola popego ka dihalofo tse pedi tse di lekanang.



4. **Tekano:** Bontsha barutwana lenathwana la pampiri ya A4.

**Dipotso tse di kaelang:**

★ Popego e ke efe?

Buisanang ka gore popego e ka menwa jang, mo sekhutlong sengwe le sengwe gore matlhakore a a mennweng a tshwane gotlhelele.

★ Re ka mena khutlonnetsepa eno jang gore e nne le matlhakore a mabedi a a tshwanang gotlhelele?

Naya morutwana mongwe le mongwe popego ya pampiri. A barutwana ba mene dipopego tsa bona gore matlhakore a mabedi a a mennweng a tshwane.

★ Pampiri ya gago ke ya popego efe?

★ O ka mena jang sediko/khutlonnetsepa/khutlonne/khutlotharo mo gare gore matlhakore a mabedi a tshwane gotlhelele?

★ A matlhakore a tshwana gotlhelele?

★ Ke dilo dife gape tse o kgonang go di bona tse di nang le matlhakore a mabedi a a tshwanang gotlhelele fa o sega mola fa gare?

Neela morutwana mongwe le mongwe letlhare. A ba mene matlhare a bona mo boleeleng ka halofo mme ba a goge ka kelotlhoko ka bogare.

★ A o akanya gore matlhakore a letlhare la gago a tshwana gotlhelele?

★ Re ka batlisisa seo jang?

5. **Ditirwana tsa ditlhophu tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Tomagano**

**Puogae:** Dirisa tlotlofoko ya maemo fa o neela ditaelo, sekao: 'Baya buka mo shelofong e e mo gare.'

**Dikgono tsa Botshelo:** Penta ditshwantsho tse di ka ga tiriso ya tekano, sekao, dipaterone mo diphukeng tsa serurubele le podilekgwana (lebelela Kgweditharo 1 Beke 7).

**Ditirwana tsa ditlhophu tse dinnye**

**Tirwana e e kaelwang ke morutabana**

**Se o se tlhokang**

- Setshodi sa morutwana mongwe le mongwe se na le:
  - DibolokoPONAGALO di le 10 – akaretsa dipopego tse nne tsotlhe (*Kgetsana ya Didiriswa*)
  - Dibadi tsa maungo di le 7 (*Kgetsana ya Didiriswa*)
- Letlhare la A4 le na le dikholomo go rulaganya dipopego – le le 1 la morutwana mongwe le mongwe
- Pampiri ya A4 – 1 lenathwana la morutwana mongwe le mongwe
- Dikaratarontho 1–7 (*Kgetsana ya Didiriswa*)

1. **Go bala dilo 1–10:** A barutwana ba bale dibolokoPONAGALO di le 10 go tswa mo ditshoding.

**Dipotso tse di kaelang:**

★ O bona dikhutlotharo/didiko/dikhutlonne/dikhutlonnetsepa di le kae?

★ A o kgonang go bona dikhutlonnetsepa kgotsa dikhutlonne di le dintsi/mmalwanyana?

2. **Practising shapes:** Learners sort their attribute blocks according to their similarities and differences. They place them in the correct column on their shape sorting page.



**Guiding questions:**

- ★ How are the shapes the same/different?

Learners group all the shapes that have four sides into one group on the mat.

- ★ Can you show me a shape that has four sides that are all the same length?
- ★ Can you show me a shape that has two long sides and two short sides?
- ★ Do you remember what this shape is called?
- ★ How are all these shapes the same?

3. **Dot cards (1–7):** Give each learner a dot card. They take turns to use their fruit counters and copy the dot arrangements on their cards. Check each learner’s arrangement before giving them new cards.

**Guiding questions:**

- ★ Do you think this card has more/fewer dots than the one you had before?

4. **Symmetry:** Give each learner a sheet of A4 paper. Learners fold their piece of paper (rectangles) so that the two sides are the same.

**Guiding questions:**

- ★ What shape is your page?
- ★ How can you fold the page so that the two sides are exactly the same?



**TIP**

Learners can help one another fold their pages to make the two sides equal.



**Check that learners are able to:**

- count 10 objects
- identify and copy arrangement of objects (1–7) to dot cards
- apply a line of symmetry in shapes
- recognise and name rectangles and describe their properties

2. **Go ikatisetsa dipopego:** A barutwana ba rulagane dibolokoponagalo tsa bona go ya ka ditshwano le dipharologano. A ba di beye mo kholomong e e nepagetseng mo lethareng la bona la go rulaganya dipopego.



**Dipotso tse di kaelang:**

- ★ Dipopego di tshwana/farologana jang?
- A barutwana ba beye dipopego tsotlhe tse di nang le matlhakore a le mane mo setlhopheng se le sengwe mo mmetsheng.
- ★ A o ka mpontsha popego e e nang le matlhakore a le mane a boleele jo bo tshwanang?
  - ★ A o ka mpontsha popego e e nang le matlhakore a mabedi a maleele le a mabedi a makhutshwane?
  - ★ A o gopola gore popego e e bidiwang?
  - ★ Dipopego tse tsotlhe tse di tshwana jang?

3. **Dikarataronho (1–7):** Neela morutwana mongwe le mongwe karataronho. A ba refosanele go dirisa dibadi tsa bona tsa maungo le go kopolola thulaganyo ya maronho mo dikarateng tsa bona. Lebelela thulaganyo ya morutwana mongwe le mongwe pele ga o ba neela dikarata tse dišwa.


**Dipotso tse di kaelang:**

- ★ A o akanya gore karata eno e na le maronho a le mantsi/ mmalwanyana go na le e o neng o na le yona pele?

4. **Tekano:** Neela morutwana mongwe le mongwe lethare la pampiri ya A4. A barutwana ba mene manathwana a bona a dipampiri (dikhutlonnetsepa) gore matlhakore a mabedi a tshwane.

**Dipotso tse di kaelang:**

- ★ Lethare la gago ke la popego efe?
- ★ O ka mena jang lethare gore matlhakore a mabedi a tshwane ka nepagalo?

 **MAELE**  
Barutwana ba ka thusana go mena matlhare a bona go dira gore matlhakore a mabedi a lekane.



**Netefatsa gore barutwana ba kgona go:**

- bala dilo tse 10
- lemoga le go kopolola thulaganyo ya dilo (1–7) go dikarataronho
- dirisa mola wa tekano mo dipopegong
- lemoga le go neela maina a dikhutlonnetsepa le go tthalosa dipharologantsho tsa tsona

## Workstation 1



### What you need

- Incomplete pictures – 1 per learner
- Crayons

Learners complete the shape in the picture so that both sides are the same, which makes the shape symmetrical. They colour the two sides using two different colours.

## Workstation 2

### What you need

- Shape book per learner (page 216)
- 8 small cardboard circles, squares, triangles and rectangles
- Crayons

Learners copy or trace the individual shapes and draw a picture using all the shapes.



## Workstation 3



### TIP

Allow learners the freedom to use their own ideas even if this means they do not make a rectangle person, but rather their own creation from the rectangles.

### What you need

- Paper rectangles in different sizes and colours
- Paper
- Glue
- Crayons

Learners paste rectangle shapes onto paper to make a rectangle person.

## Workstation 4

### What you need

- An assortment of eighteen-piece puzzles

Learners build puzzles.

### Seteišenetiro 1



#### Se o se tlhokang

- Ditshwantsho tse di sa felelang – se le 1 sa morutwana mongwe le mongwe
- Dikherayone

A barutwana ba feleetse popego mo setshwantshong gore matlhakore otlhe a tshwane, seo se dirang gore setshwantsho e nne sa tekano. A ba khalare matlhakore a mabedi ba dirisa mebala e mebedi e e farologaneng.

### Seteišenetiro 2

#### Se o se tlhokang

- Buka ya dipopego ya morutwana mongwe le mongwe (tsebe 217)
- Dikherayone
- Dikhateboto tse dinnye tsa didiko, dikhutlonne, dikhutlotharo le dikhutlonnetsepa di le 8

A barutwana ba kopolole kgotsa ba thalelele dipopego tse di ikemetseng le go thala setshwantsho ba dirisa dipopego tsotlhe.



### Seteišenetiro 3

#### MAELE

Letla barutwana go golosega go dirisa dikakanyo tsa bona le fa seno se kaya gore ga ba dire motho wa khutlonnetsepa, mme e leng boithlamedi jwa bona go tswa mo dikhutlonnetsepeng.

#### Se o se tlhokang

- Dikhutlonnetsepa tsa pampiri tsa bogolo le mebala e e farologaneng
- Sekgomaretsi
- Pampiri
- Dikherayone

A barutwana ba mamaretse dipopego tsa khutlonnetsepa mo pampiring go dira motho wa khutlonnetsepa.

### Seteišenetiro 4

#### Se o se tlhokang

- Diphazele tsa mefuta ya dikarolo di le lesomerobedi

A barutwana ba age diphazele.

# Content Area Focus: Measurement

## Topics

- Mass: direct comparison using non-standard units

## New knowledge

- Mass
- Light, lighter, lightest
- Heavy, heavier, heaviest

## Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- Equal groups
- Bigger, smaller

## New maths vocabulary

light, lighter, lightest  
heavy, heavier, heaviest

mass  
balance scale

## Getting ready

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

- balance scale (see photo on page 90)
- variety of everyday objects of different mass for weighing, for example, blown-up balloon, paper clip, cotton wool, empty egg carton, feather, leaf, coins, large sheet of paper, pencil, seeds, twig, rock, block, book, empty and full bottles
- leaves and stones – 1 of each per learner
- 2 containers: a small one filled with stones; a larger one filled with polystyrene chips



- an A4 page divided into 'heavy' and 'light' columns (see photo on page 100) – 1 per learner
- an A4 page with pictures of 'heavy' and 'light' objects and real-life objects to match the pictures
- 5 tins of the same size filled with objects of different mass, for example, sand, buttons, small stones, water, seeds
- containers that can be filled with water/sand for water and sand play
- measuring containers of different sizes and shapes, for example, tall containers (some that are wide and others that are narrow), short containers (some that are flat, others that are wide and others that are narrow), spoons, scoops, milk bottles, small and large yoghurt cups.

# Karoloteng e e Lebeletsweng: Tekanyo

## Ditlhogo

- Boima: papiso ka tlhamalalo ka go dirisa diyuniti tse di sa tlhomamang

## Kitso e ntšhwa

- Boima
- Botlhofo, botlhofonyana, botlhofo thata
- Boima, boimanyana, boima thata

## Ikatise

- Go balela kwa godimo: kwa pele 1–20, kwa morago 10–1
- Go bala dilo 1–10
- Ntsi/mmalwanyana ka pedi/tharo
- Ditlhophha tse di lekanang
- Kgolwane, nnyenyane

## Tlotlofoko e ntšhwa ya dipalo

botlhofo, botlhofonyana, botlhofo thata  
boima, boimanyana, boima thata

boima  
sekala sa go lekanya

## Ipaakanye

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

- sekala sa go lekanya (lebelela setshwantsho mo tsebeng ya 91)
- mefutafuta ya dilo tse di tlwaelegileng tsa boima jo bo farologaneng go lekanngwa, sekao, balune e e buduletsweng mowa, setlapisapampiri, wulu ya kothene, therei e e senang sepe ya mae, lefofa, lelomo, dikhoene, letlhare le legolo la pampiri, phensele, dipeo, kotana, lefika, boloko, buka, mabotlolo a a senang sepe le a a tletseng
- matlhare le matlapa – le le 1 la morutwana mongwe le mongwe
- ditshodi tse 2: se sennye se tletse matlapa; se segolwane se tletse ditšhipisi tsa polasetiki
- letlhare la A4 le arogantswe ka dikholomo tse di 'boima' le tse di 'botlhofo' (lebelela setshwantsho mo tsebeng ya 101) – le le 1 la morutwana mongwe le mongwe
- letlhare la A4 le na le ditshwantsho tsa dilo tse di 'boima' le tse di 'botlhofo' le dilo tsa botshelo jwa nnete go nyalana le ditshwantsho
- meteme e 5 e e lekanang ka bogolo e tladitswe dilo tse di farologaneng ka boima, sekao, motlhaba, dikonopo, matlapana, metsi, dipeo
- ditshodi tse di ka tladiwang ka metsi/motlhaba go direla motshameko wa metsi le motlhaba
- ditshodi tsa go lekanya tse di farologaneng ka bogolo le popego, sekao, ditshodi tse dileele (dingwe tse di bophara le tse dingwe tse di tswaelegileng), ditshodi tse dikhutshwane, (dingwe ke tse di sephaphathi, dingwe ke tse di sephara mme dingwe di ditshesane), maswana, dikhupu, mabotlolo a mašwi, dikopi tsa yokate tse dikgolo le tse dinnye.



## Whole class activities

### Day 1

#### What you need

- 2 shopping bags, one with 5 tins of food of the same mass; the other with 5 toilet roll inners
- Everyday objects of different mass

1. **Song:** Learners sing one of the songs from the previous weeks.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count the contents of the first shopping bag (five tins) and then the second shopping bag (five toilet roll inners).

#### Guiding questions:

- ★ How many items are there in the first/second shopping bag?
  - ★ If we count all of these items, how many do you think there will be?
4. **Comparing heavier and lighter:** Tell a story about going shopping at the store and buying tins of food and toilet rolls. Show learners the shopping bags and tell them that the teller packed the toilet rolls into one packet and the tins into another packet.

#### Guiding questions:

- ★ Which packet would you like to carry? Why?
  - ★ Why do you think we need to know how heavy or light things are?
- Replace the items in their bags. A few learners take turns to pick up each of the shopping bags.
- ★ Which shopping bag feels lighter/heavier than the other?
  - ★ Which is bigger, a tin or a toilet roll?
  - ★ Are all big objects lighter than smaller objects?



#### TIP

Make sure that all learners have a turn so that they can all enjoy the whole class activity.



Place the everyday objects on the mat.

- ★ Which item do you think will be the heaviest/lightest? How can you tell?

Learners take turns to point to two items and predict which one would be heavier and which would be lighter.

- ★ Do you think it will be lighter/heavier than the \_\_\_\_?



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Dikgetsana tsa theko di le 2, e nngwe e na le meteme e 5 ya dijo tsa boima jo bo lekanang; e nngwe e na le mateng a dipampiri tsa ntlwanaboithusetso a le 5
- Dilo tse di tlwaelegileng tsa boima jo bo farologaneng

1. **Pina:** A barutwana ba opele nngwe ya dipina go tswa mo dibekeng tse di fetileng.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** A barutwana ba bale diteng tsa kgetsana ya ntlha ya theko (meteme e metlhan) mme morago ba lebe kgetsana ya bobedi ya theko (mateng a diampiri tsa ntlwanaboithusetso a le matlhan).

#### Dipotso tse di kaelang:

- ✦ Go na le dilo di le kae mo kgetsaneng ya ntlha/bobedi ya theko?
  - ✦ Fa re bala dilo tseno tsotlhe, o akanya gore di tlaa bo di le kae?
4. **Go bapisa boimanyana le botlhofonyana:** Ba bolelele kgang ka ga go ya go reka kwa lebenkeleng le go reka meteme ya dijo le dipampiri tsa ntlwanaboithusetso. Bontsha barutwana dikgetsana tsa theko mme o ba bolelele gore morekisi o phuthetse dipampiri tsa ntlwanaboithusetso mo sephuthelwaneng se le sengwe le gore meteme e phuthetswe mo sephuthelwaneng se sengwe.

#### Dipotso tse di kaelang:

- ✦ O ka rata go tshola sephuthelwana sefe? Goreng?
- ✦ O akanya gore ke ka ntlha yang re tshwanetse go itse gore dilo di boima kgotsa di botlhofo jang?

Emisetsa dilo tse di mo dikgetsaneng tsa bona. A barutwana ba le mmalwa ba refosanele go tsholetsa nngwe le nngwe ya dikgetsana tsa theko.

- ✦ Ke kgetsana efe ya theko e e botlhofonyana/boimanyana go na le e nngwe?
- ✦ Ke eng se segolwane, moteme kgotsa pampiri ya ntlwanaboithusetso?
- ✦ A dilo tsotlhe tse dikgolo di botlhofonyana go na le tse dinnye?



Baya dilo tse di tlwaelegileng mo mmetsheng.

- ✦ Ke dilo dife tse o akanyang di tlaa nna boimanyana/botlhofonyana? Re ka itse jang?

A barutwana ba refosanele go supa dilo tse pedi le go bonela pele gore ke sefe se se boimanyana le gore ke sefe se se ka nnang botlhofonyana.

- ✦ A o akanya gore e ka bo e le botlhofonyana/boimanyana go na le \_\_\_\_?

 **MAELE**  
Netefatsa gore barutwana botlhe ba a refosana gore botlhe ba itumelele tirwana ya phaposiborutelo yotlhe.

Learners then place one item in each hand and say which one feels heavy and which one feels light.

- ★ Was your guess correct?
- ★ How can you tell which one is lighter/heavier?
- ★ Can you find something else that is lighter/heavier than the \_\_\_\_? Why do you think that?

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

## Day 2

### What you need

- Song: *One elephant went out to play* (page 194)
- Leaves and small stones, 1 of each per learner
- Balance scale
- Everyday objects of different mass (from Day 1)

1. **Song:** Sing the song, *One elephant went out to play*, with actions.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Place a pile of 10 leaves and a pile of 10 stones on the mat.

#### Guiding questions:

- ★ How many leaves/stones do you think are in each pile?

Count the leaves and stones together.

- ★ How close were you to the correct number of leaves/stones?
- ★ Are there more/fewer stones?

4. **Comparing mass:** Learners sit in a circle, close their eyes and open both hands. Place a leaf in one hand and a stone in the other hand.

#### Guiding questions:

- ★ Which object feels heavier/lighter?

Learners open their eyes and identify which object is heavier.

5. **Mass: balance scale:** Continue the discussion about finding out how things are light or heavy.

#### Guiding questions:

- ★ What are some other ways we can find out which things are light and heavy?
- ★ Place the balance scale and everyday objects on the mat. One learner chooses two items to be weighed.
- ★ How can we use the balance scale to find out which of these objects is heavier/lighter?



Jaanong a barutwana ba beye selo se le sengwe mo seatleng sengwe le sengwe le gore ke sefe se se boima le gore ke sefe se se botlhofo.

- ★ A phopholetso ya gago e nepagetse?
- ★ O ka itse ka eng gore ke sefe se se botlhofonyana/boimanyana?
- ★ A o ka batla sengwe gape se se botlhofonyana/boimanyana go na le \_\_\_\_? Goreng o akanya jalo?

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa setešeneng se sengwe le se sengwe sa tiro.

## Letsatsi 2

### Se o se tlhokang

- Pina: *Tlou e le nngwe e ile go tshameka* (tsebe 195)
- Matlhare le matlapana, le le 1 la morutwana mongwe le mongwe
- Sekala sa go lekanya
- Dilo tse di tlwaelegileng tsa boima jo bo farologaneng (go tswa mo Letsatsi 1)

1. **Pina:** Opela pina, *Tlou e le nngwe e ile go tshameka*, ka go e diragatsa.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Baya phaele ya matlhare a le 10 le ya matlapa a le 10 mo mmetsheng.

#### Dipotso tse di kaelang:

- ★ O akanya gore go na le matlhare/matlapa a le kae mo phaeleng nngwe le nngwe?

Balang matlhare le matlapa mmogo.

- ★ O gaufi go le kana kang go nepa palo e e siameng ya matlhare/matlapa?
- ★ A go na le matlapa a le mantsi/mmalwanyana?

4. **Go bapisa boima:** A barutwana ba dule fatshe ba dirile sediko, ba tswale matlho le go bula diatla tsotlhe. Baya letlhare mo seatleng se sengwe le letlapa mo go se sengwe.

#### Dipotso tse di kaelang:

- ★ Ke selo sefe se e keteng se boimanyana/botlhofonyana?

A barutwana ba bule matlho le go tlhaola gore ke selo sefe se se boimanyana.

5. **Boima: sekala sa go lekanya:** Tswelelang go buisana ka ga go bona gore dilo di boima kgotsa botlhofo jang.

#### Dipotso tse di kaelang:

- ★ Ke ditsela dife gape tse dingwe tse re ka bonang gore ke dilo dife tse di botlhofo le tse di boima?
- ★ Baya sekala sa go lekanya le dilo tse di tlwaelegileng mo mmetsheng. A morutwana a le mongwe a tlhophe dilo tse pedi go ka lekangwa.
- ★ Re ka dirisa jang sekala sa go lekanya go bona gore ke dife tsa dilo tseno di leng boimanyana/botlhofonyana?



**TIP**

Learners often think that the side of the scale that is higher is heavier.

- ★ What is happening to the side with the \_\_\_\_? Why do you think this is so?
- ★ What do you think will happen if you put the \_\_\_\_ on one side and the \_\_\_\_ on the other side?

A few learners take turns to choose objects to be weighed, estimate which will be heavy and light and test their predictions.

- ★ Which object do you think will be heavier/lighter?
- ★ Did you estimate correctly?
- ★ What is happening to this side of the scale? Why do you think that happened?

Ask learners to bring a heavy and a light object from home for the lesson on Day 3.

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

**Day 3**

**What you need**

- Song: *One elephant went out to play* (page 194)
- Heavy and light objects brought by learners
- Apple made from playdough
- Balance scale
- A4 light/heavy grid

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Call out a number between 1 and 10. Learners get themselves into groups according to the number that you have called.

**Guiding questions:**

- ★ How many learners are in your group?
- Repeat with other numbers.

4. **Comparing and ordering objects according to mass:** Learners take turns to present the objects brought from home to the class.

**Guiding questions:**

- ★ Which object is heavy/light? What makes you say that?

Show learners the apple made from playdough. One learner brings their object to the balance scale and predicts whether it is heavier or lighter than the apple.

- ★ Does it feel heavy or light?
- ★ Why do you think it is lighter/heavier than the apple?



**TIP**

Bring a few extra objects for learners who are unable to bring objects.

**MAELE**

Go le gantsi barutwana ba na le go akanya gore letlhakore la sekala le le kwa godingwana le boimanyana.

- ★ Go diragalang mo letlhakoreng ka \_\_\_\_\_? Goreng o akanya gore go ntse jalo?
- ★ O akanya gore go tlaa diragalang fa o baya \_\_\_\_\_ mo letlhakoreng le lengwe le \_\_\_\_\_ mo go le lengwe?

A barutwana ba le mmalwa ba refosanele go tlhophha dilo go ka lekannngwa, lekanyetsa gore ke dife tse di tlaa nnang boima le botlhofo le go lekeletsa ponelopele ya bona.

- ★ O akanya gore ke selo sefe se se tlaa nnang boimanyana/botlhofonyana?
- ★ A o lekanyeditse ka nepo?
- ★ Go diragalang ka letlhakore leno la sekala? Goreng o akanya gore seno se diragetse?

Kopa barutwana go tla ka selo se se boima le se se botlhofo go tswa kwa gae go direla thuto ya Letsatsi 3.

6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 3**

**Se o se tlhokang**

- Pina: *Tlou e le nngwe e ile go tshameka* (tsebe 195)
- Dilo tse di boima le tse di botlhofo tse barutwana ba tlišeng ka tsona
- Apole e e dirilweng ka tege ya go tshameka
- Sekala sa go lekanya
- Keriti e e botlhofo/boima ya A4

1. **Pina:** Opela pina, *Tlou e le nngwe e ile go tshameka*.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Bitsa nomore e e magareng ga 1 le 10. A barutwana ba bope setlhophha go ya ka nomore e o e biditseng.

**Dipotso tse di kaelang:**

- ★ Go na le barutwana ba le kae mo setlhophheng sa gago? Boeletsa ka dinomere tse dingwe.

4. **Go bapisa le go rulaganya dilo go ya ka boima:** A barutwana ba refosanele go tlagisetsa phaposiborutelo dilo tse ba tlišeng ka tsona go tswa gae.

**Dipotso tse di kaelang:**

- ★ Ke selo sefe se se leng boima/ botlhofo? Ke eng se se dirang gore o rialo?

Bontsha barutwana apole e e dirilweng ka tege ya go tshameka. A morutwana a le mongwe a tle ka dilo tsa bona mo sekaleng sa go lekanya mme a bonele pele gore a se boimanyana kgotsa botlhofonyana go na le apole.

- ★ A se utlwala se le boima kgotsa botlhofo?
- ★ Goreng o akanya gore se botlhofonyana/boimanyana go na le apole?



**MAELE**

Tlela barutwana ba ba sa kgonang go tla ka dilo, dilo tse dingwe tsa tlaleletso.

The learner compares the mass of the object and the apple and then places it on the grid (see page 100) according to whether it is lighter or heavier than the apple.

- ★ How will you know which is heavier/lighter than the apple?
- ★ Which objects are lighter/heavier than the apple?
- ★ Which is the heaviest/lightest object?

Repeat a few times.

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

## Day 4

### What you need

- Song: *One elephant went out to play* (page 194)
- Rope or chalk
- 1 grape counter from the fruit counters (*Resource Kit*)
- Unifix tower of 2 blocks
- 1 small container filled with stones
- 1 large container filled with polystyrene chips
- Balance scale

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** This activity should be done outdoors. Make a long line with rope or chalk. Learners stand behind the line. Say a number between 1 and 10. Learners take big steps forwards while counting to the number that you have said. Make a mark for the learner who has got the furthest away from the rope. Repeat and see if any learner can get further than the marked spot.
4. **Small and heavy, large and light:** Place the grape counter and a Unifix tower of two blocks on the mat with the balance scale.

#### Guiding questions:

- ★ Which do you think is heavier? Why?

A learner weighs the grape counter and the Unifix tower on the balance scale.

- ★ Which is bigger/smaller?
- ★ Why do you think the grape counter is heavier?

Place the two containers with heavy and light objects (stones and polystyrene chips) on the mat.

- ★ Which container do you think is heavier? Why?
- ★ Are bigger things always heavier than smaller things?

A learner weighs the containers on the scale.

- ★ Which container is bigger/smaller?
- ★ Which container is heavier/lighter?
- ★ Why do you think that is?

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



### TIP

Learners may find it difficult to understand that a small object can be heavier than a larger object. Refer to items on the maths table.

A morutwana a bapise boima jwa selo le jwa apole mme a bo beye mo keriting (lebelela tsebe 101) go ya ka gore se botlhofonyana kgotsa boimanyana go na le apole.

- ✦ O tlaa itse jang gore ke sefe se se botlhofonyana/boimanyana go na le apole?
- ✦ Ke dilo dife di botlhofonyana/boimanyana go na le apole?
- ✦ Ke selo sefe se se boima thata/botlhofo thata?

Boeletsa makgetlhonyana a le mmalwa.

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 4

### Se o se tlohokang

- Pina: *Tlou e le nngwe e ile go tshameka* (tsebe 195)
- Mogala kgotsa tšhoko
- Sebadi se le 1 sa diterebe go tswa mo dibading tsa maungo (*Kgetsana ya Didiriswa*)
- Tora ya dikgabisi ya dibolokokgogedi tse 2
- Setshodi se sennye se le 1 se tladitswe matlapa
- Setshodi se le 1 se segolo se tladitswe ditšhipisi tsa polasetiki
- Sekala sa go lekanya

1. **Pina:** Opela pina, *Tlou e le nngwe e ile go tshameka*.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Tirwana e e tshwanetse go direlwa kwa ntle. Dira mola o moleele ka mogala kgotsa tšhoko. A barutwana ba eme fa morago ga mola. Bitsa nomore e e magareng ga 1 le 10. A barutwana ba tseye dikgato tse dikgolo go ya kwa pele fa ba ntse ba balela kwa nomoreng e o e biditseng. Dira morutwana yo o kgonneng go tsamaela kgakala thata le mogala letshwao. Boeletsa mme o bone gore a go na le morutwana yo o ka tsamaelang go feta lefelo le le tshwailweng.
4. **Nnye le boima, kgolo le botlhofo:** Baya sebadi sa diterebe le tora ya dibolokokgogedi tse pedi mo mmetsheng le sekala sa go lekanya.

### Dipotso tse di kaelang:

- ✦ Ke eng se o akanyang se le boimanyana? Goreng?
- A morutwana a lekanye sebadi sa diterebe le tora ya dibolokokgogedi mo sekaleng sa go lekanya.
- ✦ Ke sefe se segolwane/sennyenyana?
  - ✦ Goreng o akanya gore sebadi sa diterebe se boimanyana?
- Baya ditshodi tse pedi tse di nang le dilo tse di boima le tse di botlhofo (matlapa le ditšhipisi tsa polasetiki) mo mmetsheng.
- ✦ Ke setshodi sefe se o akanyang se le boimanyana? Goreng?
  - ✦ A dilo tse dikgolwane ka gale di boimanyana go na le tse dinnyenyana?
- A morutwana a lekanye ditshodi mo sekaleng.
- ✦ Ke setshodi sefe se segolwane/nnyenyana?
  - ✦ Ke setshodi sefe se se boimanyana/botlhofonyana?
  - ✦ Goreng o akanya gore go ntse jalo?

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## MAELE

Barutwana ba ka bona go le thata go tihaloganya gore selo se sennye se ka nna boimanyana go na le se segolwane. Lebelela dilo tse di mo tafoleng ya dipalo.

## Day 5

## What you need

- Song: *One elephant went out to play* (page 194)
- Bottle filled with water

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners find 10 small objects in the classroom. They sort the objects into the five they think are the heaviest and the five they think are the lightest.
4. **More or less than:** Place the bottle filled with water on the mat.

## Guiding questions:

- ★ What objects in our classroom do you think weigh more than/less than this water bottle?

Two learners find one object each in the classroom that they think weighs more than the water bottle and two learners find objects that they think weigh less than the water bottle.

- ★ Do you think the object will weigh more/less than the water bottle? Why?

Learners then compare the mass of their object to the mass of the water bottle on the balance scale.

- ★ Is the \_\_\_\_\_ heavier/lighter than the water bottle?
  - ★ Did you estimate correctly?
5. **Small group activities:** Describe the activities at each workstation.

## Integration

**Home Language and Life Skills:** Incorporate 'heavy' and 'light' into Creative Arts and Language activities, for example, learners mime carrying, pulling and pushing light and heavy objects, label classroom objects using 'light' and 'heavy' labels, collage activities using light (feathers, paper, plastic) and heavy (clay) materials.

## Small group activities

## Teacher-guided activity

## What you need

- Balance scale
- 40 Unifix blocks
- 40 fruit counters
- A stone

1. **Counting objects 1–10:** Place the fruit counters and Unifix blocks in separate piles on the mat. Learners count five fruit counters and five Unifix blocks and place them in groups on the mat.





## Letsatsi 5

### Se o se tlhokang

- Pina: *Tlou e le nngwe e ile go tshameka* (tsebe 195)
- Lebotlolo le le tletseng metsi

1. **Pina:** Opela pina, *Tlou e le nngwe e ile go tshameka*.
2. **Go balela kwa godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** A barutwana ba batle dilo tse dinnye mo phaposiborutelong di le 10. A ba di rulaganye go ya ka tse tlhano tse ba ithayang ba re di boima go gaisa le tse tlhano tse ba ithayang ba re di botlhoho go gaisa.
4. **Go feta kgotsa kwa tlase ga:** Baya lebotlolo le le tletseng metsi mo mmetsheng.

#### Dipotso tse di kaelang:

- ★ Ke dilo dife mo phaposiborutelong ya rona tse o akanyang gore di boima go feta/ka fa tlase ga lebotlolo le la metsi?

Mongwe le mongwe wa barutwana ba babedi o bona selo se le sengwe se a ithayang a re boima jwa sona bo feta jwa lebotlolo la metsi mo phaposiborutelong fela barutwana ba bangwe ba babedi ba bona dilo tse ba akanyang gore boima jwa tsona bo ka fa tlase ga lebotlolo la metsi.

- ★ A o akanya gore selo se se boima jo bo fetang/mo tlase ga jwa lebotlolo la metsi? Goreng?

Jaanong a barutwana ba bapise boima jwa dilo tsa bona le boima jwa lebotlolo la metsi mo sekaleng sa selekanyi.

- ★ A \_\_\_\_\_ e boimanyana/botlhofonyana go na le lebotlolo la metsi?
- ★ A o fopholeditse ka nepagalo?

5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Tomagano

**Puogae le Dikgono tsa Botshelo:** Tsenyeletsa 'boima' le 'botlhofo' mo Botsveretshing le Boitlhamedi le ditirwana tsa Puo, sekao, a barutwana ba dire e kete ba tshotse, ba goga le go kgorometsa dilo tse di botlhofo le tse di boima, ba tshwaye dilo tsa phaposiborutelo ba dirisa matshwao a 'boima' le 'botlhofo', ditirwana tsa tsolotanyo ba dirisa dilo tse di botlhofo (mafafa, pampiri, polasetiki) le tse di boima (letsopa).

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

### Se o se tlhokang

- Sekala sa go lekanya
- Dibolokokgogedi di le 40
- Dibadi tsa maungo di le 40
- Letlapa



1. **Go bala dilo 1–10:** Baya dibadi tsa maungo le dibolokokgogedi mo diphaeleng tse di aroganeng mo mmetsheng. A barutwana ba bale dibadi tsa maungo di le tlhano le dibolokokgogedi le go di baya ka ditlhopha mo mmetsheng.

2. **Estimating mass:** In pairs, learners look at a group of five fruit counters and a group of five Unifix blocks. Ask learners which group of counters they think will weigh more.

**Guiding questions:**

- ★ Which group do you think is lighter/heavier than the other?
- ★ Why do you think the \_\_\_\_\_ group is heavier?

Learners take turns to hold a group of fruit counters in one hand and a group of Unifix blocks in the other hand and compare their mass.

- ★ Which feels heavier/lighter?
- ★ Why do you think it is lighter/heavier than the \_\_\_\_\_?

3. **Using a balance scale to measure mass:** Place the balance scale on the mat.

**Guiding questions:**

- ★ How can we find out which is the heavier of the two groups?

In pairs, learners use the balance scale to compare the mass of the objects to one another.

- ★ Which group do you think is heavier/lighter?
- ★ Do any groups weigh the same?
- ★ How do you know?
- ★ Did you estimate correctly?



Place the stone on the mat. Learners predict whether a Unifix block/ grape counter will be heavier or lighter than the stone.

- ★ Why do you think it is lighter/heavier than the stone?

Learners take turns to compare the mass of the Unifix block/grape counter to the mass of the stone.

- ★ Which objects are lighter/heavier than the stone?
- ★ Which is the heaviest/lightest object?



**Check that learners are able to:**

- compare the mass of two objects
- estimate the mass of objects
- use the balance scale to compare the mass of objects
- say which objects are light/heavy, lighter/heavier, lightest/heaviest

2. **Go lekanyetsa boima:** Ka bobedi, a barutwana ba lebelele setlhopha sa dibadi tsa maungo tse tlhano le setlhopha sa dibolokokgogedi tse tlhano. Botsa barutwana gore ke setlhopha sefe sa dibadi se ba akanyang gore boima jwa sona bo feta jwa se sengwe.

**Dipotso tse di kaelang:**

- ★ O akanya gore ke setlhopha sefe se se botlhofonyana/boimanyana go na le se sengwe?
- ★ Goreng o akanya gore setlhopha sa \_\_\_\_\_ se boketenyana?

A barutwana ba refosanele go tshwara setlhopha sa dibadi tsa maungo mo seatleng se sengwe le setlhopha sa dibolokokgogedi mo go se sengwe le go bapisa boima.

- ★ Ke sefe se se utlwalang se le boimanyana/botlhofonyana?
- ★ Ke eng o akanya gore se botlhofonyana/boketenyana go na le \_\_\_\_\_?

3. **Ka go dirisa sekala sa go lekanya go lekanya boima:** Baya sekala sa go lekanya mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ Re ka bona jang gore ke sefe se se boimanyana mo ditlhopheng tse pedi?

Ka bobedi, a barutwana ba dirise sekala sa go lekanya go bapisa boima jwa dilo.

- ★ Ke setlhopha sefe se o akanyang se le boimanyana/botlhofonyana?
- ★ A go na le ditlhopha tse di lekanang ka boima?
- ★ O itse jang?
- ★ A o lekanyeditse ka nepagalo?



Baya letlapa mo mmetsheng. A barutwana ba bonele pele gore a dibolokokgogedi/sebadi sa diterebe se boimanyana kgotsa botlhofonyana go na le letlapa.

- ★ Goreng o akanya gore di botlhofonyana/boimanyana go na le letlapa?
- A barutwana ba refosanele go bapisa boima jwa dibolokokgogedi/ dibadi tsa diterebe le boima jwa letlapa.
- ★ Ke dilo dife tse di botlhofonyana/boimanyana go na le letlapa?
  - ★ Ke selo sefe se se boima go gaisa/botlhofo go gaisa?



**Netefatsa gore barutwana ba kgona go:**

- bapisa boima jwa dilo tse pedi
- lekanyetsa boima jwa dilo
- dirisa sekala sa go lekanya go bapisa boima jwa dilo
- bua gore ke dilo dife tse di botlhofo/boima, botlhofonyana/boimanyana, botlhofo thata/boima thata

## Workstation 1



### What you need

- A4 page with pictures of 'heavy' and 'light' objects
- Real-life 'heavy' and 'light' objects to match the pictures shown on the A4 page
- A4 page with 'heavy' and 'light' columns
- Scissors
- Glue

Learners decide which objects they think are heavy and which are light. They then cut out the pictures to match these objects and paste them in the appropriate columns.

## Workstation 2

### What you need

- Balance scale
- Everyday objects to be weighed

Learners use the balance scale to weigh objects and tell one another which is heavier or lighter.

## Workstation 3



### What you need

- 5 containers of the same size filled with different materials, for example, sand, buttons, small stones, water, seeds

Learners arrange the containers in order from heaviest to lightest.

## Workstation 4



### What you need

- Container filled with water/sand for water and sand play
- Measuring containers of different sizes and shapes

Learners compare how much water/sand the different containers hold and compare their mass, using the vocabulary: light/heavy, lighter/heavier, lightest/heaviest. Learners may talk about which containers hold more, less, the same amount of water/sand and compare which containers are lighter/heavier.



**TIP**

**Preparation for Week 6:** Ask learners to each bring seven empty plastic cold drink bottles from home for activities they will do in Week 6. These can be different sizes.

### Seteišenetiro 1



#### Se o se tlhokang

- Letlhare la A4 le le nang le ditshwantsho tsa dilo tse di 'boima' le tse di 'botlhofo'
- Dilo tsa nnete tse di 'boima' le tse di 'botlhofo' go nyalanya le ditshwantsho tse di bontshitsweng mo letlhareng la A4
- Letlhare la A4 le le nang le dikholomo tse di 'boima' le tse di 'botlhofo'
- Dikere
- Sekgomaretsi

A barutwana ba swetse gore ke dilo dife tse ba akanyang di le boima le tse ba akanyang di le botlhofo. Jaanong a ba segolole ditshwantsho go nyalanya dilo tseno le go di mamaretsa mo dikholomong tse di maleba.

### Seteišenetiro 2

#### Se o se tlhokang

- Sekala sa go lekanya
- Dilo tse di tlwaelegileng go lekangwa

A barutwana ba dirise sekala sa go lekanya dilo le go bolelelana gore ke sefe se se boimanyana kgotsa se se botlhofonyana.



### Seteišenetiro 3

#### Se o se tlhokang

- Ditshodi di le 5 tse di lekanang ka bogolo di tladitswe ka dilo tse di farologaneng, sekao, motlhaba, dikonopo, matlapana, metsi, dipeo

A barutwana ba rulaganye ditshodi go ya ka tse di boima thata go ya go tse di botlhofo thata.



### Seteišenetiro 4

#### Se o se tlhokang

- Setshodi se se tladitsweng ka metsi/motlhaba go dirisetswa motshameko wa metsi le motlhaba
- Go lekanya ditshodi tse di farologaneng ka bogolo le dipopego

A barutwana ba bapise gore ditshodi tse di farologaneng di kgona go tshola metsi/motlhaba o o kana kang mme ba bapise boima jwa tsona, ba dirisa tlotlofoko: botlhofo/boima, botlhofonyana/boimanyana, botlhofo thata/boima thata. Barutwana ba ka bua ka gore ke ditshodi dife tse di tsholang go feta, go le gonnye, selekanyo se se lekanang sa metsi/motlhaba mme ba bapise gore ke ditshodi dife tse di botlhofo thata/boima thata.



#### MAELE

**Ipaakanyetso ya Beke 6:** Kopa mongwe le mongwe wa barutwana go tla ka mabotlolo a dinotsididi a polasetiki a le lolea a le supa go tswa lapeng go direla ditirwana tse ba tlaa di dirang mo Beke 6. E ka nna tsa bogolo jo bo farologaneng.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 8
- Ordinal numbers: fifth, last, next
- Oral counting: forwards 1–20 and beyond

## Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–7
- Ordinal numbers first to fifth
- Add, take away
- Two/three more/fewer
- Reinforce number concept 1–7

## New maths vocabulary

eight  
fourth  
fifth

last  
how many more to make  
how many are left/left over

least  
the same  
exactly

## Getting ready

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

- number frieze and house template for number 8 (page 208)
- 4 number 8 dot, symbol and word cards
- number symbol card 8 (number line)
- large cardboard cut-outs of 3 big and 7 small mice
- birthday chart
- days of the week chart
- 10 different-sized bottles
- playdough template: Number 8 (page 214) – 1 per learner
- paper/card crown strips with 8 rectangle shapes – 1 per learner



- set of dot cards 1–8 – 1 per learner



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Lemoga le go tlaola matshwaopalo le mafokopalo
- Tlhalosa, bapisa le go rulaganya dinomore

## Kitso e ntšhwa

- Nomore 8
- Dipalokemotatelano: ya botlhano, ya bofelo, e e latelang
- Go balela kwa godimo: kwa pele 1–20 le go feta

## Ikatise

- Go balela kwa godimo: kwa pele 1–20, kwa morago 10–1
- Go bala dilo 1–10
- Go latedisanya dinomore 1–7
- Dipalokemotatelano ya ntlha go ya go ya botlhano
- Oketsa, ntsha
- Feta/mmalwanyana ka pedi/tharo
- Go gatelela mogopolopalo 1–7

## Tlotlofoko e ntšhwa ya dipalo

robedi  
ya bone  
ya botlhano

ya bofelo  
o tlhoka bokae gape go dira  
go setse di le kae

nnye  
tshwana  
go tshwana gotlhelele

## Ipaakanye

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

- nomorekgabisi le thempoleiti ya ntlo ya nomore 8 (tsebe 209)
- dikarataronho, tshwao, le foko tsa nomore 8 di le 4
- karata ya letshwaopalo 8 (molapalo)
- khateboto e kgolo e e segolotsweng ya magotlo a magolo a le 3 le a mannye a le 7
- tšhate ya malatsi a botsalo
- tšhate ya malatsi a beke
- mabotlolo a bogolo jo bo farologaneng a le 10
- thempoleiti ya tege ya go tshameka: Nomore 8 (tsebe 215) – e le 1 ya morutwana mongwe le mongwe
- manathwana a korone ya pampiri/karata e na le dipopego tsa 8 – le le 1 la morutwana mongwe le mongwe



- sete ya dikarataronho 1–8 – e le 1 ya morutwana mongwe le mongwe

- yoghurt cup with 8 white beans. Mark one side of each bean with a black koki – 1 cup per learner
- 10 × 500 ml cold drink bottles, and 5 smaller empty cold drink bottles that you have collected
- 8 × 2 litre cold drink bottles half filled with sand (label each with a large number symbol and dot/s from 1 and 8).



## Whole class activities

### Day 1

#### What you need

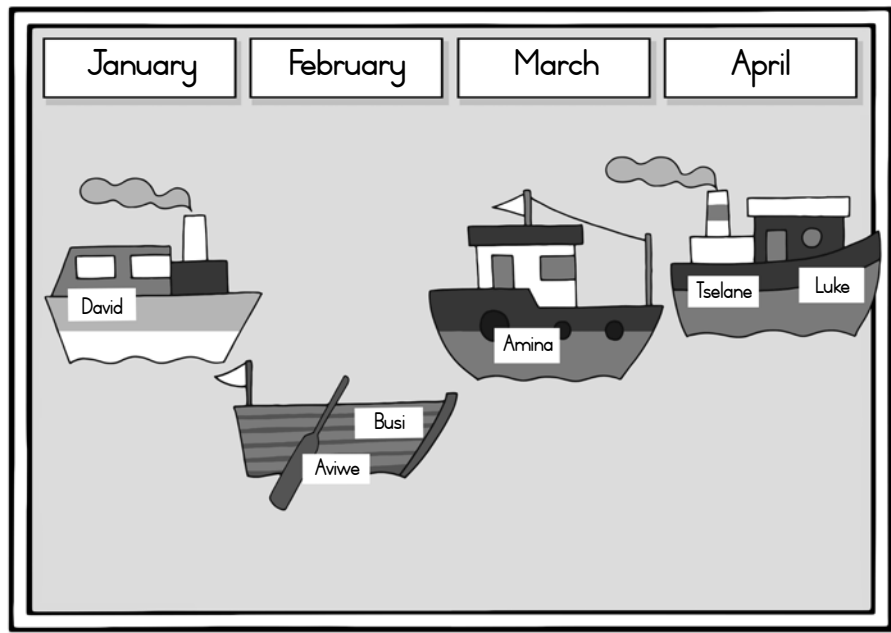
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

1. **Rhyme:** Say the rhyme, *Eight little mice* using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Look at the birthday and the days of the week charts.



#### TIP

Place the charts at eye level so learners can clearly see the information and share ideas with each other.





- kopi ya yokate e e nang le dinawa tse ditshweu di le 8. Tshwaya letlhakore le le lengwe la nawa nngwe le nngwe ka khokhi e ntsho – kopi e le 1 ya morutwana mongwe le mongwe
- mabotlolo a dinotsididi a 10 × 500 ml, le mabotlojana a a senang sepe a 5 a dinotsididi a o a kokoantseng
- mabotlolo a dinotsididi a 8 × 2 litara a tshetswe halofo ya motlhaba (tshwaya lengwe le lengwe ka letshwaopalo le legolo le le/marontho go tswa go 1 le 8).



## Ditirwana tsa phaposiborutelo yotlhe

### Letsatsi 1

#### Se o se tlhokang

- Morumo: *Magotlonyana a le robedi* (tsebe 197)
- Legotlo le legolo le le segolotsweng le le 1 le magotlo a mannye a le 7
- *Kanelo ya nomore 8* (tsebe 197)
- Nomorekgabisi le thempoleiti ya ntlo ya nomore 8 (tsebe 209)
- Tšhate ya malatsi a botsalo
- Tšhate ya malatsi a beke

1. **Morumo:** Bua morumo, *Magotlonyana a le robedi* ka go dirisa magotlo a a segolotsweng.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Lebelela ditšhate tsa malatsi a botsalo le malatsi a beke.

### MAELE

Baya tšhate mo kemong ya matlho gore barutwana ba kgone tshedimosetso sentle le go arogana dikakanyo.

Mosupologo

Labobedi

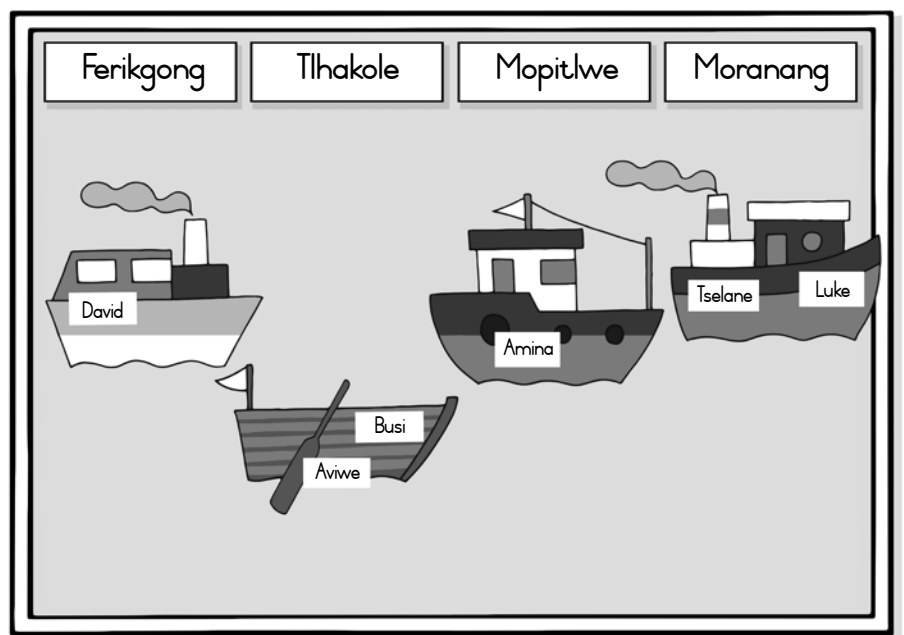
Laboraro

Labone

Labotlhano

Lamatlhatso

Latshipi



**Guiding questions:**

- ★ Are there more or fewer than 10 months of the year on the birthday chart?
- ★ Do any months have 10 birthdays?
- ★ How many birthdays are there in \_\_\_\_\_?
- ★ Which month has the most/least birthdays?
- ★ How many birthdays would there be in \_\_\_\_\_ if we added/took away one/two/three names?
- ★ Are there more or fewer than 10 days of the week?

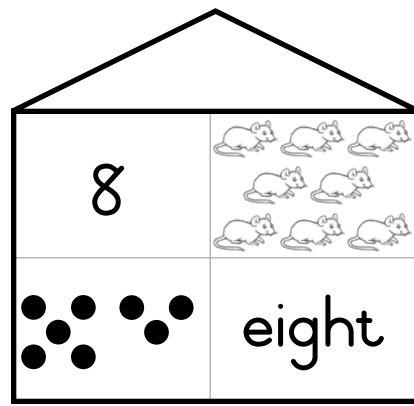
Count together and say the names of the months and days of the week.

4. **Introducing number 8:** Point to number friezes 1–7.

**Guiding questions:**

- ★ How many animals do you think will live in the next house?

Tell the *Number 8 story*. Show the different representations of number 8, for example, the picture, the dots, the symbol and the word. Add this house to the animal house frieze. Count the mice together. Dramatise mouse movements and sounds.



- ★ How many more mice are there than frogs?
- ★ Which house has three fewer animals than the frogs' house?

5. **Add the number 8 to the number washing line:** Show the learners the number 8 card.

**Guiding questions:**

- ★ Where should we put the number 8 on the number washing line?
- Talk about the position of number 8 in relation to number 7: it comes after number 7.

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

**Day 2**

**What you need**

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 4 number 8 dot, symbol and word cards
- Number line

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Show cut-outs of big and small mice.

**Guiding questions:**

- ★ How many big/small mice do you think there are?
- ★ How many are there of each?

Count the pictures together.

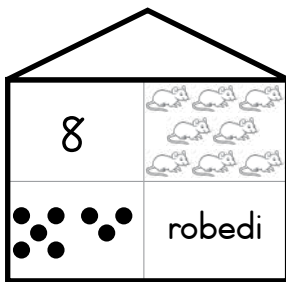
**Dipotso tse di kaelang:**

- ✦ A go na le dikgwedi tsa ngwaga tse di fetang kgotsa tse di ka fa tlase ga 10 mo tšhateng ya malatsi a botsalo?
  - ✦ A go na le dikgwedi dingwe tse di nang le malatsi a botsalo a le 10?
  - ✦ Go na le malatsi a botsalo a le kae \_\_\_\_\_?
  - ✦ Ke kgwedi efe e e nang le malatsi a botsalo a le mantsi/mannye?
  - ✦ Go ka nna le malatsi a botsalo a le makae mo \_\_\_\_\_ fa re ne re ka tsenya/tlosa leina le le lengwe/a mabedi/a mararo?
  - ✦ A go na le malatsi a beke a feta kgotsa a le ka fa tlase ga 10?
- Balang mmogo mme lo bue maina a dikgwedi le malatsi a beke.

4. **Go itsise nomore 8:** Supa dinomorekgabisi 1–7.

**Dipotso tse di kaelang:**

- ✦ Akanya gore go tlaa dula diphologolo di le kae mo ntlong e e latelang? Anaanela ka ga *Kanelo ya nomore 8*. Bontsha ditlhagiso tse di farologaneng tsa nomore 8, sekao, setshwantsho, marontho, letshwao le lefoko. Tsenya ntlo eno mo ntlokgabising ya diphologolo. Balang magotlo mmogo. Diragatsa metsamao le medumo ya magotlo.
- ✦ Go na le magotlo a le makae go feta digwagwa?
- ✦ Ke ntlo efe e e nang le diphologolo tsa palo e e kwa tlasenyana gararo go na le ya digwagwa?



5. **Tsenya nomore 8 mo mogaleng wa dinomore:** Bontsha barutwana karata ya nomore 8.

**Dipotso tse di kaelang:**

- ✦ Re ka baya kae nomore 8 mo mogaleng wa dinomore? Bua ka maemo a nomore 8 go ikaegile ka nomore 7: e tla morago ga nomore 7.

6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 2**

**Se o se tlhokang**

- Morumo: *Magotlonyana a le robedi* (tsebe 197)
- Dikaratarontho, tshwao le foko tsa nomore 8 di le 4
- Magotlo a a segolotsweng a le 3 a magolo le a le 7 a mannye
- Molapalo

1. **Morumo:** Bua morumo, *Magotlonyana a le robedi* o e diragatsa ka go dirisa magotlo a a segolotsweng.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bontsha magotlo a a segolotsweng a magolo le a mannye.

**Dipotso tse di kaelang:**

- ✦ O akanya gore magotlo a magolo/mannye a makae?
  - ✦ Ke a le makae mangwe le mangwe?
- Balang ditshwantsho mmogo.



**TIP**

If one group has fewer than eight learners, help them to decide how many objects they each need to choose to make eight altogether.

4. **More than, fewer than, equal to:** Look at the cut-outs again.

**Guiding questions:**

- ★ Are there more/fewer big or small mice?
- ★ If two/three/four small mice were to run away, would there be the same number of big and small mice?

5. **Maths table:** Groups of eight learners each collect eight similar small objects. Each group says what objects they have found and how many objects they have found. Give a number 8 dot, symbol or word card to each group. One group at a time puts their objects and number 8 card on the table.

**Guiding questions:**

- ★ Where is the number 8 on the number line?
- ★ Can you draw it in the air/on your friend's back?

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

**Day 3**

**What you need**

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 10 × 500 ml bottles
- 8 × 2 litre bottles
- Ball
- Number dot cards 1–8 (*Resource Kit*) displayed on the wall

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.

**Guiding questions:**

- ★ Which mouse is second, third, fifth?

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place 10 × 500 ml bottles and 8 × 2 litre bottles in separate groups where learners can see them.



**Guiding questions:**

- ★ Which group has more/fewer bottles?
- ★ How do you know?

Count the bottles in each group together.

4. **Dot cards and ordering 1–8; skittles:** Place 8 numbered 2 litre bottles in the incorrect order on the floor, in a line close to the dot cards that are displayed on the wall.

**MAELE**

Fa setlhopha se sengwe se na le barutwana ba le ka fa tlasenyana ga ba le robedi, ba thuse go swetsa gore yo mongwe le yo mongwe o tlhoka go tlhopha dilo di le kae go dira palogotlhe ya robedi.

4. **Go feta, mmalwanyana go, lekana le:** Lebelela dilo tse di segolotsweng gape.

**Dipotso tse di kaelang:**

- ✦ A go na le magotlo a mantsi/mmalwanyana a magolo kgotsa a mannye?
- ✦ Fa magotlo a mannye a le mabedi/mararo/mane a ne a ka tshaba, a go ne go tlaa nna le palo e e lekanang magotlo a magolo le a mannye?

5. **Tafole ya dipalo:** A mongwe le mongwe wa barutwana ba ditlhopha tsa robedi a kokoanye dilo di le robedi tse dinnye. A setlhopha sengwe le sengwe se bue gore se bone dilo dife le gore di le kae. Neela setlhopha sengwe le sengwe karatarontho, tshwao kgotsa foko ya nomore 8. A setlhopha se le sosi ka nako e le nngwe se beye dilo le karata ya nomore 8 mo tafoleng.

**Dipotso tse di kaelang:**

- ✦ Nomore 8 e fa kae mo molapalong?
- ✦ A o ka e thala mo moweng/mo mokwatleng wa tsala ya gago?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 3**

**Se o se tlhokang**

- Morumo: *Magotlonyana a le robedi (tsebe 197)*
- Magotlo a magolo a le 3 le a mannye a le 7 a a segolotsweng
- Mabotlolo a le 10 × 500 ml
- Mabotlolo a 8 × 2 litara
- Kgwele
- Dikarata tsa nomorerontho 1–8 (*Kgetsana ya Didiriswa*) di beilwe mo loboteng

1. **Morumo:** Bua morumo, *Magotlonyana a le robedi* o e diragatsa o dirisa magotlo a a segolotsweng

**Dipotso tse di kaelang:**

- ✦ Ke legotlo lefe le e leng la bobedi, la boraro, la botlhanano?

2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Baya mabotlolo a 10 × 500 ml le a 8 × 2 litara mo ditlhopheng tse di aroganeng moo barutwana ba ka di bonang gona.



**Dipotso tse di kaelang:**

- ✦ Ke setlhopha sefe se se nang le bontsi/bonnye jwa mabotlolo?
- ✦ O itse jang?

Bala mabotlolo mo setlhopheng sengwe le sengwe mmogo.

4. **Dikaratarontho le go rulaganya 1–8; diseketlele:** Baya mabotlolo a dilitara tse 2 a a nomorilweng a le 8 ka thulaganyo e e sa nepagalang mo bodilong, mo moleng gaufi le dikaratarontho tse di beilweng mo loboteng.

**Guiding questions:**

- ★ Are these bottles in the correct order?

Together place the bottles in the correct order from 1 to 8. Learners take turns to knock down bottles with the ball and say which numbers have fallen.



- ★ Which number comes between 6 and 8; after 2; before 5?
- ★ If you knock down the number 2 and 3 bottles, how many dots does this add up to? (Learners point to dot card 5.)
- ★ How many bottles are left standing?
- ★ How many more do you need to knock over to get to 8?
- ★ Which three bottles could we choose if we want the number of dots to add up to 8?
- ★ How many bottles do we need to knock over so that there are exactly the same number of bottles lying down as there are standing up?
- ★ How many bottles will be left if I take one away?

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

**Day 4**

**What you need**

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 8 mice
- Pictures of 8 ducks
- Number friezes 1–8
- 8 × 2 litre bottles
- 10 × different-sized bottles
- Ball
- Number line and number symbols 1–8
- Dot cards 1–8

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place eight 2 litre bottles in a group and 10 different-sized bottles in a separate group.

**Guiding questions:**

- ★ Which group has more/fewer bottles?
- ★ How many bottles do you think are in each group?
- ★ How can we find out?

Count the bottles in each group together.

4. **Ordinal numbers first to fifth:** Look at the number friezes.

**Guiding questions:**

- ★ Which animals live in the second house, third house, fourth house?

**Dipotso tse di kaelang:**

★ A mabotlolo ano a mo thulaganyong e e nepagetseng?

Bayang mabotlolo ka thulaganyo e e nepagetseng go simolola ka 1 go ya go 8 mmogo. A barutwana ba refosanele go thulanya mabotlolo ka kgwele le go bua gore ke dinomere dife tse di weleng.



★ Ke nomere efe e e tlang magareng ga 6 le 8; morago ga 2; pele ga 5?

★ Fa o diga mabotlolo a nomere 2 le 3, fa o tlhakanya tseno di re fa marontho a le makae? (A barutwana ba supe karatarontho 5.)

★ Ke mabotlolo a le makae a a tlogelwang a eme?

★ O tlhoka go diga a le makae gape go fitlha kwa go 8?

★ Re ka tlhopho mabotlolo afe a mararo fa re batla gore palo ya dinomere e tlhakanngwe go dira 8?

★ Re tlhoka go diga mabotlolo a le makae gore go tle go nne le palo e e lekanang gotlhelele, ya mabotlolo a a robetseng fa fatshe le a a emeng?

★ Go tlaa sala mabotlolo a le makae fa ke ntsha le le lengwe?

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- Morumo: *Magotlonyana a le robedi* (tsebe 197)
- Magotlo a le 8 a a segolotsweng
- Ditshwantsho tsa dipidipidi di le 8
- Dinomerekgabisi 1–8
- Mabotlolo a  $8 \times 2$  litara
- $10 \times$  ya mabotlolo a bogolo jo bo farologaneng
- Kgwele
- Molapalo le matshwaopalo 1–8
- Dikaratarontho 1–8

1. **Morumo:** Boeletsa tirwana e e mo Letsatsi 3.

2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Baya mabotlolo a le robedi a dilitara tse 2 mo setlhopheng sa mabotlolo a bogolo jo bo farologaneng a le 10 mo setlhopheng se sengwe.

**Dipotso tse di kaelang:**

★ Ke setlhopho sefe se se nang le mabotlolo a mantsi/mmalwanyana?

★ O akanya gore setlhopho sengwe le sengwe se na le mabotlolo a le kae?

★ Re ka itse seo jang?

Balang mabotlolo a a mo setlhopheng sengwe le sengwe mmogo.

4. **Dipalokematelano ya ntlha go ya go botlhano:** Lebelela dinomerekgabisi.

**Dipotso tse di kaelang:**

★ Ke diphologolo dife tse di dulang mo ntlong ya bobedi, ya boraro, ya bone?

5. **Practising and ordering 1–8; ordinal numbers first to fifth; skittles:** Repeat the activity from Day 3. Handout dot cards 1–8. Learners say what dot card they have and match these to the bottles.

**Guiding questions:**

- ★ Can you knock down the first/second/fifth bottle?
- ★ Can you show me the first/second/fifth number on the number line?
- ★ Can you put the first/second/fifth bottle next to the first/second/fifth house?

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

**Integration**

**Home Language and Life Skills:** Place skittles in the maths area/ outdoors for learners to play with.

**Day 5**

**What you need**

- Rhyme: *Eight little mice* (page 196)
- Masking tape/chalk
- Cut-outs of 8 mice
- A variety of bottles
- Poster 6

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place a variety of bottles in a group.

**Guiding questions:**

- ★ Are there more/fewer big bottles?
- ★ How many do you think there are?
- ★ How do you know?

Count the bottles together.

4. **Jumping track 1–8:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–8.

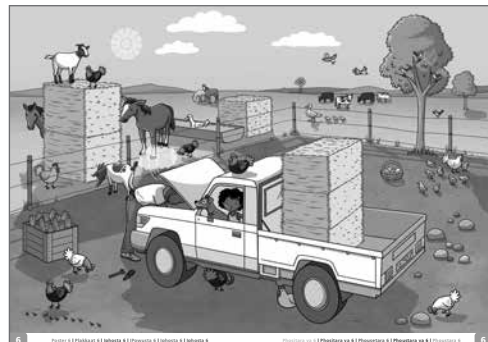
**Guiding questions:**

- ★ How many more jumps to get to 8?
- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/6 and count on from there as you jump?

5. **Practising 1–8:** Discuss Poster 6. Move between the learners to show them the picture.

**Guiding questions:**

- ★ What is the difference between a duck and a duckling?
- ★ How many ducks/ducklings can you see?





5. **Go ikatisetsa le go rulaganya 1–8; dipalokemotatelano ya ntlha go ya go ya botlhano; diseketlele:** Boeletsa tirwana e e mo Letsatsi 3. Ba neele dikaratarontho 1–8. A barutwana ba bue gore ba na le karatarontho efe mme ba di nyalanye le mabotlolo.

**Dipotso tse di kaelang:**

- ✦ A o ka diga lebotlolo la ntlha/bobedi/botlhano?
- ✦ A o ka mpontsha nomore ya ntlha/bobedi/botlhano mo molapalong?
- ✦ A o ka baya lebotlolo la ntlha/bobedi/botlhano gaufi le ntlo ya ntlha/bobedi/botlhano?

6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Tomagano

**Puogae le Dikgono tsa Botshelo:** Baya diseketlele mo lefelong la dipalo/kwa ntle gore barutwana ba tshameke ka tsona.

## Letsatsi 5

### Se o se tlhokang

- Morumo: *Magotlonyana a le robedi* (tsebe 197)
- Phousetara 6
- Theipi e e sireletsang/tšhoko
- Magotlo a le 8 a a segolotsweng
- Mabotlolo a mefutafuta

1. **Morumo:** Boeletsa tirwana e e mo Letsatsi 3.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Baya mefuta ya mabotlolo mo setlhopheng.

**Dipotso tse di kaelang:**

- ✦ A go na le mabotlolo a magolo a le mantsi/mmalwanyana?
- ✦ O akanya gore a makae?
- ✦ O itse jang?

Balang mabotlolo mmogo.

4. **Go tlola mola 1–8:** Dirisa theipi e e sireletsang kgotsa tšhoko go dira llere mo mmetsheng gore barutwana ba tlole fa phaposi e bala 1–8.

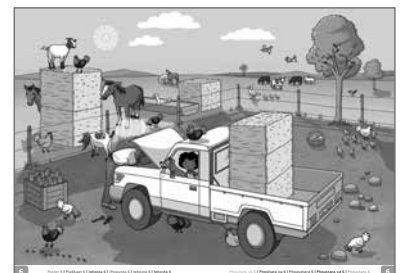
**Dipotso tse di kaelang:**

- ✦ Ke metlolo e le mekae go fitlha go 8?
- ✦ A o ka tlolela kwa nomoreng e ntsi ka nngwe/mmalwanyana ka pedi, ntsi ka pedi/mmalwanyana ka tharo mo nomorong e o emeng mo go yona?
- ✦ A o ka ema mo nomoreng ya 4/6 le go bala go simolola foo fa o tlola?

5. **Go ikatisetsa 1–8:** Buisanang ka Phousetara 6. Tsamaya mo gare ga barutwana go ba bontsha setshwantsho.

**Dipotso tse di kaelang:**

- ✦ Pharologano ke eng magareng ga pidipidi le pidipitsana?
- ✦ O kgona go bona dipidipidi/ dipidipitsana di le kae?



- ✦ Are there more/fewer ducks on the poster than on the number frieze?
- ✦ If two ducklings joined the big duck in the water, how many ducks and ducklings would there be?
- ✦ How many ducklings are walking in the line?
- ✦ How many ducklings would there be if two walked away?
- ✦ Are there more/fewer big ducks or chickens?

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

## Small group activities

### Teacher-guided activity

#### What you need

- Number dot, symbol and word cards 1–8 (*Resource Kit*)
- Ball
- Playdough
- Boards
- Paper
- Pencils
- A tub per learner with:
  - 10 counters
  - Playdough
  - 3 lids
  - A yoghurt cup with beans marked with black koki on one side
  - 5 animal counters

1. **Oral counting 1–20:** Learners roll the ball to each other as they count from 1 to 20 (and beyond if they are able to).
2. **Word problems:** Present learners with problems to solve. They can use the counters in their tub to represent and help them solve the problems.

#### Guiding questions:

- ✦ There are ten mice in a cupboard. If three mice run away, how many mice will be left in the cupboard?
- ✦ If one mouse comes back, how many mice will be in the cupboard?

Ask learners to tell you how they got their answers.

3. **Practising 1–8; more/fewer/equal:** Show a number symbol card from 1 to 8. As quickly as they can, learners make the same number of balls with their playdough. They find the number word and dot card to match.

Ask learners to take out two of the lids from their tubs. They should place two balls on one lid and four on the other lid.

#### Guiding questions:

- ✦ Which lid has more/fewer balls?
- ✦ How many more/fewer does this lid have?
- ✦ Add to the lid with more balls so that it has two more than four balls. How many did you add?
- ✦ Take away from the lid with fewer balls so that it has no balls. How many did you take away?



#### TIP

If a learner has made an error in the calculation, ask if they want to use counters to show you what they have done. Don't simply say the learner is 'wrong'. Guide them to the correct answer.

- ✦ A go na le dipidipidi di le dintsi/mmalwanyana mo phousetareng go na le mo nomorekgabising?
  - ✦ Fa dipidipitsana tse pedi di kopana le pidipidi e kgolo mo metsing, go tlaa bo go na le dipidipidi le dipidipitsana di le kae?
  - ✦ Ke dipidipitsana di le kae tse di tsamayang mo moleng?
  - ✦ Ke dipidipitsana di le kae tse di tlaa bong di setse fa tse pedi di tsamaya?
  - ✦ A go na le dipidipidi tse dikgolo di le dintsi/mmalwanyana kgotsa dikoko?
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Nomorerontho, dikaratatshwao le foko 1–8 (*Kgetsana ya Didiriswa*)
- Kgwele
- Tege ya go tshameka
- Diboto
- Pampiri
- Diphensele
- Setshodi sa morutwana mongwe le mongwe ka:
  - Dibadi di le 10
  - Tege ya go tshameka
  - Dikhurumelo di le 3
  - Kopi ya yokate e na le dinawa tse di tshwailweng ka khokhi e ntsho mo letlhakoreng le le lengwe
  - Dibadi tsa diphologolo di le 5

1. **Go balela kwa godimo 1–20:** A barutwana ba kgokolose kgwele go ya kwa go mongwe le mongwe fa ba ntse ba bala go simolola ka 1 go ya go 20 (le go feta fa ba kgona).
2. **Dipalofoko:** Neela barutwana dipalo go di rarabolola. Ba ka dirisa dibadi mo ditshoding tsa bona go tlhagisa le go ba thusa go rarabolola dipalo.

#### Dipotso tse di kaelang:

- ✦ Go na le magotlo a le lesome mo khabotong. Fa magotlo a mararo a sia, go tlaa sala magotlo a le kae mo khabotong?
- ✦ Fa legotlo le le lengwe le boa, go tlaa nna le magotlo a le kae mo khabotong?

Kopa barutwana go go bolelela gore ba bone jang dikarabo tsa bona.

3. **Go ikatisetsa 1–8; ntsi/mmalwanyana/lekana:** Bontsha karata ya matshwaopalo go simolola ka 1 go ya go 8. A barutwana ba dire palo e e lekanang ya dikgwele ka tege ya go tshameka ka bonako jo a ka bo kgonang. A ba batle lefokopalo le karatarontho tse ba ka di nyalanyang. Kopa barutwana go ntsha dikhurumelo tse pedi go tswa mo ditshoding tsa bona. A ba beye dikgwele tse pedi mo sekhurumelong se le sengwe le tse nne mo go se sengwe.

#### Dipotso tse di kaelang:

- ✦ Ke sekhurumelo sefe se se nang le dikgwele tse dintsi/mmalwanyana?
- ✦ Sekhurumelo seno se na le tse dintsi/mmalwanyana ka bokae?
- ✦ Oketsa mo sekhurumelong se se nang le dibolo tse dintsi gore se nne bontsi jo bo fetang dibolo tse nne ka pedi. O okeditse ka tse kae?
- ✦ Ntsha go tswa mo sekhurumelong se se nang le dibolo tse di mmalwanyana gore se sale se se na sepe. O ntshitse di le kae?

 **MAELE**  
 Fa morutwana a dirile phoso mo palelong, ba botse gore a ba batla go dirisa dibadi go go bontsha se ba se dirileng. O seka wa re fela morutwana o 'fositse'. Ba kaele go ya go karabo e e nepagetseng.

Learners each make eight balls. Place three balls on one lid and two on the other.

- ★ How many of the group of eight balls are left over?
- ★ What do we need to do to make the lids have the same number of balls?

Learners take out their third lid. They put one ball on the first lid and three balls on the second lid.

- ★ How many balls must go on the third lid to make eight balls altogether?

Repeat with other number combinations.

4. **Practising number 8 using playdough:** Learners make the number symbol 8 out of playdough. Support learners who are ready to write 8.
5. **Shake and spill bean game:** Learners take their yoghurt cups from their tubs. They each count out eight beans. Draw attention to the fact that the beans have been marked on one side. Ask learners to shake the cup and spill the beans.



**Guiding questions:**

- ★ How many beans are white? How many beans have a black mark?
- ★ How many beans are there altogether?

Learners shake and spill the beans again, using their cups and saying, 'Shake, shake, shake, and spill.' They count the beans together.

Learners compare combinations of white and black beans to make eight. Repeat a few times.

6. **Ordinal numbers first to fifth:** Learners place the animal counters in a line facing left. Ask individual learners which position different animals are standing in.

**Guiding questions:**

- ★ Which animal is first/third/fifth/last in line?
- ★ If you move \_\_\_\_\_ to behind \_\_\_\_\_ what position will it be in?



**Check that learners are able to:**

- count orally 1–20 and beyond
- identify first to fifth, last
- match objects 1–8 to number symbols, dot and word cards
- identify different combinations to make 8
- create the numeral 8 using playdough

A morutwana mongwe le mongwe a dire dikgwele di le robedi. Baya dikgwele tse tharo mo sekhurumelong se le sengwe le tse pedi mo go se sengwe.

- ★ Ke di le kae tsa ditlhopha tsa dikgwele tse robedi tse di setseng?
- ★ Re tlhoka go dirang go dira gore dikhurumelo di nne le palo e e tshwanang ya dikgwele?

A barutwana ba ntshe sekhurumelo sa boraro. A ba tsenye kgwele e le nngwe mo sekhurumelong sa ntlha le tse tharo mo go sa bobedi.

- ★ Go tlhokagala gore go tsenngwe dikgwele di le kae mo sekhurumelong sa boraro go dira gore palogotlhe ya dikgwele e nne robedi?

Boeletsa ka kopano e nngwe ya dinomore.

4. **Go ikatisetsa nomore 8 ka go dirisa tege ya go tshameka:**

A barutwana ba dire letshwaopalo 8 ka tege ya go tshameka. Tshegetsa barutwana ba ba ipaakanyeditseng go kwala 8.

5. **Motshameko wa go kgotlhokgotsha le go tsholola:**

A barutwana ba tseye dikopi tsa bona tsa yokate go tswa mo ditshoding tsa bona. A mongwe le mongwe wa bona a bale dinawa di le robedi. Ba lemose gore dinawa di tshwailwe mo letlhakoreng le le lengwe. Kopa barutwana go kgotlhokgotsha kopi le go tsholola dinawa.



**Dipotso tse di kaelang:**

- ★ Dinawa tse ditshweu di kae ka palo? Ke dinawa di le kae tse di nang le letshwao le lentsho?
- ★ Palogotlhe ya dinawa ke bokae?

A barutwana ba kgotlhokgotse le go tsholola dinawa gape, ba dirisa dikopi tsa bona ba re, 'Kgotlhokgotsha, kgotlhokgotsha, kgotlhokgotsha, mme o tsholole.' A ba bale dinawa mmogo.

A barutwana ba bapise dikopanyo tsa dinawa tse ditshweu le tse dintsho go dira robedi. Boeletsa makgetlho a le mmalwa.

6. **Dipalokemotatelano ya ntlha go ya go ya botlhano:**

A barutwana ba beye dibadi tsa diphologolo mo moleng di lebeletse kwa molemeng. Botsa barutwana ka bosii gore diphologolo tse di farologaneng di eme ka maemo afe.

**Dipotso tse di kaelang:**

- ★ Ke phologolo efe e leng ya ntlha/boraro/botlhano/bofelolo mo moleng?
- ★ Fa o sutisetsa \_\_\_\_\_ kwa morago ga \_\_\_\_\_ e tlaa nna mo maemong afe?



**Netefatsa gore barutwana ba kgona go:**

- balela kwa godimo 1–20 le go feta
- tthaola sa ntlha go ya go sa botlhano
- nyalanya dilo 1–8 le matshwaopalo, dikaratarontho le dikaratafoko
- tthaola dikopano tse di farologaneng go dira 8
- tlhama nyumerale 8 ka go dirisa tege ya go tshameka

## Workstation 1

### What you need

- Playdough
- Playdough template: Number 8 (page 214) – 1 per learner

Learners use playdough to complete the template.

## Workstation 2

### What you need

- Paper/card strips with 8 rectangles – 1 per learner
- Crayons
- Numbers from the number washing line

Learners colour in the correct number of rectangles for their age and write the number symbol to match. They draw one picture in each of the coloured rectangles for this birthday crown 'wish list'.



## Workstation 3

### What you need

- A set of dot cards (1–8)
- A tub with 8 coloured counters per learner

Learners each take a card and use their counters to replicate the arrangement of dots on the card. They compare cards to see if their numbers match. Repeat using all the cards from 1 to 8.

## Workstation 4

### What you need

- Large number symbol cards (*Resource Kit*)
- A tub for each learner with at least 36 counters (*Resource Kit*)

Each learner takes a number symbol card. They use counters to form the number symbol. They repeat this using different number symbol cards.



### TIP

Discuss what each group has drawn on their crown's 'wish list' during whole class sessions.

## Seteišenetiro 1

### Se o se tlhokang

- Tege ya go tshameka
- Thempoleiti ya tege ya go tshameka: Nomore 8 (tsebe 215) – e le 1 ya morutwana mongwe le mongwe

A barutwana ba dirise tege ya go tshameka go feleletsa thempoleiti.

## Seteišenetiro 2

### Se o se tlhokang

- Manathwana a pampiri/karata a nang le dikhutlonnetsepa di le 8 – e le 1 ya morutwana mongwe le mongwe
- Dikherayone
- Dinomore go tswa mo mogaleng wa dinomore

A barutwana ba khalare palo e e nepagetseng ya dikhutlonnetsepa ba direle bogolo jwa bona mme ba kwale matchwaopalo go nyalanya. A ba thale setshwantsho se le sengwe mo go e nngwe le e nngwe ya dikhutlonnetsepa tse di khalarilweng ba direle 'dikeletso' tsa korone ya letsatsi leno la botsalo.



## MAELE

Buisanang gore setlhopha sengwe le sengwe se se gogileng mo 'manane-dikeletsong' a tsona a dikorone ka nako ya ditiro tsa phaposi yotlhe.

## Seteišenetiro 3

### Se o se tlhokang

- Sete ya dikarataronho (1–8)
- Setshodi se se nang le dibadi tsa mmala di le 8 tsa morutwana yo mongwe le yo mongwe

A morutwana yo mongwe le yo mongwe a tseye karata le go dirisa dibadi tsa bona go boeletsa thulaganyo ya maronho mo karateng. A ba bapise dikarata go bona gore a dinomore tsa bona di a nyalana. Boeletsang ka go dirisa dikarata tsotlhe go simolola ka 1 go ya go 8.

## Seteišenetiro 4

### Se o se tlhokang

- Dikarata tse dikgolo tsa matchwaopalo (*Kgetsana ya Didiriswa*)
- Setshodi sa morutwana mongwe le mongwe di na le bonnye dibadi di le 36 (*Kgetsana ya Didiriswa*)

A morutwana mongwe le mongwe a tseye karata ya letshwaopalo. A ba dirise dibadi go tlhama matchwaopalo. A ba boeletse seno ka go dirisa dikarata tsa matchwaopalo a a farologaneng.

# 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

- Draw a picture to represent data

### Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- More, fewer, equal
- Collect, sort and represent collection of objects

### New maths vocabulary

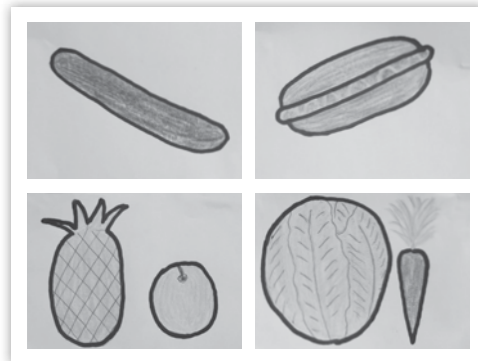
belongs

does not belong

## Getting ready

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

- pictures of hot dog, boerewors, fruit and vegetables pasted on cardboard



- pictures of a red, blue, green and yellow hat pasted on cardboard
- small 5 cm × 5 cm card with a smiling face (see Term 2, Week 7) – 1 per learner
- a small red, blue, green and yellow paper/cardboard circle
- pictograph template with 4 columns and a space for food pictures/colour counters at the bottom
- A4 pictograph grid with 3 columns and red, blue and green blocks in the bottom row – 1 per learner
- fruit graph paper – 1 per learner (see page 134)
- weather calendar for the current month on which the daily weather is recorded
- name tags for each learner
- picture cards to represent the different types of learners' shoes: sandals; closed shoes with laces, Velcro or buckles



# Karoloteng e e Lebeletsweng: Go Ranola Tshedimosetso

## Ditlhogo

- Go kokoanya le go rulaganya dilo
- Go tlhagisa dilo tse di rulagantsweng morago ga go kokoannwa
- Buisanang le go bega ka dilo tse di rulagantsweng fa di kokoantswe

## Kitso e ntšhwa

- Thala setshwantsho go tlhagisa tshedimosetso

## Ikatise

- Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Ntshi/mmalwanyana ka pedi/tharo
- Ntshi, mmalwanyana, lekana
- Kokoanya, rulaganya le go tlhagisa dilo tse di kokoantsweng

## Tlotlofoko e ntšhwa ya dipalo

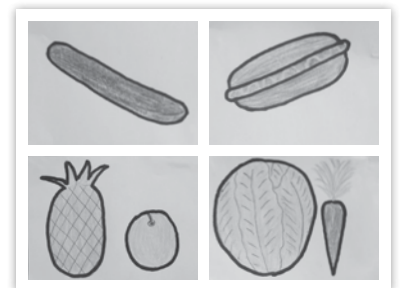
nna tsa mongwe

ga se tsa ga ope

## Ipaakanye

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

- ditshwantsho tsa *hotdog*, voroso, maungo le merogo di mamareditswe mo khatebotong
- ditshwantsho tsa hutshe e khibidu, pududu, tala, serolwana di mamareditswe mo khatebotong
- karata e nnye ya 5 cm × 5 cm e na le sefatlhego se se nyebang (lebelela Kgweditharo 2, Beke 7) – e le 1 ya morutwana mongwe le mongwe
- sediko sa pampiri/khateboto se sennye se sehibidu, sepududu, setala le serolwana
- thempoleiti ya kerafotshwantsho e na le dikholomo di le 4 le sebaka sa ditshwantsho tsa dijo/dibadi tsa mmala kwa tlase
- keriti ya kerafotshwantsho ya A4 e na le dikholomo di le 3 le diboloko tse dikhibidu, dipududu le ditala mo moleng o o kwa tlase – e le 1 ya morutwana mongwe le mongwe
- pampirikerafo ya maungo – e le 1 ya morutwana mongwe le mongwe (lebelela tsebe 135)
- khalendara ya maemo a bosa a kgwedi e e mo isong moo maemo a bosa a letsatsi le letsatsi a rekotiwang
- matshwaoina a morutwana mongwe le mongwe
- dikaratatshwantsho go tlhagisa mefuta e e farologaneng ya ditlhako tsa barutwana: diphathaphatha; ditlhako tse di tswalegileng di na le megala, tsa dithapo kgotsa tsa dikgwele



- paper cut-outs of fish: 6 each of orange, red, blue and green. Attach paper clips to these for their mouths
- cardboard pictograph grid with the same colours as the fish – 1 per learner
- 6 fishing rods: piece of string tied to a stick with a magnet at one end
- a dice with orange, red, blue and green sides (two colours repeated).

## Whole class activities

### Day 1

#### What you need

- Poster 7
- 4 pictures: hot dog, boerewors, fruit, vegetables
- Smiley face cards – 1 per learner
- Pictograph template

1. **Song/rhyme:** Learners choose a song or rhyme from previous weeks.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** In pairs, learners face each other and count up to 10 while:
  - ✦ clapping right hands together
  - ✦ clapping left hands together
  - ✦ clapping both hands together.

4. **Collecting and sorting data:** Talk about Poster 7.

#### Guiding questions:

- ✦ What foods are being sold at the market?
- ✦ What food would you choose to buy?

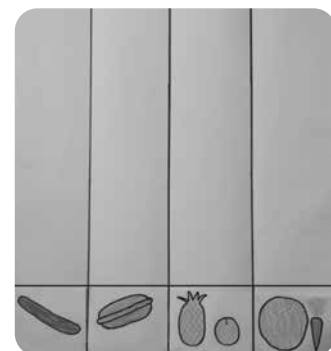


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ Which food do you think most learners like most/least?
- ✦ How do you know?
- ✦ How could we arrange our smiley faces so that we can easily see how many learners like each food?

Give each learner a smiley face.

5. **Representing data:** Place the food pictures at the bottom of each column on the pictograph template. Learners place their smiley face cards one at a time above the picture of the food they have chosen to complete the pictograph.
6. **Small group activities:** Describe the activities at each workstation.



#### TIP

Make sure the smiley faces are placed neatly so that there are no spaces between them in each column.

- ditlhapi tsa pampiri tse di segolotsweng: dingwe le dingwe di le 6 tsa mmala wa namune, o mohibidu, o mopududu le o motala. Mamaretsa setshwarapampiri mo go tsona go dira melomo ya tsona
- keriti ya kerafotshwantsho ya khateboto e e nang le mebala e e tshwanang le ya ditlhapi – e le 1 ya morutwana mongwe le mongwe
- dithobane tse di tshwarang ditlhapi di le 6: lenathwana la mogala le bofeletswe mo koteng e e nang le makenete mo ntlheng e nngwe
- letaese la matlhakore a mmala wa namune, o mohibidu, o mopududu le o motala (go boeleditswe mebala e mebedi).

## Ditirwana tsa phaposiborutelo yotlhe

### Letsatsi 1

#### Se o se tlhokang

- Phousetara 7
- Ditshwantsho tse 4: *hotdog*, voroso, maungo, merogo
- Dikarata tsa sefatlhego se se nyebang – se le 1 sa morutwana mongwe le mongwe
- Thempoleiti ya kerafotshwantsho

1. **Pina/morumo:** A barutwana ba tlhophe pina kgotsa morumo go tswa mo dibekeng tse di fetileng.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** bobedi ka bobedi, a barutwana ba lebagane mme ba bale go fitlha ka 10 fa:
  - ✦ ba ntse ba opa diatla tsa moja mmogo
  - ✦ ba ntse ba opa diatla tsa molema mmogo
  - ✦ ba ntse ba opa diatla tsotlhe mmogo.



4. **Go kokoanya le go rulaganya tshedimosetso:** Bua ka Phousetara 7.

#### Dipotso tse di kaelang:

- ✦ Ke dijo dife tse di rekisiwang kwa mmarakeng?
- ✦ O ka tlhopha go reka dijo dife?

Ba bontshe ditshwantsho tse nne tsa dijo tse di farologaneng. Di beye kwa go se sengwe le se sengwe sa dikhutlo tse nne mo mmetsheng. A barutwana ba dule go bapa le setshwantsho sa dijo tse ba ka di rekang.

- ✦ O akanya gore bontsi jwa barutwana bo rata dijo dife ka bontsi/bonnye?
- ✦ O itse jang?
- ✦ Re ka rulaganya jang difatlhego tsa rona tse di nyebang gore re tle re kgone go bona gore ke barutwana ba le kae ba ba ratang dijo tse dingwe le tse dingwe?

Neela morutwana mongwe le mongwe sefatlhego se se nyebang.

5. **Go tthagisa tshedimosetso:** Baya ditshwantsho tsa dijo kwa tlase ga kholomo nngwe le nngwe mo thempoleiting ya kerafotshwantsho. A barutwana ba beye difatlhego tsa bona tse di nyebang ka bongwe ka bongwe mo godimo ga setshwantsho sa dijo tse ba di tlhophileng go tlatsa kerafotshwantsho.
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.



### MAELE

Netefatsa gore difatlhego tse di nyebang di beilwe sentle gore go senne le dibaka mo gare ga tsona mo kholomong nngwe le nngwe.

## Day 2

## What you need

- Rhyme: *Five little hotdogs* (page 196)
- Weather calendar
- Poster 7
- Pictograph from Day 1

1. **Rhyme:** Say the rhyme, *Five little hotdogs* with finger movements.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand facing a partner with one hand behind their backs. On a given signal learners each put forward a number of fingers. Pairs count the total number of fingers they are showing. Repeat the activity, with learners showing a different number of fingers each time.
4. **Reading, interpreting and reporting on data:** Talk about the weather calendar for the month.

## Guiding questions:

- ★ What can you tell me about the weather this month?
- ★ What kind of weather have we had the most/least of?
- ★ Were there more sunny days or rainy days? How many more? How do you know?

Learners look at Poster 7 and the food pictograph from Day 1. They compare the column heights on the pictograph and count to find out how many of each type of food different learners like.

- ★ What do you notice about the pictograph?
  - ★ Which column is the tallest/shortest? What does this mean?
  - ★ How many learners chose hot dogs/boerewors/fruit/vegetables?
  - ★ Are there more/fewer learners who chose hot dogs or more/fewer learners who chose boerewors? How many more?
  - ★ Do any of the columns have equal numbers?
  - ★ Which food is the most/least popular?
  - ★ What would happen if two more learners chose hot dogs/boerewors, and so on?
5. **Small group activities:** Describe the activities at each workstation.

## Day 3

## What you need

- Rhyme: *Five little hotdogs* (page 196)
- Name tag – 1 per learner
- Pictures of 4 hats (red, blue, green, yellow)
- Story: *Shopping for a hat* (page 196)
- Red, blue, green, yellow counters (*Resource Kit*)
- 4 containers labelled: red, blue, green, yellow
- 4 strips of white paper
- Pictograph template

## Letsatsi 2

### Se o se tlhokang

- Morumo: *Dihotdog tse dinnye tse tlhano* (tsebe 197)
- Phousetara 7
- Khalendara ya maemo a bosa
- Kerafotshwantsho go tswa mo Letsatsi 1

1. **Morumo:** Bua morumo, *Dihotdog tse dinnye tse tlhano* ka go tsamaisa menwana.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba eme ka go lebagana le balekane ba bona ba beile seatla se le sengwe kwa morago. Fa ba newa letshwao a mongwe le mongwe wa barutwana a kaye palo ya menwana. Bobedi bo bale palo ya menwana e ba e bontshang. Boeletsa tirwana, barutwana ba bontsha palo e e farologaneng ya menwana nako nngwe le nngwe.
4. **Go buisa, go ranola le go bega ka ga tshedimose:** Bua ka khalendara ya maemo a bosa a kgwedi.

#### Dipotso tse di kaelang:

- ★ O ka mpolelelang ka ga maemo a bosa mo kgweding eno?
- ★ Re nnile thata/bonnye le mofuta ofe wa maemo a bosa?
- ★ A go ne go na le malatsi a a bolelo thata go na le go na ga pula? A ne a le mantsi ka bokae? O itse jang?

A barutwana ba lebelele Phousetara 7 le kerafotshwantsho ya dijo go tswa mo Letsatsi 1. A ba bapise bogodimo jwa dikholomo mo kerafotshwantshong mme ba bale go bona gore ke mofuta e le mekae ya dijo e e ratiwang ke barutwana ba ba farologaneng.

- ★ O lemogang ka ga kerafotshwantsho?
- ★ Ke kholomo efe e telele go gaisa/khutshwane go gaisa? Seno se kayang?
- ★ Ke barutwana ba le kae ba ba tlhophang *dihotdog/voroso/maungo/merogo*?
- ★ A go na le palo e ntsi/mmalwanyana ya barutwana ba ba tlhophileng *dihotdog* kgotsa barutwana ba bantsi/mmalwanyana ba ba tlhophileng voroso? Ba bantsi ka bokae?
- ★ A go na le dingwe tsa dikholomo tse di nang le dipalo tse di lekanang?
- ★ Ke dijo dife tse di rategang thata/go le gonnye?
- ★ Go ne go ka diragalang fa barutwana ba bantsi ka pedi ba ne ba tlhophile *dihotdog/divoroso*, jalo le jalo?

5. **Ditirwana tsa ditlhopa tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 3

### Se o se tlhokang

- Morumo: *Dihotdog tse dinnye tse tlhano* (tsebe 197)
- Dibadi tse dikhibidu, pududu, tala, serolwana (*Kgetsana ya Didiriswa*)
- Letshwaoina – le le 1 la morutwana mongwe le mongwe
- Ditshodi di le 4 tse di tshwailweng: se sehibidu, sepududu, setala, serolwana
- Ditshwantsho tsa dihutshe tse 4 (e khibidu, e pududu, e tala, e e serolwana)
- Manathwana a le 4 a pampiri e tshweu
- Kanelo: *Go ya go reka hutshe* (tsebe 197)
- Thempoleiti ya kerafotshwantsho

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand in a circle and count from 1 to 10, clapping each time they say a number. The learner who says '10' sits down and the counting starts again from '1'. Repeat until only one learner is standing.
4. **Representing data:** Tell the story *Shopping for a hat*. Look at the pictures of the four hats. Discuss which colour hat learners would choose. Learners choose a counter to match the colour of the hat they have chosen. They place the counter into the container with the label for that colour.

**Guiding questions:**

★ How can we find out how many learners like each colour hat?

Ask four learners to arrange the counters from each container in a line on a strip of paper. Discuss the data.



★ How many learners like a red/blue/yellow/green hat?

★ How can we find out what the favourite colour is in our class?

Put a different coloured counter in the bottom row of the pictograph template. Learners place their name tags on the pictograph in the column above the colour of the hat they chose.



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

**Day 4**

**What you need**

- Rhyme: *Five little hotdogs* (page 196)
- Pictures of 4 hats (red, blue, green, yellow)
- Pictograph from Day 3

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.

1. **Morumo:** Bua morumo, *Dihotdog tse dinnye tse tlhano*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba eme mo sedikong le go bala go simolola ka 1 go ya go 10, nako le nako fa ba bua palo a ba ope diatla. A morutwana yo o reng '10' a dule fatshe mme tiro ya go bala e simologe gape kwa go '1'. Boeletsang go fitlhelela go eme morutwana a le nosi fela.
4. **Go tlhagisa tshedimosetso:** Anaanela kanelo ya *Go ya go reka hutshe*. Lebelela setshwantsho sa dihutshe tse nne. Buisanang gore barutwana ba tlaa tlhophisa hutshe ya mmala ofe. A barutwana ba tlhophisa sebadi se se nyalanang le mmala wa hutshe e ba e tlhophileng. A ba beye sebadi mo setshoding se se tshwaetsweng mmala oo.

**Dipotso tse di kaelang:**

- ★ Re ka batlisisa jang gore ke barutwana ba le kae ba ba ratang hutshe ya mmala mongwe le mongwe?

Kopa barutwana ba le bane go rulaganya dibadi go tswa mo setshoding se sengwe le se sengwe ka mola mo lenathwaneng la pampri. Buisanang ka tshedimosetso.



- ★ Ke barutwana ba le kae ba ratang hutshe e khibidu/pududu/serolwalana/tala?

- ★ Re ka batlisisa jang gore mmala o o ratiwang mo phaposiborutelong ya rona ke ofe?

Baya sebadi se se farologaneng sa mmala mo moleng o o kwa tlase wa thempoleiti ya kerafotshwantsho. A barutwana ba beye matshwaoina a bona mo kholomong fa godimo ga mmala wa hutshe e ba e tlhophileng.



5. **Ditirwana tsa ditlhophisa tse dinnye:** Tlhalosa ditirwana kwa seteiseneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- **Morumo:** *Dihotdog tse dinnye tse tlhano* (tsebe 197)
- **Ditshwantsho tsa dihutshe tse 4** (e khibidu, e pududu, e tala, e serolwana)
- **Kerafotshwantsho go tswa Letsatsi 3**

1. **Morumo:** Bua morumo, *Dihotdog tse dinnye tse tlhano*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Counting objects 1–10:** Play 'Sizwe says', calling out classroom objects for learners to find, touch and count, for example, three chairs, ten crayons, two windows, one door, eight shoes, five books.
4. **Discussing and reporting on collection:** Place the pictures of the hats on the wall and ask learners to help you retell the story of the hats.

**Guiding questions:**

- ★ Which colour hat do you think most/least learners chose? Why do you think that?

Discuss the pictograph from Day 3.

- ★ What does the pictograph tell us?
- ★ Which is the tallest column?
- ★ How many learners chose that colour hat?
- ★ Are there any colours that no one chose?
- ★ Did more people choose red or blue hats, and so on?
- ★ Are there any colours that the same number of learners chose?
- ★ What would happen if two more/three fewer learners chose green, and so on?

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

**Day 5**

**What you need**

- Rhyme: *Five little hotdogs* (page 196)
- Masking tape or chalk
- Picture cards to represent the different types of learners' shoes

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Five learners line up in front of the class.

**Guiding questions:**

- ★ How many shoes are there altogether?
- ★ How many pairs of shoes are there?

4. **Sorting data:** Ask learners to say whether they are wearing sandals or closed shoes. If they are wearing closed shoes, do they have laces, Velcro or buckles? Say, 'I wonder how many learners are wearing sandals today?' Learners arrange themselves into groups according to their shoe type.

**Guiding questions:**

- ★ How many learners have shoes with laces/Velcro/buckles?
- ★ Are there more/fewer learners who have shoes with laces/Velcro/buckles, and so on?
- ★ Are any groups equal?



**TIP**

If learners wear different shoes to school, they can also group themselves according to shoe colour.





- Go bala dilo 1–10:** Tshameka 'Sizwe a re', O bitsa maina a dilo tse di mo phaposiborutelong gore barutwana ba di batle, ba di kgome le go di bala, sekao, ditulo tse tharo, dikherayone tse di lesome, matlhabaphefo a mabedi, lebati le le lengwe, ditlhako tse robedi, dibuka tse tlhano.
- Go buisana le go bega ka ga dilo tse di kokoantsweng:** Baya ditshwantsho mo dihutsheng tse di mo loboteng mme o kope barutwana go go thusa go anela kgang ya dihutshe gape.

**Dipotso tse di kaelang:**

- ✦ O akanya gore bontsi/bonnye jwa barutwana bo tlhophile mmala ofe? Goreng o akanya jalo?

Buisanang ka ga kerafotshwantsho e e mo Letsatsi 3.

- ✦ Kerafotshwantsho e re bolelelang?
- ✦ Ke kholomo efe e telele go gaisa?
- ✦ Ke barutwana ba le kae ba ba tlhophileng hutshe ya mmala oo?
- ✦ A go na le mmala o go se nang ope a o tlhophileng?
- ✦ A batho ba tlhophile dihutshe tsa mmala o mohibidu kgotsa o mopududu, jalo le jalo?
- ✦ A go na le mebala e palo e e lekanang ya barutwana e e tlhophileng?
- ✦ Go ne go ka diragalang fa barutwana ba le bantsi ka pedi/ mmalwanyana ka tharo ba ne ba tlhophile mmala o motala, jalo jalo?

- Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 5**

**Se o se tlhokang**

- Morumo: *Dihotdog tse dinnye tse tlhano* (tsebe 197)
- Theipi e e sireletsang kgotsa tšhoko
- Dikaratatshwantsho go tlhagisa mefuta e e farologaneng ya ditlhako tsa barutwana

- Morumo:** Bua morumo, *Dihotdog tse dinnye tse tlhano*.
- Go balela kwa godimo:** 1–20 le go feta, 10–1.
- Go bala dilo 1–10:** A barutwana ba le batlhano ba eme mola fa pele ga phaposiborutelo.

**Dipotso tse di kaelang:**

- ✦ Go na le palogotlhe ya ditlhako di le kae?
- ✦ Go na le bobedi bo le kae jwa ditlhako?

- Go rulaganya tshedimosetso:** Kopa barutwana go bua gore a ba rwele diphathaphatha kgotsa ditlhako tse di tswalegileng. Fa ba rwele ditlhako tse di tswalegileng, a di na le megala, dithapo kgotsa dikgwele? E re, 'Ke ipotsa gore ke barutwana ba le kae ba ba rweleng diphathaphatha gompieno?' A barutwana ba ithulaganye ka ditlhopho go ya ka mefuta ya bona ya ditlhako.

**Dipotso tse di kaelang:**

- ✦ Ke barutwana ba le bakae ba ba rweleng ditlhako tse di nang le megala/dithapo/dikgwele?
- ✦ A go na le barutwana ba le bantsi/mmalwanyana ba ba nang le ditlhako tse di nang le megala/dithapo/dikgwele, jalo le jalo?
- ✦ A go na le ditlhopho tse di lekanang?

**MAELE**

Fa barutwana ba rwala ditlhako tse di farologaneng go ya sekolong, gape ba ka ipaya ka ditlhopho go ya ka ditlhako.



5. **Organising data:** Learners organise themselves into lines according to their shoe type.

**Guiding questions:**

- ★ Which line is longest/shortest?
- ★ What does that tell us?
- ★ What type of shoe is worn by most/least learners? How do you know?
- ★ Do any lines have the same number of learners?

Together count the number of learners in each line.

- ★ How many learners are there in this line?

Place pictures of the types of shoes in a row on the mat. Learners take off their right shoe and place it in the column above the picture that represents their shoe.

- ★ Which column has the most/least shoes?
- ★ Are there more learners who have sandals than learners who have shoes with laces, and so on?
- ★ How many more learners have closed shoes than sandals, and so on?

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

### Integration

**Home Language:** Sharing ideas, Listening and Speaking.

**Life Skills:** Sort objects when tidying up and packing away.

## Small group activities

### Teacher-guided activity

#### What you need

- A tub per learner with a variety of:
  - 10 Unifix blocks (red, blue and green: a different combination for each learner)
  - Counting sticks
  - Coloured counters
- A tub of crayons per learner with an assortment of red, blue and green crayons
- A4 pictograph grid per learner with red, blue and green blocks in the bottom row

1. **Oral counting:** 1–20 and beyond, 10–1.
2. **Counting objects 1–10:** Learners each count out 10 Unifix blocks from their tubs. They build a tower.

**Guiding questions:**

- ★ How many blocks make up your tower?
- ★ How many red/blue/green blocks are there?
- ★ Are there more/fewer red or blue blocks?

5. **Go rulaganya tshedimosetso:** A barutwana ba ithulaganye ka mela e mebedi go latela mefuta ya ditlhako tsa bona.

**Dipotso tse di kaelang:**

- ★ Ke mola ofe o molelee thata/mokhutshwane thata?
- ★ Seo se re raya se reng?
- ★ Ke mofuta ofe wa setlhako o o rwalwang ke barutwana ba bantsi thata/bannye thata? O itse jang?
- ★ A go na le mela e e nang le palo e e lekanang ya barutwana? Balang palo ya barutwana mo moleng mongwe le mongwe mmogo.
- ★ Go na le barutwana ba le kae mo moleng ono? Baya ditshwantsho tsa mefuta ya ditlhako mo moleng mo mmetsheng. A barutwana ba role ditlhako tsa bona tsa moja mme ba di beye mo kholomong fa godimo ga setshwantsho se se emetseng setlhako sa bona.
- ★ Ke kholomo efe e nang le ditlhako tse dintsi thata/dinnye thata?
- ★ A go na le barutwana ba le bantsi ba ba nang le diphathaphatha go na le ba ditlhako tsa megala, jalo jalo?
- ★ Barutwana ba ba nang le ditlhako tse di tswalegileng ba feta ba diphathaphatha ka bokae, jalo jalo?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Tomagano**

**Puogae:** Go abelana dikakanyo, Go Reetsa le go Bua.

**Dikgono tsa Botshelo:** Rulaganya dilo fa o phepafatsa le fa o phutha.

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

**Se o se tlhokang**

- Setshodi sa morutwana mongwe le mongwe se na le methalethale ya:
  - Dibolokokgogedi di le 10 (tse dikhibidu, tse dipududu le tse ditala: kopakopano e e farologaneng ya morutwana yo mongwe le yo mongwe)
  - Dikota tsa go bala
  - Dibadi tse di mmalafaditsweng
- Setshodi sa dikherayone sa morutwana mongwe le mongwe tsa methalethale ya dikherayone tse dikhibidu, tse di pududu le tse ditala
- Keriti ya kerafotshwantsho ya A4 ya morutwana mongwe le mongwe e na le diboloko tse dikhibidu, tse dipududu le tse ditala mo moleng o o kwa tlase

1. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
2. **Go bala dilo 1–10:** A morutwana mongwe le mongwe a bale dibolokokgogedi di le 10 go tswa mo ditshoding tsa bona. A ba age tora.

**Dipotso tse di kaelang:**

- ★ Tora ya gago e dirwa ke diboloko di le kae?
- ★ Go na le diboloko tse dikhibidu/dipududu/ditala di le kae?
- ★ A go na le diboloko tse dikhibidu kgotsa tse dipududu di le dintsi/mmalwanyana?

3. **Collecting and sorting objects:** Learners decide for themselves how to sort all the objects (Unifix blocks, sticks and counters) in their tubs.

**Guiding questions:**

- ★ What groups can you make with your objects?
- ★ How are you sorting them?
- ★ Why did you put your \_\_\_\_\_ in this group?
- ★ How are these things alike?
- ★ Can you sort these in a different way?

Learners sort their objects according to a given attribute.

- ★ Can you sort your objects by colour/shape/size?
- ★ Which one belongs/does not belong in this group? Why?



**TIP**

Repeat with different colour combinations linked to the Unifix block colours.

4. **Sorting, representing and interpreting data:** Give each learner an A4 pictograph grid, and a tub of red, blue and green crayons. Learners sort their crayons according to colour.

**Guiding questions:**

- ★ Can you sort your crayons by colour?
- ★ What name can you give to this group of crayons?

Learners count how many crayons there are in each group. They put the number of matching colour Unifix blocks into the columns above the matching colour on their pictograph grids.

- ★ Are there more blue or green/red/crayons?
- ★ Which colour crayon do you have the most/least of?
- ★ How many more \_\_\_\_\_ crayons are there than \_\_\_\_\_ crayons?



**Check that learners are able to:**

- compare objects according to one or more attribute, for example, colour, size, type
- sort objects into groups according to different attributes
- describe the attributes of the sorted objects
- explain how they sorted the objects
- decide in which column objects belong
- know 'how many' based on the data represented

3. **Go kokoanya le go rulaganya dilo:** A barutwana ba swetse gore ba tlaa rulaganya jang dilo tsothe (dibolokokgogedi, dikota le dibadi) mo ditshoding tsa bona.

**Dipotso tse di kaelang:**

- ✦ O ka dira ditlhopha dife ka dilo tsa gago?
- ✦ O di rulaganya jang?
- ✦ Gore o tsentse \_\_\_\_\_ sa gago mo setlhopheng seno?
- ✦ Dilo tseno di tshwana jang?
- ✦ A o ka rulaganya tseno ka tsela e e farologaneng?

A barutwana ba rulaganye dilo tsa bona go ya ka pharologantsho e e rileng.

- ✦ A o ka rulaganya dilo tsa gago ka mmala/popego/bogolo?
- ✦ Ke efe e e leng/e e seng ya setlhopha seno? Goreng?

 **MAELE**

Boeletsa ka kopakopano e e farologaneng ya mebala e e amanang le mebala ya dibolokokgogedi.

4. **Go rulaganya, go tihagisa le go ranola tshedimosetso:** Neela morutwana mongwe le mongwe keriti ya kerafotshwantsho, le setshodi sa dikherayone tse dikhibidu, tse dipududu le tse ditala. A barutwana ba rulaganye dikherayone tsa bona go ya ka mmala.



**Dipotso tse di kaelang:**

- ✦ A o ka rulaganya dikherayone tsa gago ka mmala?
- ✦ O ka neela setlhopha seno sa dikherayone leina lefe?

A barutwana ba bale gore go na le dikherayone di le kae mo setlhopheng sengwe le sengwe. A ba beye palo ya dibolokokgogedi tsa mmala o o nyalanang mo dikholomong fa godimo ga mmala o o nyalanang mo dikeriting tsa dikerafotshwantsho tsa bona.



- ✦ A go na le bontsi jwa dikherayone tse ditala/dikhibidu?
- ✦ Ke mmala ofe wa dikherayone o o nang le ona ka bontsi thata/bonnye thata?
- ✦ O na le dikherayone tse di \_\_\_\_\_ di le dintsi ka bokae go na le tse di \_\_\_\_\_?



**Netefatsa gore barutwana ba kgona go:**

- bapisa dilo go ya ka pharologantsho e le nngwe kgotsa tse pedi, sekao, mmala, bogolo, mofuta
- rulaganya dilo ka ditlhopha go ya ka dipharologantsho tse di farologaneng
- tthalosa dipharologantsho tsa dilo tse di rulagantsweng
- tthalosa gore ba rulagantse dilo jang
- swetsa gore dilo ke tsa kholomo efe
- itse gore ke 'tse kae' di ikaegileng ka tshedimosetso e e tihagisitsweng

## Workstation 1



### What you need

- A tub per learner with:
  - Animal counters
  - Attribute blocks
  - Coloured counters
  - Coloured sticks

Learners sort the objects in their tubs according to different attributes to make groups.

## Workstation 2



### What you need

- A dice with orange, red, blue and green sides (repeat two colours)
- A long piece of string
- Per learner:
  - Orange, red, blue, green fish
  - A 'fishing rod'
  - Cardboard pictograph grid with the same colours as the fish
- Counters (orange, red, blue and green)

Make a pond with the string. Place the fish in the pond. Learners roll the dice and 'catch' the fish that matches the colour on the dice. They place a matching counter on their pictograph grid. Repeat until learners have caught six fish each.

## Workstation 3



### What you need

- Blocks of different colours and/or shapes
- Crayons
- Paper

Learners sort the blocks according to shapes. They draw a picture to show how the blocks were sorted.

## Workstation 4



### What you need

- Crayons
- 1 tub of fruit counters per learner
- Fruit graph paper – 1 per learner

Learners shade in the boxes to show how many of each different type of fruit they have.

### Seteišenetiro 1



**Se o se tlhokang**

- Setshodi sa morutwana mongwe le mongwe:
  - Dibadi tsa dipologolo
  - Diboloko ponagalo
  - Dibadi tse di mmalafaditsweng
  - Dikota tse di mmalafaditsweng

A barutwana ba rulaganye dilo tse di mo ditshoding tsa bona go ya ka dipharologantsho tse di farologaneng go tlhama ditlhopha.

### Seteišenetiro 2



**Se o se tlhokang**

- Letaese le le nang le mmala wa namune, o mohibidu, o mopududu le o motala mo matlhakoreng (boeletsa mebala e mebedi)
- Thaponyana e telele
- Ya morutwana mongwe le mongwe:
  - Tlhapi e e mmala wa namune, khibidu, pududu, tala
  - ‘Thobane ya go tshwara ditlhapi’
  - Keriti ya khateboto ya kerafotshwantsho ya mebala e e tshwanang le ya ditlhapi
- Dibadi (tsa mmala wa namune, tse dikhibidu, tse dipududu le tse ditala)

Dira letangwana ka thapo. Tsenya tlhapi mo letangwaneng. A barutwana ba latlhele letaese mme ba ‘tshware’ tlhapi e e nyalanang le mmala wa letaese. A ba beye sebadi se se nyalanang mo keriting ya bona ya kerafotshwantsho. Boeletsa seno go fitlhelela mongwe le mongwe wa barutwana a tshwere ditlhapi di le thataro.

### Seteišenetiro 3



**Se o se tlhokang**

- Diboloko tsa mebala le/kgotsa dipopego tse di farologaneng
- Dikherayone
- Pampiri

A barutwana ba rulaganye diboloko ka dipopego. A ba thale setshwantsho se se supang ka moo diboloko di rulagantsweng ka teng.

### Seteišenetiro 4



**Se o se tlhokang**

- Dikherayone
- Pampirikerafo ya maungo – e le 1 ya morutwana mongwe le mongwe
- Setshodi se le 1 sa dibadi tsa maungo sa morutwana mongwe le mongwe

A barutwana ba tshase mebala mo mabokosong go bontsha gore ba na le mefuta e e farologaneng e le mekae ya maungo.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

## New knowledge

- Position of objects in relation to each other
- Arrow chart
- Copy and build a construction (picture cards)

## Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Boxes, balls
- Midline crossing
- Position: forwards and backwards

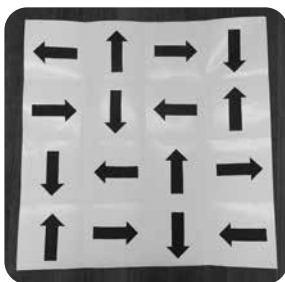
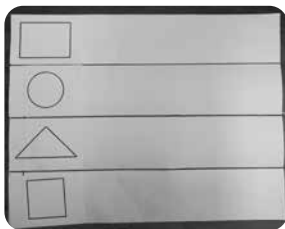
## New maths vocabulary

arrow

inside

outside

## Getting ready



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

- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- shape grid on the floor (created with masking tape/chalk) (see page 144)
- cardboard box with a lid and doll inside
- arrow chart
- 3-D blocks/objects, for example, 1 triangle attribute block, 3 square-shaped and 2 rectangle-shaped wooden building blocks/boxes, 4 cans/toilet roll tubes – 1 per learner
- tennis balls
- small colour paper cut-outs: circles, squares, triangles and rectangles
- shape Bingo boards – 1 per learner (page 218)
- small shape cards (copies of each shape on the Bingo boards).


**TIP**

Learners will further explore position and direction this week and should wear the elastic/wool bands (used in Week 4).



# Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometri)

## Ditlhogo

- Maemo, tlwaetso le dipono
- Dipharologantsho tsa dipopego tsa 2-D le dilo tsa 3-D
- Latela dintlhakaelo

## Kitso e ntšhwa

- Maemo jwa dilo ka kemo ya tsona
- Tšhatemotsu
- Kopolola le go aga kago (dikaratatshwantsho)

## Ikatise

- Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Dipopego: sediko, khutlonne, khutlotharo, khutlonnetsepa
- Mabokoso, dikgwele
- Molagare o o kgabaganyang
- Maemo: kwa pele le kwa morago

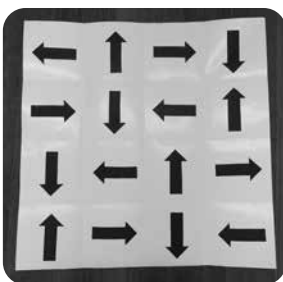
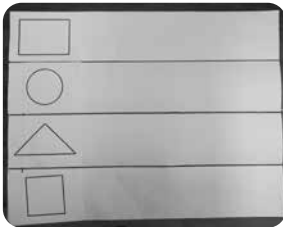
## Tlotlofoko e ntšhwa ya dipalo

motsu

mo gare

kwa ntle

## Ipaakanye



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

- go thalelela dilo tsa 3-D: sediko, khutlonne, khutlotharo, khutlonnetsepa – e le 1 ya morutwana mongwe le mongwe
- pampiri ya A3 e e nang le mela e le mene le popego mo tshimologong ya mola mongwe le mongwe: sediko, khutlonne, khutlotharo, khutlonnetsepa
- keriti ya popego mo bodilong (e dirilwe ka theipi e e sireletsang/tšhoko) (bona tsebe 145)
- lebokoso la khateboto le na le sekhurumelo le mpopi ka fa gare
- tšhatemotsu
- diboloko/dilo tsa 3-D, sekao, boloko ya ponagalo e le 1 ya khutlotharo, diboloko tsa dikago tsa mapolanka/mabokoso di le 3 tse di bopegileng sekhutlonne le tse 2 tse di bopegileng se khutlonnetsepa, ditšhupu tsa meteme/dipampiri tsa ntlwanaboithusetso di le 4 – e le 1 ya morutwana yo mongwe le yo mongwe
- dikgwele tsa tenese
- pampitshana e e segolotsweng ya mmala: didiko, dikhutlonne, dikhutlotharo le dikhutlonnetsepa
- diboto tsa Bingo tsa popego – e le 1 ya morutwana mongwe le mongwe (tsebe 218)
- dikarata tsa dipopego tse dinnye (dikhophi tsa popego e nngwe le e nngwe mo botong ya Bingo ya popego).



### MAELE

A barutwana ba tswelile pele go tlhotlhomisa boemo mo bekeng eno mme ba apare mabanta a elasetiki/a wulu (a a dirisitsweng mo Beke 4).

## Whole class activities

### Day 1

#### What you need

- Rhyme: *Going on a lion hunt* (page 198)
- A tin
- 10 attribute blocks (*Resource Kit*)
- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- Musical instrument

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners join in.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Drop a number of attribute blocks between 1 and 10 into a tin one at a time. Learners count as they hear each block hit the bottom of the tin. Repeat.
4. **Properties of shapes:** Put up the picture of a square.

#### Guiding questions:

- ★ What is this shape?
- ★ What can you remember about this shape?
- ★ How do you know it is a square?
- ★ Can you see any square-shaped objects in the classroom?

As music plays, learners move around the classroom looking for square-shaped objects. When the music stops learners find the object and bring it to the mat.

- ★ Was this object easy to find? Why?/Why not?
- ★ How many sides/corners/edges does it have?

They trace around the base of the object in the grid.

- ★ How is your drawing the same/different from the \_\_\_\_ you have drawn around?

The learners who found the squares sit down. Repeat with each shape until all learners have had a turn.

Look at the completed grid.

- ★ How many circles/triangles/squares/rectangles do you see?
- ★ Which shape do we have the most/least of?
- ★ How is the square/triangle/circle the same/different from the rectangle, and so on?
- ★ Which shapes have four/three sides?
- ★ Which shapes have no sides?

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



Learners should be able to trace around the face of each of the 3-D objects.

# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Morumo: *Go ya go tsoma ditau* (tsebe 199)
- Moteme
- DibolokoPONAGALO di le 10 (*Kgetsana ya Didiriswa*)
- Go thalelela dilo tsa 3-D: sediko, khutlonne, khutlotharo, khutlonnetsepa – e le 1 ya morutwana mongwe le mongwe
- Pampiri ya A3 e e nang le mela e le mene le popego mo tshimologong ya mola mongwe le mongwe: sediko, khutlonne, khutlotharo, khutlonnetsepa
- Seletswa

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*. A barutwana ba tseye karolo.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Latlhela dibolokoPONAGALO di le mmalwa magareng ga 1 le 10 mo motemeng ka bongwe ka bongwe. A barutwana ba bale fa ba ntse ba utlwa boloko e nngwe le e nngwe e itaya botlase jwa moteme. Boeletsa.
4. **Dipharologantsho tsa dipopego:** Baya setshwantsho sa khutlonne.

### Dipotso tse di kaelang:

- ✦ Popego eno ke eng?
- ✦ O gopolang ka popego eno?
- ✦ O itse jang gore ke khutlonne?
- ✦ A o kgona go bona dilo dingwe tse di bopegileng sekhutlonne mo phaposiborutelong?

Fa mmimo o ntse o lela, a barutwana ba tsamaye tsamaye mo phaposiborutelong ba batle dilo tse di bopegileng sekhutlonne. Fa mmimo o didimala a barutwana ba tseye selo ba se tlise fa mmetsheng.

- ✦ A go ne go le bonolo go bona selo seno? Goreng go ne go le bonolo? Goreng go ne go se bonolo?
- ✦ E na le matlhakore/dikhutlo/mathoko a le kae?

A ba thalelele botlase jwa selo mo keriting.

- ✦ Sethalo sa gago se tshwana/farologane jang le \_\_\_\_\_ se o se thadileng?

A barutwana ba ba boneng dikhutlonne ba dule fatshe. Boeletsa ka popego e nngwe le e nngwe go fithelela barutwana botlhe ba tsere karolo. Lebelela keriti e e weditsweng.

- ✦ O bona didiko/dikhutlotharo/dikhutlonne/dikhutlonnetsepa di le kae?
- ✦ Ke popego efe e re nang le yona ka bontsi/bonnye?
- ✦ Khutlonne/khutlotharo/sediko di tshwana/farologana jang le khutlonnetsepa, jalo le jalo?
- ✦ Ke dipopego dife tse di nang le matlhakore a le mane/mararo?
- ✦ Ke dipopego dife tse di senang matlhakore?

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

 **MAELE**  
Barutwana ba tshwanetse go kgona go ka thalelela sefatlhego sa selo sengwe le sengwe sa 3-D.



Day 2

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Triangle, square, circle and rectangle-shaped objects
- Elastic/wool bands – 1 per learner
- Poster 8

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners slap their right thighs with their left hands to keep the rhythm. Say the rhyme a second time. Learners slap their left thighs with their right hands.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the bands on learners' right hands. Learners stand in a row with their legs apart. They raise their right hands, then bend from the waist and touch their left foot with their right hand as they count to 10. Repeat, with learners touching their right foot with their left hand.



TIP

This movement strengthens learners' midline crossing. Encourage other movements, such as alternating stamping feet, swaying from side to side, 'swimming' and 'climbing the stairs' with left-right movements.



4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
  - ★ It has three sides and three corners.
  - ★ It has four sides that are the same length.
  - ★ It has no sides and no corners. It is round.

Learners guess the shape. The learner who correctly guesses has a turn to hide another shape behind their back and give clues. Support them by asking questions where necessary.

Talk about Poster 8.

Guiding questions:

- ★ What shapes can you see?
  - ★ Can you find a shape with three/four sides? What is it called?
  - ★ How many sides does this window have? What shape is it?
  - ★ Can you find a shape that has two long sides and two short sides/ four sides that are the same length? What is it called?
  - ★ What shape are the bricks on the wall?
  - ★ Where can you see ice cream? What shape is the cone/ice cream?
  - ★ Can you see any small blue/yellow squares? Count them.
5. **Small group activities:** Describe the activities at each workstation.



## Letsatsi 2

### Se o se tlhokang

- Morumo: *Go ya go tsoma ditau* (tsebe 199)
- Dilo tse di bopegileng sekhutlotharo, sekhutlonne, sesediko le sekhutlonnetsepa
- Mabante a elasetiki/a wulu – le le 1 la morutwana mongwe le mongwe
- Phousetara 8

### MAELE

Motsamao o o gatelela kgabaganyo ya molagare ya barutwana. Rotloetsa metsamao e mengwe, jaaka go ikhutsisa ka go retha lefatshe ka dinao, go swaela go tswa letlhakoreng le lengwe go ya go le lengwe, 'go thuma' le 'go palama direpodi' ka metsamao ya molema-moja.

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*. A barutwana ba phanye dirope tsa bona tsa moja ka diatla tsa bona tsa molema go tswetsa moribo. Bua morumo gape. A barutwana ba iteye dirope tsa bona tsa molema ka diatla tsa bona tsa moja.

2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Tsenya mabanta mo diatleng tsa barutwana tsa moja. A barutwana ba eme mo meleng ba arologantse maoto a bona. A ba tsholetse diatla tsa bona tsa moja, mme ba kobege go tswa fela kwa lethekeng mme ba kgome dinao tsa bona molema ka diatla tsa bona tsa moja fa ba bala go fitlha ka 10. Boeletsa, le barutwana ba kgoma maoto a bona a moja ka diatla tsa bona tsa molema.



4. **Dipharologantsho tsa dipopego:** Fitlha selo se se bopegileng jaaka khutlotharo, khutlonne, sediko kgotsa khutlonnetsepa fa morago ga gago. Tlhalosa popego. Sekao:

- ✦ E na le matlhakore a le mararo le dikhutlo di le tharo.
- ✦ A na le matlhakore a le mane a a lekanang ka bolelee.
- ✦ Ga e na matlhakore le fa e le dikhutlo. E kgolokwe.

A barutwana ba fopholetse popego. Barutwana ba ba nepang phopholetso ba bona tshono ya go fitlha popego e nngwe fa morago ga bona le go neelana ka lesedi. Ba tshegetse ka go botsa dipotso fa go tlhokega.

Bua ka Phousetara 8.

#### Dipotso tse di kaelang:

- ✦ O kgona go bona dipopego dife?
- ✦ A o kgona go bona popego ya matlhakore a le mararo/mane? E bidiwang?
- ✦ Letlhabaphefo leno le na le matlhakore a le makae? Le bopegile jang?
- ✦ A o kgona go bona popego e e nang le matlhakore a mabedi a maleele le a mabedi a makhutshwane/matlhakore a le mane a a lekanang ka bogolo? E bidiwang?
- ✦ Ditena tse di mo loboteng di bopegile jang?
- ✦ O ka bona kae bebetsididi? Khouno/bebetsididi e bopegile jang?
- ✦ A o kgona go bona dikhutlonne tse dinnye tse di pududu/serolwana? Di bale.



5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Day 3

## What you need

- Rhyme: *Going on a lion hunt* (page 198)
- 2 dice
- Container with attribute blocks – 1 block per learner

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners move forwards two paces and backwards two paces to keep the rhythm.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle and take turns to roll the two dice. All learners show as many fingers as dots on the dice, counting together. If the total number of dots on the dice is more than 10, learners shout 'Uh, oh!' and suggest what they need to do to solve this problem (include their nose, ears, use their toes, and so on).
4. **Position: forwards and backwards:** Learners dramatise *Going on a lion hunt*. Every time they hear the words 'Uh, oh!' learners step backwards two paces. They continue moving forwards as the story continues.
5. **Properties of shapes:** Learners sit in a circle. Pass around the container for each learner to choose an attribute block. Learners who have chosen the shape you describe, should hold it up.

## Guiding questions:

- ★ Who has a blue triangle, and so on?

Learners pass on their attribute block to the learner on their left. As they do so, they should chant, 'Let's find out what shape is next. Let's find out what shape is next. Let's find out what shape is next, I'm holding in my hand.'

Repeat with similar questions. For example:

- ★ Who has a red shape with no sides?
- ★ Who has a yellow shape with four corners?
- ★ Who has a green shape with two long sides and two short sides?
- ★ Who has a shape that is not square?

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

## Day 4

## What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Shape grid on the floor
- Building block for each learner (same size and shape)
- Chalk or masking tape

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 1–20 and beyond, 10–1.



## TIP

Do this activity outside. Learners should keep looking ahead while they take steps backwards.

### Letsatsi 3

#### Se o se tlhokang

- Morumo: *Go ya go tsoma ditau* (tsebe 199)
- Mataese a 2
- Setshodi se se nang le dibolokoponagalo – boloko e le 1 ya morutwana mongwe le mongwe

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*. A barutwana ba ye dikgato di le pedi kwa pele le kwa morago go tlhola moribo.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko mme ba refosanele go latlha letaese. A barutwana botlhe ba bontshe menwana e mentsi fela jaaka marontho a letaese, ba bala mmogo. Fa palogotlhe ya marontho mo letaeseng e feta 10, a ba goe ba re 'Uh, oh!' mme ba tshikhinye gore ba tlhoka go dirang go rarabolola palo eno (a ba akaretse dinko, ditsebe, le go dirisa menwana ya bona ya maoto, jalo jalo).
4. **Maemo: kwa pele le kwa morago:** A barutwana ba diragatse *Go ya go tsoma ditau*. Nako le nako fa ba utlwa mafoko 'Uh, oh!' a barutwana ba tseye dikgato tse pedi go ya kwa morago. A ba tswelele go ya kwa pele fa kgang e ntse e tsweletse.
5. **Dipharologantsho tsa dipopego:** A barutwana ba dule fatshe ba dirile sediko. Fetisa sebadi gore morutwana mongwe le mongwe a tlhophe bolokoponagalo. Barutwana ba ba tlhophileng popego e o e tlhalositseng, a e tsholeletse kwa godimo.

#### Dipotso tse di kaelang:

- ★ Ke mang yo o nang le khutlotharo e pududu, jalo jalo?

A barutwana ba fetisetse dibolokoponagalo go barutwana ba ba mo molemeng. Fa ba dira jalo, a ba opele, 'A re boneng gore go latela popego efe. A re boneng gore go latela popego efe. A re boneng gore go latela popego efe, ke e tshwere.'

Boeletsa seno ka dipotso tse di batlileng go tshwana. Sekao:

- ★ Ke mang yo o nang le popego e khibidu e e senang matlhakore?
- ★ Ke mang yo o nang le popego e e serolwana e e nang le dikhutlo di le nne?
- ★ Ke mang yo o nang le popego e tala e e nang le matlhakore a mabedi a maleele le a le a mabedi a makhutshwane?
- ★ Ke mang yo o nang le popego e e seng khutlonne?

6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### MAELE

Direlang tirwana eno kwa ntle. A barutwana ba tswelele go lebelela kwa pele fa ba ntse ba tsaya dikgato go ya kwa morago.

### Letsatsi 4

#### Se o se tlhokang

- Morumo: *Go ya go tsoma ditau* (tsebe 199)
- Keriti ya popego mo bodilong
- Bolokokago ya morutwana mongwe le mongwe (tse di lekanang ka bogolo le ka popego)
- Tšhoko kgotsa theipi e e sireletsang

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Counting objects 1–10:** Place 10 blocks in a row where learners can see them.

**Guiding questions:**

- ✦ How many blocks do you think there are in this row?

Learners count the blocks. Place another 10 blocks beneath the first row, spacing them wider apart.

- ✦ Do you think there are more blocks in the first or second row?
- ✦ How many blocks do you think there are in the second row?

Learners count the blocks.

4. **Follow directions:** Each learner should have a block. Play 'Sizwe says', calling out positional words, for example, Sizwe says, 'Put your block:

- ✦ on your head.'
- ✦ next to your right/left foot.'
- ✦ under your foot.'
- ✦ in the middle of your lap.'
- ✦ on top of your hand.'
- ✦ between your legs.'
- ✦ in front of your chest.'
- ✦ behind your back.'
- ✦ below your knee.'

5. **Shape movements:** Learners take turns to move along the shape grid on the floor as directed.

- ✦ Hop twice in each triangle.
- ✦ Jump over all the squares.
- ✦ Stand in the middle shape.
- ✦ Jump up and down five times in the circle.
- ✦ Turn to the left/right and jump into the next three squares.
- ✦ Hop with one foot across each of the bottom three shapes.



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



This activity works well outdoors.



3. **Go bala dilo 1–10:** Baya diboloko di le 10 mo moleng moo barutwana ba ka di bonang.

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le diboloko di le kae mo moleng ono? A barutwana ba bale diboloko. Baya diboloko tse dingwe di le 10 mo tlase ga mola wa ntlha, o dira gore di katologane.
- ★ A o akanya gore diboloko tse dintsi di mo moleng wa ntlha kgotsa wa bobedi?
- ★ O akanya gore go na le diboloko di le kae mo moleng wa bobedi? A barutwana ba bale diboloko.

4. **Latelang dikaelo:** A morutwana mongwe le mongwe a nne le boloko. Tshamekang 'Sizwe a re', ka go bitsa mafoko a boemo, sekao, Sizwe a re, 'Baya boloko jwa gago:

- ★ mo tlhogong ya gago.'
- ★ gaufi le lonao lwa gago lwa moja/molema.'
- ★ mo tlase ga lonao lwa gago.'
- ★ mo gare ga dirope tsa gago.'
- ★ mo godimo ga seatla sa gago.'
- ★ mo gare ga maoto a gago.'
- ★ fa pele ga sehuba sa gago.'
- ★ fa morago ga gago.'
- ★ fa tlase ga lengole la gago.'

5. **Metsamao ya dipopego:** A barutwana ba refosanele go tsamaela mo keriting ya dipopego mo bodilong jaaka ba kaetswe.

- ★ Tlola tlola gabedi mo khutlotharong nngwe le nngwe.
- ★ Tlola dikhutlonne tsotlhe.
- ★ Ema mo popegong e e mo gare.
- ★ Tlolela kwa godimo le kwa tlase gatlhano mo sedikong.
- ★ Retologela kwa molemeng/mojeng mme o tlolele kwa dikhutlonneng tse di latelang tse tharo.
- ★ Tlola tlola ka lonao lo le longwe go kgabaganya e nngwe le e nngwe ya dipopego tse tharo tse di kwa tlase.

 **MAELE**  
Tirwana eno e diragala sentle kwa ntle.



6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Day 5

## What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Cardboard box with a lid and doll inside

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners form a row and stand and sit alternately as they count. Once they have counted to 10 they start a new row.

## Guiding questions:

- ★ How many learners are in the first/second/third row?
  - ★ Which row has more/fewer learners?
  - ★ How many learners are sitting/standing in the second row?
  - ★ Are more learners sitting or standing?
4. **Position and direction:** Put the closed box with the doll on the mat.

## Guiding questions:

- ★ What do you think is inside the box?

Take the doll out of the box. Place it in different positions. Learners tell you where it is, for example, under/above/on/in/behind/in front of the box.

- ★ Where is the doll now?



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

## Small group activities

## Teacher-guided activity

## What you need

- Selection of 3-D blocks/objects
- Chairs – 1 per learner
- Tennis balls
- Cardboard box with a lid
- Arrow chart
- Doll

1. **Counting objects 1–10:** Place blocks on the mat. Learners take turns to count from 1 to 10.

## Letsatsi 5

### Se o se tlhokang

- Morumo: *Go ya go tsoma ditau* (tsebe 199)
- Lebokoso la khateboto le le nang le sekhurumelo le mpopi mo teng

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*, ka tiragatso.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba tlhome mola mme ba eme le go eta ba dula fatshe fa ba ntse ba bala. Fa ba setse ba badile go fitlha ka 10, a ba tlhome mola o mošwa.

#### Dipotso tse di kaelang:

- ★ Go na le barutwana ba le kae mo moleng wa ntlha/wa bobedi/wa boraro?
  - ★ Ke mola ofe o o nang le barutwana ba le bantsi/mmalwanyana?
  - ★ Ke barutwana ba le kae ba ba dutseng/emeng mo moleng wa bobedi?
  - ★ A barutwana ba bantsi ba dutse kgotsa ba eme?
4. **Maemo le ntlhakaelo:** Baya lebokoso le le tswetsweng le le nang le mpopi mo mmetsheng.

#### Dipotso tse di kaelang:

- ★ O akanya gore go na le eng mo lebokosong?

Ntsha mpopi mo lebokosong. O beye ka maemo a a farologaneng. A barutwana ba go bolelele kwa o teng, sekao, kwa tlase/ kwa godimo/mo/ka mo/fa morago/kwa pele ga lebokoso.

- ★ Mpopi o kae jaanong?



5. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Ditirwana tsa ditlhophha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Tlhopho ya diboloko/dilo tsa 3-D tsa morutwana mongwe le mongwe
- Dikgwele tsa tenese
- Tšhatemotsu
- Ditulo – se le 1 sa morutwana mongwe le mongwe
- Lebokoso la khateboto le le nang le sekhurumelo
- Mpopi

1. **Go bala dilo 1–10:** Baya diboloko mo mmetsheng. A barutwana ba refosanele go bala go tloga ka 1 go ya go 10.



2. **Building a shape:** Build a construction on the mat using 3-D blocks/objects.

**Guiding questions:**

- ★ What can you tell me about what I have built?
- ★ What shapes do you see?
- ★ Can you arrange your blocks in the same way?

Learners build the same construction with their blocks.

- ★ Which objects have you used?
- ★ Is yours the same/not the same as mine? Why?

3. **Position:** Instruct learners to place the doll in different positions in relation to the box and say where the doll is. Repeat with other learners.

**Guiding questions:**

- ★ Can you put the doll in front of/under/next to/on top of/behind the box?

Learners take turns to place the doll in different positions and the rest of class say where the doll is.

4. **Arrow chart:** Put the arrow chart on the wall. Learners will move in the same direction as the arrows.

**Guiding questions:**

- ★ Which way is the arrow pointing?
- ★ How will you move?

Guide learners through all the directions and movements before starting the game.

Point to the arrow and give directions such as:

(Row 1) Stretch your arms. → ← ↓ ↑

(Row 2) Stand on a chair and jump ↓ then stand on the floor

and jump. ↑ ← →



**TIP**  
Encourage learners to use direction words like 'left and right', 'forwards and backwards'.

**Integration**

**Home Language:** Vocabulary development.

**Life Skills:** Toilet routine and walking to/from places.



**Check that learners are able to:**

- build a construction by copying an example
- describe the position of objects in relation to each other
- use position words such as in front of/under/next to/on top of/behind/inside/outside
- use direction words such as left/right, up/down



2. **Go aga popego:** Aga kago mo mmetsheng ka go dirisa diboloko/dilo tsa 3-D.

**Dipotso tse di kaelang:**

- ✦ O ka mpolelelang ka ga se ke se agileng?
- ✦ O bona dipopego dife?
- ✦ A o ka rulaganya diboloko tsa gago ka mokgwa o o tshwanang? A barutwana ba age kago e e tshwanang ka diboloko tsa bona.
- ✦ O dirisitse dilo dife?
- ✦ A tsa gago di tshwana/ga di tshwane le tsa me? Goreng?

3. **Maemo:** Laela barutwana go baya mpopi mo maemong a a farologaneg ba ikaegile ka lebokoso le go bua gore mpopi o fa kae. Boeletsa seno ka barutwana ba bangwe.

**Dipotso tse di kaelang:**

- ✦ A o ka baya mpopi fa pele/kwa tlase/gaufi le/mo godimo ga/fa morago ga lebokoso?

A barutwana ba refosanele go baya mpopi ka maemo a a farologaneng fa phaposiborutelo yotlhe e bua fa mpopi o leng gona.

4. **Tšhatemotsu:** Baya tšhatemotsu mo loboteng. A barutwana ba tsamaele kwa kaelong ya metsu.

**Dipotso tse di kaelang:**

- ✦ Motsu o supile kae?
- ✦ O tlaa tsamaela kae?

Kaela barutwana mo dikaelong tsotlhe le metsamao pele ga o simolola motshameko.

Supa kwa motsung mme o neele kaelo e e tshwanang le:

(Mola 1) Phutholola matsogo a gago. → ← ↓ ↑

(Mola 2) Emang mo ditulong mme lo tlole ↓ morago emang

mo bodilong mme lo tlole. ↑ ← →

 **MAELE**

Rotloetsa barutwana go dirisa mafoko a kaelo jaaka 'molema le moja', 'kwa pele le kwa morago'.

**Tomagano**

**Puogae:** Kgodiso ya tlotlofoko.

**Dikgono tsa Botshelo:** Tlwaetso ya go ya kwa ntlwaneng ya boithusetso le go ya/go boa kwa mafelong mangwe.



**Netefatsa gore barutwana ba kgona go:**

- aga kago ka go kopisa mo sekaong
- tlhalosa maemo jwa dilo di ikaegile ka tse dingwe
- dirisa mafoko a boemo jaaka fa pele ga/ka fa tlase/gaufi le/mo godimo/fa morago/mo teng/kwa ntle (phimola letshwaopotso)
- dirisa mafoko a kaelo jaaka molema/moja, godimo/tlase

## Workstation 1



### What you need

- Paper and glue
- Small colour paper cut-outs: circles, squares, triangles and rectangles

Learners make pictures from the shapes provided, for example, a house or an animal.

## Workstation 2

### What you need

- Playdough
- Coloured sticks (*Resource Kit*)

Learners lay out sticks in a shape. They place the ends of the sticks into a piece of playdough at the corners to hold their shape.



### TIP

If pegboards are available, learners can make shapes by stretching elastic bands between pegs.

## Workstation 3

### What you need

- Bingo cards
- Shape Bingo boards
- Counters

Learners place the pile of cards face down in the middle of the table or floor. They take turns to choose a card. If they have that shape on their board, they place a counter on that shape. The first player to get four in a row, wins.



## Workstation 4

### What you need

- Blocks or objects of different shapes

Learners build a construction using four or five blocks or objects. They take turns to copy the arrangement a friend has made.



### Seteišenetiro 1



#### Se o se tlhokang

- Pampiri le sekgomaretsi
- Dipampitshana tsa mmala tse di segolotsweng: didiko, dikhutlonne, dikhutlotharo le dikhutlonnetsepa

A barutwana ba dire ditshwantsho ka dipopego tse di neetsweng, sekao, ntlo kgotsa phologolo.

### Seteišenetiro 2



#### MAELE

Fa go na le diboto tsa diphekese, barutwana ba ka dira dipopego ka go taolosa megala ya elasetiki mo gare ga diphekese.

#### Se o se tlhokang

- Tege ya go tshameka
- Dikota tse di mmalafaditsweng (Kgetsana ya *Didiriswa*)

A barutwana ba ale dikota ka dipopego. A ba beye bofelelo jwa dikota mo lenathwaneng la tege ya go tshameka kwa dikhutlong go tshwara dipopego tsa tsona.



### Seteišenetiro 3



#### Se o se tlhokang

- Dikarata tsa Bingo
- Dibadi
- Diboto tsa Bingo tsa popego

A barutwana ba beye moko wa dikarata ba di ribegile mo bogareng jwa tafole kgotsa mo bodilong. A ba refosane go tlhopha karata. Fa ba na le popego eo mo dibotong tsa bona, ba beye sebadi mo popegong eo. Motshameki wa ntlha yo o tlhophileng di le nne ka go tlhomagana ke mofenyi.

### Seteišenetiro 4



#### Se o se tlhokang

- Diboloko kgotsa dilo tsa dipopego tse di farologaneng

A barutwana ba age kago ka go dirisa diboloko kgotsa dilo tse nne kgotsa tse tlhano. A ba refosane go kopolola thulanganyo e e dirilweng ke balekane ba bona.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

## New knowledge

- Money – recognise banknotes
- Problem solving 1–8

## Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Ordinal numbers first to fifth
- Reinforce numbers 1–8
- Add, take away
- Coins
- Big, small

## New maths vocabulary

banknote  
lion

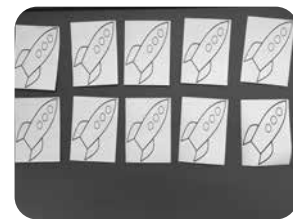
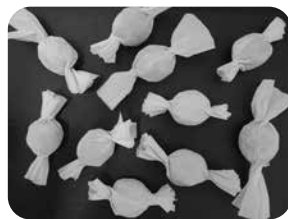
rhino  
buffalo

Nelson Mandela  
count back

## Getting ready

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

- 10 balls of playdough wrapped in cellophane/plastic to make 'sweets'
- 10 spaceships made with paper plates – each spaceship should have 10 windows
- 10 pictures of rockets



- 5 A4 pictures of things to buy (from magazines)
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (from Term 2)
- 10 cardboard banknotes, 2 of each: R10, R20, R50, R100, R200 (pages 220–221)
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- A4 size paper/cardboard page with a large rectangle – 1 per learner
- orange playdough
- A4 page with tortoise template (page 219) – 1 per learner.



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Tlhalosa, rulaganya le go bapisa dinomorotlalo
- Dikamano tsa dinomore
- Go lemoga dinomore
- Tharabololo ya dipalo mo bokaelong

## Kitso e ntšhwa

- Madi – go lemoga madi a pampiri a kwa bankeng
- Tharabololo ya dipalo 1–8

## Ikatisa

- Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Go latedisanya dinomore 1–8
- Dipalokemotatelano ya ntlha go ya go ya botlhamo
- Go gatelela dipalo 1–8
- Tlhakanya, ntshetsa ntle
- Dikhoene
- Kgolo, nnye

## Tlotlofoko e ntšhwa ya dipalo

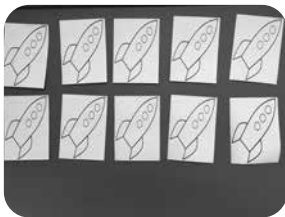
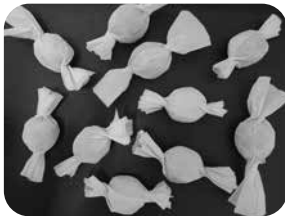
madipampiri  
tau

tshukudu  
nare

Nelson Mandela  
palelomorago

## Ipaakanye

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



- dikgwele di le 10 tsa tege ya go tshameka di apesitswe ka selofeine/polasetiki go dira 'dimonamone'
- disutlhalefaufau di le 10 tse di dirilweng ka dipoleite tsa pampiri – sesutlhalefaufau se sengwe le se sengwe se tshwanetse sa bo se na le matlhabaphefo a le 10
- ditshwantsho di le 10 tsa rokete
- ditshwantsho di le 5 tsa A4 tsa dilo tse di ka rekiwang (go tswa mo dimakasineng)
- dikhoene tse dithokwa le tsa mmala wa selefera tsa dikhateboto tse di segolotsweng: 10c, 20c, 50c, R1, R2, R5 (go tswa mo Kgweditharong ya 2)
- madi a pampiri a dikhateboto a le 10, di le 2 tsa e nngwe le e nngwe: R10, R20, R50, R100, R200 (ditsebe 220–221)
- ditshodi tsa kerosari di le 10 tse di dirisiwang gape, sekao, lebokoso la diserele, setshodi sa yokate, jalo jalo
- pampiri ya A4/letlhare la khateboto le na le khutlonnetsepa e kgolo – e le 1 ya morutwana mongwe le mongwe
- tege ya go tshameka e e mmala wa lamune
- letlhare la A4 le le nang le thempoleiti ya khudu (tsebe 219) – e le 1 ya morutwana mongwe le mongwe.

## Whole class activities

### Day 1

#### What you need

- Song: *Five shiny coins* (Activity Guide: Term 2, page 196)
- 6 cardboard coins (from Activity Guide: Term 2, pages 216–217)
- Playdough sweets
- 2 sets of 5 cardboard banknotes (approximately A4 size) – place one set on the wall, smallest to biggest in size (pages 220–221)

1. **Song:** Sing the song, *Five shiny coins*. Discuss the coins.
2. **Oral counting:** 1–20 and beyond, 10–1. Count 1–10, but miss out a number and/or say a number twice, and so on.

#### Guiding questions:

- ★ What went wrong with my counting?

Repeat the activity, missing and/or repeating different numbers.

3. **Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets on the mat.

#### Guiding questions:

- ★ How many sweets do you think there are?

Count together.

4. **Introducing banknotes:** Show the learners the banknotes.

#### Guiding questions:

- ★ Where have you seen this before?
- ★ Does anyone know what it is called?
- ★ Have you ever used one of these? What did you use it for?
- ★ What do you see on the notes?
- ★ How is this banknote the same/different to the other banknotes?
- ★ Which is smaller/bigger in size?
- ★ How many different South African banknotes are there?

Count the banknotes as you match them to the notes on the wall.

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



#### TIP

Place the five notes and blank paper in the maths area so that learners can draw things they have bought (or wish to buy).

### Day 2

#### What you need

- Rhyme: *Spaceship* (page 200)
- 10 playdough sweets
- 2 sets of 5 banknotes
- 5 pictures of things to buy
- Prestik

1. **Rhyme:** Say the rhyme, *Spaceship*.



#### TIP

Discuss what space is. Talk about the stars and planets that we can see at night. Ask learners whether they think it is possible to go to space and how they might get there – in a spaceship. Ask learners what they think they would be able to buy on the moon.

# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Pina: *Dikhoene tse tlhano tse di phatshimang* (Kaedi ya Ditirwana: *Kgweditsharo 2*, tsebe 197)
- Dikhoene di le 6 tsa khateboto (go tswa mo *Kaedi ya Ditirwana: Kgweditsharo 2*, ditsebe 216–217)
- Dimonamone tsa tege ya go tshameka
- Disete di le 2 tsa dikhateboto tse 5 tsa madi a pampiri (selekanyetso sa A4) – baya sete e le nngwe mo loboteng, go tloga ka e nnye thata go ya go e kgolo thata (ditsebe 220–221)

1. **Pina:** Opela pina, *Dikhoene tse tlhano tse di phatshimang*. Buisanelang dikhoene.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1. Bala 1–10, mme o tlole nomore le/kgotsa o bue nomore gabedi, jalo jalo.

#### Dipotso tse di kaelang:

- ✦ Ke eng se se sa diregang sentle ka go bala ga me?

Boeletsa tirwana, o tlogetse le/kgotsa o boeletsa dinomere tse di farologaneng.

3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Baya dimonamone tsa tege ya go tshameka di le lesome mo mmetsheng.

#### Dipotso tse di kaelang:

- ✦ O akanya gore go na le dimonamone di le kae?

Balang mmogo.

4. **Tlhagiso ya madi a pampiri:** Bontsha barutwana madi a pampiri.

#### Dipotso tse di kaelang:

- ✦ O kile wa bona tseno kae pele ga mono?
- ✦ A go na le yo o itseng gore di bidiwang?
- ✦ A o kile wa dirisa nngwe ya tse? O ne o e dirisetsang?
- ✦ O boneng mo dipampiring?
- ✦ Madi ano a pampiri a tshwana/farologana jang le a mangwe?
- ✦ Ke efe e nnyenyana/kgolwane?
- ✦ Go na le madi a dipampiri a Aforikaborwa a le makae?

Bala madi a dipampiri fa o ntse o a nyalanya le a a mo loboteng.

5. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### MAELE

Baya madi a pampiri a le matlhano le dipampiri tse di senang sepe mo lefelong la dipalo gore barutwana ba tshwantshe dilo tse ba di rekileng (kgotsa tse ba eletsang go di reka).

### MAELE

Buisanang ka ga se lefaufau e leng sona. Buang ka dinaledi le dipolanete tse re kgonang go di bona bosigo. Botsa barutwana gore a ba akanya gore a ba ka kgona go ya kwa lefaufaug le gore ba ka ya jang koo – ba le mo sesuthalefaufaug. Ba botse gore ba akanya gore ke eng se ba ka kgonang go se reka kwa ngwedding.

## Letsatsi 2

### Se o se tlhokang

- Morumo: *Sesuthalefaufau* (tsebe 201)
- Dimonamone di le 10 tsa tege ya go tshameka
- Disete tse 2 tsa madi a pampiri a le 5
- Ditshwantsho di le 5 tsa dilo tse di ka rekiwang
- Sekgomaretsi

1. **Morumo:** Bua morumo, *Sesuthalefaufau*.

- Oral counting:** 1–20 and beyond, 10–1. Start with 5 and count back to 2, start with 10 and count back to 6, and so on.
- Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets and five banknotes on the mat.

**Guiding questions:**

- ★ How many banknotes do you think there are?
- ★ Are there more/fewer sweets or banknotes?
- ★ How many more/fewer banknotes are there than sweets?
- ★ How do you know?

- Recognise and match banknotes:** Five learners each find a picture of something to buy hidden in the classroom. Five other learners take turns to choose a banknote to attach to each picture. Five other learners take turns to show which banknote on the wall matches each of these.

**Guiding questions:**

- ★ Which banknotes have/have not been used yet?
- ★ Which banknote has the rhino on it?

- Ordinal numbers first to fifth:** Look at the five banknotes on the wall.

**Guiding questions:**

- ★ Which banknote is first, second, and so on in the row on the wall?
- Five learners place the pictures and banknotes on the mat in order to match the banknotes on the wall.
- ★ Which note should be placed first, second, and so on?

Learners who have not had a turn, take turns to jump. For example: ask them to jump from the first note to the second to the fourth, and so on. Place the banknotes on the maths table.

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



**TIP**

Make sure that the value being attached to the object is appropriate, for example, a table might be R200 and a 500 ml cool drink might be R10.

### Day 3

#### What you need

- Rhyme: *Spaceship* (page 200)
- 10 paper-plate spaceships placed on the wall
- 2 sets of 5 banknotes
- Number washing line
- Number dot, picture, symbol and word cards 1–8 (*Resource Kit*)

- Rhyme:** Say the rhyme, *Spaceship*.
- Oral counting:** 1–20 and beyond, 10–1.
- Counting objects 1–10:** Ten learners stand. Look at the paper-plate spaceships on the wall.

**Guiding questions:**

- ★ Do you think there are enough spaceships for each learner to go to the moon?

Count the spaceships.

- Go balela kwa godimo:** 1–20 le go feta, 10–1. Simolola ka 5 mme o balele morago kwa go 2, simolola ka 10 mme o balele morago kwa go 6, jalo jalo.
- Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Baya dimonamone di le lesome tsa tege ya go tshameka le madi a pampiri a le matlhano mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le madi a le makae a pampiri?
- ★ A go na le dimonamone di le dintsinzana/mmalwanyana go kgotsa madi a pampiri?
- ★ Go na le madi a pampiri a le mantsinyana/mmalwanyana a le makae go na le dimonamone?
- ★ O itse jang?

- Lemoga le go nyalanya madi a pampiri:** A mongwe le mongwe wa barutwana ba le batlhano a batle setshwantsho sa sengwe se se ka rekiwang se se fiithilweng mo phaposiborutelong. Barutwana ba bangwe gape ba batlhano ba refosanele go tlhophha madi a pampiri go a mamaretsa mo setshwantshong sengwe le sengwe. A barutwana ba bangwe gape ba batlhano ba refosanele go bontsha gore ke madi afe a pampiri mo loboteng a nyalanang le mangwe le mangwe ano.

**Dipotso tse di kaelang:**

- ★ Ke madi afe a pampiri a a dirisitsweng/a a iseng a dirisiwe?
- ★ Ke madi afe a pampiri a a nang le tshukudu?

- Dipalokematelano ya ntlha go ya go ya botlhano:** Lebelela madi a matlhano a pampiri a a mo loboteng.

**Dipotso tse di kaelang:**

- ★ Ke madi afe a pampiri a e leng a ntlha, a bobedi, jalo le jalo mo moleng mo loboteng?

A barutwana ba le batlhano ba beye ditshwantsho le madi a dipampiri mo mmetsheng go a nyalanya le madi a dipampiri a a mo loboteng.

- ★ Ke madi afe a pampiri a a tshwanetseng go bewa a ntlha, a bobedi, jalo jalo?

A barutwana ba ba iseng ba nne le tšhono ba refosanele go tloa.

Sekao: ba kope go tloa go tloga ka madi a pampiri a ntlha go ya go a bobedi le a bone, jalo jalo. Baya madi a pampiri mo tafoleng ya dipalo.

- Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa setešeneneng se sengwe le se sengwe sa tiro.



**MAELE**

Netefatsa gore boleng jo bo neetsweng selo bo maleba, sekao, tafole e ka nna R200 mme 500 ml ya senotsididi e ka nna R10.

**Letsatsi 3**

**Se o se tlhokang**

- Morumo: *Sesuthalefafau* (tsebe 201)
- Disuthalefafau di le 10 tsa poleiti ya pampiri di beilwe mo loboteng
- Disete di le 2 tsa madi a pampiri a le 5
- Mogala wa dinomore
- Dikarata tsa dinomorerontho, ditshwantsho, matshwao le mafoko 1–8 (*Kgetsana ya Didiriswa*)

- Morumo:** Bua morumo, *Sesuthalefafau*.
- Go balela kwa godimo:** 1–20 le go feta, 10–1.
- Go bala dilo 1–10:** A barutwana ba le lesome ba eme ka dinao. A ba lebe disuthalefafau tsa dipoleite tsa pampiri mo loboteng.

**Dipotso tse di kaelang:**

- ★ A o akanya gore go na le disuthalefafau tse di lekaneng morutwana mongwe le mongwe go ya kwa ngwedding? Bala disuthalefafau.

4. **Add to/take away:** Look at the banknotes on the wall.

**Guiding questions:**

- ★ If I take away one/two note/s how many will be left on the wall? Hold five banknotes in a fan in your hand.
- ★ Are there more/fewer on the wall or in my hand?
- ★ If I add another note to the those in my hand how many will I be holding?
- ★ What are the names of the notes that are left on the wall?



5. **Ordering 1–8:** Learners sit in a circle. Quickly flash dot cards 1–8 for learners to identify. Hand out dot, picture, symbol and word cards. Stand in the middle of the circle with your eyes closed. Raise both arms and turn with your hands pointing out. The learners you point to when you open your eyes match their cards to numbers on the number washing line. Repeat, giving a few learners a turn to point. Learners take turns to place their picture, dot and symbol cards in order from 1–8 on the mat.



**Guiding questions:**

- ★ Which number is between 3 and 5, before 8, after 6, three fewer than 4, two more than 5, and so on?
  - ★ How do we know that the picture with four giraffes should come after the picture of three meerkats, and so on?
  - ★ If we count 2 on from 3 how many will we have?
6. **Small group activities:** Describe the activities at each workstation.

**Day 4**

**What you need**

- Rhyme: *Spaceship* (page 200)
- 10 pictures of rockets
- 5 chairs with a banknote attached to each
- Tambourine
- Dot cards 1–8

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.

4. **Oketsa/ntshetsa ntle:** Lebelela madi a dipampiri a a mo loboteng.

**Dipotso tse di kaelang:**

- ★ Fa nka ntsha madi a le mangwe/mabedi a pampiri go ya go sala a le makae mo loboteng?

Tshwara madi a pampiri a le matlhano mo sefethlamoweng mo seatleng sa gago.

- ★ A go na le a le mantsi/mmalwanyana mo loboteng kgotsa mo seatleng sa me?
- ★ Fa ke tsenya lethare le lengwe mo seatleng sa me, ke tlaa bo ke tshwere a le kae?
- ★ Maina a matlhare a a setseng mo loboteng ke afe?



5. **Go rulaganya 1–8:** A barutwana ba dule fatshe ba dirile sediko. Ka bonako bontsha dikarataronho 1–8 gore barutwana ba di lemoge. Ba neele dikarataronho, tshwantsho, tshwao le foko. Ema mo gare ga sediko o tswetse matlho. Tsholetsa matsogo a gago o phutholotse menwana ya gago. A barutwana ba o ba supileng fa o bula matlho a gago ba nyalanye dikarata tsa bona le dinomere tse di mo mogaleng wa dipalo. Boeletsa, o letla barutwana ba le mmalwa gore le bona ba supe. A barutwana ba refosanele go baya dikaratatshwantsho, ronho, le tshwao tsa bona ka thulaganyo ya 1–8 mo mmetsheng.



**Dipotso tse di kaelang:**

- ★ Ke nomore efe e e magareng ga 3 le 5, pele ga 8, morago ga 6, mme e le kwa tlase ga 4 ka tharo, e feta 5 ka pedi, jalo jalo?
- ★ Re itse jang gore setshwantsho se se nang le dithutlwa tse nne se tshwanetse sa tla morago ga setshwantsho sa boramošwe ba le bararo, jalo jalo?
- ★ Fa re bala 2 morago ga 3 re ya go nna le bokae?

6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 4**

**Se o se tlhokang**

- Morumo: *Sesutlhalefafau* (tsebe 201)
- Ditshwantsho tsa rokete di le 10
- Ditulo di le 5 sengwe le sengwe se mamareditswe madi a pampiri
- Moropana
- Dikarataronho 1–8

1. **Morumo:** Bua morumo, *Sesutlhalefafau*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

**TIP**

Talk about rockets and spaceships and what learners think it would be like to go to the moon in one of these.

3. **Counting objects 1–10:** Look at the pictures of 10 rockets and 10 spaceships.

**Guiding questions:**

- ★ Are there more/fewer rockets or spaceships?
- ★ How many of each do you think there are? Let's count.

4. **Recognition of banknotes:** Place five chairs on the mat, each with a banknote stuck to it. Explain to learners that these are their 'banks'. Explain what a bank is. Learners sit in their class groups next to a chair that is labelled with a banknote, for example, R10, R20. Play the tambourine as they move between the 'banks'. When the music stops they return to their 'bank'. Repeat.

When the music stops, show two notes, for example, R50 and R200. These groups swap places. Repeat.

- ★ How many learners are sitting in your 'bank'?



5. **Add to/take away:** Talk about the different 'banks'.

**Guiding questions:**

- ★ If I take two learners away from the 'R100 bank' how many will there be in the bank?
- ★ If I add one learner to the 'R50 bank' how many will be sitting in this bank?

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

**Day 5**

**What you need**

- Rhyme: *Spaceship* (page 200)
- Masking tape/chalk
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- Poster 1

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Attach a few containers to the wall and place some on the maths table.

**Guiding questions:**

- ★ How many grocery containers do you see on the table/on the wall? Count together.
- ★ Did you estimate too many/too few?





**MAELE**

Bua ka dirokete le disuthalefaufau le gore barutwana ba akanya gore go tlaa nna jang go ya kwa ngweding ka nngwe ya dilo tse.

3. **Go bala dilo 1–10:** Lebelela ditshwantsho tsa dirokete di le 10 le disuthalefaufau di le 10.

**Dipotso tse di kaelang:**

- ✦ A go na le dirokete kgotsa disuthalefaufau di le dintsi/mmalwanyana?
- ✦ O akanya gore dingwe le dingwe di ka tswa di le kae? A re baleng.

4. **Go lemoga madi a pampiri:** Baya ditulo di le tlhano mo mmetsheng, sengwe le sengwe se kgomareditswe madi a pampiri. Tlhalosetsa barutwana gore tseno ke 'dibanka' tsa bona. Ba tlhalosetse gore banka ke eng. A barutwana ba dule ka ditlhophha tsa bona gaufi le setulo se se tshwailweng ka madi a pampiri, sekao, R10, R20. Letsa moropana fa ba ntse ba tsamaya tsamaya magareng ga 'dibanka'. Fa mmino o emisiwa a ba boele kwa 'dibankeng' tsa bona. Boeletsa. Fa mmino o emisiwa, bontsha matlhare a mabedi, sekao, R50 le R200. A ditlhophha tse di refosane maemo. Boeletsa.

- ✦ Barutwana ba ba dutseng mo 'bankeng' ya gago ba bakae?



5. **Oketsa/tlosa:** Bua ka 'dibanka' tse di farologaneng.

**Dipotso tse di kaelang:**

- ✦ Fa ke ntsha barutwana ba babedi mo 'bankeng ya R100' go ya go sala ba le kae mo bankeng?
- ✦ Fa ke tsenya morutwana a le mongwe mo 'bankeng ya R50' go ya go sala go dutse ba le kae mo bankeng eno?

6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteiseneng se sengwe le se sengwe sa tiro.

**Letsatsi 5**

**Se o se tlhokang**

- Morumo: *Sesuthalefaufau* (tsebe 201) lebokoso la diserele, setshodi sa yokate, jalo jalo
- Ditshodi tse di dirisiwang gape tsa kerosari di le 10, sekao, • Theipi e e sireletsang/tshoko
- Phousetara 1

1. **Morumo:** Bua morumo, *Sesuthalefaufau*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Kgomaretsa ditshodi di le mmalwa mo loboteng mme o beye tse dingwe mo tafoleng ya dipalo.

**Dipotso tse di kaelang:**

- ✦ O bona ditshodi di le kae tsa kerosari mo godimo ga tafole/mo loboteng? Balang mmogo.
- ✦ A o lekanyeditse go feta thata/go le mmalwa?



4. **Jumping track:** Use masking tape/chalk to create a 1–8 number ladder. Learners take turns to jump as the class counts 1–8. Learners stand on number 5 and jump to number 8.

**Guiding questions:**

- ★ How many jumps did you make?

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



**Guiding questions:**

- ★ What do you see in the picture that you/your family have bought before?
- ★ Do you think there are enough oranges for each person in the family?
- ★ How many more oranges do they need to buy to each have one?
- ★ If there are two small yoghurts in the fridge and each person wants one, how many more will they need to buy?

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

**Integration**

**Home Language:** Solve problems and explain solutions.

**Life Skills:** Beginning Knowledge, Personal and Social Wellbeing.

**Small group activities**

**Teacher-guided activity**

**What you need**

- Poster 7
- 5 banknotes (R10, R20, R50, R100, R200)
- 8 dough mats
- A tub per learner with:
  - 10 structure beads
  - 8 fruit counters (*Resource Kit*)

1. **Problem solving:** Discuss Poster 7.

**Guiding questions:**

- ★ There are four pineapples on the table. Dad buys three pineapples. How many pineapples will be left on the table?
- ★ Dad buys two bags of oranges. How many oranges does he buy?
- ★ The fruit seller had three watermelons. Now she has one. How many did she sell?

4. **Mola wa go tlola:** Dirisa theipi e e sireletsang/tšhoko go tlhama llere ya dipalo 1–8. A barutwana ba refosanele go tlola fa phaposi e ntse e bala 1–8.

A barutwana ba eme mo nomoreng ya 5 mme ba tlolele kwa nomoreng ya 8.

**Dipotso tse di kaelang:**

- ★ O dirile metlolo e le kae?

5. **Go ikatisetsa 1–4:**

Buisanang ka ga Phousetara 1. Bua ka ga se barutwana ba kgonang go se bona.



**Dipotso tse di kaelang:**

- ★ O bonang mo setshwantshong se wena/balelapa la gago ba kileng ba se reka?

- ★ A o akanya gore go na le dinamune tse di lekaneng tokololo nngwe le nngwe ya balelapa la gago?

- ★ Ba tlhoka go reka dinamune di le kae gape gore mongwe le mongwe a bone namune e le nngwe?

- ★ Fa go na le diyokate tse pedi tse dinnye mo setsidifatsing mme mongwe le mongwe a batla e le nngwe, ba tlhoka go reka tse kae gape?

6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa setešeneng se sengwe le se sengwe sa tiro.

### Tomagano

**Puogae:** Rarabolola dipalo le go tlhalosa dikarabo.

**Dikgono tsa Botshelo:** Kitso ya Tshimologo, Boitekanelo jwa Sebele le Loago.

## Ditirwana tsa ditlhophha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Phousetara 7
- Madi a pampiri a le 5 (R10, R20, R50, R100, R200)
- Dimmetshe tsa tege di le 8
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dibaga tsa dipopego di le 10
  - Dibadi tsa maungo di le 8 (Kgetsana ya Didiriswa)

1. **Tharabololo ya dipalo:** Buisanang ka ga Phousetara 7.

**Dipotso tse di kaelang:**

- ★ Go na le dipeinapole di le nne mo tafoleng. Rre o reka di le tharo. Go ya go sala di le kae mo tafoleng?

- ★ Rre o reka dikgetse tse pedi tsa dinamune. O reka dinamune di le kae?

- ★ Morekisi wa maungo o ne a na le magapu a le mararo. O setse ka le le lengwe. O rekisitse a le makae?

**TIP**

Encourage learners to show you the total number of beads without counting in ones.

**TIP**

Learners use counters to solve the problems. Ask learners how they got their answers and let them explain their thinking. Learners need time to explain their reasoning and hear the strategies of others in the group.

2. **Structure beads:** Show learners a number of structure beads between 1 and 10, for example, 6, 3, 7, 4 or 8. Flash these for a few seconds, and then hide them away.

**Guiding questions:**

- ★ How many beads did you see?

Ask learners to show a number of beads between 1 and 6.

3. **Fruit on plates:** Learners use the eight fruit counters from their tubs to solve the problems.

**Guiding questions:**

- ★ Each fruit needs a plate. How many plates will you need?
- ★ Each plate needs two fruits. How many plates will you need?
- ★ If you have two plates, how many fruits can you put on each plate?

Learners compare and discuss how many fruits they would place on each plate.

4. **Banknotes:** Hide a note under a piece of paper.

**Guiding questions:**

- ★ The banknote under the paper is green and has a rhino on it. What is this banknote called?

Give learners each a turn to hide and describe a banknote.



**Check that learners are able to:**

- solve problems from 1–8
- recognise, match and describe banknotes

**Workstation 1**

**What you need**

- Crayons, colour pencils
- Banknotes
- A4 cardboard with 3 rectangles – 1 per learner
- A pair of scissors – 1 per learner

Learners cut out the rectangles. Referring to the banknotes, they create their own banknotes by drawing pictures on both sides and writing a number on one side of each rectangle.



**TIP**

Learners can create their own banknotes that they would like to use, for example, 'on the moon'.

**MAELE**

Rotloetsa barutwana go go bontsha palogotlhe ya dibaga ntle le go di bala ka bonngwe.

**MAELE**

Barutwana ba dirisa dibadi go rarabolola dipalo. Ba botse gore ba bone jang dikarabo mme o ba letle go tthalosa dikakanyo tsa bona. Barutwana ba tlhoka nako ya go tthalosa mabaka a bona le go utlwa ditogamaano tsa ba bangwe mo setlhopheng.

2. **Dibaga tsa dipopego:** Bontsha barutwana dibaga tsa dipopego di le mmalwa magareng ga 1 le 10, sekao, 6, 3, 7, 4 kgotsa 8. Di bentshe metsotswana, mme o di fitlhe.

**Dipotso tse di kaelang:**

★ O bone dibaga di le kae?

Kopa barutwana go supa dibaga di le mmalwa magareng ga 1 le 6.

3. **Maungo mo dipoleiteng:** A barutwana ba dirise dibadi tsa maungo a le robedi mo ditshoding tsa bona go rarabolola dipalo.

**Dipotso tse di kaelang:**

★ Leungo le lengwe le le lengwe le tlhoka poleite. O ya go tlhoka dipoleite di le kae?

★ Poleite e nngwe le e nngwe e tlhoka maungo a mabedi. O ya go tlhoka dipoleite di le kae?

★ Fa o na le dipoleite tse pedi, o ka tsenya maungo a le makae mo poleiteng e nngwe le e nngwe?

A barutwana ba bapise le go buisana gore ba ya go tsenya maungo a le makae mo poleiteng e nngwe le e nngwe.

4. **Madi a dipampiri:** Fitlha lelhare ka fa tlase ga pampitshana.

**Dipotso tse di kaelang:**

★ Letlhare le le ka fa tlase ga pampitshana le letala mme e bile le na le tshukudu. Letlhare leno le bidiwang?

Neela morutwana mongwe le mongwe sebaka sa go fitlha le go tthalosa lelhare la madi.



**Netefatsa gore barutwana ba kgona go:**

- rarabolola dipalo go tloga ka 1–8
- lemoga, nyalanya le go tthalosa madi a dipampiri

**Seteišenetiro 1**

**Se o se tlhokang**

- Dikherayone, diphensele tsa mebala
- Madi a dipampiri
- Khateboto ya A4 e e neng le dikhutlonnetsepa di le 3 – e le 1 ya morutwana mongwe le mongwe
- Sekere – se le 1 sa morutwana mongwe le mongwe

**MAELE**

Barutwana ba ka itirela madi a dipampiri a ba ka ratang go a dirisa, sekao, 'kwa ngwedding'.

A barutwana ba segolole dikhutlonnetsepa. Ba lebeletse madi a dipampiri, a ba itirele madi a bona a dipampiri ka go thala ditshwantsho mo matlhakoreng otlhe le go kwala nomore mo letlhakoreng le lengwe la khutlonnetsepa nngwe le nngwe.



## Workstation 2

### What you need

- Counters
- Dice – 1 per learner
- A4 page – 1 per learner
- Crayons
- Playdough
- Number 2 dot card (from the *Resource Kit*) – 1 per learner

Learners draw a shopping basket on the A4 page. They roll a dice and add two to the number of dots shown on the dice. (They can use a number 2 dot card for support.) They roll this number of balls from playdough and place the balls (fruit) in the basket. They repeat the activity.

## Workstation 3

### What you need

- A4 tortoise template (page 219) – 1 per learner
- Coloured counters (*Resource Kit*)
- Dot cards 1–8 (*Resource Kit*)
- Crayons

Place the dot cards face down on the table. Learners turn over a dot card. They find the piece of the tortoise's shell with the same number of dots and place the correct number of counters on these dots. They repeat the activity colouring in the dots as they count.



## Workstation 4

### What you need

- Number symbol and picture cards 1–8 (*Resource Kit*) for each learner
- Braai/salad tongs for each learner
- Wooden blocks

Place number cards face down on the mat. Learners turn a card over and use the tongs to stack the number of blocks shown on the card on top of each other.



## Seteišenetiro 2

### Se o se tlhokang

- Dibadi
- Mataese – le le 1 la morutwana mongwe le mongwe
- Letlhare la A4 – le le 1 la morutwana mongwe le mongwe
- Dikherayone
- Tege ya go tshameka
- Karataronho ya nomore 2 (go tswa mo *Kgetsaneng ya Didiriswa*) – e le 1 ya morutwana mongwe le mongwe

A barutwana ba thale seroto sa direkwa mo letlhareng la A4. A ba latlhele letaese mme ba tsenye pedi mo palong ya maronho a letaese le weleng ka ona. (Ba ka dirisa karataronho ya nomore 2 go supa tshegetso.) A ba kgokolose palo eno ya dikgwele go tswa mo tegeng ya go tshameka le go tsenya dikgwele (maungo) mo serotong. A ba boeletse tirwana.

## Seteišenetiro 3

### Se o se tlhokang

- Thempoleite ya khudu ya A4 (tsebe 219) – e le 1 ya morutwana mongwe le mongwe
- Dibadi tsa mebala (*Kgetsana ya Didiriswa*)
- Dikarataronho 1–8 (*Kgetsana ya Didiriswa*)
- Dikherayone

Ribega dikarataronho mo tafoleng. A barutwana ba ribogolole karataronho. Ba tlaa bona lenathwana la legapa la khudu le na le palo e e tshwanang ya maronho mme ba beye palo e e nepagetseng ya dibadi mo maronthong ano. A ba boeletse tirwana ka go khalara maronho fa ba ntse ba bala.



## Seteišenetiro 4

### Se o se tlhokang

- Matshwaopalo le dikaratatshwantsho 1–8 (*Kgetsana ya Didiriswa*) ya morutwana mongwe le mongwe
- Setshwari sa peso/salete, se le sengwe sa morutwana mongwe le mongwe
- Diboloko tsa mapolanka

Baya dikaratapalo o di ribegile mo mmetsheng. A barutwana ba ribogolole karata mme ba dirise ditshwari go kokoanya diboloko di le mmalwa jaaka go bontshitswe mo karateng di tihatlagane.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

## New knowledge

- Grouping, half
- Up to three more (using dot cards)
- Order collections from smallest to biggest

## Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Problem solving 1–8
- Reinforce number concept 1–8
- More, fewer, most, least, equal
- Two/three more/fewer

## New maths vocabulary

half

## Getting ready

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

- small smiley face stickers/cards – 1 per learner
- 36 small animal picture cards, each with a frieze animal (i.e. one card with an elephant, two cards each with one zebra, three cards each with one meerkat, and so on)
- 8 paper/cardboard circle cut-outs (40 cm in diameter)
- 2 small circle cut-outs: red and green
- envelope to fit dot cards
- 8 containers marked 1–8 for animal pictures
- envelopes each with a learner's name and 5 number symbol cards (between 1 and 8) – 1 per learner
- flower centres with numbers 1–8 on them and 30 petals per learner
- small cellophane/tin foil squares to wrap sweets – 30 per pair of learners
- playdough
- 8 small plastic zip-lock bags labelled 1–8 per pair of learners
- blank cards (5 × 5 cm) – 8 per pair of learners
- 4 sets of number symbol cards 1–8.



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Tlhalosa, rulaganya le go bapisa dipalotlalo
- Dikamano tsa dinomore
- Go lemoga dinomore
- Tharabololo ya dipalo mo bokaelong

## Kitso e ntšhwa

- Go dira ditlhopha, halofo
- Bontsi go fitlha ka tharo (ka go dirisa dikarataronho)
- Rulaganya tse di kokoantsweng go simolola ka nnye thata go fitlha go kgolo thata

## Ikatise

- Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Go latedisanya dinomore 1–8
- Tharabololo ya dipalo 1–8
- Go gatelela megopolo ya dipalo 1–8
- Bontsi, mmalwanyana, bontsi thata, nnye thata, lekana
- Ntsi/mmalwanyana ka pedi/tharo

## Tlotlofoko e ntšhwa ya dipalo

halofo

## Ipaakanye

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

- dikgomaretsi/dikarata tse dinnye tsa difatlhego tse di nyebang – e le 1 ya morutwana mongwe le mongwe
- dikaratatshwantsho tsa diphologolo tse djnnye di le 36, nngwe le nngwe e na le phologolokgogedi (k.g.r karata e le nngwe e na le tlou, dikarata tse pedi e nngwe le e nngwe e na le pitse e tilodi, dikarata tse tharo e nngwe le e nngwe e na le ramošwe a le mongwe, jalo jalo)
- didiko tse di segolotsweng tsa pampiri/khateboto di le 8 (tsa molagare wa 40 cm)
- didiko tse dinnye tse di segolotsweng di le 2: se sehibidu le se setala
- enfolopo e e ka tsenyang dikarataronho
- ditshodi di le 8 tse di tshwailweng 1–8 e le tsa ditshwantsho tsa diphologolo
- dienfolopo nngwe le nngwe e na le leina la morutwana le dikarata tsa matshwaopalo di le 5 (magareng ga 1 le 8) – e le 1 ya morutwana mongwe le mongwe
- ditheo tsa malomo tse di nang le dinomore 1–8 mo go tsona le diphetale di le 30 tsa morutwana mongwe le mongwe
- dikhutlonne tsa foele ya selofeine/moteme tse dinnye go phuthela dimonamone – di le 30 tsa bobedi bongwe le bongwe jwa barutwana
- tege ya go tshameka
- dikgetsana tse di lotlelwang ka zipi ya polasetiki di le 8 di tshwailwe 1–8 tsa bobedi bongwe le bongwe jwa barutwana
- dikarata tse di lolea (5 × 5 cm) – di le 8 tsa bobedi bongwe le bongwe jwa barutwana
- disete di le 4 tsa dikarata tsa matshwaopalo 1–8.

## Whole class activities

### Day 1

#### What you need

- Rhyme: *Spaceship* (page 200)
- 10 spaceships each with 10 windows (from Week 9)
- Small smiley face stickers/cards – 1 per learner
- 2 hula hoops
- 8 mouse picture cards
- 2 small circle cut-outs: red and green

1. **Rhyme:** Say the rhyme, *Spaceship* from Week 9.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Together count the spaceships as you place them in a circle on the mat. Hand out a smiley face sticker/card to each learner. Learners take turns to stick their sticker onto the windows of the first/second/third, and so on spaceship. Count 1–10 as they do this.



#### TIP

Explain that learners will continue to put 'people' into the spaceships on other days.



#### Guiding questions:

- ★ How will we know when the first spaceship has 10 'people' in it?
- ★ How will we know when we should start putting 'people' into the second spaceship?
- ★ Do you think we will have enough stickers for the second spaceship?
- ★ How many spaceships have/still need stickers?

Count the people in the spaceships together.

4. **Grouping; introducing half:** Give eight learners each a picture of a mouse. Place two hoops on the mat.

#### Guiding questions:

- ★ How can we make sure that each hoop has the same number of mice?
- Learners put four mice in one hoop and four mice in the other hoop. Explain that when we put the same number of mice in each hoop, we say that half of the mice are in the one hoop and half of the mice are in the other hoop.



#### TIP

The mouse pictures can be attached to a crown to add a fun element.



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Morumo: *Sesuthalefaufau* (tsebe 201)      dinnye – e le 1 ya morutwana yo mongwe le yo mongwe
- Disuthalefaufau di le 10 sengwe le se sengwe se na le matlhabaphefo a le 10 (go tswa mo Bekeng ya 9)      • Dihulahupu tse 2
- Dikgomarede/dikarata tsa difatlhego tse di nyebang tse      • Dikaratatshwantsho tse 8 tsa magotlo
- Didiko tse dinnye tse di segolotsweng di le 2: e khibidu le e tala

1. **Morumo:** Bua morumo, *Sesuthalefaufau* go tswa mo Beke 9.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Balang disuthalefaufau mmogo fa lo di baya mo sedikong mo mmetsheng. Neelanang ka sekgomaretsi/karata ya sefatlhego sa monyebo. A barutwana ba refosanele go kgomaretsa dikgomarede tsa bona mo matlhabaphefong a sesuthalefaufau sa ntlha/sa bobedi/sa boraro, jalo jalo. Bala 1–10 fa ba ntse ba dira seno.



### Dipotso tse di kaelang:

- ★ Re tlaa itse jang fa sesuthalefaufau sa ntlha se na le 'batho' ba le 10?
- ★ Re tlaa itse jang gore re ka simolola leng go tsenya 'batho' mo sesuthalefaufaug sa bobedi?
- ★ A o akanya fa re na le dikgomaretsi tse di lekaneng go ka dirisediwa sesuthalefaufau sa bobedi?
- ★ Ke disuthalefaufau di le kae tse di nang/sa ntseng di tlhoka dikgomarede?

Balang batho b aba mo disuthalefaufaug mmogo.

4. **Go baya ka ditlhophu; go tlhagisa halofo:** Neela mongwe le mongwe wa barutwana ba le robedi setshwantsho sa legotlo. Baya dihupu di le pedi mo mmetsheng.

### Dipotso tse di kaelang:

- ★ Re ka netefatsa jang gore hupu nngwe le nngwe e na le palo e e lekanang ya magotlo?

A barutwana ba beye magotlo a mane mo hupung e nngwe le a mangwe gape a mane mo go e nngwe. Tlhalosa gore fa re tsenya palo e e lekanang ya magotlo mo hupung nngwe le nngwe, re raya gore halofo e nngwe ya magotlo e mo hupung e nngwe fa e nngwe e le mo go e nngwe.



Tlhalosa gore barutwana ba tlaa tswela go tsenya 'batho' mo disuthalefaufaug mo malatsing a mangwe.



Ditshwantsho tsa legotlo di ka mamaretswa mo koroneng go kgatlhisa kana go tshegisa.



Play this rain game. Learners who are sitting in the circle pat the floor to make the sound of raindrops. The eight learners skip around and between the hoops through the rain. When you show a red circle, the rain stops. Half of the learners stand in one hoop and half in the other hoop. Show the green circle for the rain to start again.









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

## Day 2

### What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- 36 animal picture cards
- Prestik
- 2 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Refer to the number frieze as you sing. Dramatise verses 1 and 2.

1		2		3		4	
•	one	••	two	•••	three	••••	four
5		6		7		8	
•••••	five	••••••	six	•••••••	seven	••••••••	eight

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.
4. **Grouping; half:** Repeat the activity from Day 1 using the six duck picture cards. Then do the activity with five monkey picture cards.

#### Guiding questions:

- ★ Can half of this group of monkeys stand in one hoop and half in the other?
- ★ Why not?
- ★ Where will one monkey have to stand?

Repeat with other animal groups.

5. **Grouping; half – pictures:** Place two circle cut-outs on the wall. Give eight learners each a mouse card.

#### Guiding questions:

- ★ Can you put half the mice into one circle and half the mice into the other circle?

Repeat with the activity with the seven frog picture cards.

#### Guiding questions:

- ★ Why can't we put half of this group of frogs into each circle?

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



### TIP

Place the different animal cards in containers and put a tub of Unifix blocks on the maths table. Learners can arrange the Unifix blocks in groups to match the number of animals in each container.

Tshameka motshameko ono wa pula. A barutwana ba ba ntseng mo sedikong ba phaphathe bodilo go dira modumo wa marothodi a pula. A barutwana ba le robedi ba tlole kgati le mo gare ga dihupu mo puleng. Fa o bontsha sediko se sehibidu, pula e a sa. Halofo e nngwe ya barutwana e eme mo hupung e nngwe mme halofo e nngwe mo go e nngwe. Bontsha sediko se setala gore pula e ne gape.

5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 2

### Se o se tlhokang

- Disutlhalefaufau di le 10
- Dikgomareledi/dikarata tsa sefatlhego sa monyebo – e le 1 ya morutwana mongwe le mongwe
- Pina: *Ditlou tse robedi* (tsebe 201)
- Dikarata tsa ditshwantsho tsa diphologolo di le 36
- Sekgomaretsi
- Didiko tse 2 tse di segolotsweng

1 • nngwe	2 •• pedi
3 ••• tharo	4 •••• nne
5 ••••• tlhano	6 •••••• thataro
7 ••••••• supa	8 •••••••• robedi

### MAELE

Tsenya dikarata tsa diphologolo tse di farologaneng mo ditshoding mme o beye setshodi sa dibolokokgogedi mo tafoleng ya dipalo. Barutwana b aka rulaganya dibolokokgogedi ka ditlhopho go nyalanya palo ya diphologolo mo setshoding se sengwe le se sengwe.

1. **Pina:** Opela pina, *Ditlou tse robedi*. Lebelela dinomorekgabisi fa o ntse o opela. Diragatsa mola 1 le 2.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Boeletsa tirwana e e mo Letsatsi 1. A barutwana ba refosanele go kgomaretsa dikgomareledi/dikarata tsa bona mo matlhabaphefong a disutlhalefaufau.
4. **Go baya ka ditlhopho; halofo:** Boeletsa tirwana e e mo Letsatsi 1 ka go dirisa dikarata tsa ditshwantsho tsa dipidipidi tse thataro. Jaanong dira tirwana ka dikarata tse tlhano tsa ditshwantsho tsa dikgabo.

#### Dipotso tse di kaelang:

- ★ A go a kgonega gore halofo ya setlhopho seno sa dikgabo e ka ema mo hupung e nngwe le gore halofo e nngwe e eme mo go e nngwe?
- ★ Goreng go sa kgonege?
- ★ Kgabo e nngwe e ya go tshwanela gore e eme kae?

Boeletsa ka setlhopho sa diphologolo tse dingwe.

5. **Go baya ka ditlhopho; halofo – ditshwantsho:** Baya didiko tse pedi tse di segolotsweng mo loboteng. Neela mongwe le mongwe wa barutwana ba le robedi karata ya legotlo.

#### Dipotso tse di kaelang:

- ★ A o ka tsenya halofo ya magotlo mo sedikong se le sengwe le halofo e nngwe mo go se sengwe?

Boeletsa ka tirwana ya dikarata tsa ditshwantsho tsa digwagwa tse supa.

#### Dipotso tse di kaelang:

- ★ Goreng re sa kgone go ka tsenya halofo ya setlhopho seno sa digwagwa mo sedikong se sengwe le se sengwe?

6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Day 3

## What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- 30 number symbol, dot, picture and word cards 1–8 (*Resource Kit*)
- Envelope with two dot cards 1–4 (*Resource Kit*)

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 3 and 4.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.

**Guiding questions:**

- ★ How many spaceships still need people in them?
- ★ How many already have ten people in them?
- ★ Do you think we will finish putting people into the ten spaceships tomorrow?
- ★ Why do you say that?

Count the people in each of the 'completed' spaceships 1–10.

4. **Practising 1–8, dot cards game:** Learners sit in a circle. Hand out a number symbol or word card from 1 to 8 to each learner. Play the game, I wrote a letter to my friend. Place two number dot cards between 1 and 4 into an envelope. One learner walks around the outside of the circle as the class says the rhyme. The learner drops the envelope behind another learner and runs around the circle. After chasing the learner who dropped the envelope, the learner who picked up the envelope opens it. She/he holds up one card, then the other card and then both cards. Ask all learners these questions:

- ★ Who has a number that matches the number of dots on the card that \_\_\_\_\_ is holding?
- ★ Who has a number that matches the number of dots on both the cards that \_\_\_\_\_ is holding put together?

Learners hold their number symbol or word cards above their heads and say the number.

Change the dot cards in the envelope. Learners play the game, I wrote a letter to my friend, again.

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

**TIP**

This game is best played outside so that learners have the space to run around the circle.

### Letsatsi 3

#### Se o se tlhokang

- Disutlhalefaufau di le 10
- Dikgomarede/dikarata tsa sefatlhego sa monyebo – e le1 ya morutwana mongwe le mongwe
- Pina: *Ditlou tse robedi* (tsebe 201)
- Motshameko: Ke kwaletse tsala ya me lekwalo (tsebe 201)
- Matshwaopalo a le 30, dikarataronho, tshwantsho le foko 1–8 (*Kgetsana ya Didiriswa*)
- Enfolopo e e nang le dikarataronho tse pedi 1–4 (*Kgetsana ya Didiriswa*)

1. **Pina:** Opela pina, *Ditlou tse robedi*. Diragatsa mola 3 le 4.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Boeletsa tirwana e e mo Letsatsi 1. A barutwana ba refosanele go kgomaretsa dikgomarede/dikarata tsa bona mo matlhabaphefong a disutlhalefaufau.

#### Dipotso tse di kaelang:

- ★ Ke disutlhalefaufau di le kae tse di sa ntseng di tlhoka batho?
- ★ Ke di le kae tse di setseng di na le batho ba le lesome?
- ★ A o akanya fa re tlaa fetsa go tsenya batho mo disutlhalefaufaug di le lesome kamoso?
- ★ Goreng o rialo?

Bala batho ba ba mo go sengwe le sengwe sa disutlhalefaufau tse di 'tletseng' 1–10.

4. **Go ikatisetsa motshameko wa dikarataronho tsa 1–8:** A barutwana ba dule fatshe ba dirile sediko. Neela morutwana mongwe le mongwe letshwaopalo kgotsa karatafoko ya go tloga ka 1 go ya go 8. Tshameka motshameko wa, Ke kwaletse tsala ya me lekwalo. Tsenya dikarata tse pedi tsa dinomoreronho tse di magareng ga 1 le 4 mo enfolopong. A morutwana a le mongwe a dikologe sediko fa phaposiborutelo yotlhe e bua morumo. A morutwana a latlhele enfolopo fa morago ga morutwana yo mongwe mme a taboge go dikologa sediko. Morago ga go lelekisa morutwana yo o latlhetseng enfolopo fa morago ga yo mongwe, a morutwana yo o setseng enfolopo a e bule. A a tsholetse karata e le nngwe, le e nngwe mme morago a di tsholetse tsotlhe. Botsa barutwana botlhe dipotso tse di latelang:

- ★ Ke mang yo o nang le nomore e e nyalanang le palo ya maronho mo karateng e e tshwerweng ke \_\_\_\_\_?
- ★ Ke mang yo o nang le nomore e e nyalanang le palo ya maronho a a mo dikarateng tsotlhe tse di tshwerweng ke \_\_\_\_\_ mmogo?

A barutwana ba tsholetse matshwaopalo kgotsa dikaratafoko tsa bona mo godimo ga ditlhogo tsa bona mme ba bue nomore.

Fetola dikarataronho tse di mo enfolopong. A barutwana ba tshameke motshameko wa, Ke kwaletse tsala ya me lekwalo, gape.

5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.



#### MAELE

Motshameko ono o tshamekega sentle thata kwa ntle gore barutwana ba nne le sebaka sa go dikologa sediko.

## Day 4

## What you need

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- Blanket (size depends on available space)
- Number line
- 8 containers marked 1–8, with animal picture cards inside
- Number picture cards 1–8 (*Resource Kit*)
- 8 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 5 and 6.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the blanket on the mat. Learners sit around the edge.

**Guiding questions:**

- ★ Can you put 10, 3, 7 fingers; 2 feet; 5 toes on the blanket?

Ask ten learners to put one finger each onto the blanket; ten learners to put one foot onto the blanket; ten learners to put one hand onto the blanket, and so on.

- ★ How many fingers/hands/feet are on the blanket now?

4. **Practising 1–8:** Repeat the game, I wrote a letter to my friend, from Day 3. Learners show the number symbol on the number line to represent the total number of dots of the two cards in the envelope.

**Guiding questions:**

- ★ Is this number before or after 8/5, and so on?

5. **Ordering collections; smallest to biggest:** Place containers 1–8 with picture cards randomly on the mat. Learners each take an animal card from the eight containers. Place eight circle cut-outs randomly on the mat. Hold up a number picture card and place it next to one of the circles. Learners with matching animal cards place their cards on that circle.

**Guiding questions:**

- ★ Which group of animals has the least/most cards?
- ★ Which groups have fewer/more cards in them than the monkey card group?
- ★ Which group has a few/many cards?
- ★ How can we arrange these groups of cards from the group with the fewest cards/the smallest group, to the group with the most cards/the biggest group?

Learners give suggestions as you order the groups.

Muddle the order that the containers are placed in.



## Letsatsi 4

### Se o se tlhokang

- Pina: *Ditlou tse robedi* (tsebe 201)
- Motshameko: Ke kwaletse tsala ya me lekwalo (tsebe 201)
- Enfolopo e e nang le dikaratarontho tse pedi 1–4 (*Kgetsana ya Didiriswa*)
- Kobo (bogolo bo tlaa ikaega ka sebaka se se leng gona)
- Molapalo
- Ditshodi tse 8 tse di tshwailweng 1–8, di na le dikarata tsa ditshwantsho tsa diphologolo ka fa teng
- Dikarata tsa ditshwantsho tsa dinomoro 1–8 (*Kgetsana ya Didiriswa*)
- Didiko tse di segolotsweng di le 8

1. **Pina:** Opela pina, *Ditlou tse robedi*. Diragatsa mola 5 le 6.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Baya kobo mo mmetsheng. A barutwana ba dule mo mathoko.

#### Dipotso tse di kaelang:

- ✦ A o kgona go tsenya menwana 10, 3, 7; dinao tse 2; menwana ya maoto e le 5 mo kobong?

Kopa mongwe le mongwe wa barutwana ba le lesome go tsenya monwana o le mongwe mo kobong; barutwana ba le lesome go tsenya leoto le le lengwe; barutwana ba le lesome go tsenya seatla se le sengwe, jalo jalo.

- ✦ Go na le menwana/diatla/maoto a le kae mo kobong jaanong?

4. **Go ikatisetsa 1–8:** Boeletsa motshameko, Ke kwaletse tsala ya me lekwalo, mo Letsatsi 3. A barutwana ba bontshe letshwaopalo le le mo molapalong go tlhagisa palogotlhe ya marontho a dikarata tse pedi mo go tse di mo enfolopong.

#### Dipotso tse di kaelang:

- ✦ A nomore e e tla pele kgotsa morago ga 8/5, jalo le jalo?

5. **Go rulaganya dilo tse di kokoantsweng; nnye thata go ya go kgolo thata:** Baya ditshodi 1–8 tse di nang le dikaratatshwantsho o sa di rulaganya mo mmetsheng. A morutwana yo mongwe le yo mongwe a tshware karata ya phologolo go tswa mo ditshoding tse robedi. Baya didiko tse robedi tse di segolotsweng o sa di rulaganya mo mmetsheng. Tsholetsa karata ya setshwantsho sa nomore mme o e beye gaufi le sengwe sa didiko. A barutwana ba dikarata tsa diphologolo tse di nyalanang ba beye dikarata tsa bona mo sedikong seo.

#### Dipotso tse di kaelang:

- ✦ Ke setlhopha sa diphologolo dife se nang le bonnye/bontsi jwa dikarata?
- ✦ Ke setlhopha sefe se se nang le dikarata di le mmalwanyana/dintsinyana go na le setlhopha sa dikarata tsa dikgabo?
- ✦ Ke setlhopha sefe se se nang le dikarata tse di mmalwa/dintsi?
- ✦ Re ka rulaganya jang ditlhopha tseno tsa dikarata go ya ka setlhopha sa dikarata tse mmalwanyana/setlhopha se sennye thata, go ya go setlhopha se se nang le dikarata tse dintsi thata/setlhopha se segolo thata?

A barutwana ba neelane ka ditshikhinyo fa o rulaganya ditlhopha.

Tlhakatlhakanya thulaganyo eo ditshodi di beilweng ka yona.



**Guiding questions:**

- ★ What must I do to put the containers into the same order as the groups in the circles?
  - ★ Should they be in the same order? Why?
6. **Small group activities:** Describe the activities at each workstation.

**Day 5**

**What you need**

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- A set of dot cards 1, 2, 3 and 4 (*Resource Kit*)
- Masking tape/chalk

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 7 and 8.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 4.
4. **Jumping track:** Use masking tape/chalk to create a number 1–8 ladder. Learners jump as the class counts 1–8.

**Guiding questions:**

- ★ Can you stand on number 7 and jump back to number 1, and so on?
5. **Practising 1–8; addition; most/least:** Repeat the game, I wrote a letter to my friend, from Day 3 using number symbol, picture and dot cards 1–8 and two dot cards in an envelope.

When the learner shows two dot cards from the envelope, use three other dot cards to represent the same total, for example, two dots and five dots can also be shown as one dot, four dots and two dots, and so on.

**Guiding questions:**

- ★ Which of these three cards has the most/least dots?
  - ★ Which has fewer than this one?
  - ★ How many fewer does it have?
- Hold up one dot card.
- ★ If we add the dots on this card to the dots on the cards that \_\_\_\_\_ is showing us, how many dots are there altogether?
  - ★ Who has a number card that matches this number?
6. **Small group activities:** Describe the activities at each workstation.



**TIP**

The three cards must only add up to a total of eight.

**Integration**

**Home Language:** Emergent Writing.

**Life Skills:** Creative Arts (visual and performing arts).

**Dipotso tse di kaelang:**

- ✦ Ke tshwanetse go dirang go tsenya ditshodi ka thulaganyo e e tshwanang le ya ditlhopha tse di mo didikong?
  - ✦ A di tshwanetse go nna mo thulaganyong e e tshwanang? Goreng?
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Letsatsi 5**

**Se o se tlhokang**

- Pina: *Ditlou tse robedi* (tsebe 201)
- Motshameko: Ke kwaletse tsala ya me lekwalo (tsebe 201)
- Enfolopo e e nang le dikarataronho tse pedi 1–4 (*Kgetsana ya Didiriswa*)
- Sete ya dikarataronho 1, 2, 3 le 4 (*Kgetsana ya Didiriswa*)
- Sekgomaretsi se se sirang/tšhoko

1. **Pina:** Opela pina, *Ditlou tse robedi*. Diragatsa mola 7 le 8.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Boeletsa tirwana e e mo Letsatsing la 4.
4. **Mola wa go tlola:** O dirisa sekgomaretsi se se sirang/tšhoko go tlhama llere ya dinomere 1–8. A barutwana ba tlole fa phaposiborutelo e bala 1–8.


**Dipotso tse di kaelang:**

- ✦ A o ka ema mo go nomore 7 mme o tlolele kwa morago kwa go nomore 1, jalo jalo?
5. **Go ikatisetsa 1–8; tlhakanyo; ntsi thata/nnye thata:** Boeletsa motshameko, Ke kwaletse tsala ya me lekwalo, go tswa mo Letsatsi 3 ka go dirisa letshwaopalo, dikaratatshwantsho le dikarataronho 1–8 le dikarataronho tse pedi tse di mo enfolopong.

Fa morutwana a bontsha dikarataronho tse pedi go tswa mo enfolopong, dirisa dikarataronho tse dingwe tse tharo go emela palogotlhe e e tshwanang, sekao, maronho a mabedi le maronho a matlhano gape a ka bontshiwa ka leronho le le lengwe, maronho a mane le maronho a mabedi, jalo jalo.

**Dipotso tse di kaelang:**

- ✦ Ke efe ya dikarata tse tharo tseno e e nang le maronho a mantsi/ mannye thata?
  - ✦ Ke efe e e nang le a le mmalwanyana go na le eno?
  - ✦ E na le a le mmalwanyana ka bokae?
- Tsholetsa karataronho e le nngwe.
- ✦ Fa o tlhakanya maronho a a mo karateng e le a a mo karateng e \_\_\_\_\_ a re e bontshang, go na le palogotlhe ya maronho a le makae?
  - ✦ Ke mang yo o nang le karatapalo e e nyalanang le nomore e?
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana tse di mo seteišeneng se sengwe le se sengwe sa tiro.

 **MAELE**  
Dikarata ka boraro di tshwanetse go tlhakannngwa go dira palogotlhe ya robedi.

**Tomagano**

**Puogae:** Go kwala ka Tshoganyetso.

**Dikgono tsa Botshelo:** Botsweretshi jwa Boitlhamedi (Botsweretshi jwa Pono le Bodiragatsi).

## Small group activities

### Teacher-guided activity

#### What you need

- Poster 5
- Container with coloured counters
- Number dot, picture, symbol cards 1–8 (*Resource Kit*)
- A tub per learner with:
  - Between 1 and 10 counters
  - Symbol, word cards 1–8 (*Resource Kit*)
- 2 plastic lids per learner

1. **Problem solving:** Discuss Poster 5. Talk about the stones in the river.

#### Guiding questions:

- ★ How could you cross the river if you didn't want to wet your shoes?
- ★ How many stones do you see in the river?
- ★ Mom walks across half of the stones. How many stones does she still need to cross?

2. **More/fewer, most/least, equal:** Sit on a blanket. Learners place their counters in a pile in front of them. Pretend you are having a picnic and that the counters are sweets.

#### Guiding questions:

- ★ Who has the most/least sweets?
- ★ Who has more than four/fewer than five sweets?
- ★ Can you show me six sweets, fewer/more than six sweets?
- ★ Do any of you have the same number of sweets?
- ★ Can you make two groups with half your sweets in each group?

Repeat with other numbers.

3. **Counting objects:** Can you see anything in Poster 5 that matches the number of sweets you have?
4. **Practising 8 – dot, picture and symbol cards:** Show the learners the dot cards one at a time. Each learner has a turn to call out the number each card represents and point to a number symbol or picture card that matches.

5. **Practising 8 – number symbols, number words and counters:**

Learners arrange their number symbol and word cards in order from smallest to biggest (1–8) with counters (sweets) to match.

#### Guiding questions:

- ★ Which group has 7, 5, 8 sweets?
- ★ Which group of sweets has three fewer than/two more than the one with six sweets?
- ★ Which group has the most/least sweets?



# Ditirwana tsa ditlhopha tse dinnye

## Tirwana e e kaelwang ke morutabana

### Se o se tlhokang

- Phousetara 5
- Setshodi se se nang le dibadi tsa mebala
- Nomorerontho, setshwantsho, dikaratatshwao 1–8 (*Kgetsana ya Didiriswa*)
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Magareng ga dibadi tsa 1 le 10
  - Letshwao, dikaratafoko 1–8 (*Kgetsana ya Didiriswa*)
- Dikhurumelo tse 2 tsa polasetiki tsa morutwana mongwe le mongwe

1. **Tharabololo ya dipalo:** Buisanang ka ga Phousetara 5. Bua ka matlapa mo nokeng.

#### Dipotso tse di kaelang:

- ✦ O ne o ka kgabaganya jang noka le mororo o ne o sa batle go kolobetsa ditlhako tsa gago?
- ✦ O bona matlapa a le makae mo nokeng?
- ✦ Mme o kgabaganya halofo ya matlapa. O sa ntse a tlhoka go kgabaganya matlapa a le makae?

2. **Ntsi/mmalwanyana, ntsi thata/nnye thata, lekana:** Dula mo kobong. A barutwana ba beye dibadi tsa bona mo mokoeng o o fa pele ga bona. Dira jaaka e kete o mo pikiniking le gore dibadi di botshe.

#### Dipotso tse di kaelang:

- ✦ Ke mang yo o nang le dimonamone tse dintsi/dinnye thata?
- ✦ Ke mang yo o nang le dimonamone tse di fetang nne/mmalwanyana mo go tlhano?
- ✦ A o ka mpontsha dimonamone tse thataro, tse di mmalwanyana/fetang thataro?
- ✦ A go na le bangwe ba lona ba ba nang le dimonamone tse di lekanang ka palo?
- ✦ A o ka dira ditlhopha tse pedi ka go neela setlhopha sengwe le sengwe halofo ya dimonamone tsa gago?

Boeletsa ka dinomere tse dingwe.

3. **Go bala dilo:** A o bona sengwe se se nyalanang le palo ya dimonamone tse o nang le tsona mo Phousetareng ya 5?

4. **Go ikaitsetsa 8 – dikarataronho, tshwantsho le tshwao:** Bontsha mongwe le mongwe wa barutwana dikarataronho. A morutwana mongwe le mongwe a nne le tšhono ya go bitsa nomore e karata nngwe le nngwe e e emetseng le go supa letshwaopalo kgotsa karatatswantsho e e nyalanang.

5. **Go ikatisetsa 8 – matshwaopalo, mafokopalo le dibadi:** A barutwana ba rulaganye dikarata tsa matshwaopalo le mafokopalo ka thulaganyo go simolola ka e nnye thata go ya go e kgolo thata (1–8) ka go nyalanya le dibadi (dimonamone).

#### Dipotso tse di kaelang:

- ✦ Ke setlhopha sefe se se nang le dimonamone di le 7, 5, 8?
- ✦ Ke setlhopha sefe sa dimonamone se nang le dimonamone di le mmalwanyana ka tharo/dintsi ka pedi mo setlhopheng sa dimonamone di le thataro?
- ✦ Ke setlhopha sefe se se nang le dimonamone tse dintsi/dinnye thata?



 TIP

Allow learners to use more than two lids each. Let them shake and break and compare the number of sweets on the lids.

6. **Shake and break:** Learners use eight sweets to shake and break. Discuss each learner's combination of counters as they compare how they have broken up the collection of eight sweets.



**Guiding questions:**

- ★ How many sweets do you have on each lid?
- ★ How many more/fewer sweets do you have on this lid than on that lid?
- ★ How many sweets do you have on both lids together?



**Check that learners are able to:**

- identify half within a group
- recognise up to three more/three fewer; most/least; many/fewer
- order collections from smallest to biggest
- recognise, match, name and order number symbols, number words and dot cards 1–8
- problem solve 1–8

**Workstation 1**

 TIP

If they want to, learners can write or copy the number of their home, or their phone number on their envelope once they have completed this activity.

**What you need**

- Unifix blocks (*Resource Kit*)
- Envelopes with the learners' names with 5 number symbol cards 1–8 in each
- Threading laces – 1 per learner
- Kokis

Learners thread Unifix blocks according to the number cards in their envelope.



**MAELE**

Letla barutwana go dirisa dikhurumelo tse di fetang bobedi mongwe le mongwe. A ba tshikhinya o bo o thube mme ba bapise palo ya dimonamone mo dikhurumelong.

6. **Tshikhinya o bo o thube:** A barutwana ba tshikinye ba be ba thube dimonamone tse robedi. Buisanela kopanyo ya dibadi tsa morutwana yo mongwe le yo mongwe fa ba bapisa gore ba arogantse jang dimonamone tse robedi tse di kokoantsweng.

**Dipotso tse di kaelang:**

- ★ O na le dimonamone di le kae mo sekhurumelong sengwe le sengwe?
- ★ O na le dimonamone tse dintsi/mmalwanyana ka bokae mo sekhurumelong seno go na le mo go sele?
- ★ O na le palogotlhe ya dimonamone di le kae mo dikhurumelong tsotlhe?



**Netefatsa gore barutwana ba kgona go:**

- lemoga halofo mo setlhopheng
- lemoga go fitlha ka se se ntsi/mmalwa ka tharo; ntsi thata/nnye thata; ntsi/mmalwanyana
- rulaganya dilo tse di kokoantsweng go simolola ka tse dinnye thata go ya go tse dikgolo thata
- lemoga, nyalanya, neela leina le go rulaganya matshwaopalo, mafokopalo le dikaratarontho 1–8
- rarabolola dipalo 1–8

**Seteišenetiro 1**

**MAELE**

Fa ba batla, barutwana ba ka kwala kgotsa ba kopolola dinomere tsa kwa gaabo, kgotsa megala ya bona mo dienfolopong tsa bona fa ba feditse tirwana.

**Se o se tlhokang**

- Dibolokokgogedi (*Kgetsana ya Didiriswa*)
- Enfolopo e e nang le maina a barutwana ka dikaratatshwao tse 5 tsa dinomere 1–8 mo go e nngwe le e nngwe
- Megala e e rokanng – o le 1 wa morutwana mongwe le mongwe
- Dikhokhi

A barutwana ba roke dibolokokgogedi go ya ka dikaratapalo tse di mo dienfolopong tsa bona.



## Workstation 2



### What you need

- Playdough
- Cellophane/tin foil pieces to wrap playdough sweets
- Per pair of learners:
  - 8 small plastic zip-lock bags labelled 1–8
  - 8 blank cards
  - Pencils

Pairs of learners roll playdough sweets and wrap them. They place the correct number of sweets in each bag and order the bags from 1–8. They write the numbers 1–8 and place these in the matching bag.

## Workstation 3

### What you need

- 4 sets of number symbol cards 1–8

Learners work in pairs. They place the cards face down on the table and take turns to turn over two cards. If these match, they keep them. If not, they turn the cards face down again and try to memorise what they have seen for their next turn.



## Workstation 4

### What you need

- Flower centres with numbers 1–8 on them
- 30 petals per learner
- A3 page
- Green crayons

Learners order and paste flower centres 1–8 on the page. They paste the correct number of petals for each flower and draw a stem with the matching number of leaves.





## Seteišenetiro 2



### Se o se tlhokang

- Tege ya go tshameka
- Manathwana a foele ya selofeine/ moteme go phuthela dimonamone tsa tege ya go tshameka
- Lengwe le lengwe la bobedi jwa barutwana:
  - Dikgetsana tse 8 tse di zipiwang tsa polasetiki tse di tshwailweng 1–8
  - Dikarata tse 8 tse di lolea
  - Diphensele

A bobedi bongwe le bongwe jwa barutwana bo kgokolose dimonamone tsa tege ya go tshameka mme bo di phuthele. A ba beye palo e e nepagetseng ya dimonamone mo kgetsaneng nngwe le nngwe le go rulaganya dikgetsana go simolola ka 1–8. A ba kwale dinomere 1–8 le go di baya mo kgetsaneng e e nyalanang.

## Seteišenetiro 3

### Se o se tlhokang

- Disete di le 4 tsa dikarata tsa matshwaopalo 1–8

A barutwana ba dire bobedi ka bobedi. A ba ribege dikarata mo tafoleng le go refosanela go ribogolola dikarata tse pedi. Fa di nyalana, ba di tshware. Fa di sa nyalane, ba di ribege gape le go tshwarelela se ba se boneng gore fa sebaka sa bona se tla ba bo ba gopola.



## Seteišenetiro 4

### Se o se tlhokang

- Ditheo tsa malomo tse di nang le dinomere 1–8
- Diphethale di le 30 tsa morutwana mongwe le mongwe
- Letlhare la A3
- Dikherayone tse ditala

A barutwana ba rulaganye le go mamaretse ditheo tsa malomo 1–8 mo letlhareng. A ba mamaretse palo e e nepagetseng ya diphethale tsa lelomo lengwe le lengwe mme ba thale modi ka dinomere tse di nyalanang tsa matlhare.



# Assessment

## Term 3: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding									
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	Counts objects: 1–10	<p>Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Distinguishes between more than, fewer than, and equal to</p> <p>Adds and subtracts using concrete objects: 1–8</p> <p>Solves problems using counters or number ladder: 1–8</p> <p>Solves problems with concrete objects: 1–8</p> <p>Understands ordinal numbers: first, second, third, fourth and fifth, last, next</p> <p>Orders (sequences) numbers from smallest to biggest and biggest to smallest</p> <p>Compares numbers: big – small; bigger – smaller; biggest – smallest</p> <p>Identifies and describes whole numbers 1–8</p> <p>Reinforce: one, two, three, four, five</p> <p>Reinforce: 1, 2, 3, 4, 5</p> <p>Recognises numbers in familiar contexts</p> <p>Identifies number symbols: 8</p> <p>Identifies number symbols: 7</p> <p>Identifies number symbols: 6</p> <p>Counts backwards: 10–1</p> <p>Oral counting forwards: 1–20 and beyond</p> <p>Counts objects: 1–10</p>										
	Counts counting forwards: 1–20 and beyond											
	Counts backwards: 10–1											
	Identifies number symbols: 6											
	Identifies number symbols: 7											
	Identifies number symbols: 8											
	Recognises numbers in familiar contexts											
	Reinforce: 1, 2, 3, 4, 5											
	Reinforce: one, two, three, four, five											
	Identifies and describes whole numbers 1–8											
	Compares numbers: big – small; bigger – smaller; biggest – smallest											
	Orders (sequences) numbers from smallest to biggest and biggest to smallest											
	Understands ordinal numbers: first, second, third, fourth and fifth, last, next											
	Solves problems with concrete objects: 1–8											
	Solves problems using counters or number ladder: 1–8											
	Adds and subtracts using concrete objects: 1–8											
	Distinguishes between more than, fewer than, and equal to											
	Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200											
	Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200											
Learners' names												
Date												



Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>Creates own pattern with pictures</p>	<p>Follows directions: forwards and backwards, left and right</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D objects according to similarities and differences</p> <p>Recognises and applies crossing the midline</p>	<p>Measures and compares objects according to length, mass and capacity/volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Analyses data using questions</p> <p>Discusses and reports on sorted collection of objects</p>	<p>Final coding</p>
<p>Learners' names</p>					
<p>Date</p>					

Taetsi	DIPATERONE, DITIRO LE ALEJIBORA	BOALO LE POPEGO (JEOMETERI)	TEKANYO	GO RANOLA TSHEDIMOSETSO	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = o na le bokgoni jo bo tihaelang</p> <p>X = ga a na bokgoni</p>	<p>Lemoga dipaterone tse di bonolo tse di ipoletsang</p> <p>Kopola le go atlosa dipaterone tse di bonolo tse di ipoletsang</p> <p>Tlhamma paterone ya gago ka ditshwantsho</p>	<p>Latela dikaelo: kwa pele le kwa morago; molema le moja</p> <p>Tlhalosa, rulaganya le go bapisa dilo tsa 3-D go ya ka dintlhatshwano le dipharologano</p> <p>Tlhalosa, rulaganya le go bapisa dilo tsa 2-D go ya ka dintlhatshwano le dipharologano</p> <p>Lemoga le go diragatsa go kgabaganya molagare</p>	<p>Lekanya le go bapisa dilo go ya ka boleele, boima le mothamo/volumo</p> <p>Farologanya magareng ga kgolo, kgolwane, kgolo thata le nnye, nnyenyana, nnye thata</p>	<p>Kokoanya dilo go ya ka bogolo</p> <p>Rulaganya dilo tse di kokoantsweng</p> <p>Tlhagisa dilo tse di kokoantsweng</p> <p>Sekaseka tshedimosetso ka go dirisa dipotso</p> <p>Buisanela le go bega ka dilo tse di kokoantsweng le go rulaganngwa</p>	<p>Khouto ya mafelo</p>
Maina a barutwana	Letlha				

# Resources

## Songs, rhymes and stories

### Week 1

#### Rhyme: *It's pattern time*

It's pattern time,  
It's pattern time,  
So move your body while I move mine.  
Move your hands.  
Move your feet.  
Stand up, sit down, do something neat.  
The pattern you'll hear now is new. What will  
your body do?  
Clap your hands,  
Stamp your feet, do something neat.  
The pattern you'll hear now is new. What will  
your body do?  
Jump in the air,  
Hop on one foot, do something neat.

#### Story: *Number 6 story (with Number 6 frieze template)*

Next came the six Ducks. They were a family. There was a father, a grandmother, a grandfather, an aunt and two ducklings. This meant that there were four adult ducks and two ducklings in the family of six.

The number symbol 6 and number word six went on the front of the house where everyone could see them. And six doorbells went on the front door.

The Ducks didn't put a pond in their lounge nor a bath in their bathroom, even though they loved to swim. They preferred to waddle down to the stream near their house. They did this because there were a lot of insects that lived near the stream, so they could look for food in the water and on the banks of the stream. The father duck made sure that the ducklings each ate six beetles for breakfast, six dragonflies for lunch and six mosquitoes for supper. The adults ate more than this because they had bigger tummies to fill.

The Ducks had a party to celebrate their new home. All the animals came. One Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4 and five Monkeys from house number 5. They all brought their own food because they didn't all like eating insects.

### Week 2

#### Song: *Six little ducks*

Six little ducks went swimming one day  
over the hill and far away.  
Daddy duck said, 'Quack, quack, quack, quack,'  
and only five little ducks came waddling back.

*(Repeat for five, four, three, two)*

One little duck went swimming one day  
over the hill and far away.  
Daddy duck said, 'Quack, quack, quack, quack,'  
and no little ducks came waddling back.

Daddy duck went out one day  
over the hill and far away.  
Daddy duck said, 'It's time to come back,'  
and the six little ducks came waddling back.

# Didiriswa

## Dipina, merumo le dikanelo

### Beke 1

#### Morumo: *Ke nako ya dipaterone*

Ke nako ya dipaterone,  
Ke nako ya dipaterone,  
Ka jalo tsamaisa mmele wa ga go fa ke tsamaisa  
wa me.

Tsamaisa diatla tsa gago.  
Tsamaisa dinao tsa gago.  
Ema ka dinao, dula fatshe, dira sengwe se se phepa.

Paterone e o tlaa e utlwang jaanong e ntšhwa.  
Mmele wa gago o tlaa dirang?

Opa diatla,  
Retha lefatshe ka tlhako, dira sengwe se se phepa.

Paterone e o tlaa e utlwang jaanong e ntšhwa.  
Mmele wa gago o tlaa dirang?

Tlolela mo moweng,  
Tlola tlola ka leoto le le lengwe, dira sengwe se  
se phepa.

### Beke 2

#### Pina: *Dipidipitsana tse thataro*

Dipidipitsana tse thataro di ne tsa ya go thuma  
letsatsi lengwe  
go pota thaba ka kwa, kwa kgakala kgakala.  
Rre pidipidi a bo a re, 'Kwak, kwak, kwak, kwak,'  
mme dipidipitsana tse tlhano fela tsa boa  
di kotsepela.

*(Boeletsa ka tlhano, nne, tharo, pedi)*

Pidipitsana e le nngwe ya ya go thuma  
letsatsi lengwe  
go pota thaba ka kwa, kwa kgakala kgakala.  
Rre pidipidi a bo a re, 'Kwak, kwak, kwak, kwak,'  
mme ga bo go se dipidipitsana dipe tse di  
boang ka morago.

Rre pidipidi a tswa letsatsi lengwe  
go pota thaba ka kwa, kwa kgakala kgakala.  
Rre pidipidi a bo a re, 'Ke nako ya go  
boela morago,'  
mme dipidipitsana di le thataro tsa kotsepelela gae.

#### Kanelo: *Kanelo ya nomore 6 (ka thempoleiti ya Nomore kgabisi ya 6)*

Go ne ga tla gape Dipidipidi tse thataro. E ne e le tsa lelapa le le lengwe. Go ne go na le rre, mmemogolo, rremogolo, mmangwane le dipidipitsana tse pedi. Seno se kaya gore go ne go na le bagolo ba le bane le dipidipitsana tse pedi mo lelapeng la ditokololo tse thataro.

Letshwaopalo la 6 le lefokopalo thataro di ne tsa ya kwa pele ga ntlo moo di neng tsa bonwa ke mongwe le mongwe. Mme di bele tse thataro tsa lebatladi di ne tsa ya kwa lebatladi le le kwa pele.

Dipidipidi ga di a ka tsa tsenya letangwana mo ntlong ya boitapoloso le fa e le bata mo ntlwaneng ya botlhapelo, le fa di ne di rata go thuma. Di ne di rata go kotsepelela kwa mogobeng gaufi le ntlo ya tsona. Di ne di dira jalo gonne go ne go na le ditshenekegi di le dintsi tse di neng di dula gaufi le mogobe, gore di kgone go batlana le dijo mo metsing le mo dintshing tsa mogobe. Rre Pidipidi o ne a netefatsa gore pidipitsana nngwe le e nngwe e fitlhola ka dikhukhwana di le thataro, dintshiterakone di le thataro jaaka dijotshegare le dilalelo tsa menang e le merataro. Bagolo ba ja go feta moo ka jaana ba tshwanetse go tlatsa dimpa tse ditona.

Dipidipidi di ne di keteka moletlo go bula ntlo ya tsona e ntšhwa. Diphologolo tsotlhe di ne di tšhele. Go ne go le Tlou e le nngwe go tswa mo ntlong ya 1, Dipitse tse pedi tse ditlodi go tswa mo ntlong ya 2, Boramošwe ba le bararo go tswa mo ntlong ya 3, le Dithutlwa di le nne go tswa mo ntlong ya 4 le Dikgabo di le tlhano go tswa mo ntlong ya 5. Tsotlhe di ne di itletse dijo ka gobo tsotlhe di ne di sa rate go ja ditshenekegi.

## Week 3

### **Song: Seven green speckled frogs**

Seven green speckled frogs  
Sat on a speckled log  
Eating the most delicious flies.  
One jumped into the pool  
Where it was nice and cool  
Then there were six green speckled frogs.  
Glug-glug.  
*(Repeat with six, five, four, three, two, one)*  
Then there were no green speckled frogs.  
Glug-glug.

### **Story: Number 7 story (with Number 7 frieze template)**

Next came seven Frogs. They were friends of the six Ducks, who had told them how much fun they were having in their new home. The Ducks invited the Frogs to be their neighbours. The Frogs needed space to jump without knocking their heads on the walls or ceilings, and they each wanted their own room. They jumped up and down and looked inside and decided that because they were smaller than all the other animals in houses 1 to 6, they would be comfortable and have enough space.

The number symbol 7 and number word seven went on the front of the house where everyone could see them. And the seven doorbells went on the door. The seven Frogs didn't always use the front door as they preferred to jump in and out of the windows. They enjoyed seeing who could jump the highest.

They wanted a big bath in each of their seven bedrooms so that they could swim whenever they wanted to. And they also built a pond in their lounge. It had seven lily pads so that each of them had a place to sit. When the other animals came to welcome them, they found all seven Frogs swimming together in the indoor pond in the lounge.

The seven lily pads each had a beautiful yellow flower growing next to it, which the other animals often came to look at.

### **Song: One little, two little**

One little, two little, three little fingers  
Four little, five little, six little fingers  
Seven little, eight little, nine little fingers  
We all have ten fingers.



## Beke 3

### **Pina: Digwagwa tse supa tse ditala tse di dibatabata**

Digwagwa tse supa tse ditala tse di dibatabata

Di ne di dutse mo sesaneng se se dibatabata

Di ja dintshi tse di balolang tota.

Se sengwe sa tlolela mo mogobeng

Mo o go neng go le monate e bile go le tsiditsana

Mme go ne go na le digwagwa tse thataro tse ditala tse di dibatabata.

Kluk-kluk.

*(Boeletsa ka thataro, tlhano, nne, tharo, pedi, nngwe)*

Mme go ne go se na digwagwa dipe tse ditala tse di dibatabata.

Kluk-kluk.

### **Kanelo: Kanelo ya nomore 7 (ka thempoleiti ya Nomorekgabisi ya 7)**

Go ne ga latela Digwagwa tse supa. E ne e le ditsala tsa Dipidipidi tse thataro, tse di neng tsa di bolelela ka moo di itumelelang ntlo ya tsona e ntšhwa ka teng. Dipidipidi di ne tsa laletsa Digwagwa go nna baagisani. Digwagwa di ne di tlhoa sebaka sa go tlolela di sa thule dipota kgotsa disiling ka ditlhogo, mme se sengwe le se sengwe se ne se tlhoka phaposi ya sona. Di ne tsa tlela kwa godimo le kwa tlase le go leba ka fa teng mme tsa swetsa gore ka jaana di ne di le dinnye mo diphologolong tse dingwe mo matlong 1 go ya go 6, di ne di tlaa iketla le go nna le sebaka se se lekaneng.

Letshwaopalo 7 le lefokopalo supa di ne tsa tsena ka lebati le le kwa pele moo di neng di bonwa ke mang le mang. Mme dibeletse tse supa tsa lebati di ne tsa tsena ka lebati. Digwagwa tse supa ga di a ka tsa dirisa lebati la kwa pele ka gale ka jaana di ne di rata go tlolela kwa ntle le mo teng ka letlhabapheto. Di ne di itumelela go bona gore ke mang yo o kgonang go tlolela kwa godimo go gaisa.

Di ne di batla bata e kgolo mo phaposing e nngwe le e nngwe ya borobalo gore di kgone go thuma nako nngwe le nngwe fa di batla. Mme gape di ne tsa aga letangwana mo phaposing ya tsona ya boitapoloso. E ne e na le di liliphete tse supa gore se sengwe le se sengwe sa tsona se nne le mo se dulang. E ne ya re fa diphologolo tse dingwe di tla go di amogela, di ne tsa fitlhela Digwagwa tsotlhe ka bosupa di thuma mmogo mo letangwaneng le le mo teng ga phaposi ya boitapoloso.

E nngwe le e nngwe ya diliphete tse supa e ne e medile lelomo le le serolwana le lentle gaufi, leo diphologolo tse dingwe di neng di tla go le lebelela.

### **Pina: Potlana ka nngwe, potlana ka pedi**

Monwana o monnye o le mongwe, e mennye e le mebedi, e mennye e le meraro

Menwana e mennye e le mene, e mennye e le metlhano, e mennye e le merataro

Menwana e mennye e le supa, e mennye e le robedi, e mennye e le robongwe

Rotlhe re ne le menwana e le lesome.

## Week 4

### Song: *It's a rectangle*

(To the tune of *B-I-N-G-O*)

There is a shape that has four sides,  
But it is not a square, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

It is not like a square, NO!

Two sides are long,

Two sides are short.

They are not the same, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

The sides are not the same, NO!

### Song: *Looby loo*

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right hand in,

You take your right hand out,

You give your right hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left hand in,

You take your left hand out,

You give your left hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right foot in,

You take your right foot out,

You give your right foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left foot in,

You take your left foot out,

You give your left foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your whole self in,

You take your whole self out,

You give your whole self a shake, shake, shake,

And turn yourself about.

## Week 5

### Song: *One elephant went out to play*

(To the tune of *Five little elephants*)

One elephant went out to play

Upon a spider's web one day.

He thought it such a tremendous stunt

That he called for another little elephant.

Two elephants went out to play

Upon a spider's web one day.

They thought it such a tremendous stunt

That they called for another little elephant.

Three elephants went out to play

Upon a spider's web one day.

The web went creak, the web went crack

And all of a sudden, they all ran back.

## Beke 4

### Pina: *Ke khutlonnetsepa*

(Go latela molodi wa *B-I-N-G-O*)  
Go na le popego e e nang le matlhakore a  
le mane,  
Fela ga se khutlonne, NNYAA!  
Ke khutlonnetsepa,  
Ke khutlonnetsepa,  
Ke khutlonnetsepa,  
Ga e tshwane le khutlonne, NNYAA!  
Matlhakore a mabedi a maleele,  
Matlhakore a mabedi a makhutshwane.  
Ga a tshwane, NNYAA!  
Ke khutlonnetsepa,  
Ke khutlonnetsepa,  
Ke khutlonnetsepa,  
Matlhakore ga a tshwane, NNYAA!

### Pina: *Lubi luu*

Ke rona bao lubi luu,  
Ke rona bao lubi laete,  
Ke rona bao lubi luu,  
Tsothe tse mo bosigong jwa Latshipi.  
O tsenya seatla sa gago sa moja mo teng,  
O ntshetsa seatla sa gago sa moja kwa ntle,  
O tsikinya, tsikinya, tsikinya, seatla sa gago sa moja,  
O bo o retologa.  
Ke rona bao lubi luu,  
Ke rona bao lubi laete,  
Ke rona bao lubi luu,  
Tsothe tse mo bosigong jwa Lamatlhatso.  
O tsenya seatla sa gago sa molema mo teng,  
O ntshetsa seatla sa gago sa molema kwa ntle,  
O tshikinya, tshikinya, tshikinya, seatla sa gago  
sa molema,  
O bo o retologa.  
Ke rona bao lubi luu,  
Ke rona bao lubi laete,  
Ke rona bao lubi luu,  
Tsothe tse mo bosigong jwa Lamatlhatso.  
O tsenya lonao lwa gago lwa moja mo teng,  
O ntshetsa lonao lwa gago lwa moja kwa ntle,  
O tshikinya, tshikinya, tshikinya, lonao la gago  
lwa moja,  
O bo o retologa.

Ke rona bao lubi luu,  
Ke rona bao lubi laete,  
Ke rona bao lubi luu,  
Tsothe tse mo bosigong jwa Lamatlhatso.  
O tsenya lonao lwa gago lwa molema mo teng,  
O ntshetsa lonao lwa gago lwa molema kwa ntle,  
O tshikinya, tshikinya, tshikinya, lonao lwa gago  
lwa molema,  
O bo o retologa.  
Ke rona bao lubi luu,  
Ke rona bao lubi laete,  
Ke rona bao lubi luu,  
Tsothe tse mo bosigong jwa Lamatlhatso.  
O tsenya mmele otlhe wa gago mo teng,  
O ntshetsa mmele otlhe wa gago kwa ntle,  
O tshikinya, tshikinya, tshikinya, mmele otlhe  
wa gago,  
O bo o retologa.

## Beke 5

### Pina: *Tlou e le nngwe e ile go tshameka*

(Go latela molodi wa *Five little elephants*)  
Tlou e le nngwe e ile ya go tshameka  
Ya re tsatsi lengwe e bona bobi jwa segokgo.  
Ya akanya fa se e le tiragalo e e akabatsang  
Moo e neng ya bitsa tlowana e nngwe.  
Ditlou tse pedi di ile tsa ya go tshameka  
Ya re tsatsi lengwe di bona bobi jwa segokgo.  
Tsa akanya fa se e le tiragalo e e akabatsang  
Moo di neng tsa bitsa tlowana e nngwe.  
Ditlou tse tharo di ile tsa ya go tshameka  
Ya re tsatsi lengwe di bona bobi jwa segokgo.  
Bobi jwa re gago, bobi jwa re phunye  
Mme tsa boela morago ka lobelo ka ponyo  
ya leitlho.

## Week 6

### Rhyme: *Eight little mice*

Eight little mice creeping through the house,  
Eight little mice come out to play.  
But if one big cat catches one little mouse  
Then seven little mice will run away!

*(Repeat for seven, six, five, four, three, two)*

One little mouse creeping through the house,  
One little mouse comes out to play.  
But if one big cat tries to catch that mouse  
That mouse is going to say, 'You great big bully, go away!'

### Story: *Number 8 story (with Number 8 frieze template)*

Next came eight Mice. The number symbol 8 and number word eight went on the front of the house where everyone could see them. And the eight doorbells went on the door. The Mice nibbled eight holes through the wooden floors in their rooms and made underground tunnels so that they could go in and out of the house from their eight bedrooms.

They didn't need big bedrooms as they were so small. They were used to living in the fields as they were field mice, but were excited about the idea of living in a new home next door to the Frogs.

They built a big lounge as they loved to dance and have parties. They each played an instrument. One played the keyboard, one a guitar, one a violin, one a flute, one a trumpet, one a marimba and two played drums. So there were eight instruments in the house. The other animals loved listening to the eight Mice playing their eight instruments. Sometimes they would all join in by stamping their feet and hooves to the beat.

## Week 7

### Rhyme: *Five little hotdogs*

Five little hotdogs frying in the pan. *(Hold up five fingers)*

The grease got hot and one went BAM! *(Clap)*

*(Repeat for four (four fingers), three (three fingers), two (two fingers), one (one finger))*

No little hotdogs frying in the pan. *(Hold up fist)*

The pan got hot and it went BAM! *(Clap)*

### Story: *Shopping for a hat*

Summer is Babalwa's favourite time of the year. She loves the hot weather and going to the park to play. Today Babalwa's mother is taking her to buy a hat to keep her skin safe from the hot sun. Babalwa loves shopping for things to wear. Let's go along with her and her mother on her hat shopping trip and see all the different kinds of hats for sale.

In the shop there are hats everywhere – hats piled up high on every shelf, hats of different shapes, hats of different colours. Babalwa tries on lots of hats. She likes the floppy hat with big flowers, but she cannot decide on a colour. Let's help her choose which hat to buy. What colour hat should she choose? Which hat would you choose?

## Beke 6

### Morumo: *Magotlonyana a le robedi*

Magotlonyana a le robedi a ne a khukhuna mo ntlong,  
Magotlonyana a le robedi i a tswela kwa ntle go tshameka.  
Fela fa katse e le nngwe e kgolo e tshwara legotlonyana le lennye  
Magotlonyana a le supa a tlaa bo a tshaba!

*(Boeletsa ka supa, thataro, tlhano, nne, tharo, pedi)*

Legotlonyana le le lengwe le ne le khukhuna mo ntlong,  
Legotlonyana le le lengwe la tswela kkwa ntle go tshameka.  
Fela fa katse e le nngwe e kgolo e leka go le tshwara  
Legotlo leo le a go re, 'Hei wena tshimega ke wena, tloga fa!'

### Kanelo: *Kanelo ya nomore 8 (ka thempoleiti ya Nomorekgabisi 8)*

Ga latela Magotlo a le robedi. Letshwaopalo la 8 le lefokopalo robedi tsa ya fa pele ga ntlo moo di neng tsa bonwa ke botlhe. Fela dibebe tsa lebati di le robedi di ne tsa ya fa lebating. Magotlo a ne a keketa mesima e le robedi mo bodilong jwa mapolanka mo diphaposing tsa bona mme a dira megogoro ka fa tlase gore a nne a tsena a tswa mo ntlong go tswa mo diphaposing tsa bona di le robedi.

A ne a sa tlhoke diphaposiboropalo tse dikgolo ka gobo a ne a le mannye. A ne a tlwaetse go robala kwa masimo ka e ne e le magotlo a kwa masimo, fela a itumedisitswe ke kakanyo ya go nna mo ntlong e ntšhwa gaufi le Digwagwa.

A ne a aga phaposi ya borobasogo e kgolo ka a ne a rata go bina le go dira meletlo. Le lengwe le le lengwe le ne le tshameka seletswa. Le lengwe le ne le tshameka khiiboto, le lengwe katara, le lengwe vayolini, le lengwe fulutu, le lengwe terompeta, le lengwe marimba fa a le mabedi a ne a tshameka meropa. Ka jalo go ne go na le diletswa di le robedi mo ntlong. Diphiologolo tse dingwe di ne di rata go tlhola di reedtse Magotlo a le robedi a tshameka diletswa tse robedi. Ka dinako dingwe le tsona di ne di itatlhela ka go retha lefatshe ka dinao le ditlhako go latela moribo.

## Beke 7

### Morumo: *Dihotdog tse dinnye tse tlhano*

Dihotdog tse dinnye tse tlhano di a gadikega mo paneng. *(Tsholetsa menwana e metlhano)*  
Kerisi e ne a ya gotela mme ya re BAM! *(Opa diatla)*

*(Boeletsa ka nne (menwana e mene), tharo (menwana e meraro), pedi (menwana e mebedi), nngwe (monwana o le mongwe))*

Ga go dihotdog tse dinnye tse di gadikegang mo paneng. *(Tsholetsa lebole)*  
Pane e ne a ya gotela mme ya re BAM! *(Opa diatla)*

### Kanelo: *Go ya go reka hutshe*

Selemo ke paka e e ratiwang thata ke Babalwa mo ngwageng. O rata maemo bosa a o go leng bolelo le go ya kwa lepatlelong go ya go tshameka. Gompieno mmaagwe Babalwa o tsamaya le ena kwa mabenkeleng go ya go mo rekela hutshe go direla gore letlalo la gagwe le se ke la fisiwa ke letsatsi. Babalwa o rata go tswa letsholo la go reka diaparao. A re tsamaeng nae le mmaagwe mo letsholong leno la go reka re tle re bone mefuta e e farologaneng ya dihutshe tse di rekisiwang.

Mo lebenkeleng go ne go na le dihutshe gotlhe fela – dihutshe tsa melebo e e farologaneng di beilwe moko a mo dišelofong kwa godimo, dihutshe tsa mebala ka mefuta. Babalwa a itekanya bontsi jwa tsona. O ne a rata hutshe e e akgegang ya malomo a magolo, fela o ne a sa itse gore a tseye ya mmala ofe. A re mo thuseng gore a tlhophe hutshe efe le go e reka. A tlhophe hutshe ya mmala ofe? Wena o ne o ka tlhopha ya mmala ofe?

## Week 8

### Rhyme: *Going on a lion hunt*

*(Pat thighs to keep rhythm)*

We're going on a lion hunt,  
We're gonna catch a big one!  
What a beautiful day!  
We're not scared!  
Uh, oh! Grass!  
Long, tall grass.  
Can't go over it! *(Shake head)*  
Can't go under it! *(Shake head)*  
We'll have to go through it! *(Nod head)*  
Swish, swash, swish, swash, swish, swash.  
*(Rub hands together)*

We're going on a lion hunt,  
We're gonna catch a big one!  
What a beautiful day!  
We're not scared!  
Uh, oh! A river!  
A wide, deep river.  
Can't go over it! *(Shake head)*  
Can't go under it! *(Shake head)*  
We'll have to go through it! *(Nod head)*  
Splish, splash, splish, splash, splish, splash.  
*(Stomp feet like walking through water)*

We're going on a lion hunt,  
We're gonna catch a big one!  
What a beautiful day!  
We're not scared!  
Uh, oh! Mud!  
Thick, gooey mud.  
Can't go over it! *(Shake head)*  
Can't go under it! *(Shake head)*  
We'll have to go through it! *(Nod head)*  
Squelch, squerch, squelch, squerch, squelch,  
squerch. *(Lift feet slowly as if walking  
through mud)*

We're going on a lion hunt,  
We're gonna catch a big one!  
What a beautiful day!  
We're not scared!  
Uh, oh! A forest!  
A deep, dark forest.

Can't go over it! *(Shake head)*  
Can't go under it! *(Shake head)*  
We'll have to go through it! *(Nod head)*  
Stumble, trip, stumble, trip, stumble, trip.  
*(Pretend to stumble)*

We're going on a lion hunt,  
We're gonna catch a big one!  
What a beautiful day!  
We're not scared!  
Uh, oh! A cave!  
A big, dark cave.  
Can't go over it! *(Shake head)*  
Can't go under it! *(Shake head)*  
We'll have to go through it! *(Nod head)*  
Tiptoe, tiptoe, tiptoe. *(Tiptoe on the spot)*  
What's that? *(Reach hands out in front of you  
and pretend to feel something)*

One shiny wet nose!  
Two furry ears!  
Two big eyes!  
IT'S A LION! *(Throw hands up in the air)*  
Quick! Back through the cave!  
Tiptoe, tiptoe, tiptoe. *(Tiptoe quickly)*  
Back through the forest!  
Stumble, trip, stumble, trip, stumble, trip.  
*(Pretend to stumble quickly)*  
Back through the mud!  
Squelch, squerch, squelch, squerch, squelch,  
squerch. *(Walk through mud quickly)*  
Back through the river!  
Splish, splash, splish, splash, splish, splash.  
*(Splash through water quickly)*  
Back through the grass!  
Swish, swash, swish, swash, swish, swash.  
*(Rub hands together quickly)*

Get to the front door.  
Open the door. *(Pretend to open door)*  
Up the stairs. *(Pretend to run up stairs)*  
Forgot to close the door!  
Back down the stairs. *(Pretend to run down stairs)*  
Close the door. *(Pretend to close door)*  
Back up the stairs. *(Pretend to run up stairs)*  
Into the bedroom.  
Jump into bed. *(Sit down on the floor)*  
Under the covers. *(Pretend to pull covers  
over head)*  
We're never going on a lion hunt again!

## Beke 8

### Morumo: Go ya go tsoma ditau

*(Phaphatha dilo go tlhola moribo)*

Re ya go tsoma ditau,  
Re ya go tshwara e kgolo!  
A letsatsi le le ntle ruri!  
Ga re boife!  
Uh, oh! Bojang!  
Boleele jo boleele, jo bo kwa godimo.  
Ga re kgone go bo kgabaganya! *(Tshikinya tlhogo)*  
Ga re kgone go feta mo tlase ga jona!  
*(Tshikinya tlhogo)*  
Re tlaa tshwanela ke go bo kgabaganya!  
*(Koma ka tlhogo)*  
Swish, swash, swish, swash, swish, swash. *(Kopanya diatla mmogo ka bonako ka go di tsamaisa)*  
Re ya go tsoma ditau,  
Re ya go tshwara e kgolo!  
A letsatsi le lentle ruri!  
Ga re boife!  
Uh, oh! Noka!  
Noka e e bulegileng, e e boteng.  
Ga re kgone go e kgabaganya! *(Tshikinya tlhogo)*  
Ga re kgone go e feta kwa tlase! *(Tshikinya tlhogo)*  
Re tlaa tshwanela ke go feta mo go yona!  
*(Koma ka tlhogo)*  
Splish, splash, splish, splash, splish, splash.  
*(Thabuetsa dinao jaaka go tsamaya mo metsing)*  
Re ya go tsoma ditau,  
Re ya go tshwara e kgolo!  
A letsatsi le lentle ruri!  
Ga re boife!  
Uh, oh! Seretse!  
Seretse se se maparelang se se loileng.  
Ga re kgone go se tlola! *(Tshikinya tlhogo)*  
Ga re kgone go se feta kwa tlase! *(Tshikinya tlhogo)*  
Re tlaa tshwanelwa ke go se kgabaganya!  
*(Koma ka tlhogo)*  
Squelch, squerch, squelch, squerch, squelch,  
squerch. *(Tsholetsa dinao ka iketlo jaaka e kete o tsamaya mo seretseng)*  
Re ya go tsoma ditau,  
Re ya go tshwara e kgolo!  
A letsatsi le lentle ruri!  
Ga re boife!  
Uh, oh! Sekgwa!  
Sekgwa se se lefifi se se lesuthu.  
Ga re kgone go se kgabaganya! *(Tshikinya tlhogo)*  
Ga re kgone go se feta kwa tlase! *(Tshikinya tlhogo)*

Re tlaa tshwanelwa ke go se kgabaganya!  
*(Koma ka tlhogo)*  
Kgopiwa, kgopa, kgopiwa, kgopa, kgopiwa,  
kgopa. *(Dira e kete o a kgopiwa)*  
Re ya go tsoma ditau,  
Re ya go tshwara e kgolo!  
A letsatsi le lentle ruri!  
Ga re boife!  
Uh, oh! Logaga!  
Logaga lo logolo lo lo lefifi.  
Ga re kgone go le kgabaganya *(Tshikinya tlhogo)*  
Ga re kgone go le feta kwa tlase! *(Tshikinya tlhogo)*  
Re tlaa tshwanelwa ke go le kgabaganya!  
*(Koma ka tlhogo)*  
Nanabela, nanabela, nanabela. *(Nanabela ka gangwe)*  
Ke eng seo? *(Tlhamalaletsa diatla tsa gago kwa pele mme o dire e kete o utlwa sengwe)*  
Nko e e phatshimang e e metsi!  
Ditsebe tse pedi tse di boboa!  
Matlho a mabedi a magolo!  
KE TAU! *(Latlhela diatla kwa godimo mo moweng)*  
Potlaka! Retologela mo logageng!  
Nanabela, nanabela, nanabela. *(Nanabela ka bonako)*  
Retologela mo sekgweng!  
Kgopiwa, kgopa, kgopiwa, kgopa, kgopiwa,  
kgopa. *(Dira e kete o a kgopiwa ka bonako)*  
Retologela mo seretseng!  
Squelch, squerch, squelch, squerch, squelch,  
squerch. *(Tsamaya mo godimo ga seretse ka bonako)*  
Retologela mo nokeng!  
Splish, splash, splish, splash, splish, splash.  
*(Phatšha metsi ka bonako)*  
Retologela mo bojannyeng!  
Swish, swash, swish, swash, swish, swash. *(Kopanya diatla mmogo ka bonako ka go di tsamaisa)*  
Tsena kwa lebating le le kwa pele.  
Bula lebati. *(Dira e kete o tswala lebati)*  
Tlhatloga. *(Dira e kete o tlhatloga direpodi ka lebelo)*  
O lebetse go tswala lebati!  
Boela morago ka direpodi. *(Dira e kete o tabogela kwa tlase ka direpodi)*  
Tswala lebati. *(Dira e kete o tswala lebai)*  
Tlhatlogela gape kwa godimo. *(Dira e kete o tlhatloga direpodi ka lebelo)*  
Tsena mo phaposeng ya borobalo.  
Itatlhele mo bolaong. *(Dula fatshe mo bodilong)*  
Tsena mo dilaakaneng. *(Dira e kete o a ikhurumetsa)*  
Ga re kitla re tlhola re ya go tsoma tau gape!

## Week 9

### Rhyme: *Spaceship*

Climb aboard the spaceship  
Climb aboard the spaceship  
We're going to the moon  
Hurry and get ready  
We're going to blast off soon  
Put on your helmet and buckle up real tight  
Here comes the countdown  
Let's count with all our might!  
10-9-8-7-6-5-4-3-2-1 BLAST OFF!

## Week 10

### Song: *Eight elephants*

One little elephant balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so he called up  
some other little animal folk.

Two little zebras balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so they called up  
some other little animal folk.

Three little meerkats balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so they called up  
some other little animal folk.

Four giraffes balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so they called up  
some other little animal folk.

Five little monkeys balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so they called up  
some other little animal folk.

Six little ducks balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so they called up  
some other little animal folk.

Seven little frogs balancing,  
Step by step on a piece of string.  
Thought it such a funny joke, so they called up  
some other little animal folk.

Eight little mice balancing,  
Step by step on a piece of string.  
All of a sudden the piece of string broke and  
down fell all the little animal folk!

### Game: *I wrote a letter to my friend*

One player walks around the outside of the circle with an envelope.

The class says:

*'I wrote a letter to my friend, and on the way I dropped it.*

*One of you has picked it up and put it in your pocket.*

*It's not you, it's not you, it's not you ...'*

When deciding whom to drop the envelope behind, the person taps that person on the head and says, *'It's you!'*

They then run, with the person who now has the envelope chasing them, once around the circle of learners and try to get to sit in that person's empty place before they are caught.

If the person is caught, he or she has to sit in the middle of the circle.

The new person holding the envelope starts walking around the circle, while the class says the words, *'I wrote a letter ...'*

And so the game goes on.



## Beke 9

### Morumo: *Sesuthalefafau*

Palama sesuthalefafau  
Palama sesuthalefafau  
Re ya kwa ngweding  
Itlhaganele mme o ipaakanye  
Re ya tlhatloga mo nakong e e sa fediseng pelo  
Rwala kokoro ya gago mme o bofe lebanta thata  
Re balela kwa tlase jaanong  
A re baleng ka thata ya rona yotlhe!  
10-9-8-7-6-5-4-3-2-1 THUU!

## Beke 10

### Pina: *Ditlou tse robedi*

Tlowana nngwe e itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
E ne e ithaya e re seno ke motlae, mme ya bitsa  
ditsala tse dingwe tsa yona tsa diphologotswana.  
Dipetsana tse ditlodi di itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Di ne di ithaya di re seno ke motlae, mme tsa bitsa  
ditsala tse dingwe tsa tsona tsa diphologotswana.  
Boramošwe ba banye ba bararo ba itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Ba ne ba ithaya ba re seno ke motlae, mme ba bitsa  
ditsala tse dingwe tsa bona tsa diphologotswana.  
Dithutlwana tse nne di itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Di ne di ithaya di re seno ke motlae, mme tsa bitsa  
ditsala tse dingwe tsa tsona tsa diphologotswana.  
Dikgabonyana tse tlhano di itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Di ne di ithaya di re seno ke motlae, mme tsa bitsa  
ditsala tse dingwe tsa tsona tsa diphologotswana.  
Dipidipitsana tse thataro di itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Di ne di ithaya di re seno ke motlae, mme tsa bitsa  
ditsala tse dingwe tsa tsona tsa diphologotswana.

Digwagwana tse supa di itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Di ne di ithaya di re seno ke motlae, mme tsa bitsa  
ditsala tse dingwe tsa tsona tsa diphologotswana.

Magotlwana a le robedi a itsetsepitse,  
Kgato ka kgato mo lenathwaneng la mogala.  
Go ise go ye kae lenathwana la mogala la  
kgaoga mme diphologotswana tsotlhe tsa wa!

### Motshameko: *Ke kwaletse tsala ya me lekwalo*

Motshameki yo mongwe o tsamaya go dikologa  
sediko kwa ntle ka enfolopo.

A phaposiborutelo e re:

*'Ke kwaletse tsala ya me lekwalo, mme ke le  
latlhile mo tseleng.*

*Mongwe wa lona o le setse mme a le tsenya mo  
kgetsaneng ya gago.*

*Ga se wena, ga se wena, ga se wena ...'*

Fa motho a swetsa gore o ka latlhela enfolopo  
fa morago ga mang, o oma motho yoo mo  
tlhogong mme o re, *'Ke wena!'*

Jaanong ba a taboga, motho yo jaanong o  
tshwereng enfolopo a mo lelekisa gangwe go  
dikologa sediko sa barutwana e le go leka go  
tswala phatlha e e tlogetsweng ke motho yoo  
pele bam o tshwara.

Fa a tshwerwe, o tshwanetse go tsena mo  
sedikong mme a dule fatshe mo gare.

Motho yo mošwa yo o tshwereng enfolopo  
o simolola go tsamaya go dikologa sediko, fa  
phaposiborutelo e re, *'Ke nna ke kwetseng  
lekwalo ...'*

Motshameko o tswela fela jalo.



7

supa

Playdough template: Number 6

six

6

Tortoise (Week 9) • Khudu (Beke 9)

## Templates • Dithempoleiti

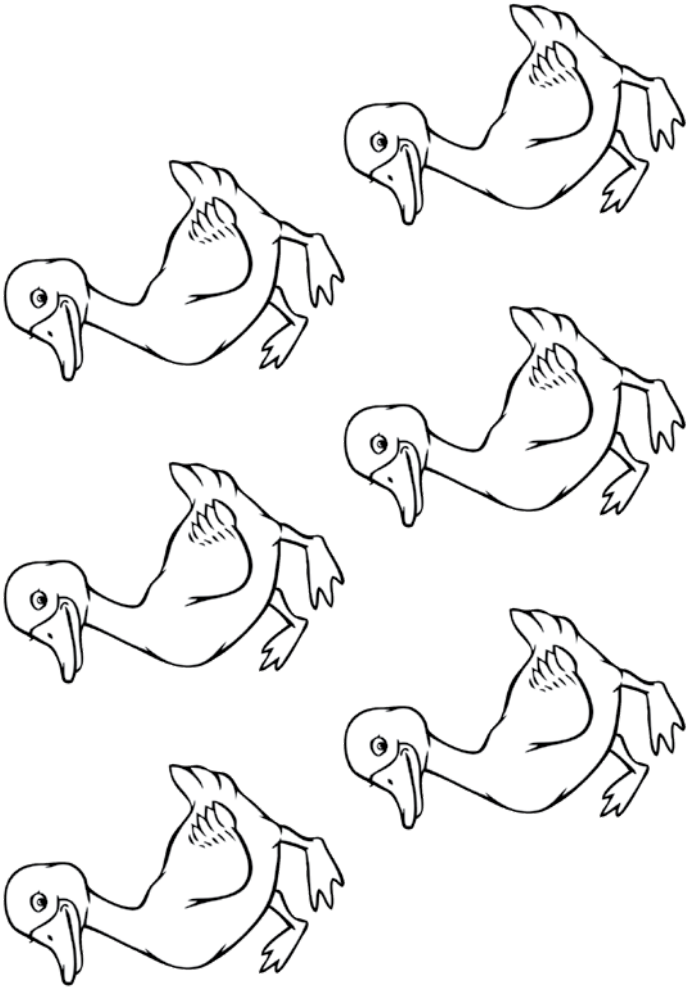
Banknotes (Week 9) • Madi a dipampiri (Beke 9)

Eighteen-piece puzzle • Phazele ya dikarolo tse lesomerob

Thempoleiti ya tege ya go tshameka: Nomore 8

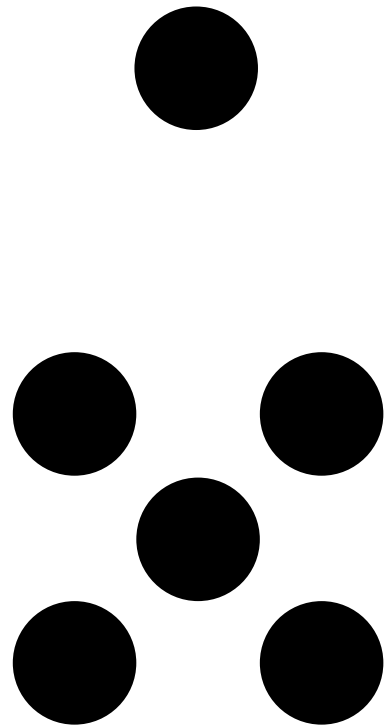
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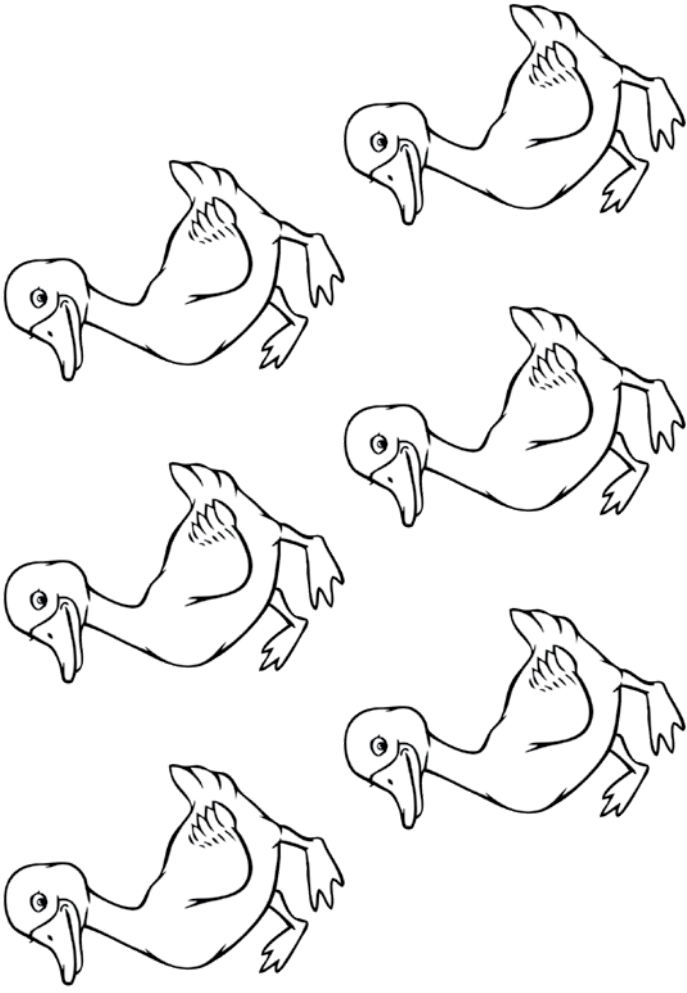
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six

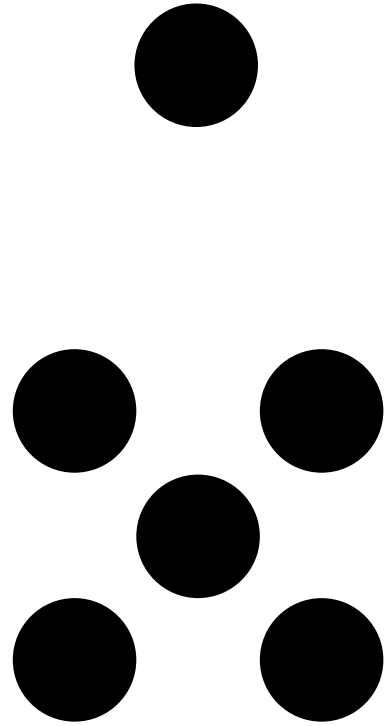
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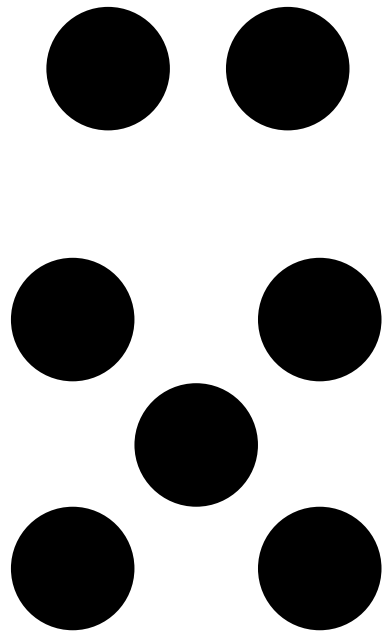
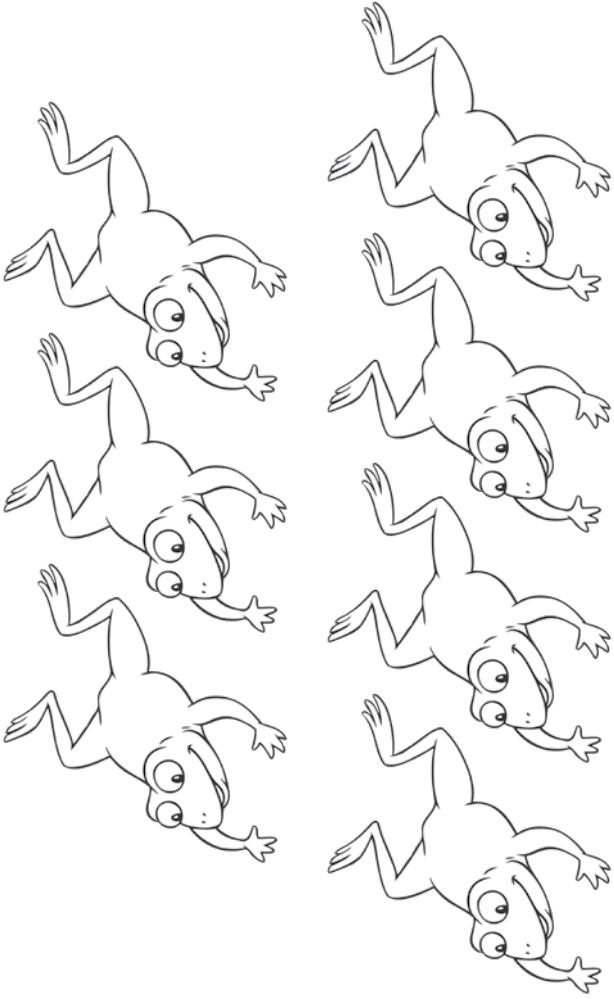


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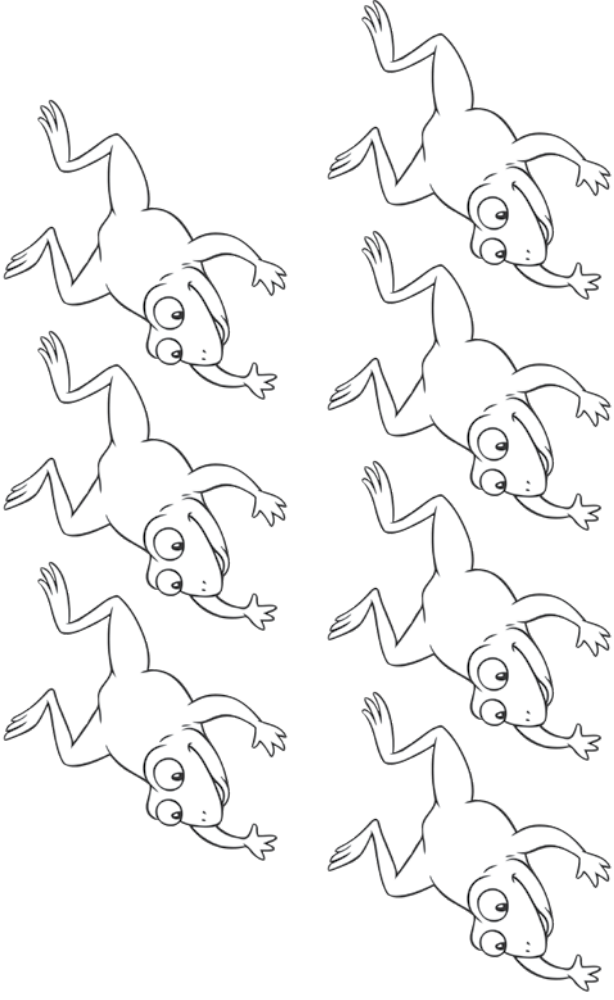
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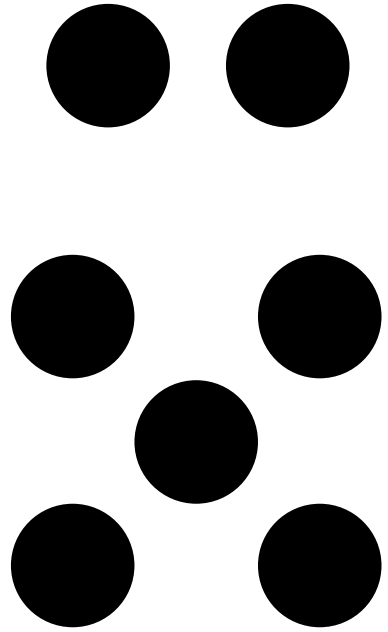
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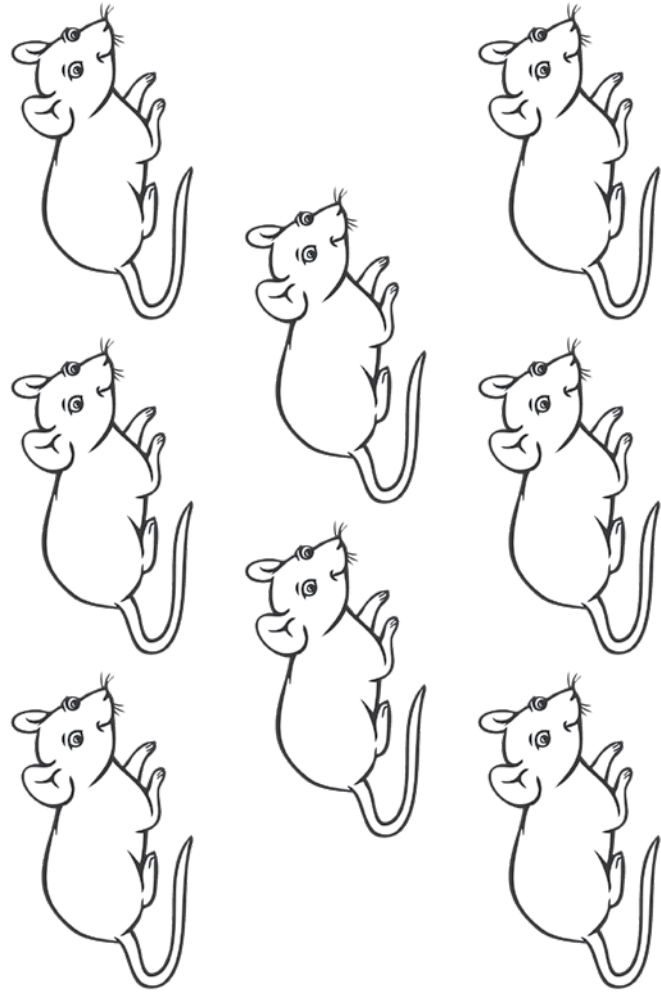
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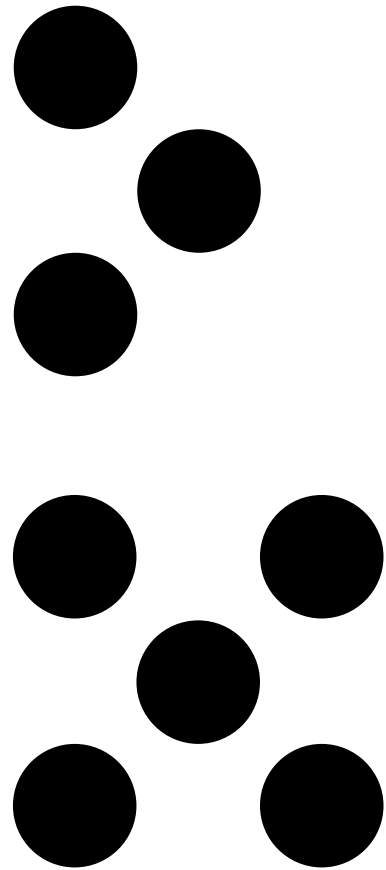


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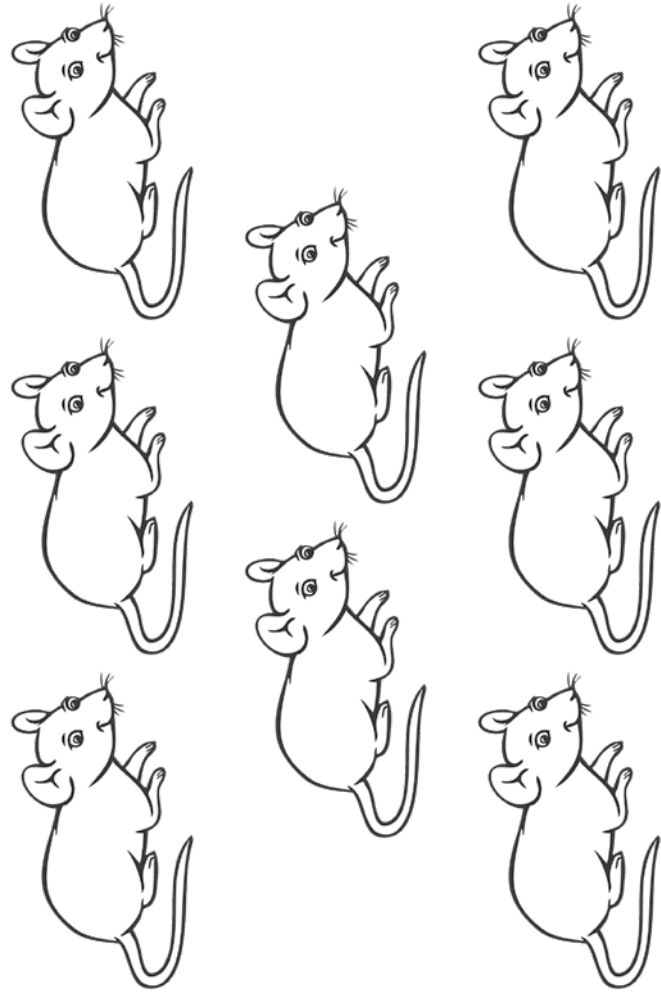


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eight

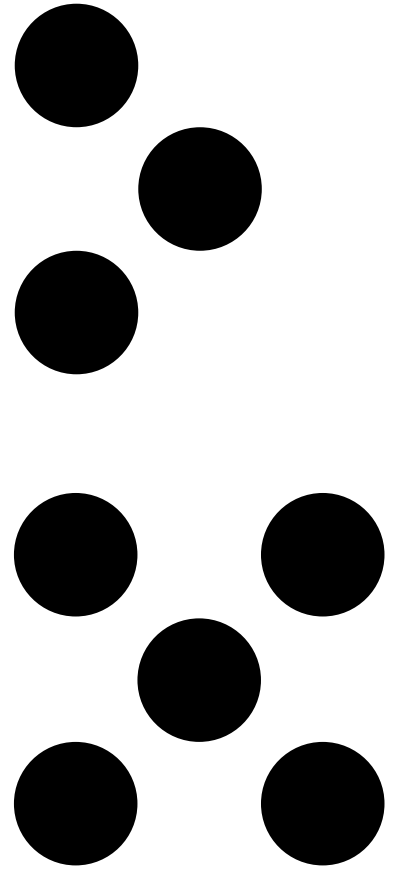




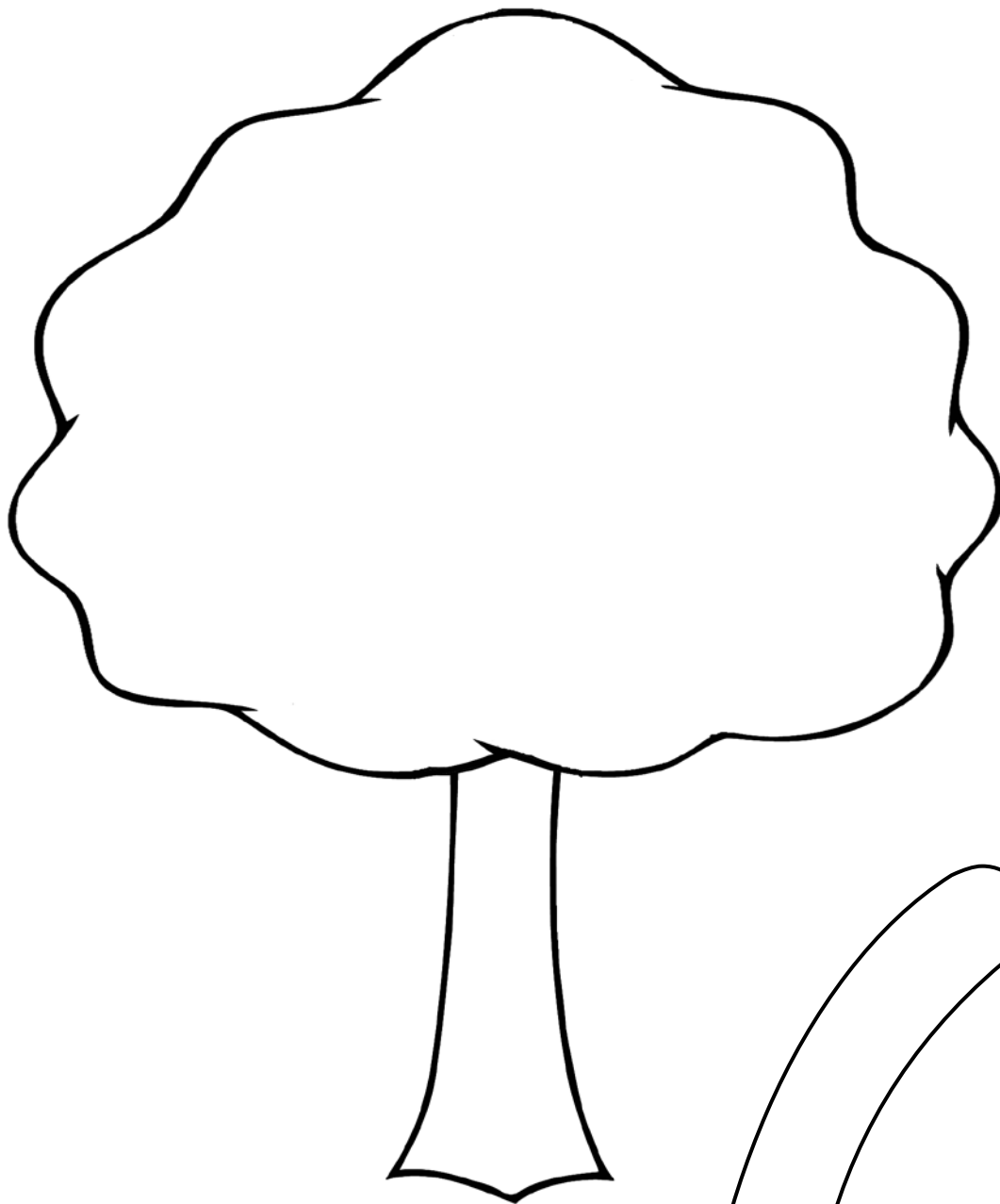


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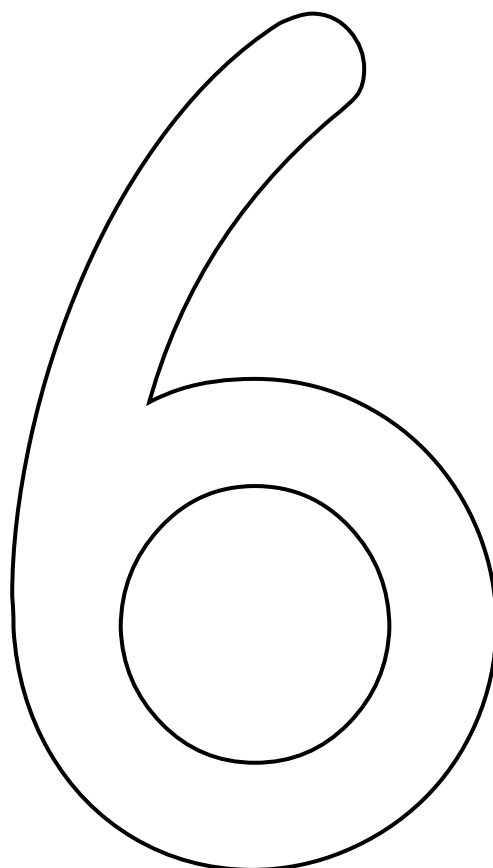
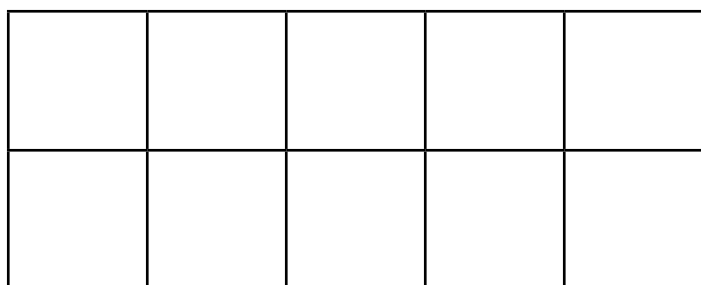
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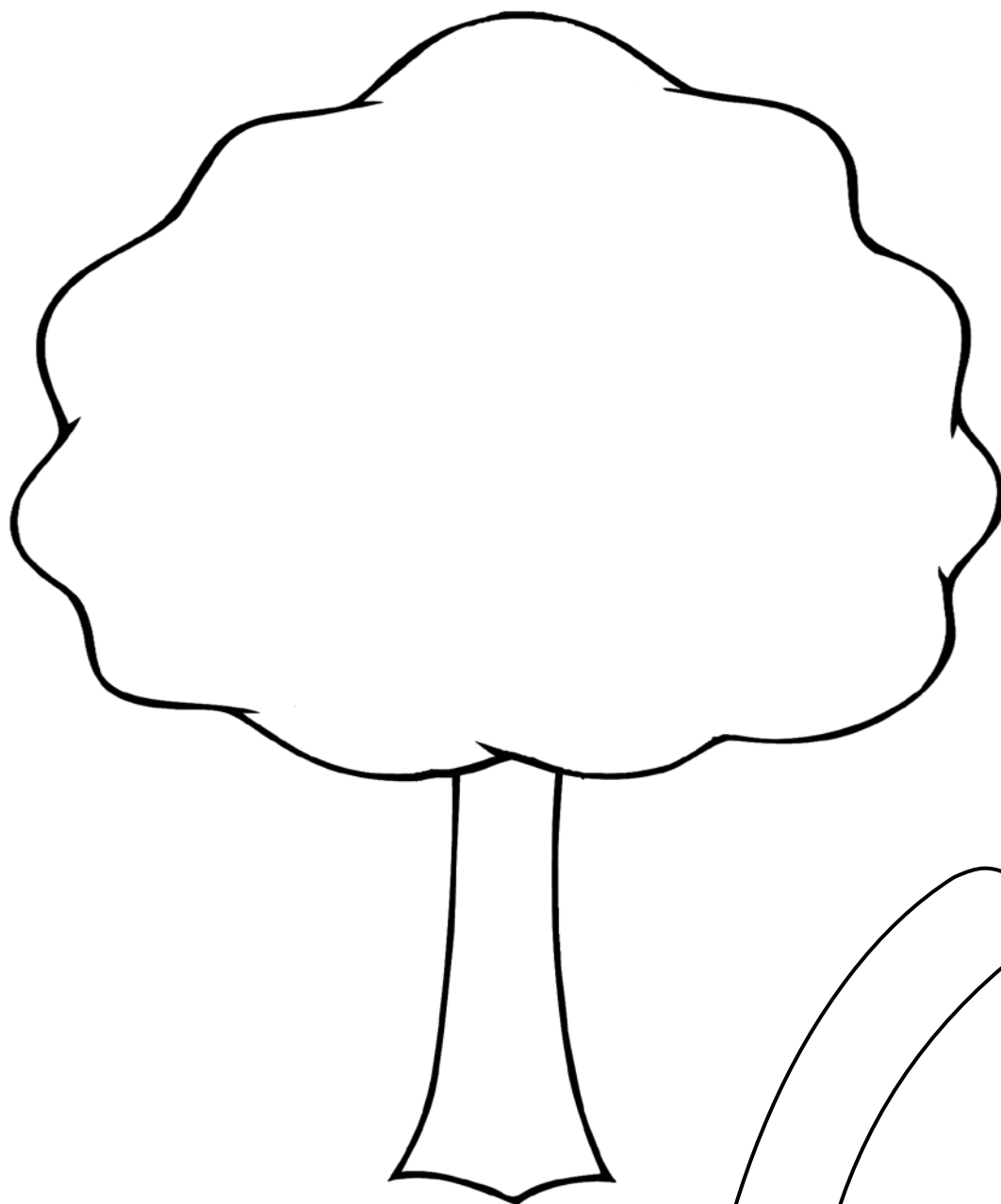
# Playdough template: Number 6



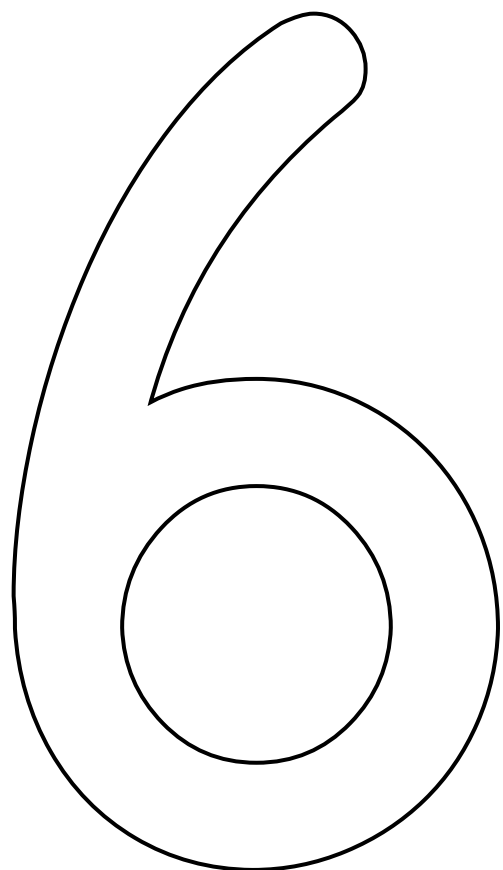
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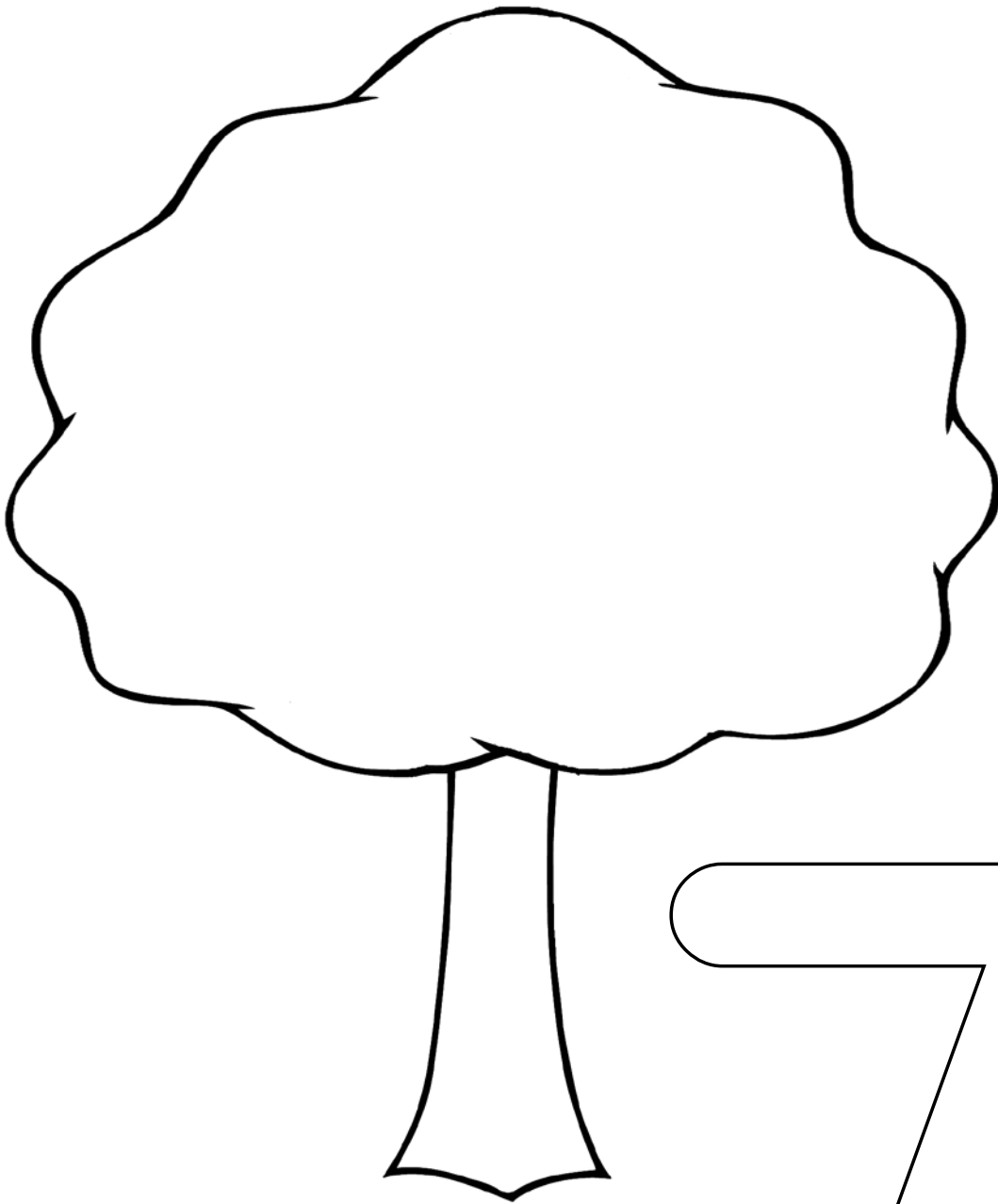
Thempoleiti ya tege ya go tshameka: Nomore 6



thataro

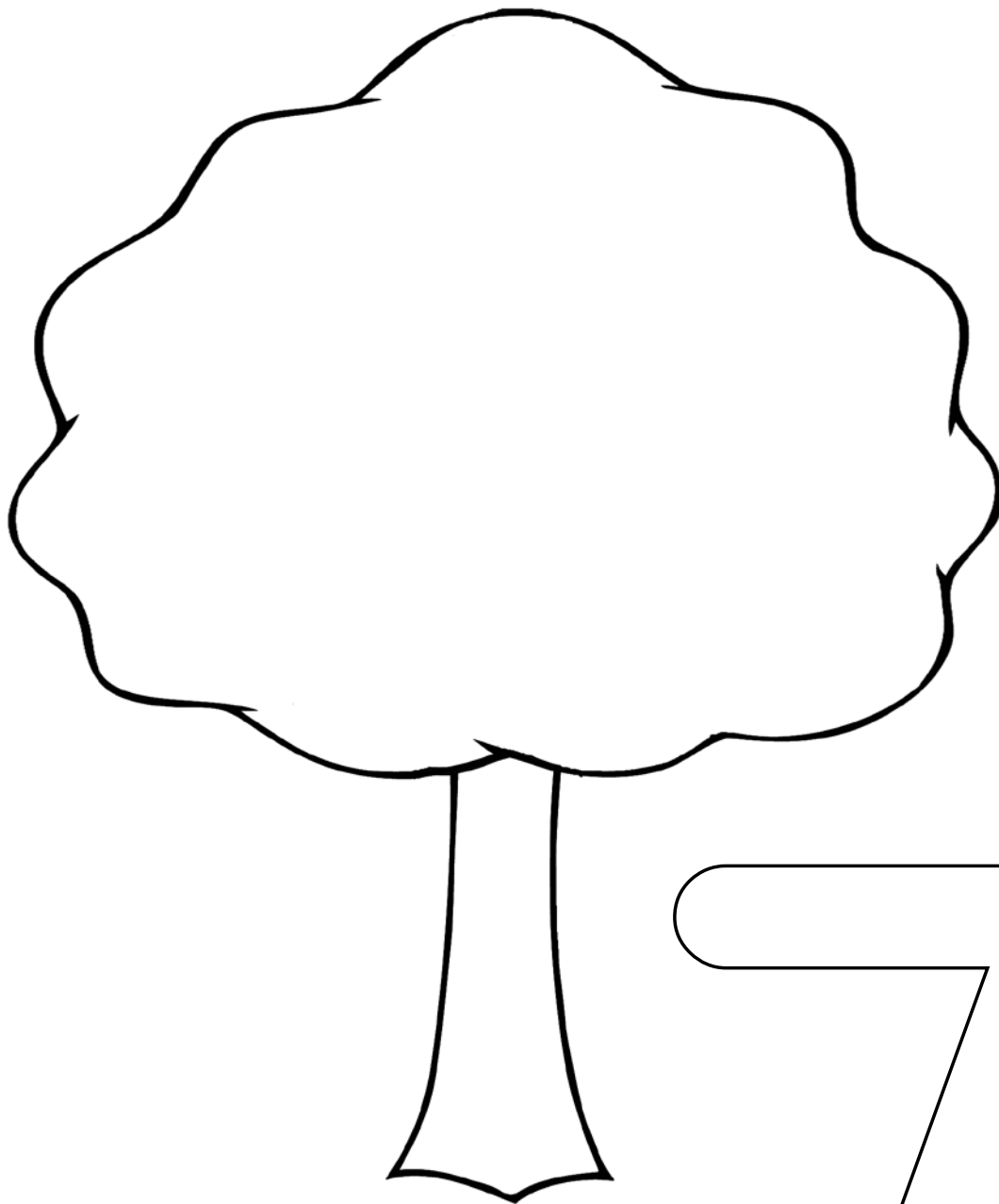



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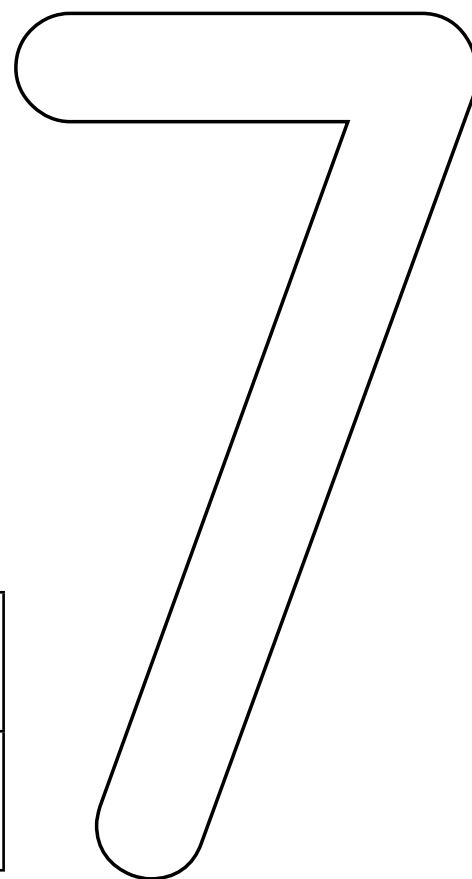


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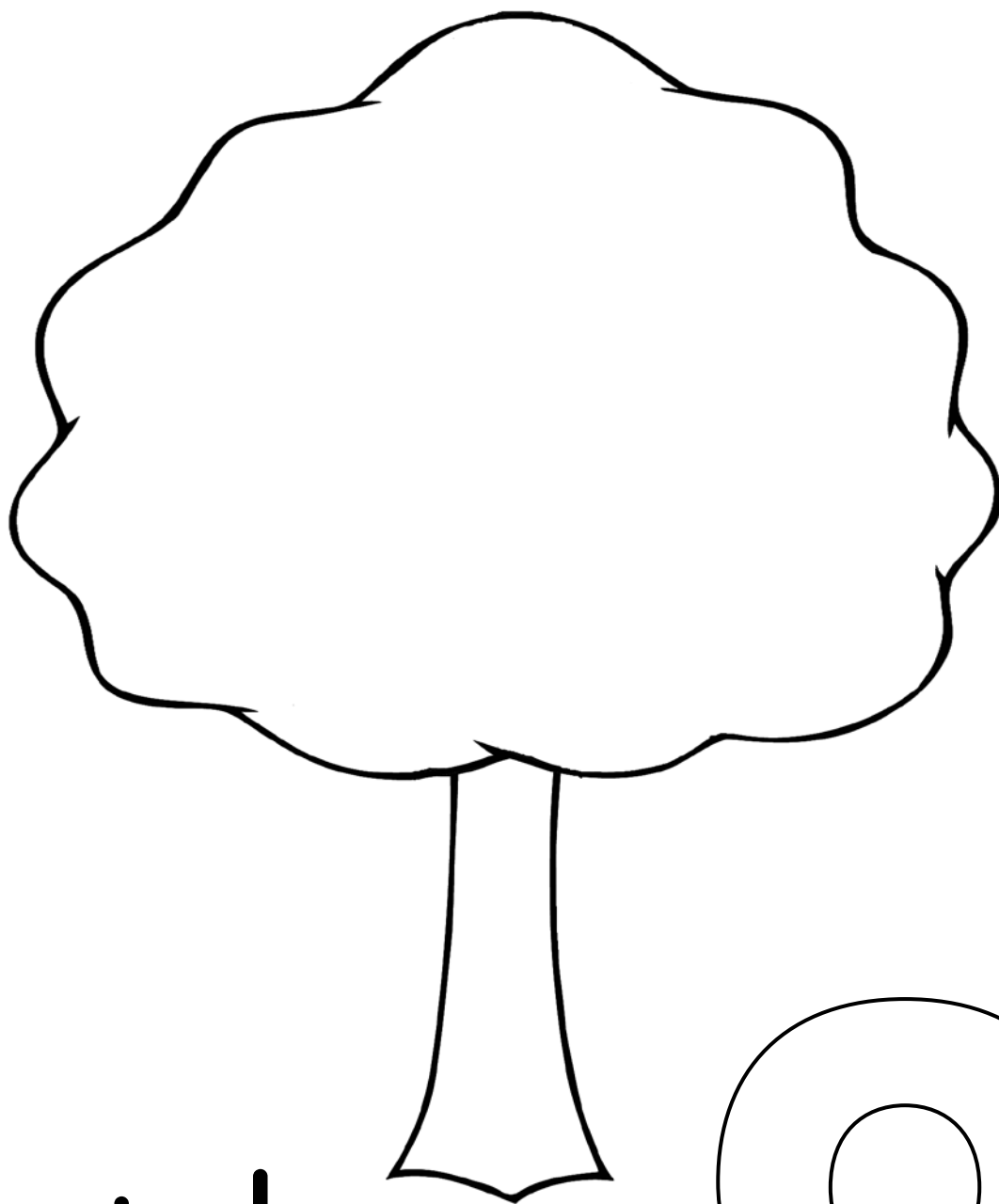

Thempoleiti ya tege ya go tshameka: Nomore 7



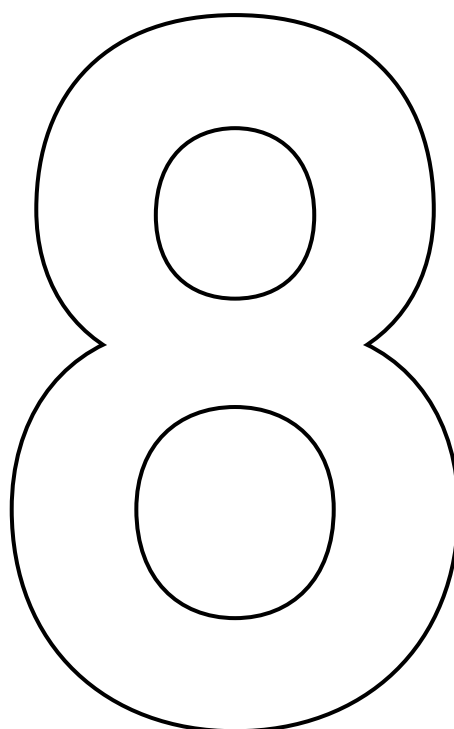
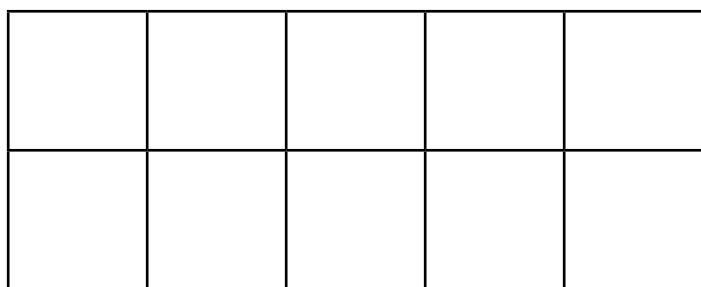
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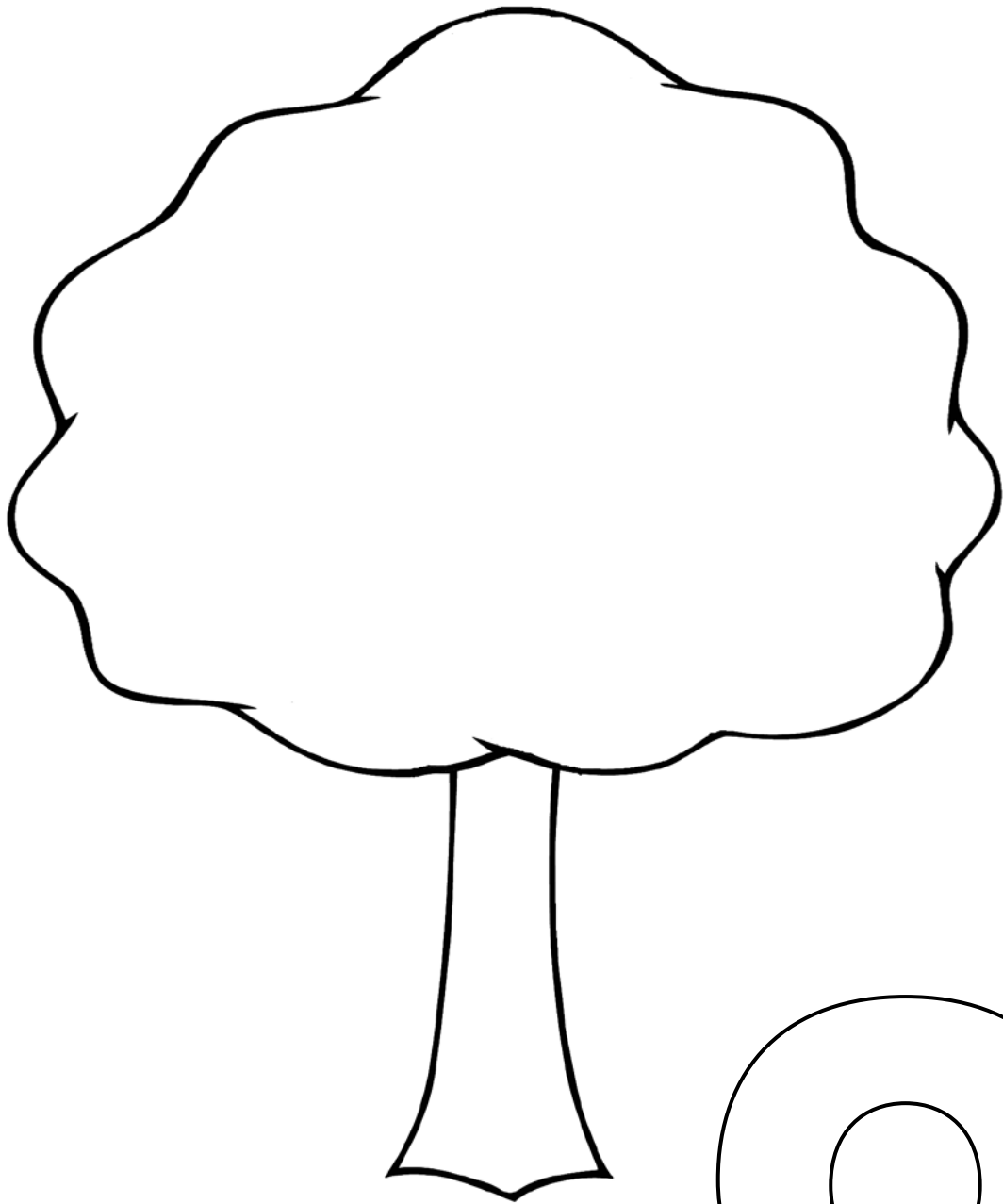
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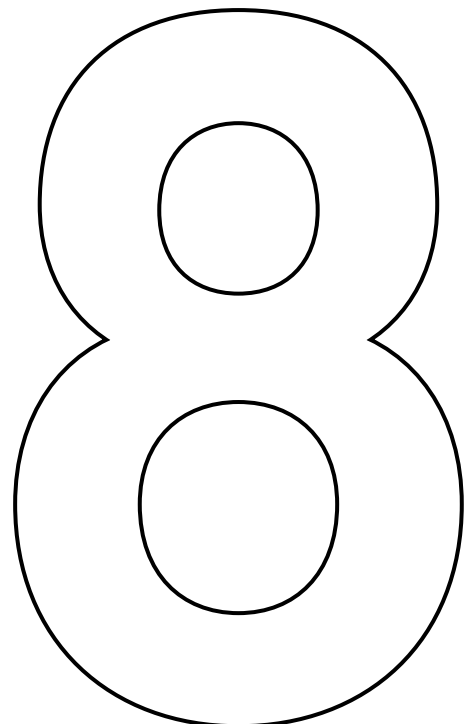
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Thempoleiti ya tege ya go tshameka: Nomore 8

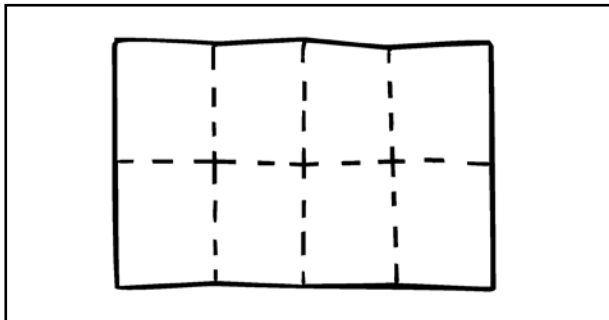


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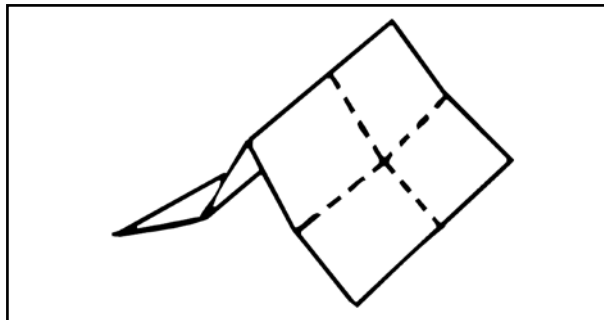



## Shape book (Week 4)

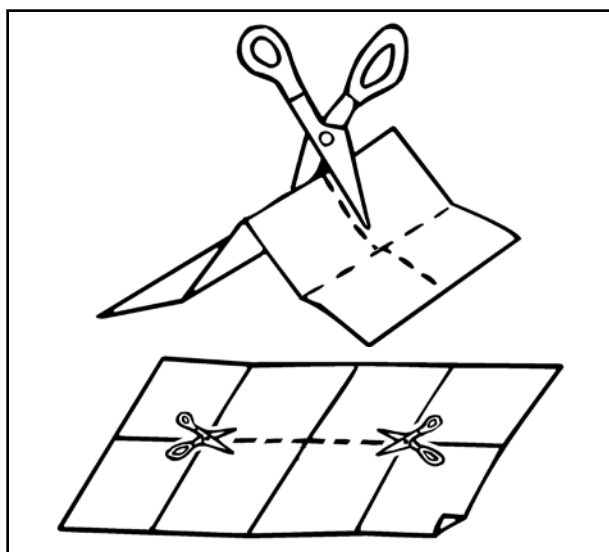
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



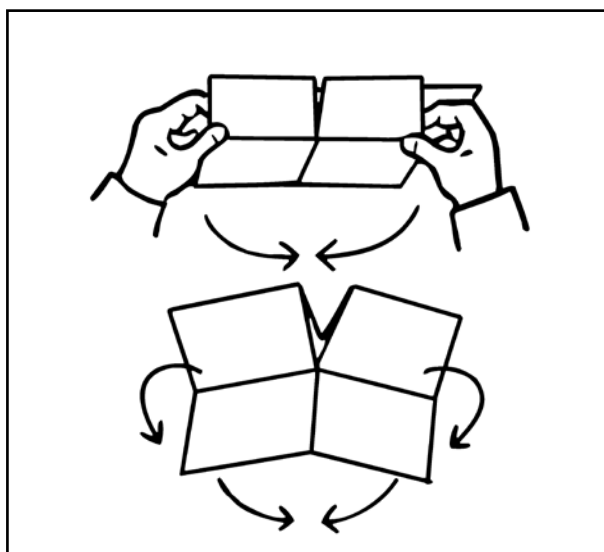
2. Fold the page in half again.



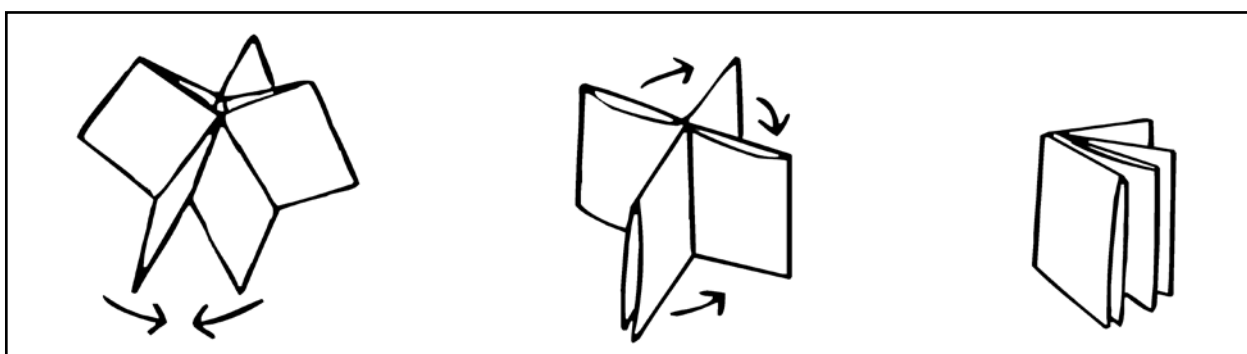
3. Cut on the middle fold as shown in the diagram.



4. Hold the page between your finger and thumb on both sides, so the middle parts of the page are touching. Bring your hands together as shown by the arrows.



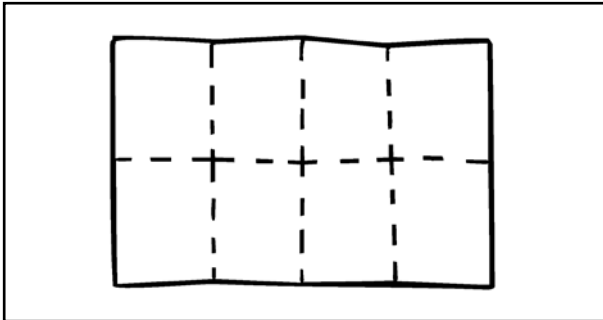
5. Complete the little book by folding the pages flat, as shown.



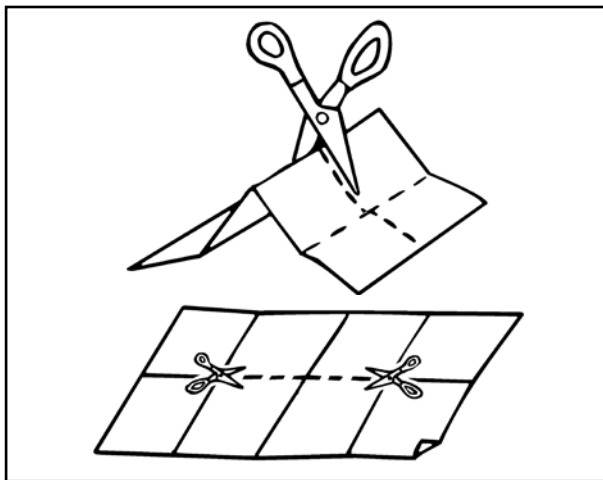


## Buka ya dipopego (Beke 4)

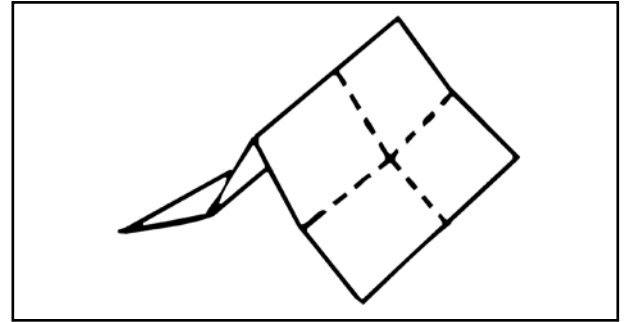
1. Mena pampiri ya A4 ka dikarolo tse robedi, ka go e men aka halofo gararo. E menolole.



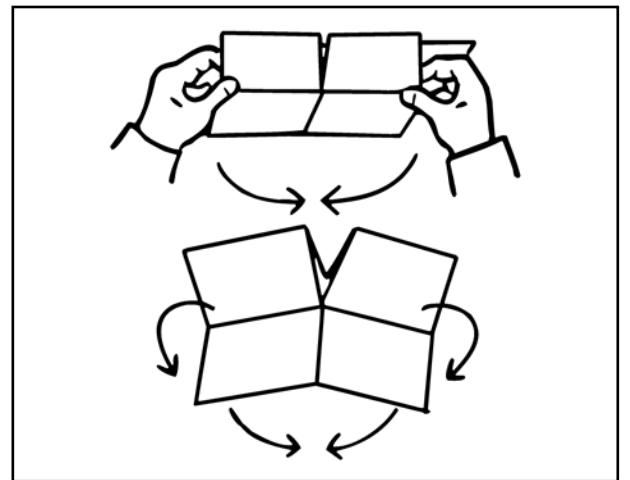
3. E sege mo momenong o o mo gare jaaka o bontshitswe mo sethalong.



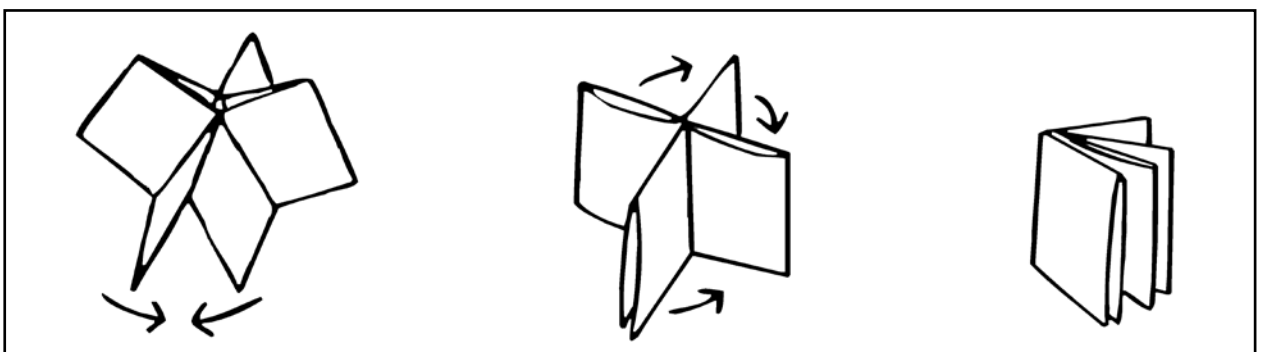
2. Mena pampiri ka halofo gape.



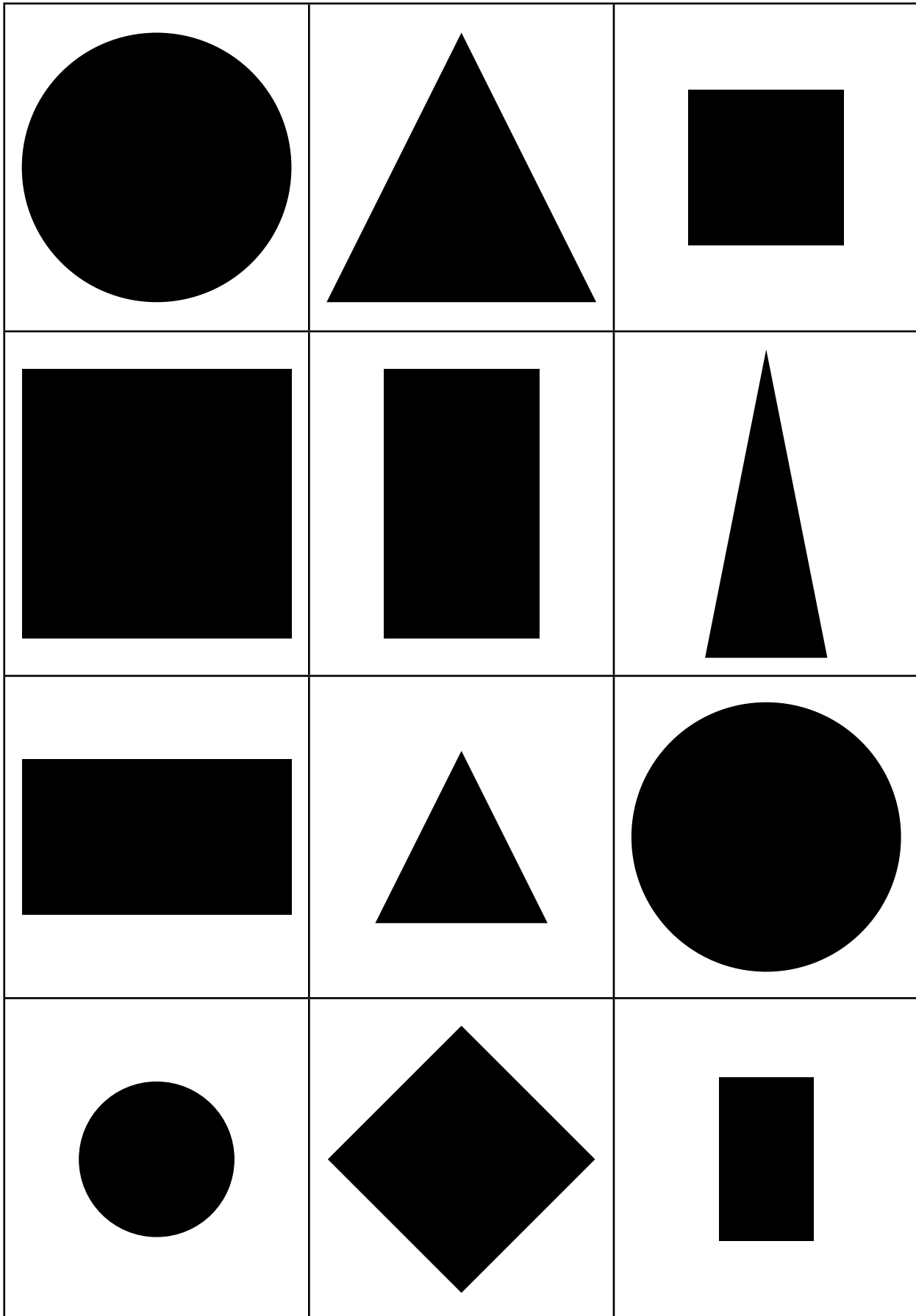
4. Tsenya letlhare la pampiri mo gare ga monwana le kgonojwe mo matlhakoreng a mabedi, gore dikarolo tse di mo gare tsa letlhare di kgomane. Kopanya diatla tsa gago jaaka o bontshitswe ke metsu.



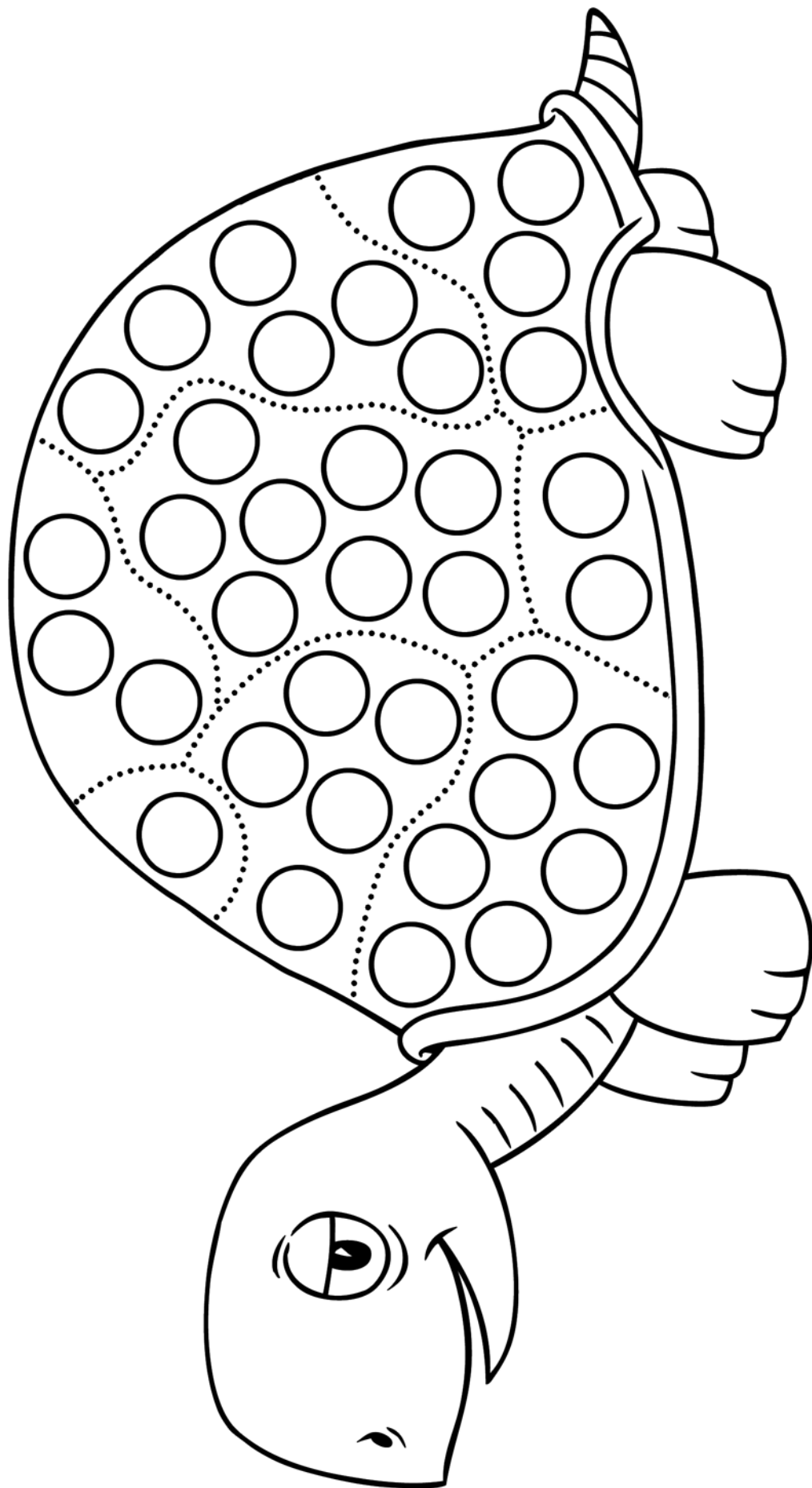
5. Dira bukana ka go mena matlhare bophaphathi, jaaka o bontshitswe.



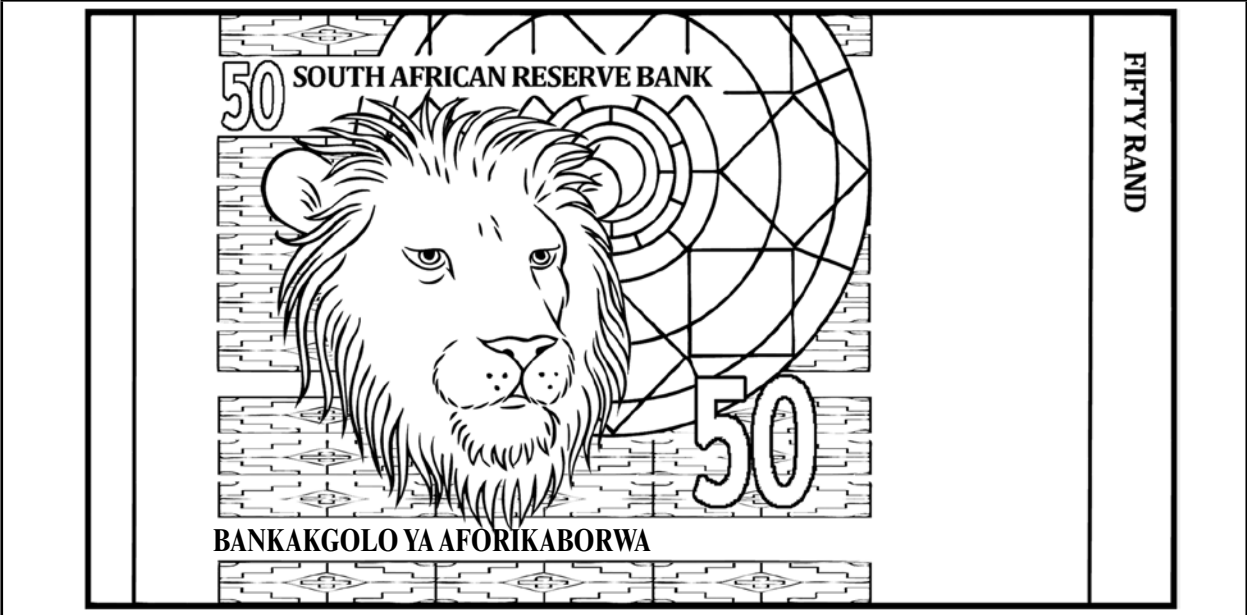
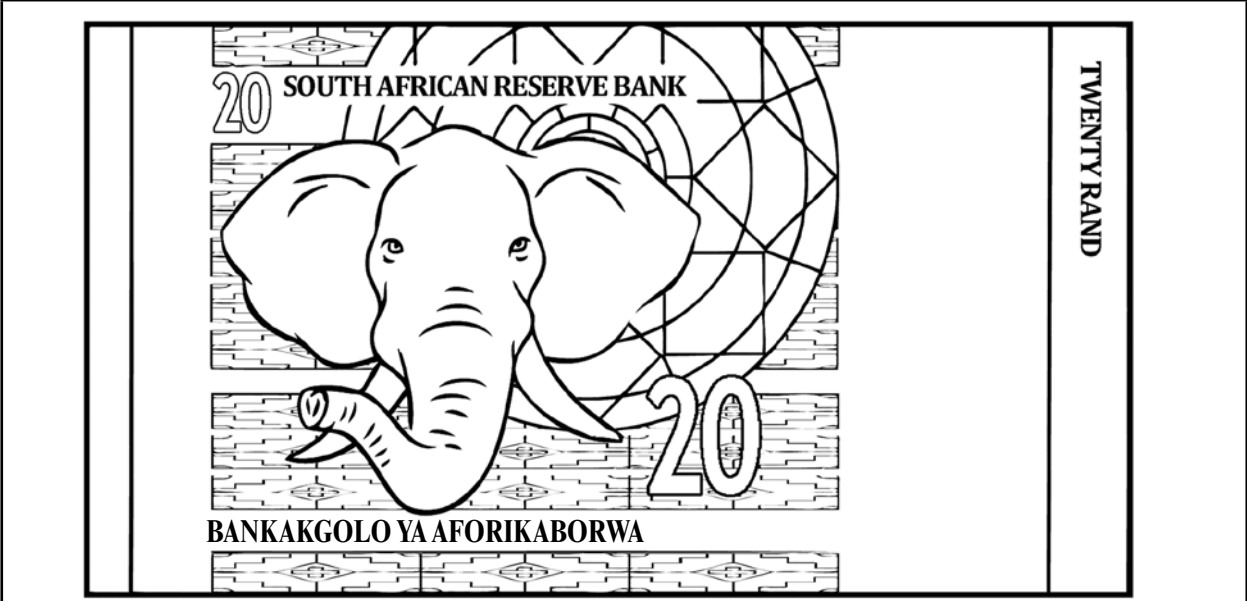
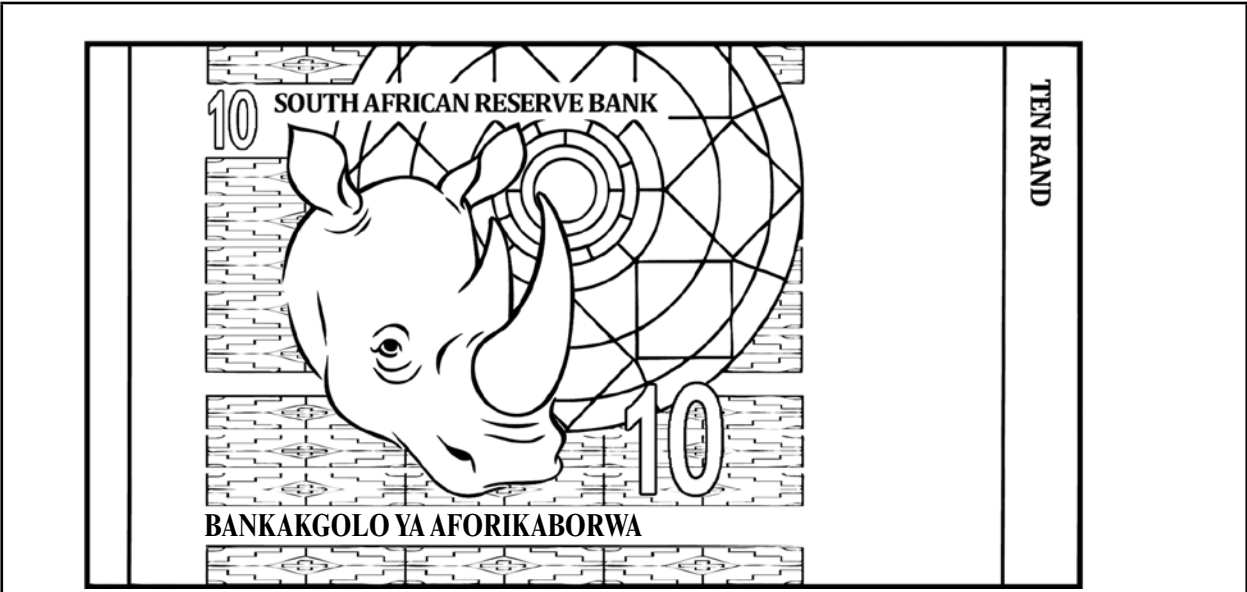
Shape Bingo board (Week 8) • Popego ya boto ya Bingo  
(Beke 8)

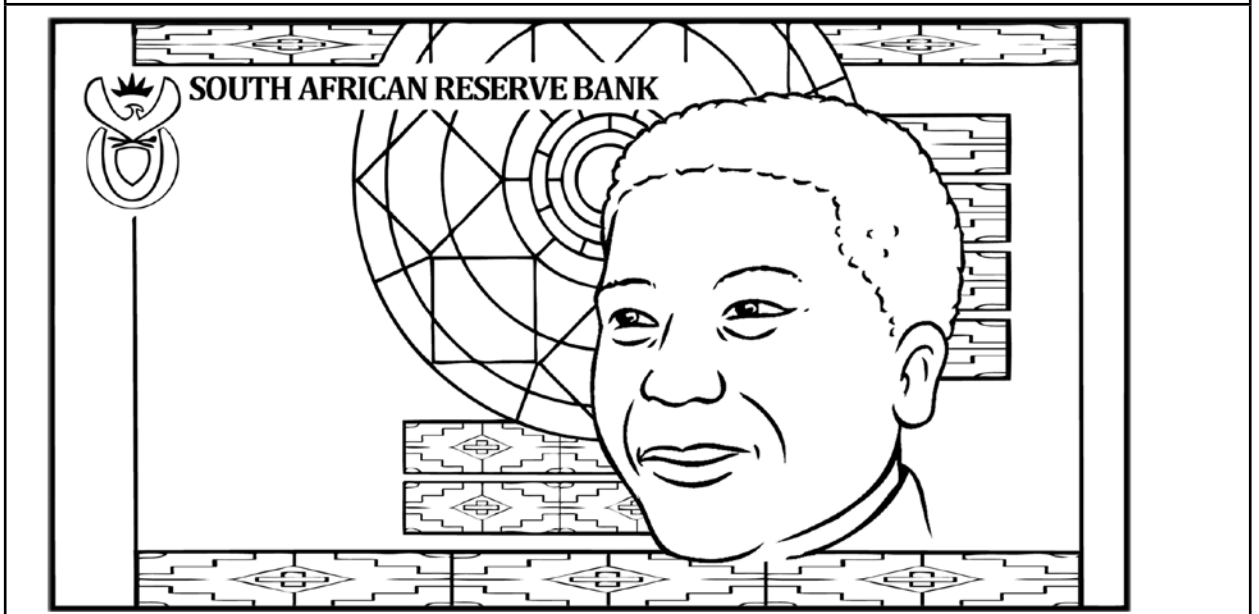
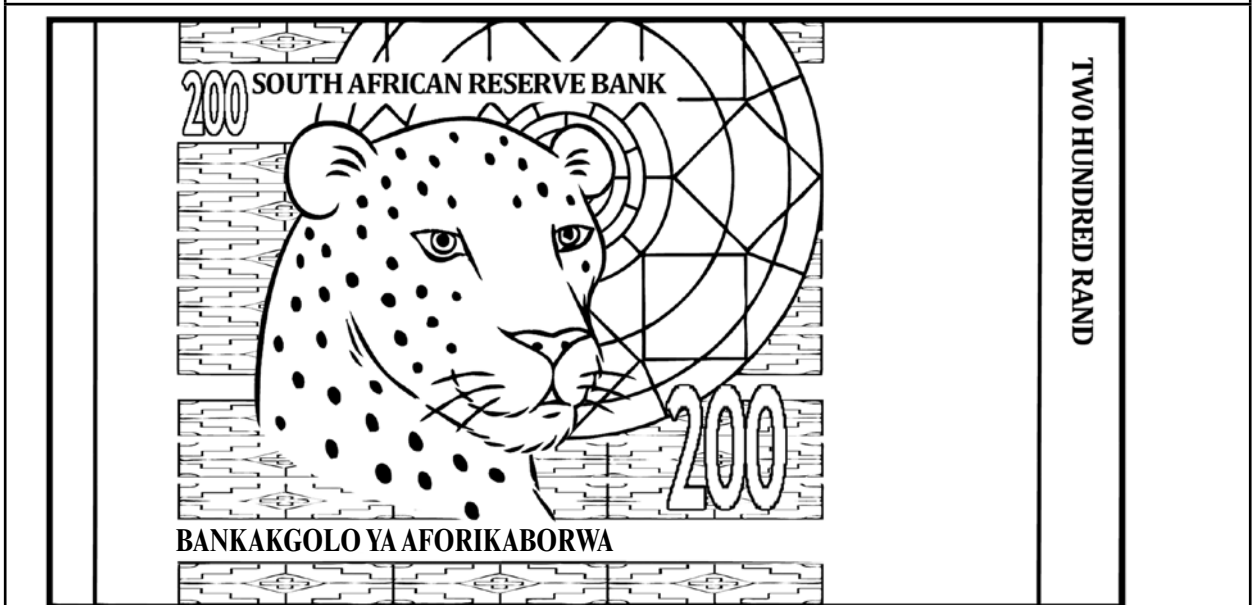
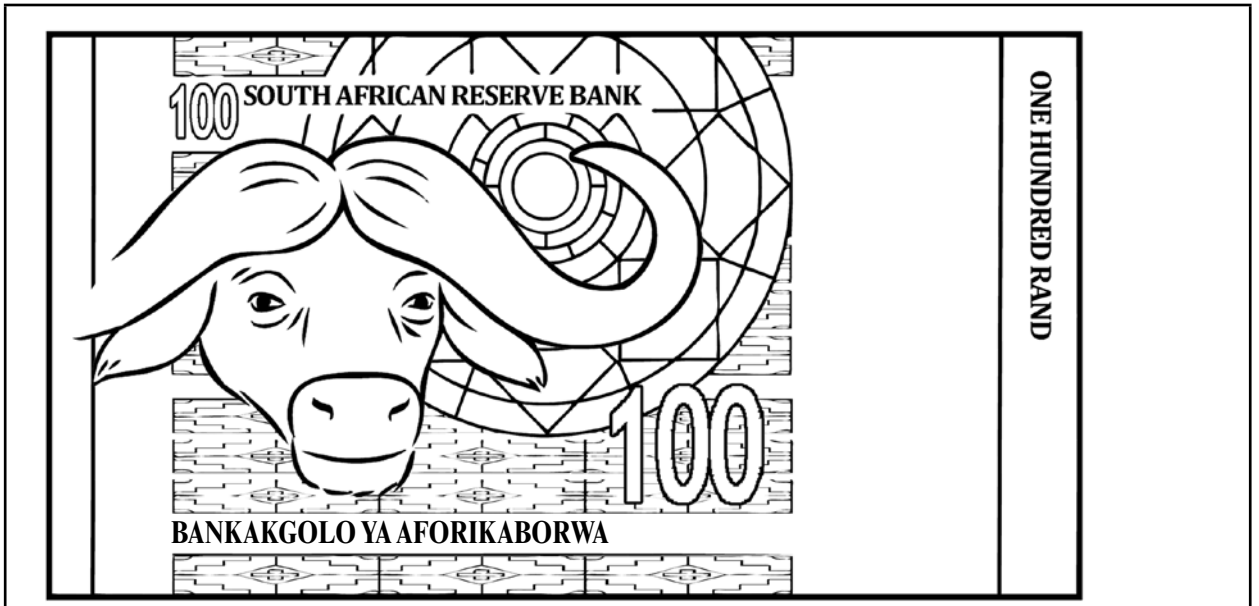


Tortoise (Week 9) • Khudu (Beke 9)



Banknotes (Week 9) • Madi a dipampiri (Beke 9)





Eighteen-piece puzzle • Phazele ya dikarolo tse lesomerobedi

