

Lenaneo la go Kaonafatša Thuto
ya Dipalo Mphatong wa R

Grade R Mathematics
Improvement Programme

**Pukutlhahlo ya
Mešongwana: Kotara ya 4
Activity Guide: Term 4**



Sepedi | English

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

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

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

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

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

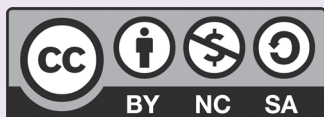
ACKNOWLEDGEMENTS

Special thanks to:

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

The Grade R Mathematics Improvement Programme is adapted from *R-Maths*, first published in 2017 by the Schools Development Unit, University of Cape Town. Copyright of *R-Maths* is held by the University of Cape Town.

The Grade R Mathematics Improvement Programme is licensed under a Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



This licence allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

To view the full conditions for this licence, visit: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Editing and proofreading: Ilse von Zeuner, Kathleen Sutton

Illustrations: Jiggs Snaddon-Wood

Typesetting: Jenny Wheeldon

Inside design: Magenta Media

Cover design: Jacqui Botha

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

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

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

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

Kgatišo ye ya dipuku tša dipalo e kgonagetše ka lebaka la tšhomišano le bašomimmogo ba Wordworks bao ba kaonafadišego le go e tswalanya le Lenaneokaonafatšo la Thuto ya Polelo. Kgatišo e kaonafadišwe gape ke bašomi ba Kgoro ya Thuto ya Gauteng Thutotlhabollo ya Digotlane le Karolwana ya Kharikhulamo ya Legato la Motheo Seleteng le Profenseng, bao ba filego thušo tšweletšong ya dikarolothuto le go di tswalanya le pholisi, ditlwaelo le ditheo tša kgoro.

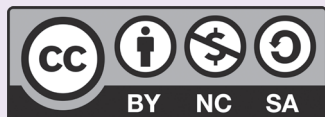
DITEBOGO

Di lebišwa go:

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

Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le theilwe go tšwa lenaneong la *R-Maths*, leo le gatišitšwego la mathomo ka 2017 ke Schools Development Unit, University of Cape Town. Tokelo ya ngwalollo (copyright) *R-Maths* e laolwa ke University of Cape Town.

Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le dumeletšwe ke Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



Laesentshe ye e dumelela bašomiši ba leboelela gore ba phatlalatše, ba hlakanye leswa, ba lekelelanye, le gona go aga sedirišwa ka mokgwa goba sebopego sefe goba sefe feela mabakeng ao e sego a thekišo, ebile feela ge seabe seo se filwe mohlodi. Ge o hlakanya ka leswa, o lekelelanya, goba o aga go sedirišwa, o swanetše go ba le laesentshe ya sedirišwa seo se nolofadišwego ka tlase ga mabaka ao a swanago.

Go humana tshedimošo ka botlalo ka laesense ya go gatiša le go kopolla, etela: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Balaodi ba dikgopolokakaretšo le dikgatišo: Cally Kuhne le Tholisa Matheza
Molaodi wa protšeke ya diphetolelo le tšweletšo ya dikgatišo: Arabella Koopman
Mosepediši wa diphetolelo (Dipolelo tša Sesotho): Lorato Trok
Mofetoleli: Mpho Masipa
Morulaganyi wa polelo ya Sepedi: Julia Theko
Barulaganyi ba Polelo ya Seisemane: Ilse von Zeuner le Kathleen Sutton
Diswantšho: Jiggs Snaddon-Wood
Peakanyo ya botlanyi: Jenny Wheeldon
Peakanyo ya ka gare ga puku: Magenta Media
Bokgabo bja khabara: Jacqui Botha

Contents

Introduction	6
Content overview: Term 4	18
Week 1	22
Content Area Focus: Numbers, Operations and Relationships	
Week 2	38
Content Area Focus: Numbers, Operations and Relationships	
Week 3	54
Content Area Focus: Numbers, Operations and Relationships	
Week 4	70
Content Area Focus: Patterns, Functions and Algebra	
Week 5	88
Content Area Focus: Space and Shape (Geometry)	
Week 6	104
Content Area Focus: Measurement	
Week 7	120
Content Area Focus: Numbers, Operations and Relationships	
Week 8	136
Content Area Focus: Numbers, Operations and Relationships	
Week 9	152
Content Area Focus: Space and Shape (Geometry)	
Week 10	168
Content Area Focus: Data Handling	
Assessment	184
Resources	188
Songs, rhymes and stories	188
Templates.....	203

Diteng

Matseno	7
Kakaretšo ya diteng: Kotara ya 4	19
Beke ya 1	23
Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	
Beke ya 2	39
Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	
Beke ya 3	55
Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	
Beke ya 4	71
Nepišo ya Karolo ya Diteng: Dipatrone, Difankšene le Altšebra	
Beke ya 5	89
Nepišo ya Karolo ya Diteng: Sekgoba le Sebopego (Tšeometri)	
Beke ya 6	105
Nepišo ya Karolo ya Diteng: Kelo	
Beke ya 7	121
Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	
Beke ya 8	137
Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	
Beke ya 9	153
Nepišo ya Karolo ya Diteng: Sekgoba le Sebopego (Tšeometri)	
Beke ya 10	169
Nepišo ya Karolo ya Diteng: Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')	
Tekolo	185
Dithušathuto	189
Dikoša, direto le dikanegelo	189
Dithempoleiti	203

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 4* offers a structure for teaching maths in the fourth 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 4

The following features form part of *Activity Guide: Term 4*:

- 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">• Properties of shapes	<ul style="list-style-type: none">• Sort shapes according to size, colour and shape• Shape conservation	<ul style="list-style-type: none">• Oral counting: forwards 0–20 and beyond, backwards 10–0• Counting objects 1–10• Shapes: circle, square, triangle, rectangle• Figure-ground perception
New maths vocabulary		
sharp		round

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

Grade R Maths in the daily programme

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

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

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

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



Matseno

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

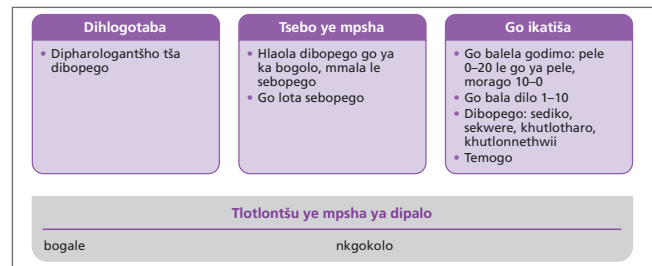
Pukutlhahlo ya Mešongwana ya Grade R Maths: Kotara ya 4 e neelana ka mekgwa wa go ruta dipalo kotareng ya bone ya Mphato wa R ka:

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

Tše di ikadilego ka go Pukutlhahlo ya Mešongwana: Kotara ya 4

Tše di ikadilego tša go latela ke karolo ya *Pukutlhahlo ya Mešongwana: Kotara ya 4*:

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



Grade R Maths lenaneong la tšatši-ka-tšatši

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

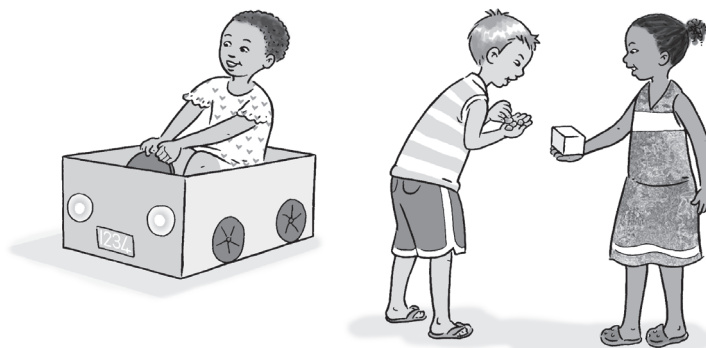
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Mešongwana ya barutwana ka moka ka letšatši

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

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



Diphetogo: go fetola mešongwana

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

Mešomo ya dihlopha tše nnyane

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

Nako ya go hlwekiša

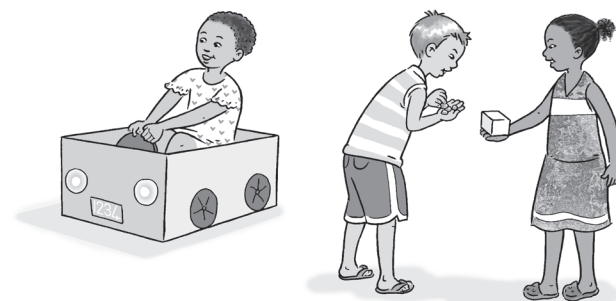
Barutwana ba swanetše go tseba gore didirišwa ke tša mo kae. Šelefo goba tafola ye e beetšwego ditlabakelo tša dipalo e tlo thuša barutwana go kgona go beakanya. Hlohleletša barutwana go thušana ka nako ya go hlwekiša. Mathomong barutwana ba tlo hloka thušo gomme o swanetše go ba gopotša gore ba bee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

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

Mešongwana ya go ikgethela

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

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



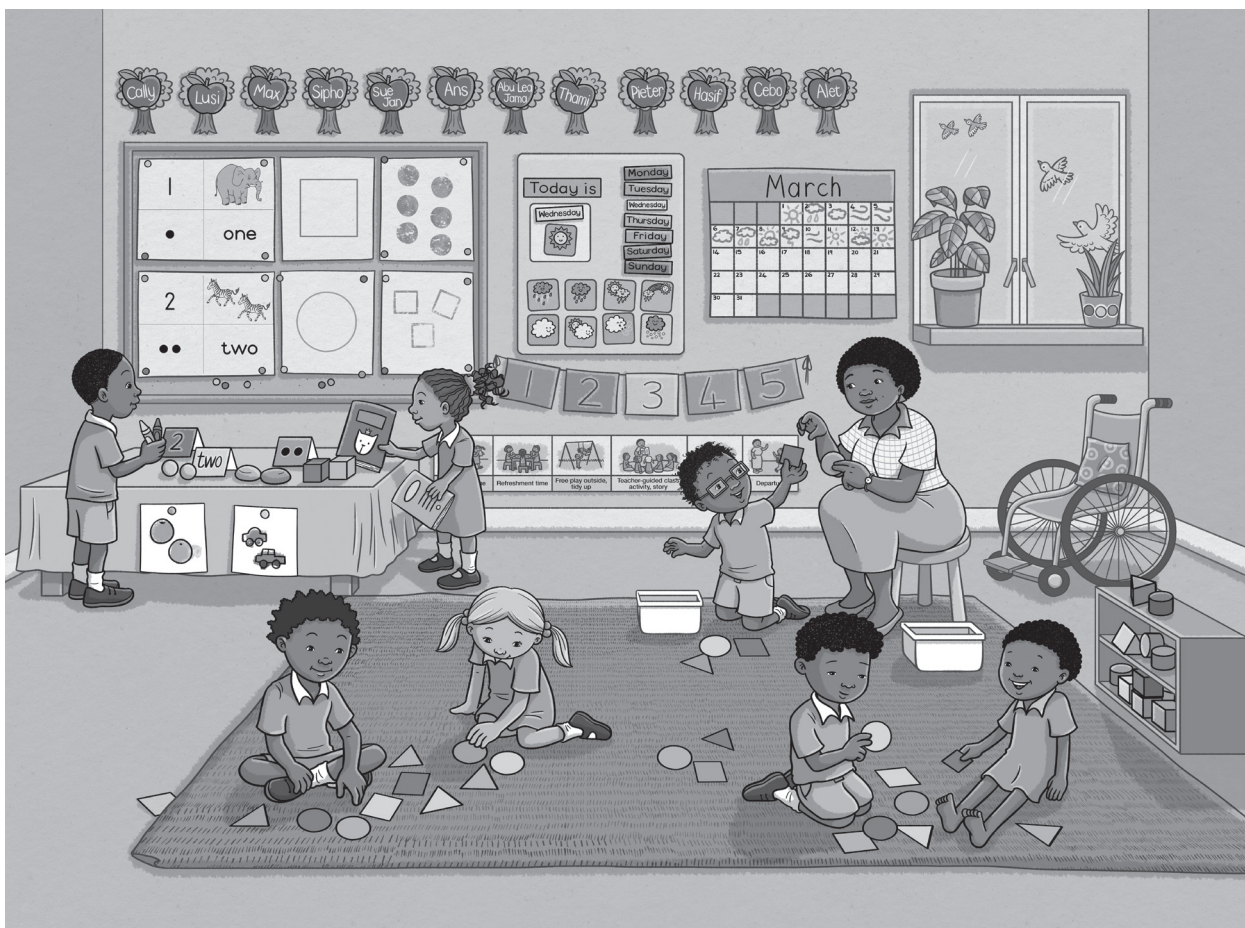
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 184 and 186 of this guide is based on the content that has been taught in Term 4. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



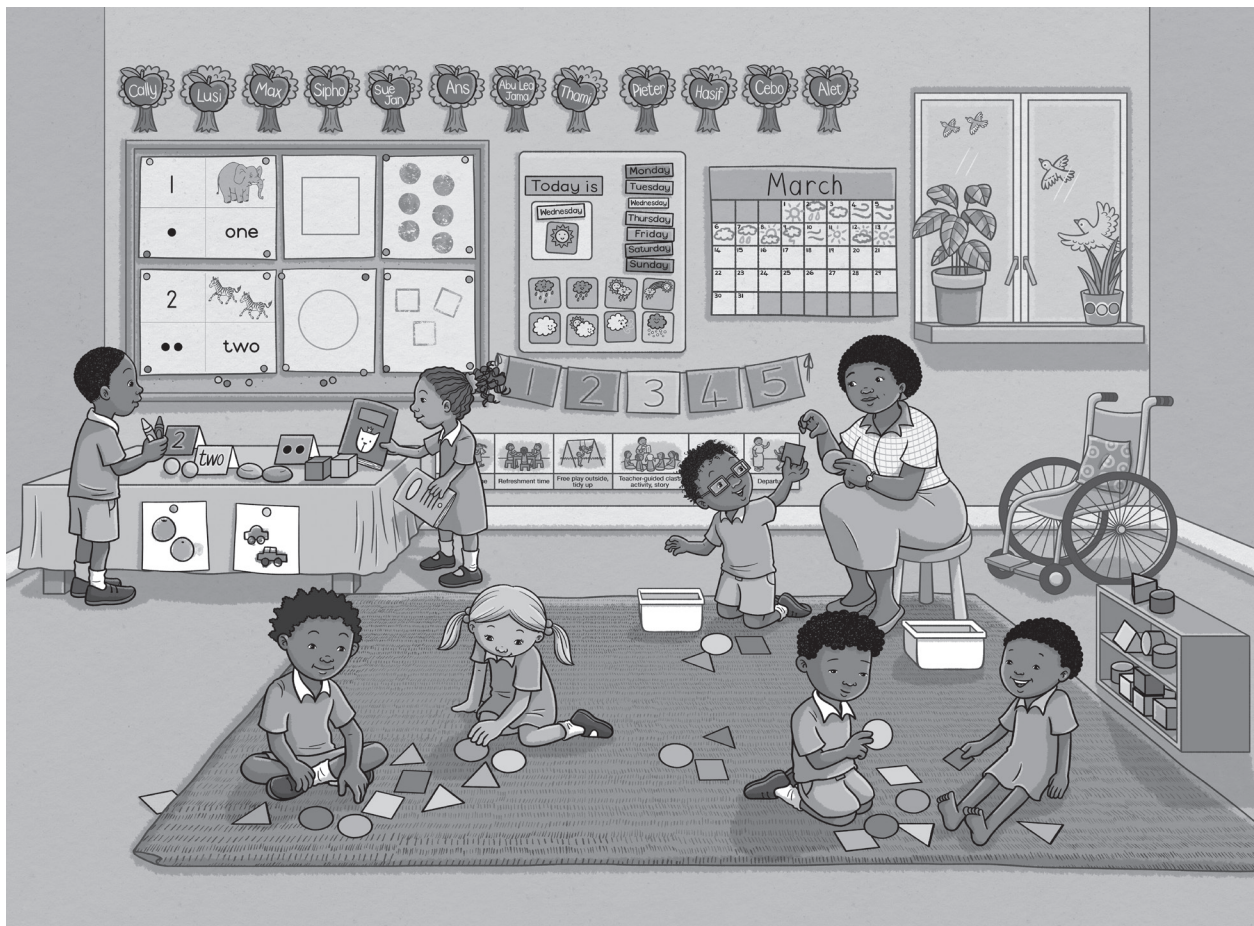
Tekolo

Tlhokomelo le kelotšweledi ka nako ya mešomo ya go hlahlwa ke morutiši le mešongwana ya barutwana ka moka di neelana ka menyetla ya kwešišo le ya kakaretšo ye botse ya tšwelopele ya morutwana yo mongwe le yo mongwe. Tshedimošo ye e bohlokwa tlhahlong ya thuto go ya pele le ditsenogare go barutwana. Lenaneo la tše di swanetšego go hlokomelwa la kelotšweledi letlakaleng la 185 le 187 la tlhahlo ye le theilwe go diteng tše di rutilwego ka Kotara ya 4. Thempoleiti ye e ka dirišwa go rekhota tšwelopele ya morutwana yo mongwe le yo mongwe mo kotareng.

Grade R Maths ka phapošing

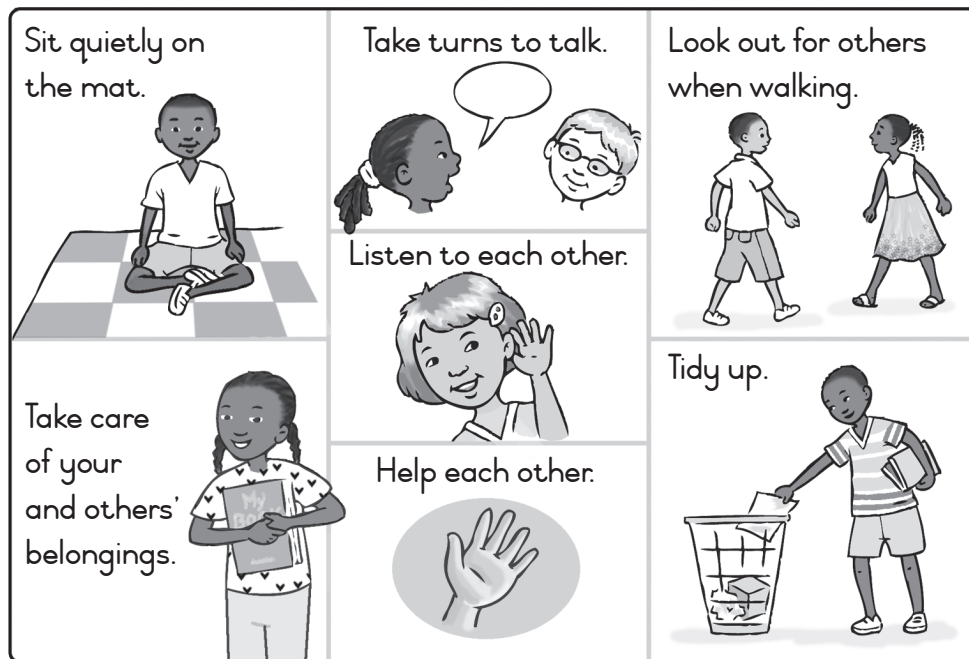
Beakanya lefelo la go direla dipalo ka phapošing kgauswi le mmete. Le ke lefelo la bohle fao barutwana ba ka neelanago le go bolela ka hlogotaba ye ba ithutago ka yona. Lefelo la maleba le tla akaretša:

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



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

Our classroom rules

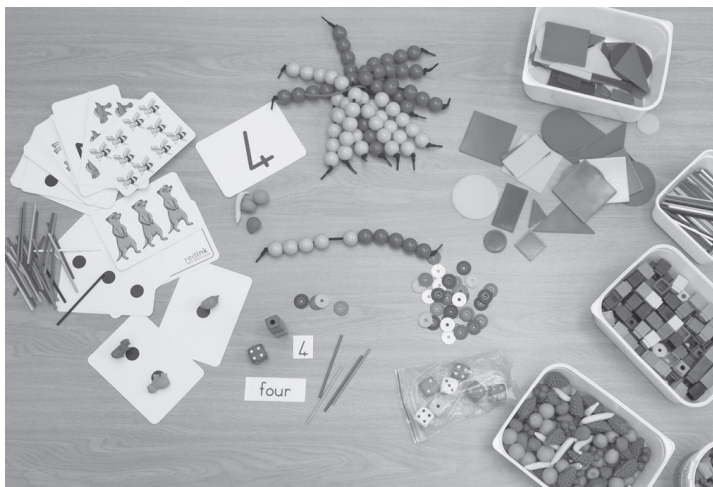


Resources for Grade R Maths

Grade R Maths Resource Kit

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

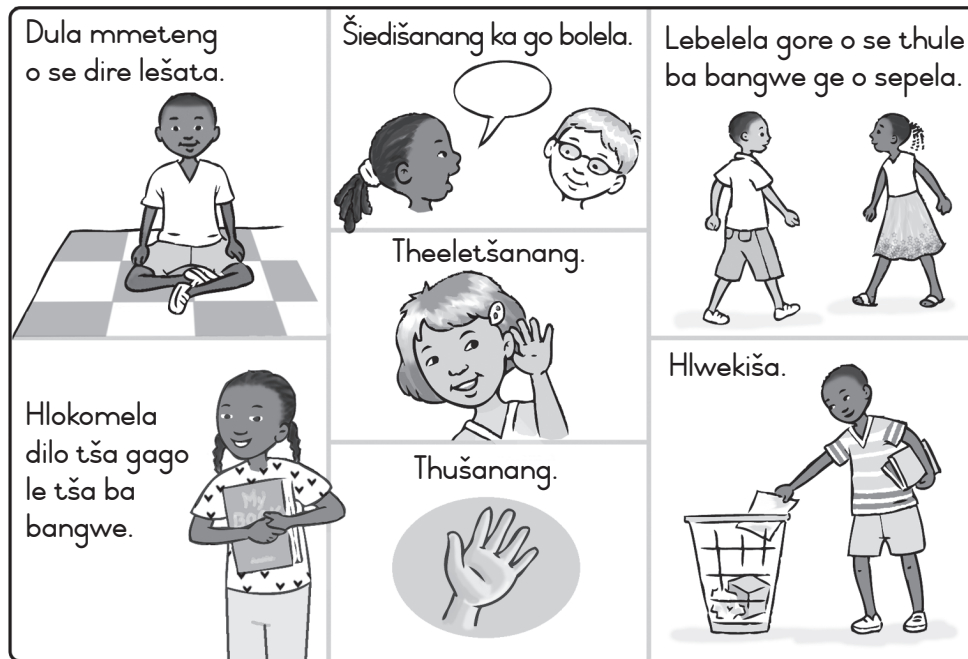
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Melao ya phapoši ya rena

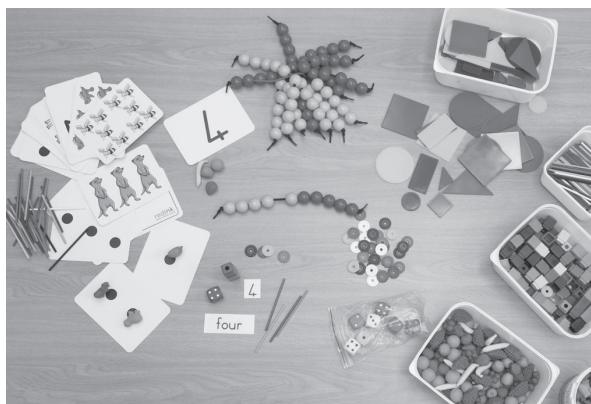


Dithušathuto tša *Grade R Maths*

Dithušathuto tša Phapoši tša *Grade R Maths*

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Didirišwa tša go dirwa leswa

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

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



Dithušathuto tše dingwe

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

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

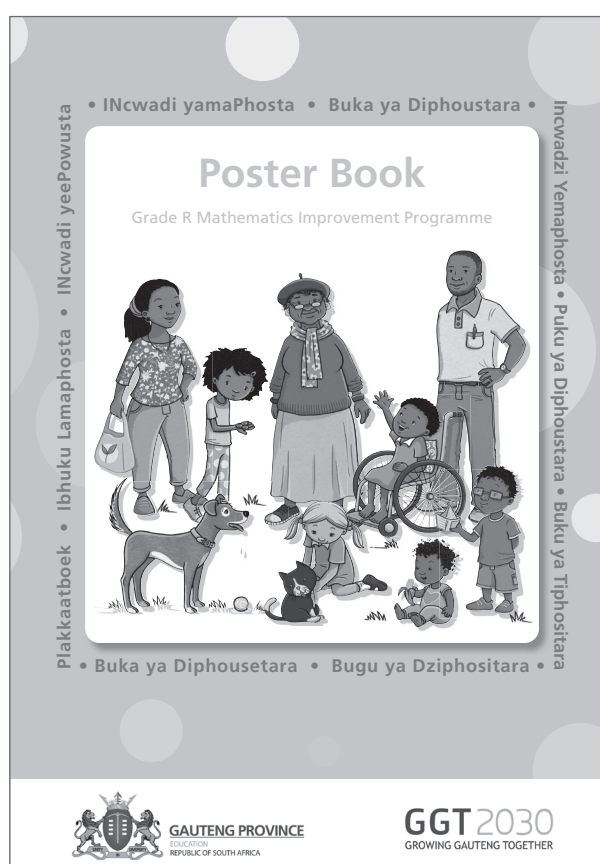
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



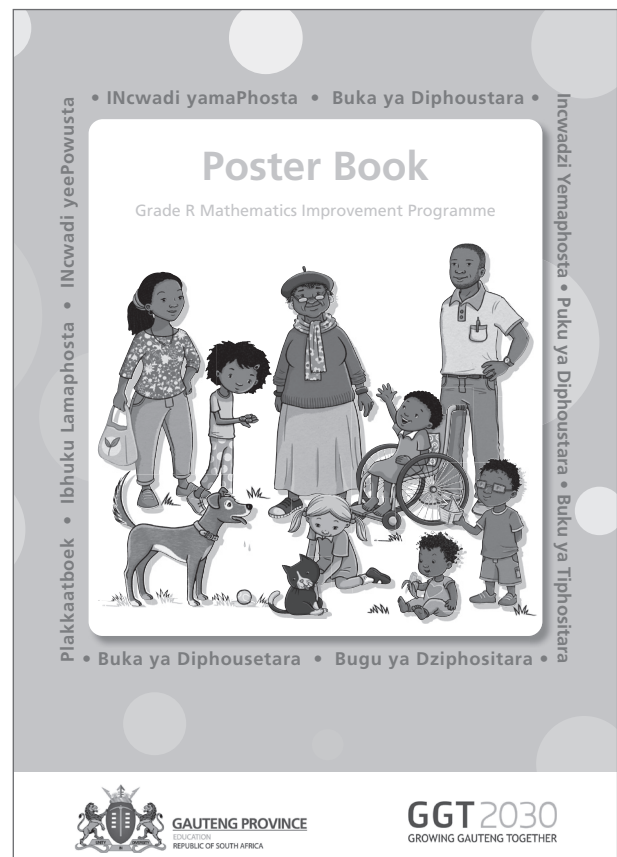
- tšhate ye telele
- dikarata tše dikgolo
- tšhelete ya go bapala: ya tšhipi le ya pampiri (go diriša lebenkeleng leo bana ba tlo rekago go lona)
- watšhe ya leboteng ya manakana
- sekala sa tekanyetšo
- dipheta tša go hlaola, go loga le go dira dipatrone
- sebakadišwa sa santa le meetse
- dibakadišwa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

Puku ya Diphoustara ya *Grade R Maths*

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

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

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



Content overview: Term 4

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
1. Numbers, Operations and Relationships	Number 9 Counting in twos Oral counting: forwards 1–20 and beyond, backwards 10–1 Counting objects 1–10 Sequencing numbers 1–8 Ordinal numbers first to fifth Reinforce number concept 1–8	Number 10 Add, altogether Subtract/take away Oral counting: forwards 1–20 and beyond, backwards 10–1 Counting objects 1–10 Sequencing numbers 1–9 Reinforce number concept 1–9 Counting in twos	Number 0 Oral counting: forwards 1–20 and beyond, backwards 10–1 Counting objects 1–10 Sequencing numbers 1–10 Reinforce number concept 1–10 Counting in twos Add, subtract	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10
2. Patterns, Functions and Algebra				Create, copy and extend an auditory pattern Draw patterns from objects Create, copy and extend patterns using concrete objects	
3. Space and Shape (Geometry)					Position of objects in relation to each other and to the learners Twenty-four-piece puzzles Position of objects in relation to each other Symmetry Direction: arrows Direction: left, right
4. Measurement					
5. Data Handling					

Kakaretšo ya diteng: Kotara ya 4

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

Nepišo ya Karolo ya Diteng	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	Nomoro 9 Go bala ka tše pedi Go balela godimo: pele 1–20 le go feta, morago 10–1 Go bala dilo 1–10 Go latelanya dinomoro 1–8 Palokgoboko ya mathomo go fihla ka ya bohloano Go gatelela lereo la nomoro 1–8	Nomoro 10 Hlakanya, ka moka Ntšha/tloša Go balela godimo: pele 1–20 le go feta, morago 10–1 Go bala dilo 1–10 Go latelanya dinomoro 1–9 Gatelela lereo la dinomoro 1–9 Go bala ka bobedi	Nomoro 0 Go balela godimo: pele 1–20 le go feta, morago 10–1 Go bala dilo 1–10 Go latelanya dinomoro 1–10 Gatelela lereo la nomoro 1–10 Go bala ka bobedi Hlakanya, ntšha	Go balela godimo: pele 0–20 le go feta, morago 10–0 Go bala dilo 1–10	Go balela godimo: pele 0–20 le go feta, morago 10–0 Go bala dilo 1–10
2. Dipatrone, Difankšene le Altšebra				Hlama, kopolla o be o katološe patrone ya go kwewa Thala dipatrone go tšwa dilong Hlama, kopolla o be o katološe dipatrone o diriša dilo tša go swarwa	
3. Sekgoba le Sebopego (Tšeometri)					Maemo a dilo tswalanong le tše dingwe le go barutwana Marara a diripa tše masomepedi-nne Maemo a dilo tswalanong le tše dingwe Lekanela Tšhupetšo: mesebo Tšhupetšo: la ngele, la go ja
4. Kelo					
5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 1–10	Ordinal numbers: sixth Sharing without a remainder Double Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 0–10 Ordinal numbers: first to fifth Counting in twos Add, subtract Half	Sharing with a remainder Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 0–10 Reinforce number concept 0–10 Problem solving 1–10 Sharing without a remainder Half, double	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10	Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 1–10 Problem solving 1–10 More, fewer, equal Estimating
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)				Sort shapes according to size, colour and shape Shape conservation Shapes: circle, square, triangle, rectangle Figure-ground perception	
4. Measurement	Capacity Volume Length and time – height chart				
5. Data Handling					Pictograph using an increased set of data Collect, sort and represent collection of objects Analyse and report on data

Nepišo ya Karolo ya Diteng	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	Go balela godimo: pele 0–20 le go feta, morago 10–0 Go bala dilo 1–10 Go latelanya dinomoro 1–10	Palokgoboko: botshela Go abelana ntle le go šadiša Gabedi Go balela godimo: pele 0–20 le go feta, morago 10–0 Go bala dilo 1–10 Go latelanya dinomoro 0–10 Palokgoboko: ya mathomo go ya go ya bohloano Go bala ka bobedi Hlakanya, ntšha Seripagare	Go aba gwa ba le mašaledi Go balela godimo: pele 0–20 le go feta, morago 10–0 Go bala dilo 1–10 Go latelanya dinomoro 0–10 Gatelela lereo la nomoro 0–10 Tharollo ya mathata 1–10 Go abelana ntle le go šadiša Seripagare, bobedi	Go balela godimo: pele 0–20 le go ya pele, morago 10–0 Go bala dilo 1–10	Go balela godimo: pele 0–20 le go feta, morago 10–0 Go bala dilo 1–10 Go latelanya dinomoro 1–10 Tharollo ya mathata 1–10 Ntši, mmalwanyana, lekana le Go akanya
2. Dipatrone, Difankšene le Altšebra					
3. Sekgoba le Sebopego (Tšeometri)				Hlaola dibopego go ya ka bogolo, mmala le sebopego Go lota sebopego Dibopego: sediko, sekwere, khutlotharo, khutlonnethwii Temogo	
4. Kelo	Motano Bolumo Botelele le nako – tšhate ya telele				
5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')					Kgoboketšo ya diswantšho o diriša sete ya tshedimošo ya go oketšwa Kgoboketša, hlaola o be o emele mokgobo wa dilo Sekaseka o be o bege tshedimošo

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 9
- Counting in twos

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 number concept 1–8

New maths vocabulary

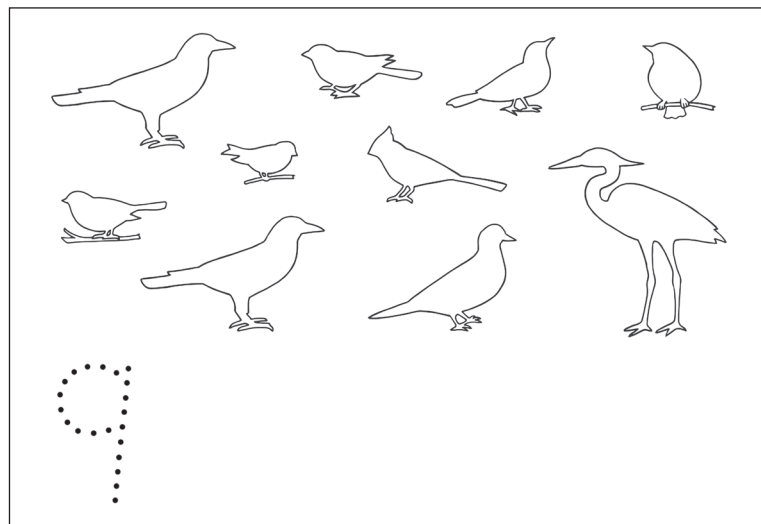
nine

count in twos

Getting ready

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

- number frieze and house template for number 9 (page 204)
- box of classroom objects, 1–10 of a kind, for example, 1 doll, 2 blocks, 3 balls, 4 books, 5 pencils, and so on
- number 9 dot card, symbol card and word card
- number symbol card 9 (for number washing line)
- playdough template: Number 9 (page 210) – 1 per learner
- 8 farmyard race game boards (page 216)
- connect-the-dots activity sheets (page 217) – 1 per learner
- ice-cream activity (page 218) – 1 per learner
- bird activity sheets – 1 per learner.



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

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

Tsebo ye mpsha

- Nomoro 9
- Go bala ka tše pedi

Go ikatiša

- Go balela godimo: pele 1–20 le go feta, morago 10–1
- Go bala dilo 1–10
- Go latelanya dinomoro 1–8
- Palokgoboko ya mathomo go fihla ka ya bohloano
- Go gatelela lereo la nomoro 1–8

Tlotlontšu ye mpsha ya dipalo

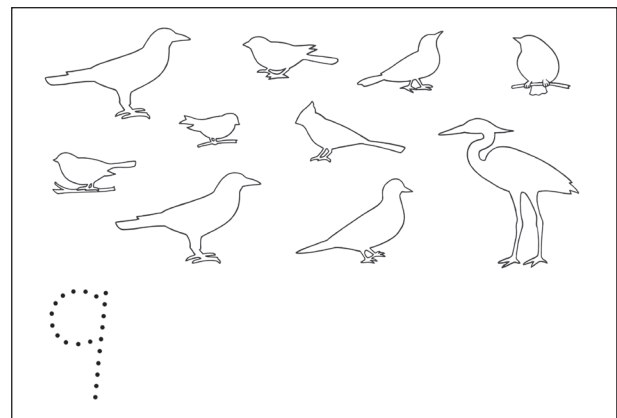
senyane

bala ka tše pedi

Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 9 (letlakala la 205)
- lepokisi la dilo tša ka phapošing 1–10 tša mohuta o itšego, mohlala, mpopi o 1, dipoloko tše 2, dikgwele tše 3, dipuku tše 4, diphensele tše 5, bjalo le bjalo
- karata ya marontho ya nomoro 9, karata ya leswao le karata ya leina
- karata ya leswao 9 (ya mothalopalo)
- thempoleiti ya tlhama: Nomoro 9 (letlakala la 211) – 1 ya morutwana yo mongwe le yo mongwe
- diboto tša moraloko wa tšhiano ya polaseng tše 8 (letlakala la 216)
- matlakala a mešongwana ya kopanya-marontho (letlakala la 217) – 1 ya morutwana yo mongwe le yo mongwe
- mošongwana wa asekherimo (letlakala la 219) – 1 ya morutwana yo mongwe le yo mongwe
- matlakala a mešongwana ya dinonyana – 1 ya morutwana yo mongwe le yo mongwe.



Whole class activities

Day 1

What you need

- Number friezes 1–8
- Number frieze and house template for number 9 (page 204)
- *Number 9 story* (page 188)



TIP

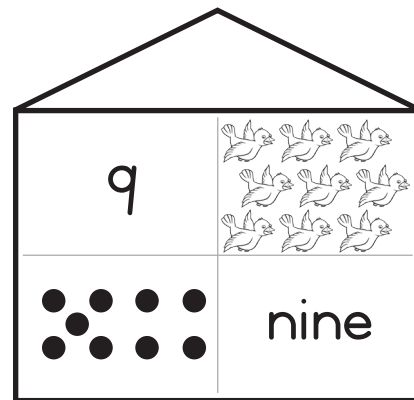
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice from previous terms.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners put their hands behind their backs. Call out a number. Learners hold up the correct number of fingers to represent the number.
4. **Introducing number 9:** Point to number friezes 1–8.

Guiding questions:

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

Tell the *Number 9 story*. Show the parts of the number frieze as you build up the story of the birds and images of the house: the different representations of number 9 – the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to the number 8 on the wall in the maths area. Count the birds together. Learners practise the number 9 by writing it in the air or on the mat with their fingers.



- ★ How many birds can you count?
- ★ How many wings/beaks/legs does each bird have?
- ★ How many more birds are there than mice/monkeys, and so on?

Learners dramatise the story.

- ★ How did the birds fly?
- ★ What did they do when they got to the house?
- ★ Can you show how they slept that first night?

5. **Small group activities:** Describe the activities at each workstation. Workstation 4 is a board game using a dice. Show learners how to throw the dice and move their animal counters the corresponding number of spaces on the board.



TIP

Demonstrate how to play board games to make sure learners understand the rules of each game.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Ditšhate tša tlotlontšu le dinomoro 1–8
- Tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 9 (letlakala la 205)
- Kanegelo ya nomoro 9 (letlakala la 189)

KELETŠO

Gopola go bolela ka lenaneo la tšatši ka tšatši. Gopola go dira tšhupamabaka, matšatši a beke, dikgwedi tša ngwaga le tšhate ya letšatši la matswalo letšatši le lengwe le le lengwe.

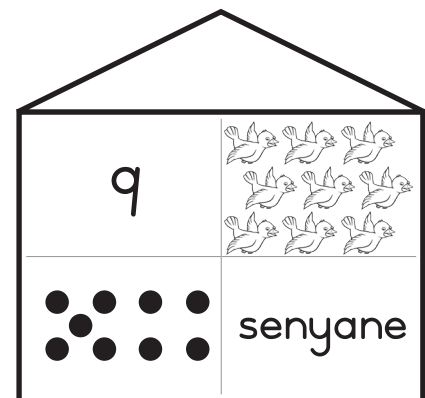
1. **Koša/sereto:** Barutwana ba opela koša goba ba reta sereto se ba se ratago sa dikotara tša go feta.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba iša diatla ka morago. Bolela nomoro. Barutwana ba emiša menwana ya palo ya go nepagala ya go emela nomoro yeo.
4. **Go tsebiša nomoro 9:** Šupa ditšhate tša tlotlontšu le dinomoro 1–8.

Dipotšišo tša go hlahla:

- ★ O nagana gore go tlo dula diphoofolo tš kae ka ntlong ya go latela?
- ★ Di tlo feta goba tša fetwa ke tše seswai?

Anega Kanegelo ya nomoro 9.

Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ge o aga kanegelo ya dinonyana le diswantšho tša dintlo: dikemedi tša nomoro 9 – seswantšho, marontho, leswao le leina. Bea dikarolo tša tšhate ya tlotlontšu le dinomoro ka ntlong ya diphoofolo kgauswi le nomoro 8 ye e lego lebotong sebakeng sa dipalo. Balang dinonyana mmogo. Barutwana ba ikatiša nomoro 9 ka go e ngwala moyeng goba mmeteng ka menwana.



- ★ O ka bala dinonyana tše kae?
- ★ Nonyana ye nngwe le ye nngwe e na le maphego/melomo/maoto a makae?
- ★ Go na le dinonyana tše kae go feta magotlo/dikgabo, bjalo le bjalo? Barutwana ba diragatša kanegelo.
- ★ Dinonyana di fofile bjang?
- ★ Di dirile eng ge di fihla ntlong?
- ★ O ka bontšha gore di robetše bjang bošego bja mathomo?

5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela. Lefelo la go šomela la 4 ke moraloko wa boto wa go diriša letaese. Bontšha barutwana gore ba foša letaese bjang gomme ba sepetša sebaledi sa phoofolo go lekana le palo ya dikgoba botong.

KELETŠO

Bontšha barutwana gore meraloko ya boto e bapalwa bjang go kgonthiša gore barutwana ba kwešiša melao ya moraloko o mongwe le o mongwe.

Day 2

What you need

- Rhyme: *Two little chickens* (page 188)
- Box of classroom objects, 1–10 of a kind, for example, 1 doll, 2 blocks, 3 balls, 4 books, 5 pencils
- Number 9 dot, symbol and word cards

1. **Rhyme:** Introduce the rhyme, *Two little chickens*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Spread the objects from the box around the classroom. Learners take turns to find the objects and place them in the box as everyone counts.

Guiding questions:

- ✦ How many blocks/dolls/crayons, and so on, did you find?
 - ✦ Who found eight blocks/two dolls/ten crayons, and so on?
4. **Maths table:** Three groups of learners each collect nine similar small objects, for example, leaves, stones, crayons or blocks. Learners return to sit on the mat in their groups. Each group says what they have found and how many they have found. Give each group a number 9 dot, symbol or word card. One group at a time puts their objects and number 9 card on the maths table.

Learners clap, jump, hop and step forward and backwards nine times.

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

Day 3

What you need

- Rhyme: *Two little chickens* (page 188)
- Dot cards 1–9 (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *Two little chickens*.



TIP

Find or make up other songs or rhymes with a similar theme so that you include songs and rhymes in all the learners' home languages. For example, create rap songs to a musical beat.

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Five learners stand in front of the class in a line and hold out their hands. Together count their hands in twos as you touch each of the five learners' hands, i.e. two hands, four hands, six hands, and so on. Repeat asking learners to count 2, 4, 6, 8, 10 as you touch their hands. Repeat with other groups of five learners counting ears, eyes, feet, legs, elbows, and so on.
4. **Dot cards and ordering 1–9:** Learners sit in a circle. Show them the dot cards 1–9 individually. They call out the number of dots on each card. Hold the cards up so that learners can see them.

Letšatši la 2

Tše o di hlokago

- Sereto: *Matsuane a manyane a mabedi* (letlakala la 189)
- Lepokisi la dilo tša ka phapošing, 1–10 tša mohuta o itšego, mohlala, mpopi o 1, dipoloko
- tše 2, dikgwele tše 3, dipuku tše 4, diphensele tše 5
- Dikarata tša marontho, leswao le leina tša nomoro 9

1. **Sereto:** Tsebiša sereto, *Matsuane a manyane a mabedi*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Phatlalatša dilo tša ka lepkising ka mo phapošing. Barutwana ba šiedišana ka go hwetša dilo gomme ba di bušetša ka lepkising ba di bala.

Dipotšišo tša go hlahla:

- ✦ O hweditše dipoloko/mepopi/dikherayone tše kae, bjalo bjalo?
 - ✦ Ke mang yo a hweditšego dipoloko tše seswai/mepopi ye mebedi/dikherayone tše lesome, bjalo bjalo?
4. **Tafola ya dipalo:** Dihlopha tše tharo tša barutwana se sengwe le se sengwe se kgoboketša dilo tša go swana tše senyane, mohlala, matlakala, maswika, dikherayone goba dipoloko. Barutwana ba boela mmeteng go dula fase ka dihlopha. Sehlopha se sengwe le se sengwe se bolela gore se hweditše eng gape tše kae. Efa sehlopha se sengwe le se sengwe karata ya marontho ya nomoro 9, leswao goba karata ya leina. Sehlopha se setee ka nako se beya dilo tša sona le karata ya nomoro 9 tafoleng ya dipalo.
Barutwana ba phaphatha diatla, ba fofa, ba tlola le go gatela pele le morago ga senyane.
 5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

Letšatši la 3

Tše o di hlokago

- Sereto: *Matsuane a manyane a mabedi* (letlakala la 189)
- Dikarata tša marontho 1–9 (*Dithušathuto tša Phapoši*)

KELETŠO

Hwetša goba o ithomele dikoša goba direto tše dingwe tša morero wa go swana le wo gore o akaretše dikoša le direto ka maleme a ka gae a barutwana ka moka. Mohlala, hlama dikoša tša go repa tša go sepelelana le morethetho wa mmimo.

1. **Sereto:** Reta sereto, *Matsuane a manyane a mabedi*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba bahlano ba ema pele ga barutwana mothalading ba emišitše diatla. Mmogo balang diatla tša bona ka bobedi ge o swara seatla sa yo mongwe le yo mongwe wa barutwana ba bahlano, ke gore, diatla tše pedi, diatla tše nne, diatla tše tshela, bjalo bjalo. Boeletša o kgopele barutwana go bala 2, 4, 6, 8, 10 ge o swara diatla tša bona. Boeletša ka dihlopha tše dingwe tša barutwana ba bahlano le bale ditsebe, mahlo, maoto, dijabana, bjalo bjalo.
4. **Dikarata tša marontho le go latelanya 1–9:** Barutwana ba dula ka sediko. Ba bontšhe dikarata tša marontho 1–9 ka o tee ka o tee. Ba bolela palo ya marontho ao a lego karateng ye nngwe le ye nngwe. Emiša dikarata gore barutwana ba di bone.

Show a card with eight or fewer dots. Say, 'I wish I had nine dots.' One learner finds the dot card that is needed to make 9. Repeat with other dot cards.

Learners take turns to match dot cards to numbers on the friezes and place them in the correct order on the wall.

Guiding questions:

- ★ How many dots do you see?
- ★ How many more dots do we need to make 9?

Learners take turns to find the number symbol and number word to match each dot card.

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

Day 4

What you need

- Song: *The ants go marching two by two* (page 188)
- Chalk/masking tape
- Number card 9 to add to the number washing line

1. **Song:** Sing the song, *The ants go marching two by two*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Make a circle on the mat with chalk or masking tape to represent a hole in the ground. Six learners line up in pairs and dramatise the song, *The ants go marching two by two*. As each pair steps into the circle – 'go marching down' – other learners count them in twos.
4. **Practising and ordering numbers 1–9:** Take the number cards off the number washing line. Include the number card 9 and give them to nine learners. Learners arrange themselves in order from 1 to 9.

Guiding questions:

- ★ Which number is first/second/fifth?
 - ★ Which number is before 3/after 7/between 3 and 5, and so on?
- Learners peg their number symbols and number word cards in order from 1 to 9 on the number washing line.
- ★ Which number is first/before/after/between/comes next?

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

Day 5

What you need

- Song: *The ants go marching two by two* (page 188)
- Masking tape/chalk
- Beanbag
- Poster 3

1. **Song:** Sing the song, *The ants go marching two by two* and dramatise it.

Bontšha karata ya marontho a seswai goba ka tlase. E re, 'Ke duma ge nkabe ke na le marontho a senyane.' Morutwana o tee o hwetša karata ya marontho ya go nyakega gore e be 9. Boeletša ka dikarata tše dingwe tša marontho.

Barutwana ba šiedišana ka go tswalanya dikarata tša marontho le dinomoro tše di lego tšhateng ya tlotlontšu le dinomoro gomme ba di bea lebotong ka tatelano ya go nepagala.

Dipotšišo tša go hlahla:

- ★ O bona marontho a makae?
- ★ Re hloka maronhtho a makae gore e be a 9?

Baurutwana ba šiedišana ka go hwetša leswao la nomoro le leina la nomoro la go tswalana le karata ye nngwe le ye nngwe ya marontho.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Ditšhošane di matšha ka bobedi ka bobedi* (letlakala la 189)
- Tšhoko/maskhing theipi
- Karata ya nomoro 9 gore e tsenywe mothalopalong

1. **Koša:** Opela koša, *Ditšhošane di matšha ka bobedi ka bobedi*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Thala sediko mmeteng ka tšhoko goba maskhing theipi go emela molete wa mo fase. Barutwana ba tshela ba ema ka bobedi gomme ba diragatša koša, *Ditšhošane di matšha ka bobedi ka bobedi*. Ge bobedi bjo bongwe le bjo bongwe bo tsena sedikong – 'ba matšha go theogela tlase' – barutwana ba bangwe ba bala ka bobedi.
4. **Go ikatiša le go latelanya dinomoro 1–9:** Tloša dikarata tša dinomoro mothalopalong. Akaretša karata ya nomoro 9 o di fe barutwana ba senyane. Barutwana ba ipeakanya ka tatelano go thoma ka 1 go fihla ka 9.

Dipotšišo tša go hlahla:

- ★ Ke nomoro efe ya mathomo/bobedi/bohloano?
- ★ Ke nomoro efe ye e tlogo pele ga 3/ka morago ga 7/gare ga 3 le 5, bjalo bjalo?

Barutwana ba phekesa maswao a dinomoro le dikarata ša maina a dinomoro ka tatelano go thoma ka 1 go fihla ka 9 mothalopalong.

- ★ Ke nomoro efe ye e tlogo la mathomo/pele/ka morago/gare ga/go latela?

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

Letšatši la 5

Tše o di hlokago

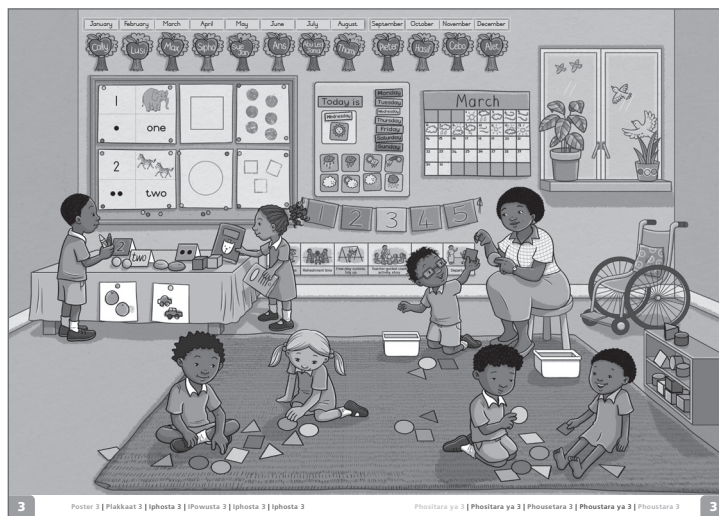
- Koša: *Ditšhošane di matšha ka bobedi ka bobedi* (letlakala la 189)
- Maskhing theipi/tšhoko
- Mokotla wa dinawa
- Phoustara ya 3

1. **Koša:** Opela koša, *Ditšhošane di matšha ka bobedi ka bobedi* le e diragatše.

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Use masking tape or chalk to create a large number jumping track of 10 blocks. Write the numbers from 1 to 10 in the blocks. A learner throws a beanbag and jumps to that number while other learners count. The learner stands on the number, throws the beanbag again and jumps on while the other learners count again.

Guiding questions:

- ★ How many jumps must you make to get to number ____?
 - ★ What number are you standing on?
 - ★ Can you jump from 6 to ____?
 - ★ How many jumps from 6 to ____?
4. **Practising 1–9:** Discuss Poster 3. Talk about what learners see in the picture.



Guiding questions:

- ★ How many learners are wearing/not wearing shoes? How many pairs of shoes are there altogether?
 - ★ How many zebras/shoes/triangles/trees can you see?
 - ★ How many circles are there on the mat?
 - ★ How many birds can you see? Can you see other birds? How many are there altogether?
 - ★ How many wings/beaks are there on the four birds?
 - ★ Malusi has six shapes in the box. He gives two shapes to his teacher. How many shapes are left in the box?
 - ★ What can you see on the table? How many balls/stones/blocks can you see? How many altogether?
5. **Small group activities:** Describe the activities at each workstation.

Integration

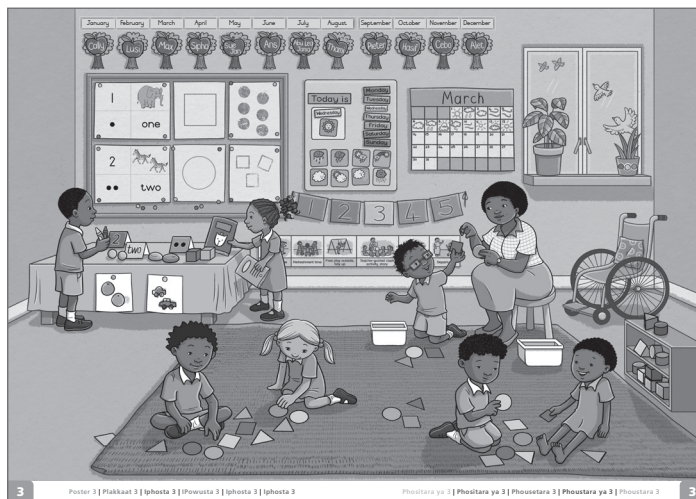
Home Language: Language development through rhymes, Emergent Writing (reading number word cards), using vocabulary for quantity (more/less).

Life Skills: Physical development, for example, hopscotch.

2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Thala tsela ya go fofa ya dinomoro ye kgolo ya dipoloko tše 10 ka tšhoko goba maskhing theipi. Ngwala dinomoro 1 go fihla ka 10 ka dipolokong. Morutwana o foša mokotla wa dinawa gomme a fofela nomorong yeo mola barutwana ba bangwe ba bala. Morutwana o ema ka nomorong yeo, a lahlela mokotla wa dinawa gape gomme a fofa mola barutwana ba bangwe ba bala.

Dipotšišo tša go hlhla:

- ★ O swanetše go fofa ga kae go fihla go nomoro _____?
 - ★ O eme nomorong efe?
 - ★ O ka fofa go tla go 6 go fihla go _____?
 - ★ O fofa ga kae go tloga go 6 go fihla go _____?
4. **Go ikatiša 1–9:** Ahlaahlang Phoustara ya 3. Bolelang ka seo barutwana ba se bonago seswantšhong.



Dipotšišo tša go hlhla:

- ★ Ke barutwana ba bakae ba go apara/go se apare dieta? Diphere tša dieta ka moka ke tše kae?
 - ★ O bona dipitsi/dieta/dikhutlotharo/mehlare ye mekae?
 - ★ Go na le didiko tše kae mmeteng?
 - ★ O bona dinonyana tše kae? O bona dinonyana tše dingwe? Ka moka ke tše kae?
 - ★ Go na le maphego/melomo ye mekae dinonyaneng tše nne?
 - ★ Malusi o na le dibopego tše tshela lepokising. O fa morutiši wa gagwe dibopego tše pedi. Go šetše dibopego tše kae ka lepokising?
 - ★ O bona eng tafoleng? O bona dikgwele/maswika/dipoloko tše kae? Ka moka ke tše kae?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

Tswalanyo

Leleme la Gae: Tlhabollo ya leleme ka direto, Go lthuta go Ngwala (go bala dikarata tša maina a dinomoro), o diriša tlotlontšu ya palo (ntši/nnyane).

Mabokgoni a Bophelo: Tlhabollo ya mmele, mohlala, tsheretshere.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with:
 - Structure beads
 - 3 lids
 - 1 animal counter (different colour/type per learner)
 - 80 coloured counters
- Farmyard race game board (page 216)
- Dice
- Playdough and mat per learner
- Playdough template: Number 9 (page 210) – 1 per learner

1. **Counting objects 1–10:** Learners take a handful of counters from the pile on the mat.

Guiding questions:

- ★ How many counters do you think are in your hand?
- ★ Now count the counters in your hand. How many do you have?
- ★ How close was your guess?
- ★ How many do you need to take away or add to your handful to get 10 counters?

2. **Word problems:** Learners use counters or look at their own and their peers' shoes to help them solve word problems.

Guiding questions:

- ★ There are two/three/four learners. Each learner has two shoes. How many shoes are there altogether?
- ★ If there are six shoes, how many learners can wear shoes?

3. **Structure beads:** Each learner holds six beads.

Guiding questions:

- ★ Can you show me one more than six beads?
- ★ How many beads do you have?

Learners each hold seven beads.

- ★ How many more beads do you need to get to 9?
- ★ Can you show me four fewer than nine beads?
- ★ How many beads do you have?

Learners each hold five beads.

4. **Shake and break:** Learners place their two lids in front of them. They each count out nine counters. They shake their counters and break them into two groups. They place these on their lids as they have broken them up.

Guiding questions:

- ★ How did you break up your counters?
- ★ How many counters do you have on both lids together?

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe le:
 - Lenti la dipheta
 - Dikhurumelo tše 3
 - Sebaleli sa diphoofole se 1 (mmala/mohuta wa go fapana wa morutwana yo mongwe le yo mongwe)
- Dibaleli tša mmala tše 80
- Boto ya moraloko wa go kitimišana wa ka jarateng ya polasa (letlakala la 216)
- Letaese
- Tlhama le mmete wa morutwana yo mongwe le yo mongwe
- Thempoleiti ya tlhama: Nomoro 9 (letlakala la 211) – 1 morutwana yo mongwe le yo mongwe

1. **Go bala dilo 1–10:** Barutwana ba tšea dibaleli tše mmalwa mmeteng.

Dipotšišo tša go hlahlwa:

- ✦ O nagana gore o swere dibaleli tše kae ka seatleng sa gago?
- ✦ Bjale bala dibaleli tša ka seatleng sa gago. O na le tše kae?
- ✦ Kakanyo ya gago e bokgauswi bjo bokaakang?
- ✦ O hloka go ntšha goba go tsenya dibaleli tše kae go tše di lego seatleng gore o be le tše 10?

2. **Dipalo tša mantšu:** Barutwana ba diriša dibaleli goba ba lebelela dieta tša bona le tša dithaka tša bona go ba thuša go rarolla dipalo tša mantšu.

Dipotšišo tša go hlahlwa:

- ✦ Go na le barutwana ba babedi/bararo/bane. Morutwana yo mongwe le yo mongwe o na le dieta tše pedi. Dieta ka moka ke tše kae?
- ✦ Ge go na le dieta tše tshela, di tlo aparwa ke barutwana ba bakae?

3. **Lenti la dipheta:** Morutwana yo mongwe le yo mongwe o swere dipheta tše tshela.

Dipotšišo tša go hlahlwa:

- ✦ O ka mpontšha dipheta tša go feta tše tshela ka ye tee?
- ✦ O na le dipheta tše kae?

Morutwana yo mongwe le yo mongwe o swara dipheta tše šupa.

- ✦ O hloka dipheta tše dingwe tše kae gore e be tše 9?
- ✦ O ka mpontšha dipheta tša go fetwa ke tše senyane ka tše nne?
- ✦ O na le dipheta tše kae?

Morutwana yo mongwe le yo mongwe o swara dipheta tše hlano.

4. **Šikinya o aroganye:** Barutwana ba bea dikhurumelo tše pedi pele ga bona. Yo mongwe le yo mongwe o ntšha dibaleli tše senyane. Ba šikinya dibaleli ba di aroganya ka dihlopha tše pedi. Ba di bea dikhurumelong tša bona bjale ka ge ba di arogantše.

Dipotšišo tša go hlahlwa:

- ✦ O arogantše dibaleli tša gago bjang?
- ✦ O na le dibaleli tše kae dikhurumelong tše pedi?

Repeat the activity. Learners place another lid in front of them. They arrange their counters into three groups on the lids.

- ★ How did you arrange your counters?
- ★ Which lid has more/fewer counters?
- ★ How many counters do you have altogether?
- ★ Can you arrange your counters in a different way?

5. **Practising number 9 using playdough:** Learners use playdough to complete the playdough template for number 9.
6. **Farmyard race game:** Learners each take out their animal counter and place it on the zero block on the board. Each learner throws the dice. The learner with the highest number will play first in the game and the learners with the second highest, will play second, and so on. Learners throw the dice and move their animal counter on the board the same number of spaces as shown on the dice. They take turns and continue playing until all the learners reach the haystack/10. They need to throw the exact number on the dice to land on the haystack to finish the game.

Guiding questions:

- ★ Who is the first/second/third/next person to have a turn?
- ★ How many spaces does your animal need to move?
- ★ How many more spaces must your animal move from where it is now to get to the end?



Check that learners are able to:

- count objects 1–10
- orally solve problems with numbers 1–9
- break down and build up numbers 1–9
- compare numbers in the range of 1–9
- count on starting with numbers other than 1

Workstation 1

What you need

- Bird activity sheet for each learner (see page 22)
- Crayons
- Number 9 symbol card (*Resource Kit*)

Learners circle nine birds and practise writing the number 9.



TIP

Look for activities in the DBE workbook that provide opportunities for learners to match and write number symbols and words. Make these available for learners to select as part of free choice activities.

Boeletša mošongwana. Barutwana ba bea sekhurumelo se sengwe pele ga bona. Ba beakanya dibaledi tša bona ka dihlopha tše tharo dikhurumelong.

- ✦ O beakantše dibaledi tša gago bjang?
- ✦ Ke sekhurumelo sefe sa go ba le dibaledi tše dintši/dinnyane?
- ✦ Dibaledi tša gago ka moka ke tše kae?
- ✦ O ka beakanya dibaledi tša gago ka tsela ye e fapanego?

5. **Go ikatiša nomoro 9 o diriša tlhama:** Barutwana ba diriša tlhama go feleetša thempoleiti ya tlhama ya nomoro 9.

6. **Moraloko wa lebelo wa ka jarateng ya polasa:** Morutwana yo mongwe le yo mongwe o tšea sebaledi sa diphoofolo a se bea polokong ya lefeela mo botong. Morutwana yo mongwe le yo mongwe o foša letaese. Morutwana wa nomoro ya godimo e tla ba wa mathomo go bapala moraloko gomme morutwana wa nomoro ya go latela yeo, o tlo bapala labobedi, bjalo bjalo. Barutwana ba foša letaese gomme ba sepetša sebaledi sa diphoofolo palo ya dikgoba ya go lekana le ye e lego letaeseng. Ba šiedišana ka go bapala go fihlela barutwana ka moka ba fihla furung/10. Go fetša moraloko, ba swanetše go foša palo ya go nepagala ye e lego letaeseng gore ba eme mo furung.

Dipotšišo tša go hlhla:

- ✦ Ke mang yo a tlo bago sebakeng sa mathomo/bobedi/boraro?
- ✦ Phoofolo ya gago e hloka go sepela dikgoba tše kae?
- ✦ Phoofolo ya gago e hloka go sepela dikgoba tše dingwe tše kae go tloga mo e lego gona gore e fihle mafelelong?



Lekola gore barutwana ba kgona go:

- bala dilo 1–10
- rarolla mathata a dinomoro 1–9 ka molomo/polelo
- aroganya le go aga dinomoro 1–9
- bapetša dinomoro 1–9
- bala go ya pele o thoma ka dinomoro tše dingwe ntle le 1

Lefelo la go šomela la 1

Tše o di hlokago

- Letlakala la mošongwana wa dinonyana la morutwana yo mongwe le yo mongwe (letlakala la 23)
- Dikherayone
- Karata ya leswao ya nomoro 9 (*Dithušathuto tša Phapoši*)

Barutwana ba dira didiko go dinonyana tše senyane gomme ba ikatiša go ngwala nomoro 9.



KELETŠO

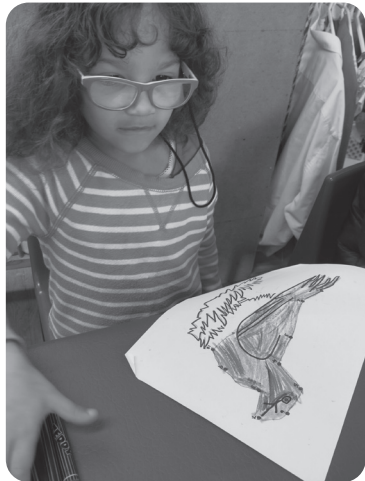
Lebelela mešongwana ya go nea barutwana menyetla ya go tswalanya le go ngwala maswao le maina a dinomoro ka pukung ya mešomo ya DBE. Dira gore di be gona gore barutwana ba kgethe bjalo ka karolo ya mešongwana ya go ikgethela.

Workstation 2

What you need

- Connect-the-dots page for each learner (page 217)
- Crayons/paint
- Paper
- Cotton wool
- Glue

Learners connect the dots in the correct sequence and decorate their bird with cotton wool and paint or crayons.



Workstation 3

What you need

- Ice-cream activity sheet for each learner (page 218)
- Ice-cream number words cut out for each learner (page 218)
- Glue

Learners cut out the ice-cream scoop shapes, match the number words to the number symbols and then glue them in the spaces provided.

Workstation 4

What you need

- Farmyard race game board (page 216) – 1 per learner
- 8 dice
- 8 animal counters

Learners throw their dice and move their animal counter on the board the same number of spaces as the number shown on the dice. They continue in this way until they reach the haystack. They need to throw the exact number on the dice to land on the haystack to finish the game. If they don't get the exact number, they wait until their next turn and try again.

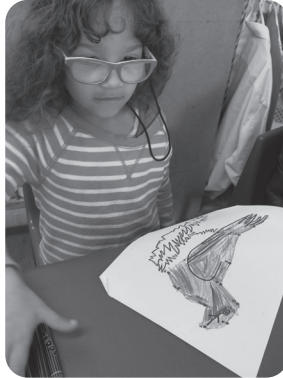


Lefelo la go šomela la 2

Tše o di hlokago

- Letlakala la kopanya-marontho la morutwana yo mongwe le yo mongwe (letlakala la 217)
- Dikherayone/pente
- Pampiri
- Wulu ya leokodi
- Sekgomaretši

Barutwana ba kopanya marontho ka tatelano ya go nepagala gomme ba kgabiša nonyana ya bona ka wulu ya leokodi le pente goba dikherayone.



Lefelo la go šomela la 3

Tše o di hlokago

- Letlakala la mošongwana wa asekherimo la morutwana yo mongwe le yo mongwe (letlakala la 219)
- Diripiwa tša maina a dinomoro tša morutwana yo mongwe le yo mongwe (letlakala la 219)
- Sekgomaretši

Barutwana ba ripa dibopego tša dikupu tša asekherimo, ba tswalanya maina a dinomoro le maswao a dinomoro gomme ba di kgomaretša dikgobeng tše di filwego.

Lefelo la go šomela la 4

Tše o di hlokago

- Boto ya moraloko wa go kitimišana wa ka jarateng ya polasa (letlakala la 216) – 1 ya morutwana yo mongwe le yo mongwe
- Mataese a 8
- Dibaledi tša diphoofole tše 8

Barutwana ba foša letaese gomme ba sepetša sebaledi sa diphoofole botong palo ya dikgoba ya go lekana le e lego letaeseng. Ba tšwela pele ka tsela yeo go fihlela ba fihla furung. Go fetša moraloko, ba swanetše go lahlela palo ya go nepagala ye e lego letaeseng gore ba eme mo furung. Ge ba sa hwetše nomoro ya go nepagala ba emela sebaka sa go latela gomme ba leka gape.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 10
- Add, altogether
- Subtract/take away

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–9
- Reinforce number concept 1–9
- Counting in twos

New maths vocabulary

ten

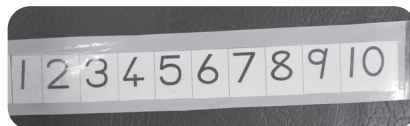
make the number

How many to get to ...?

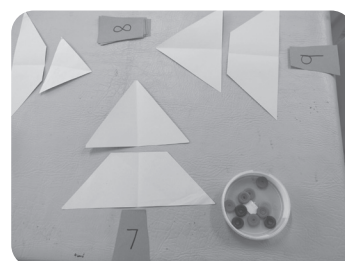
Getting ready

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

- number frieze and house template for number 10 (page 206)
- number 10 dot, symbol and word cards
- number symbol card 10 (for number washing line)
- number tracks 1–10



- farmyard race game (from Week 1): game boards, dice, 8 animal counters
- number puzzles 1–10 (page 220) – 1 per learner
- playdough template: Number 10 (page 212) – 1 per learner
- set of dot cards 1–10 – per pair of learners
- cardboard cut-outs of 10 bees
- a beehive made out of a cardboard box with a picture of a hive on the lid and the door cut out
- cardboard tree leaves – 2 per learner
- cardboard tree trunks labelled 1–10 – 1 set per learner.



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

- Lemoga maswao a dinomoro le maina a dinomoro
- Hlaloša, bapetša o latelanye dinomoro

Tsebo ye mpsha

- Nomoro 10
- Hlakanya, ka moka
- Ntšha/tloša

Go ikatiša

- Go balela godimo: pele 1–20 le go feta, morago 10–1
- Go bala dilo 1–10
- Go latelanya dinomoro 1–9
- Gatelela lereo la dinomoro 1–9
- Go bala ka bobedi

Tlotlontšu ye mpsha ya dipalo

lesome

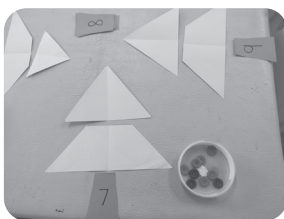
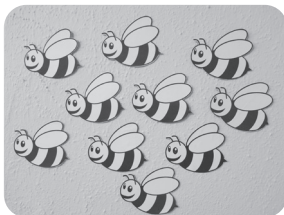
dira nomoro

Tše kae go ya go ...?

Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 10 (letlakala la 207)
- dikarata tša marontho, leswao le leina tša nomoro 10
- karata ya leswao ya nomoro 10 (ya mothalopalo)
- palotatelano 1–10



- moraloko wa go kitimišana wa ka jarateng ya polasa (wa Beke ya 1): diboto tša meraloko, letaese, dibaledi tša diphoofolo tše 8
- marara a dinomoro 1–10 (letlakala la 221) – 1 la morutwana yo mongwe le yo mongwe
- thempoleiti ya tlhama: Nomoro 10 (letlakala la 213) – 1 ya morutwana yo mongwe le yo mongwe
- sete ya dikarata tša marontho 1–10 – ya bobedi bjo bongwe le bjo bongwe bja barutwana
- diripiwa tša khatepote tša dinose tše 10
- phago ya dinose ya go dirwa ka lepokisi la khatepote ya go ba le seswantšho sa phago sekhumelong le seripiwa sa lebatl
- matlakala a mehlare a khatepote – 2 a morutwana yo mongwe le yo mongwe
- dikutu tša mehlare tša khatepote tša go ngwalwa 1–10 – 1 sete ya morutwana yo mongwe le yo mongwe.

Whole class activities

Day 1

What you need

- Song: *Ten little honey bees* (page 190)
- Chalk
- Number friezes 1–9
- Number frieze and house template for number 10 (page 206)
- *Number 10 story* (page 190)

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Draw 10 flower shapes on the floor. Play music and learners buzz around the room like bees. When the music stops, call out a number from 1 to 10. Learners group themselves like bees on a flower according to the number called out. The learners who are not able to join a group on a flower are out. Repeat.



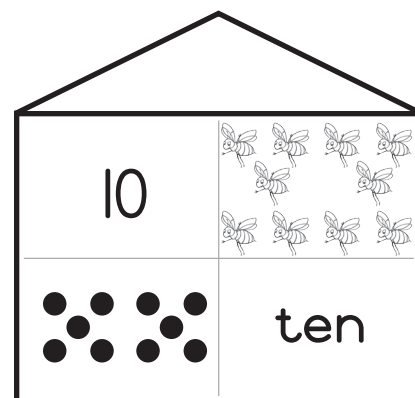
Guiding questions:

- ★ How many flowers are there?
 - ★ How many bees on this flower?
 - ★ How many bees don't have a flower?
4. **Introducing number 10:** Point to number friezes 1–9.

Guiding questions:

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

Tell the *Number 10 story*. Show the parts of the number frieze as you build up the story of the bees and images of the house, and the different representations of number 10 – the picture, the dots, the symbol and the word. Display the parts of the frieze in the house on the wall in the maths area. Count the bees together.



Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Koša: *Dinose tša mamapo tše dinnyane tše lesome* (letlakala la 191)
- Tšhoko
- Ditšhate tša tlotlontšu le dinomoro 1–9
- Tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 10 (letlakala la 207)
- *Kanegelo ya nomoro 10* (letlakala la 191)

1. **Koša:** Opela koša, *Dinose tša mamapo tše dinnyane tše lesome*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:**

Thala dibopego tša maloba tše 10 mo fase. Bapala mmimo gomme barutwana ba bobole bjalo ka dinose ba dikologa ka phapošing. Ge mmimo o ema, bolela nomoro ya go thoma ka 1 go fihla go 10. Barutwana ba ihlopha bjalo ka dinose lelobeng go ya ka nomoro ye e biditywego. Barutwana ba go palelwa ke go kgokagana le sehlopha lelobeng ba a tšwa. Boeletša.



Dipotšišo tša go hlahla:

- ★ Go na le maloba a makae?
- ★ Ke dinose tše kae lelobeng le?
- ★ Ke dinose tše kae tša go hloka leloba?

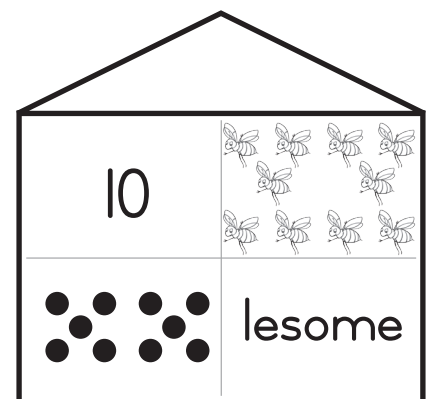
4. **Go tsebiša nomoro 10:** Šupa ditšhate tša tlotlontšu le dinomoro 1–9.

Dipotšišo tša go hlahla:

- ★ O nagana gore go tlo dula diphoofolo tše kae ka ntlong ya go latela? Ka lebaka la eng?
- ★ Go tla ba le tša go feta goba go fetwa ke tše senyane?

Anega *Kanegelo ya nomoro 10*.

Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ge o aga kanegelo ya dinose le diswantšho tša ntlo, le dikemedi tša go fapana tša nomoro 10 – seswantšho, marontho, leswao le leina. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ka ntlong lebotong la sebakeng sa dipalo. Balang dinose mmogo.





TIP

Ask questions that encourage learners to share their ideas, such as:

- Why do you think that?
- How do you know?

- ★ How many bees are there?
- ★ How many wings/legs does a bee have?
- ★ How many worker bees/queen bees are there?
- ★ Which house has fewer animals than the bees' house?
- ★ Which house comes before/after the giraffes' house?

Learners dramatise the story.

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

Day 2

What you need

- Song: *Ten little honey bees* (page 190)
- Beehive
- Number 10 dot, symbol and word cards
- Number frieze for 10
- 10 cardboard cut-outs of bees

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:**

Display the bees on the wall. Learners estimate how many there are. Count together as you place one bee at a time into the beehive.

Guiding questions:

- ★ Can you show me with your fingers how many bees are in the hive?



4. **Adding and subtracting:** Take two bees out of the box.

Guiding questions:

- ★ How many bees flew out of the hive?
- ★ Can you show me with your fingers how many bees you think are left in the hive now?

Show learners the bees left inside the box and count together to check if they are correct.

Add two bees to the hive.

- ★ How many bees do you think there are in the hive now?

Show learners the bees left inside the box. Count together to check if they are correct. Repeat.

5. **Maths table:** Three groups of learners collect 10 similar objects outside. Each group says what the objects are and how many they found. Give each group a number 10 dot, symbol or word card. One group at a time puts their objects and the number 10 cards on the maths table.



TIP

Let learners estimate the number of objects there are in a group of objects before they count them, and then check their estimates. This helps them to develop a sense of the 'size' of the numbers they are counting.

KELETŠO

Botšiša dipotšišo tša go hlohleletša barutwana go abelana dikgopolo, bjalo ka:

- Ke ka lebaka la eng o nagana bjalo?
- O tseba bjang?

- ★ Go na le dinose tše kae?
 - ★ Nose e na le maphego/maoto a makae?
 - ★ Go na le dinose tša bašomi/kgošigadi tše kae?
 - ★ Ke ntlo efe ya go ba le diphoofole tše nnyane go feta ntlo ya dinose?
 - ★ Ke ntlo efe pele/ka morago ga ntlo ya dithutlwa?
- Barutwana ba diragatša kanegelo.

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

Letšatši la 2

Tše o di hlokago

- Koša: *Dinose tša mamapo tše dinnyane tše lesome* (letlakala la 191)
- Phago
- Dikarata tša marontho, leswao le leina tša nomoro 10
- Tšhate ya tlotlontšu ya 10
- Diripiwa tša khatepote tša dinose tše 10

1. **Koša:** Opela koša, *Dinose tša mamapo tše dinnyane tše lesome*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:**

Bontšhaa dinose lebotong. Barutwana ba akanya gore ke tše kae. Balang mmogo ge o bea nose ka e tee ka e tee ka phagong.

Dipotšišo tša go hlahla:

- ★ O ka mpontšha ka menwana gore go na le dinose tše kae ka phagong?



4. **Go hlakanya le go ntšha:** Ntšha dinose tše pedi ka lepokising.

Dipotšišo tša go hlahla:

- ★ Go tšwile dinose tše kae ka phagong?
- ★ O ka mpontšha ka menwana ya gago gore o nagana gore go šetše dinose tše kae ka phagong bjale?

Bontšha barutwana dinose tše di šetšego ka lepokising le di bale mmogo go lekola ge eba ba nepile.

Tsenya dinose tše pedi ka phagong.

- ★ O nagana gore go na le dinose tše kae ka phagong gona bjale?

Bontšha barutwana dinose tše di šetšego ka lepokising. Di baleng mmogo go lekola ge eba ba nepile. Boeletša.

5. **Tafola ya dipalo:** Dihlopha tše tharo tša barutwana di kgoboketša dilo tša go swana tše 10 ka ntle. Sehlopha se sengwe le se sengwe se bolela gore se swere eng tše kae. Efa sehlopha se sengwe le se sengwe karata ya marontho, leswao le leina ya nomoro 10. Sehlopha se setee ka nako se bea dilo tša sona le dikarata tša nomoro 10 tafoleng ya dipalo.

KELETŠO

E re barutwana ba akanye gore go na le dilo tše kae sehlopheng pele ba di bala, gomme o lekole dikakanyo tša bona. Se se thuša gore ba tšweletše kwešišo ya 'bogolo' bja dinomoro tše ba di balago.

Learners practise the number 10 by writing it in the air or on the mat with their fingers.

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

Day 3

What you need

- Song: *Ten little honey bees* (page 190)
- Dot cards 1–5
- Beehive and 10 cardboard bees
- Number dot cards 1–10

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the 10 bee cut-outs on the wall. Eight learners stand.

Guiding questions:

- ✦ How many learners do you think are standing?
- ✦ Let's count them.
- ✦ Is there a bee for each learner?
- ✦ How many more learners do we need so that each learner has a bee?

4. **Combinations to 10; more/fewer:** Choose two pairs of learners. A learner from each pair chooses a dot card. Everyone counts together. A learner from each pair fetches the same number of bees as dots on the card from the hive. Together count the total number of bees collected by the two learners. Repeat with other learners.

Guiding questions:

- ✦ How many dots are there? How many bees must you fetch?
- ✦ How many dots/bees are there altogether?
- ✦ Look at the bees. How many more bees does ____ have than ____?

5. **Practising dot, symbol, number word cards:** Place dot cards where learners can see them, for example, on the wall. Learners take turns to choose two cards that make up the number as directed.

Guiding questions:

- ✦ Can you show me two cards that make up the number 10/8/4/3?
- Learners take turns to match the dot cards to the number symbol and number word cards on the frieze.

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

Day 4

What you need

- Song: *Ten little honey bees* (page 190)
- Beehive and 10 cardboard bees
- Number washing line and number symbols 1–10

Barutwana ba ikatiša nomoro 10 ka go e ngwala moyeng le mmeteng ka menwana.

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

Letšatši la 3

Tše o di hlokago

- Koša: *Dinose tša mamapo tše dinnyane tše lesome* (letlakala la 191)
- Dikarata tša marontho 1–5
- Phago le dinose tša khatepote tše 10
- Dikarata tša marontho tša dinomoro 1–10

1. **Koša:** Opela koša, *Dinose tša mamapo tše dinnyane tše lesome*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bea diripiwa tša dinose tše 10 lebotong. Barutwana ba seswai ba emelele.

Dipotšišo tša go hlahla:

- ✦ O nagana gore go eme barutwana ba bakae?
- ✦ A re ba bale.
- ✦ Go na le nose ya morutwana yo mongwe le yo mongwe?
- ✦ Re hloka barutwana ba bangwe ba bakae gape gore barutwana ka moka ba be le nose?

4. **Dikopanyo go fihla ka 10; ntši/nnyane:** Kgetha bobedi bjo bobedi bja barutwana. Morutwana go tšwa bobeding bjo bongwe le bjo bongwe o kgetha karata ya marontho. Bohle ba bala mmogo. Morutwana sehlopheng se sengwe le se sengwe o tšea dinose tša ka phagong tša palo ya go lekana le ya marontho a karata. Mmogo balang palomoka ya dinose ye e kgobokeditšwego ke barutwana ba babedi. Boeletša le barutwana ba bangwe.

Dipotšišo tša go hlahla:

- ✦ Go na le marontho a makae? O swanetše go swara dinose tše kae?
- ✦ Ke marontho/dinose tše kae ka moka?
- ✦ Lebelela dinose. ____ o na le dinose tše dintši tše kae go feta ____?

5. **Go ikatiša dikarata tša marontho, leswao, leina la nomoro:** Bea dikarata tša marontho fao barutwana ba tlo di bonago, mohlala, lebotong. Barutwana ba šiedišana ka go kgetha dikarata tše pedi tša go dira nomoro go ya ka tšhupetšo.

Dipotšišo tša go hlahla:

- ✦ O ka mpontšha dikarata tše pedi tša go dira 10/8/4/3?
- Barutwana ba šiedišana ka go bapetša dikarata tša marontho le maswao a dinomoro le dikarata tša maina a dinomoro tšhateng ya tlotlontšu le dinomoro.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Dinose tša mamapo tše dinnyane tše lesome* (letlakala la 191)
- Phago le dinose tša khatepote tše 10
- Mothalopalo le maswao a dinomoro 1–10

1. **Song:** Sing the song, *Ten little honey bees*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Show learners the empty beehive. Learners count to 10 as you put the 10 bees in the beehive one at a time. Take out the bees. Put two bees in the beehive. Count again grouping the bees in twos as you count.

Guiding questions:

- ★ How many bees are in the beehive?
- ★ If another two bees go into the hive how many will there be then? And another two?

4. **Number washing line:** Ask learners to help peg number symbol cards in order from 1 to 10 on the number washing line.

Guiding questions:

- ★ Which card should come first/next?
- ★ Where should we put the number 9/10 on the number washing line?
- ★ Which number is bigger than/smaller than 3/4/5?
- ★ Which number comes before/after/between _____?

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

Day 5

What you need

- Song: *The ants go marching two by two* (page 188)
- Masking tape/chalk
- Poster 5

1. **Song:** Sing the song, *The ants go marching two by two* and play the game from Week 1, counting in twos.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners clap 10 times, walk forward 10 steps, hop 10 times. Count in twos: clap quietly on one, loudly on two, quietly on three, loudly on four. Repeat to 10.
4. **Jumping track:** Use masking tape or chalk to create a large number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. Some learners jump in the blocks as the class counts forwards and backwards.

Guiding questions:

- ★ Can you jump to 2?
- ★ If you make another two/three/four jumps, which number will you land on?
- ★ How many jumps to get to _____?
- ★ If you jump back one/two/three times, which number will you land on?



1. **Koša:** Opela koša, *Dinose tša mamapo tše dinnyane tše lesome.*
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bontšha barutwana phago ya go se be le selo. Barutwana ba bala go fihla ka 10 ge o tsenya dinose tše 10 ka phagong, e tee ka nako. Ntšha dinose. Tsenya dinose tše pedi ka phagong. Bala gape o hlopha dinose ka bobedi ka bobedi ge le bala.
Dipotšišo tša go hlahla:
 - ★ Go na le dinose tše kae ka phagong?
 - ★ Ge dinose tše dingwe tše pedi di ka tsenya ka phagong go tlo ba le dinose tše kae? Tše dingwe tše pedi?
4. **Mothalopalo:** Kgopela barutwana ba go thuše go phekesa maswao a dinomoro ka tatelano go thoma ka 1 go fihla ka 10 mothalopalong.
Dipotšišo tša go hlahla:
 - ★ Go swanetše go tle karata efe la mathomo/go latela?
 - ★ Re bee nomoro 9/10 kae mo mothalopalong?
 - ★ Ke nomoro efe ye e lego ye kgolo/ye nnyane go 3/4/5?
 - ★ Ke nomoro efe ye e tlogo pele/ka morago/gare ga _____?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

Letšatši la 5

Tše o di hlokago

- Koša: *Ditšhošane di matšha ka bobedi ka bobedi* (letlakala la 189)
- Maskhing theipi/tšhoko
- Phoustara ya 5

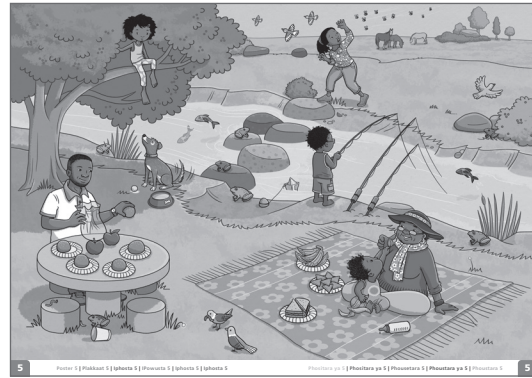
1. **Koša:** Opela koša, *Ditšhošane di matšha ka bobedi ka bobedi* le bapale moraloko wa Beke ya 1, go bala ka bobedi.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba phaphatha diatla ga 10, ba gata dikgato tše 10 go ya pele, ba tlola ga 10. Bala ka bobedi: phaphatha diatla ka setu go tee, phaphathela godimo go pedi, ka setu go tharo, godimo go nne. Boeletša go fihla ka 10.
4. **Go fofa dinomoro tša tatelano:** Diriša maskhing theipi goba tšhoko go thala dipoloko tše 10 tša dinomoro tša tatelano tša go fofa tše kgolo gomme o ngwale dinomoro 1 go fihla ka 10 ka dipolokong. Barutwana ba bangwe ba fofa ka dipolokong ge mphato o balela pele le morago.

Dipotšišo tša go hlahla:

- ★ O ka fofela go 2?
- ★ Ge o ka dira mefofo ye mengwe ye mebedi/tharo/nne o tlo ema ka nomorong efe?
- ★ Ke mefofo ye mekae go fihla go _____?
- ★ Ge o fofela morago ga tee/pedi/tharo, o tlo ema ka nomorong efe?



5. **Practising 1–10:** Discuss Poster 5. Talk about what learners see in the picture.



Guiding questions:

- ★ How many bees/samoosas/frogs/flying birds/fish/worms can you find?
- ★ Can you see any other birds?
- ★ How many birds are there altogether?
- ★ There are four rolls on the table. Dad has one roll in his hand. How many rolls are there?
- ★ There are five bananas on a plate. If Laylah eats two bananas, how many bananas are left on the plate?
- ★ If there were 10 people at the picnic, how many more bananas would we need for each person to have a banana?
- ★ If Malusi catches one fish with each rod, how many fish will he have?

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



TIP

Use opportunities that arise during the day to develop learners' ability to solve problems, for example: There are eight paint jars and only six paintbrushes. How many more paintbrushes do we need?

Integration

Home Language: Listening and Speaking: interpreting and responding to oral instructions, storytelling.

Life Skills: Dramatisation during music and movement lessons (learners fly in and out of an imaginary beehive).

Small group activities

Teacher-guided activity

What you need

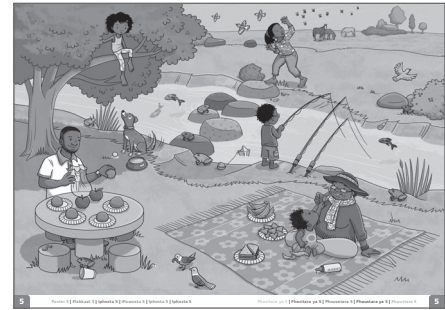
- Number washing line with numbers 1–10
- 5 red pegs to attach to numbers 2, 4, 6, 8, 10
- 200 counting sticks
- 20 plastic lids
- Story: *The beehives* (page 192)
- 5 number tracks (page 38)
- 55 Unifix blocks
- Tub per learner with:
 - 10 coloured counters
 - Structure beads
- Playdough and mat per learner

1. **Word problems:** Learners use their counters or their fingers to solve the problems.

Guiding questions:

- ★ The bees find four blue flowers and three red flowers. How many flowers did they find?
- ★ Ten bees live in the beehive. Four bees fly out looking for flowers. How many bees are left in the beehive?

5. **Go ikatiša 1–10:** Ahlaahlang Phoustara ya 5. Bolelang ka seo barutwana ba se bonago seswantšhong.



Dipotšišo tša go hlahla:

- ★ O ka hwetša dinose/disamusa/digwagwa/dinonyana tša go fofa/dihlapi/diboko tše kae?
- ★ O bona dinonyana tše dingwe?
- ★ Ke dinonyana tše kae ka moka?
- ★ Go na le dirolo tše nne tafoleng. Tate o swere rolo e tee ka seatleng. Go na le dirolo tše kae?
- ★ Go na le dipanana tše hlano ka poleiting. Ge Laylah a eja dipanana tše pedi, go tlo šala dipanana tše kae ka poleiting?
- ★ Ge go na le batho ba 10 pikiniking, gore batho ka moka ba be le panana go tlo nyakega dipanana tše kae?
- ★ Ge Malusi a swara hlapi e tee ka rote ye nngwe le ye nngwe, o tlo ba le dihlapu tše kae?

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

KELETŠO

Diriša menyetla ye e tšwelelago mo letšatšing go hlabolla bokgoni bja barutwana bja go rarolla mathata, mohlala: Go na le meruswi ya pente ye seswai le diporaše tša go penta tše tshela. Re hloka diporaše tša go penta tše dingwe tše kae?

Tswalanyo

Leleme la Gae: Go Theeletša le go Bolela: go hlatholla le go araba ditaelo, go anega kanegelo.

Mabokgoni a Bophelo: Tiragatšo ka nako ya dithuto tša mmimo le mosepelo (barutwana ba fofela ka gare le ka ntle ga phago ya boikgopolelo).

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Mothalopalo wa dinomoro 1–10
- Diphekese tše dikhubedu tše 5 go swariša go dinomoro 2, 4, 6, 8, 10
- Dikotana tša go bala tše 200
- Dikhurumelo tša polasetiki tše 20
- Kanegelo: *Diphago* (letlakala la 193)
- Palotatelano ya dinomoro tše 5 (letlakala la 39)
- Dipoloko tša *Unifix* tše 55
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dibaledi tša mebala tše 10
 - Lenti la diphepa
- Tlhama le mmete wa morutwana yo mongwe le yo mongwe

1. **Dipalo tša mantšu:** Barutwana ba rarolla mathata ka dibaledi goba menwana ya bona.

Dipotšišo tša go hlahla:

- ★ Dinose di hwetša maloba a matalalerata a mane le maloba a mahubedu a mararo. Di hweditše maloba a makae?
- ★ Dinose tše lesome di dula ka phagong. Dinose tše nne di fofela ka ntle go nyaka maloba. Go šetše dinose tše kae ka phagong?



TIP

Remember to take off the coloured pegs after the session in preparation for the next group.

2. **Counting in twos:** Count in twos on the number washing line. Replace the pegs with coloured pegs on each count, for example, on 2, 4, 6, 8 and 10.

3. **Groups of 10:** Tell the story, *The beehives*. Learners work in pairs. Each pair gets 50 counters (bees) and 5 lids (beehives). They put their 'bees' (counters) in groups of 10 into their 'beehives' (lids).

Guiding questions:

- ✦ How many beehives do you have?
- ✦ How many bees are there in each beehive?

4. **Structure beads:** Learners use structure beads to count.



TIP

Structure beads help learners to understand that one number may be made up of a combination of two or more numbers.

Guiding questions:

- ✦ Show me nine beads. Now show me six beads. How many fewer beads is this than 9?
- ✦ Show me five beads. Let's make 10 beads. How many more beads do you need?
- ✦ Hold five beads in your hand. Add another three beads. How many beads do you have?
- ✦ Hold seven beads in your hand. Now show me 10 beads. In order to have 10, how many more did you need to add?
- ✦ Hold 10 beads in your hand. To have four beads, how many do you need to take away?

5. **Number track towers:** Place the number tracks and Unifix blocks on the mat. Learners take turns to say the number and place a tower built from the correct number of Unifix blocks on each square.

Guiding questions:

- ✦ How many Unifix blocks did you use for the tower on that number square?
- ✦ Which tower has more/fewer blocks?
- ✦ How many more/fewer blocks does number 3 have than number 4, and so on?
- ✦ Which number is the biggest/smallest? How do you know?

6. **Practising number 10 using playdough:** Learners make the number symbol 10 out of playdough. Support learners who are ready to write 10.



Check that learners are able to:

- solve addition and subtraction problems that involve numbers 1–10
- count in twos
- make and describe different pairs of numbers that combine to make a number
- match number symbols and Unifix blocks

 **KELETŠO**
O gopole go tloša diphekese tša mmala ka morago ga kopano go lokišetša sehlopha sa go latela.

2. **Go bala ka bobedi:** Go bala ka bobedi mothalopalong. Nako le nako ge o bala emela diphekese ka diphekese tša mmala, mohlala, go 2, 4, 6, 8 le 10.

3. **Dihlopha tša 10:** Anega kanegelo, *Diphago*.

Barutwana ba šoma ka bobedi. Bobedi bjo bongwe le bjo bongwe bo hwetša dibaledi tše 50 (dinose) le dikhurumelo tše hlano 5 (diphago). Ba bea 'dinose' (dibaledi) ka dihlopha tša 10 ka 'diphagong' (dikhurumelo).

Dipotšišo tša go hlahla:

- ✦ O na le diphago tše kae?
- ✦ Go na le dinose tše kae ka phagong ye nngwe le ye nngwe?

4. **Lenti la dipheta:** Barutwana ba šomiša lenti la dipheta go bala.

 **KELETŠO**

Lenti la dipheta le thuša barutwana go kwešiša gore nomoro e tee e ka dirwa ke dinomoro tše pedi goba go feta di kopantšwe.

Dipotšišo tša go hlahla:

- ✦ Mpontšhe dipheta tše senyane. Bjale mpontšhe dipheta tše tshela. Dipheta tše di fetwa ke 9 ka tše kae?
- ✦ Mpontšhe dipheta tše hlano. A re dire dipheta tše 10. O hloka dipheta tše dingwe tše kae?
- ✦ Swara dipheta tše hlano ka seatleng. Tsenya dipheta tše dingwe tše tharo. O na le dipheta tše kae?
- ✦ Swara dipheta tše šupa ka seatleng. Bjale mpontšhe dipheta tše 10. Gore o be le 10, o hloka go tsenya tše dingwe tše kae?
- ✦ Swara dipheta tše 10 ka seatleng. Gore o be le dipheta tše nne, o swanetše go ntšha tše kae?

5. **Ditora tša palotatelano:** Bea palotatelano le dipoloko tša *Unifix* mmeteng. Barutwana ba šiedišana ka go bolela nomoro gomme ba bea kago ya tora ka dipoloko tša *Unifix* tša palo ya go nepagala godimo ga sekwere se sengwe le se sengwe.

Dipotšišo tša go hlahla:

- ✦ O dirišitše dipoloko tša *Unifix* tše kae toreng mo sekwereng sela sa nomoro?
- ✦ Ke tora efe ya go ba le dipoloko tše dinnyane/dintši?
- ✦ Nomoro 3 e na le dipoloko tše kae tše dintši/dinnyane go fetwa ke nomoro 4, bjalo bjalo?
- ✦ Ke nomoro efe ye e lego ye kgolo ka go fetiša/nnyane ka go fetiša? O tseba bjang?

6. **Go ikatiša nomoro 10 o diriša tlhama:** Barutwana ba dira leswao la nomoro 10 ka tlhama. Thekga barutwana bao ba loketšego go ngwala 10.



Lekola gore barutwana ba kgona go:

- dira dipalo tša go hlakanya le go ntšha tša go akaretša dinomoro 1–10
- bala ka bobedi
- dira le go hlaloša bobedi bja dinomoro tša go fapana tša go dira nomoro ge di kopantšwe
- tswalanya maswao a dinomoro le dipoloko tša *Unifix*

Workstation 1

What you need

- Playdough
- Playdough template: Number 10 (page 212) – 1 per learner

Learners use playdough to complete the template.

Workstation 2



TIP

When you ask learners to explain how to play a game, it will give you insight into whether they understand the rules.

What you need

- Per learner:
- Farmyard race game board (page 216)
 - Dice
 - Animal counter

Learners throw their dice and move their animal counter on the board the number of spaces shown on the dice. They continue in this way until they reach the haystack. They need to throw the exact number to land on the haystack to finish the game. If they don't, they continue to throw until they throw the exact number needed.



Workstation 3

What you need

- 2 green tree parts cut out of cardboard per learner
- 10 tree trunks with number symbols 1–10
- 10 coloured counters per learner

Learners choose one tree trunk to place below the tree and then decorate the tree with that number of counters, for example, 2 and 4. Repeat with other tree trunks.



Workstation 4

What you need

- Number puzzles 1–10 (page 220)

Learners complete the puzzles in pairs.

Lefelo la go šomela la 1

Tše o di hlokago

- Tlhama
- Thempoleiti ya tlhama: Nomoro 10 (letlakala la 213) –
- 1 ya morutwana yo mongwe le yo mongwe

Barutwana ba feleletša thempoleiti ka tlhama.

Lefelo la go šomela la 2



KELETŠO

Ge o kgopela barutwana go hlaloša gore ba bapala moraloko bjang, o tlo kgona go kwa ge eba ba kwešiša melao.

Tše o di hlokago

- Morutwana yo mongwe le yo mongwe:
- Boto ya moraloko wa go kitimišana wa ka jarateng ya polasa (letlakala la 216)
- Letaese
- Sebaledi sa phoofolo

Barutwana ba lahlela letaese gomme ba sepetša sebaledi sa phoofolo botong palo ya dikgoba tša go lekana le ye e lego letaeseng. Ba tšwela pele go fihlela ba fihla furung. Go fetša moraloko, ba swanetše go lahlela palo ya go nepagala letaeseng gore ba eme mo furung. Ge ba sa hwetše nomoro ya go nepagala ba lahlela go fihlela ba hwetša nomoro ye e hlokegago.



Lefelo la go šomela la 3

Tše o di hlokago

- Diripa tša mohlare o motalamorogo tše 3 tša go ripiwa khatepoteng tša morutwana yo mongwe le yo mongwe
- Dikutu tša mehlare tše 10 le maswao a dinomoro 1–10
- Dibaledi tše 10 tša mebala tša morutwana yo mongwe le yo mongwe



Barutwana ba kgetha kutu ya mohlare o tee ba e bea ka tlase ga mohlare gomme ba kgabiša mohlare ka palo yeo ya dibaledi, mohlala, 2 le 4. Boeletša ka dikutu tše dingwe tša mehlare.

Lefelo la go šomela la 4

Tše o di hlokago

- Marara a dinomoro 1–10 (letlakala la 221)

Barutwana ba feleletša marara ka bobedi.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 0

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–10
- Reinforce number concept 1–10
- Counting in twos
- Add, subtract

New maths vocabulary

zero

nought

nothing

Getting ready

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

- number friezes 1–10
- number frieze and house template for number 0 (page 208)
- number symbol and number word cards 0–10
- number symbol card 0 (for number washing line)
- blank dot card
- 10 pictures of large objects
- playdough template: Number 0 (page 214) – 1 per learner
- ramp and balls (see Workstation 4)
- number track 0–10



- number jumping track from 0–10 (in the shape of a worm).



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

- Lemoga maswao a dinomoro le maina a dinomoro
- Hlaloša, bapetša o be o latelanye dinomoro

Tsebo ye mpsha

- Nomoro 0

Go ikatiša

- Go balela godimo: pele 1–20 le go feta, morago 10–1
- Go bala dilo 1–10
- Go latelanya dinomoro 1–10
- Gatelela lereo la nomoro 1–10
- Go bala ka bobedi
- Hlakanya, ntšha

Tlotlontšu ye mpsha ya dipalo

lefeela

nnoto

ga go selo

Go itokiša

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

- tšhate ya tlotlontšu le dinomoro 1–10
- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 0 (letlakala la 209)
- maswao a dinomoro le dikarata tša maina a dinomoro 0–10
- karata ya leswao la nomoro 0 (ya mothalopalo)
- karata ya marontho ya go se be le selo
- diswantšho tša dilo tše dikgolo tše 10
- thempoleiti ya tlhama: Nomoro 0 (letlakala la 215) – 1 ya morutwana yo mongwe le yo mongwe
- rempo le dikgwele (lebelela Lefelo la go šomela la 4)
- palotatelano 0–10



- dinomoro tša tatelano tša go fofa go thoma ka 0–10 (ka sebopego sa seboko).

Whole class activities

Day 1



TIP

Move the numbers on the number washing line up so that there is space for the 0 number symbol card.

What you need

- Song: *Ten green bottles* (page 192)
- Number friezes 1–10
- Number frieze and house template for number 0 (page 208)
- *Number 0 story* (page 192)
- Number symbol card 0 (number washing line)
- Cardboard box

1. **Song:** Sing the song, *Ten green bottles*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners take turns to count items in the classroom, for example, windows, doors, 8 school bags, 10 pencils.

Guiding questions:

- ★ How many pencils do you think there are in this tin?
- ★ Do you think there are more than 10 school bags or fewer than 10 school bags?

4. **Introducing 0:** Point to number friezes 1–10.

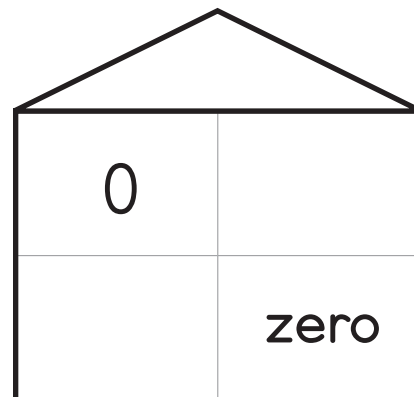
Guiding questions:

- ★ Do you think there could be any more houses? Why/why not?
- ★ Where would we put the houses on our frieze if we could have more houses?

Tell the *Number 0 story*. Display the animal house with the number symbol and number word *before the number 1 frieze* on the wall in the maths area.

Learners dramatise the story. Use an empty cardboard box to represent the empty house. Choose learners to play the parts of the elephant, giraffes, birds and other animals.

Learners practise the number 0 by writing it in the air or on the mat with their fingers.



5. **Adding 0 to the number washing line:** Show learners the 0 number card. Ask where they think this should go on the number washing line. Ask a learner to come and put this on the number washing line.

Guiding questions:

- ★ Why did you put the number zero there?
- ★ What number comes after zero?
- ★ Who can fetch me zero books?

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



TIP

Use the word 'zero' often when referring to the symbol '0' and use 'nought' during the day when talking about 'nothing' or 'no objects'.

Mešongwana ya barutwana ka moka

Letšatši la 1

KELETŠO

Sepetša dinomoro tša mothalopalong gore go be le sekgoba sa karata ya leswao la nomoro 0.

KELETŠO

Diriša lentšu 'lefeela' ge o bolela ka leswao la '0' gomme o diriše 'nnoto' mo letšatšing la ge o bolela ka 'ga go selo' goba 'dilo ga di gona'.

Tše o di hlokago

- **Koša:** *Mabotlelo a matalamorogo a lesome* (letlakala la 193)
- Tšhate ya tlotlontšu le dinomoro 1–10
- Tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 0 (letlakala la 209)
- *Kanegelo ya nomoro 0* (letlakala la 193)
- Karata ya leswao la nomoro 0 (mothalopalo)
- Lepokisi la khatepote

1. **Koša:** Opela koša, *Mabotlelo a matalamorogo a lesome*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba šiedišana ka go bala dilo ka phapošing, mohlala, mafasetere, mabati, mekotla ya sekolo ye 8, diphensele tše 10.

Dipotšišo tša go hlaha:

- ✦ O nagana gore go na le diphensele tše kae ka thining ye?
- ✦ O nagana gore go na le mekotla ya dipuku ya go feta 10 goba mekotla ya dipuku ya go fetwa ke 10?

4. **Go tsebiša 0:** Šupa ditšhate tša tlotlontšu le dinomoro 1–10.

Dipotšišo tša go hlaha:

- ✦ O nagana gore go ka be go na le dintlo tše dingwe? Ka lebaka la eng?
- ✦ Ge re ka ba le dintlo tše dingwe re tla bea dintlo kae mo tšhateng ya rena ya tlotlontšu le dinomoro?

Anega *Kanegelo ya nomoro 0*. Bontšha ntlo ya diphoofolo le leswao la nomoro le leina la nomoro *pele ga tšhate ya tlotlontšu le dinomoro ya nomoro 1* lebotong mo sebakeng sa dipalo.

Barutwana ba diragatša kanegelo. Diriša lepokisi la khatebote la go se be le selo go emela ntlo ya go se be le selo. Kgetha barutwana ba go bapala karolo ya tlou, dithutlwa, dinonyana le diphofole tše dingwe.

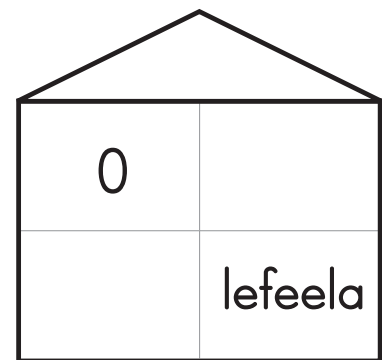
Barutwana ba ikatiša nomoro 0 ka go e ngwala moyeng le mmeteng ka menwana ya bona.

5. **Go tsenya 0 mothalopalong:** Bontšha barutwana karata ya nomoro 0. Ba botšiše gore e swanetše go tsena kae mo mothalopalong. Kgotela morutwana gore a e beye mothalopalong.

Dipotšišo tša go hlaha:

- ✦ Ke ka lebaka la eng o beile nomoro lefeela fao?
- ✦ Nomoro lefeela e latelwa ke nomoro efe?
- ✦ Ke mang yo a ka ntšeelago dipuku tše lefeela?

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



Day 2

What you need

- Song: *Ten green bottles* (page 192)
- 10 balls
- 2 hula hoops
- 0 symbol and number word cards (*Resource Kit*)
- An empty bowl for the maths table
- Blank dot card



TIP

Count from 0 to 20 as learners move to their workstations and when walking to the toilet.

1. **Song:** Sing the song, *Ten green bottles* and dramatise with 10 learners.
2. **Oral counting:** 0–20 and beyond, 10–0. Point to the number washing line as you count.
3. **Counting objects 1–10:** Place the two hula hoops on the mat. Place 10 balls inside one hoop and leave the second hoop empty.

Guiding questions:

- ★ How many balls do you think there are in this hoop?

Learners count the balls in the hoop. Take seven balls out of the first hoop and put them inside the second hoop.

- ★ If we take seven balls from this hoop and put them in the empty hoop, how many balls are left in this hoop?

Learners count the balls in each hoop. Take the three balls from the first hoop and put them into the second hoop, leaving the first hoop empty.

- ★ How many balls are there in each hoop?
- ★ What happens when you take away all the balls from the one hoop and put them into the other hoop?

4. **Maths table:** Place the empty hoop on the maths table to represent the number 0.



TIP

There are many words that mean the same as zero, for example, *nought, nothing, nil*. Build on these words as learners use them, for example, ask what other word they could use instead of 'nothing'. Point out that these words all mean zero.

Guiding questions:

- ★ How many balls are there inside the hoop?

Show learners a blank dot card.

- ★ How many dots are there on this dot card?

One learner puts the blank card, the symbol and word card for zero on the maths table next to the empty bowl.

Learners go on a counting walk and point out a given number of objects (including zero).

Guiding questions:

- ★ Can you see:
 - A bus? How many wheels does it have?
 - A girl with two ponytails?
 - A house? How many roofs does it have?
 - A parking area with no cars?

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

Letšatši la 2

Tše o di hlokago

- Koša: *Mabotlelo a matalamorogo a lesome* (letlakala la 193)
- Dikgwele tše 10
- Dihula hupu tše 2
- Dikarata tša leswao le leina la 0 (*Dithušathuto tša Phapoši*)
- Sekotlolo sa go se be le selo sa tafola ya dipalo
- Karata ya marontho ya go se be le selo

KELETŠO

Bala go thoma ka 0 go fihla ka 20 ge barutwana ba eya mafelong a bona a go šomela le ge ba eya tshwamare.

KELETŠO

Go na le mantšu a mantši ao a rago gore lefeela, mohlala, *nnoto, ga go selo*. Aga mantšung a ge barutwana ba a diriša, mohlala, botšiša gore ba ka diriša lentšu lefe le lengwe legatong la 'ga go selo'. Laetša gore mantšu a ka moka a ra gore lefeela.

1. **Koša:** Opela koša, *Mabotlelo a matalamorogo a lesome* le diragatše le barutwana ba 10.
2. **Go balela godimo:** 0–20 le go feta, 10–0. Šupa mothalopalo ge le bala.
3. **Go bala dilo 1–10:** Bea dihula hupu tše pedi mmeteng. Bea dikgwele tše 10 ka hupung e tee o tlogele hupu e nngwe e se na selo.

Dipotšišo tša go hlahla:

- ★ O nagana gore go na le dikgwele tše kae ka hupung ye?

Barutwana ba bala dikgwele tša ka hupung. Ntšha dikgwele tše šupa ka hupung ya mathomo o di tsenye ka hupung ya bobedi.

- ★ Ge re ka ntšha dikgwele tše šupa ka hupung ye ra di tsenya ka hupung ya go se be le selo, go tlo šala dikgwele tše kae ka hupung?

Barutwana ba bala dikgwele ka hupung ye nngwe le ye nngwe. Ntšha dikgwele tše tharo ka hupung ya mathomo gomme o di tsenye ka hupung ya bobedi, o tlogele hupu ya mathomo e se na selo.

- ★ Go na le dikgwele tše kae ka hupung ye nngwe le ye nngwe?

- ★ Go direga eng ge o ntšha dikgwele ka moka ka hupung wa di tsenya ka hupung ye nngwe?

4. **Tafola ya dipalo:** Bea hupu ya go se be le selo tafoleng ya dipalo go emela nomoro 0.

Dipotšišo tša go hlahla:

- ★ Go na le dikgwele tše kae ka hupung?

Bontšha barutwana karata ye marontho ya go se be le selo.

- ★ Go na le dikarata tša marontho tše kae karateng ye ya marontho?

Morutwana o tee o bea karata ya go se be le selo, karata ya leswao le ya leina ya lefeela tafoleng ya dipalo kgauswi le sekotlolo sa go se be le selo.

Barutwana ba dira mosepelo wa go bala gomme ba šupa palo ya dilo ye e filwego (go akaretšwa le lefeela).

Dipotšišo tša go hlahla:

- ★ O bona:

- Pese? E na le maotwana a makae?
- Mosetsana wa go bofela moriri morago ka meselana e mebedi?
- Ntlo? E na le marulelo a makae?
- Lefelo la go phaka la go se be le difatanaga?

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

Day 3

What you need

- Song: *Ten green bottles* (page 192)
- 11 tubs
- 55 counting sticks
- Number dot cards 1–10 (*Resource Kit*)
- Blank dot card
- Number symbol cards 0–10

1. **Song:** Sing the song, *Ten green bottles*.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

Counting backwards is a meaningful way for learners to learn about zero.

3. **Counting objects 1–10:** Learners sit in a circle. They take turns to take a card from the pack. All learners show as many fingers as dots on the card, counting together. If the card shows 0, learners show a fist to represent 0 fingers.
4. **Dot cards and ordering numbers 0–10:** Show learners dot cards 1–10. Hold up the blank dot card representing 0.

Guiding questions:

- ★ How many dots are there on this dot card?

Stick a dot card from 0 to 10 on the outside of each tub and place the related number symbol inside each tub. Place the tubs on the mat in random order. Learners take turns to place counting sticks in the tubs according to the number of dots.

Put the 7, 4, 9 and 0 tubs on the mat. Learners take turns to arrange the containers from the smallest to the biggest number.

- ★ How can we put these containers in order from the smallest to the biggest number?
- ★ Which is the smallest/biggest number?

Repeat using other combinations as well as ordering from the biggest to the smallest number.

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

Day 4

What you need

- Song: *Ten green bottles* (page 192)
- 10 pictures of large objects
- A cloth
- Number washing line and number cards 0–10

1. **Song:** Sing the song, *Ten green bottles*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Put 10 pictures of objects on the wall and cover them with a cloth. Uncover the pictures.

Guiding questions:

- ★ How many pictures of objects are on the wall?

Letšatši la 3

Tše o di hlokago

- Koša: *Mabotlelo a matalamorogo a lesome* (letlakala la 193)
- Diswaro tše 11
- Dikotana tše 55
- Dikarata tša maronho tša dinomoro 1–10 (*Dithušathuto tša Phapoši*)
- Karata ya maronho ya go se be le selo
- Dikarata tša maswao tša dinomoro 0–10

 **KELETŠO**
Go balela morago ka mokgwa wa go kgotsofatša wa barutwana go ithuta ka ga lefeela.

1. **Koša:** Opela koša, *Mabotlelo a matalamorogo a lesome*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Ba šiedišana ka go tšea karata ka pakeng. Barutwana ka moka ba bontšha menwana ya go lekana le maronho, ba bala mmogo. Ge karata e bontšha 0, barutwana ba bontšha letswele go emela 0 la menwana.
4. **Dikarata tša maronho le go latelanya 0–10:** Bontšha barutwana dikarata tša maronho 1–10. Emiša karata ya maronho ya go se be le selo go emela 0.

Dipotšišo tša go hlaha:

- ★ Go na le maronho a makae karateng ye ya maronho?

Kgomaretša karata ya maronho go thoma ka 0 go fihla ka 10 ka ntle ga diswaro ka moka gomme o tsenye leswao la nomoro la go tswalana ka gare ga diswaro ka moka. Bea diswaro mmeteng efela e sego ka tatelano ya go nepagala. Barutwana ba šiedišana ka go tsenya dikotana tša go bala ka diswarong go ya ka palo ya maronho.

Bea diswaro tša 7, 4, 9 le 0 mmeteng. Barutwana ba šiedišana ka go beakanya dikotlelo go thoma ka sa nomoro ye nnyane ka go fetiša go ya go sa ye kgolo ka go fetiša.

- ★ Re ka bea dikotlolo tše ka tatelano bjang go thoma ka se sennyane ka go fetiša go ya go se segolo ka go fetiša?

★ Ke nomoro efe ye e lego ye nnyane ka go fetiša/kgolo ka go fetiša? Boeletša o diriša dikopanyo tše dingwe le go di latelanya go thoma ka nomoro ye kgolo ka go fetiša go ya go ye nnyane ka go fetiša.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Mabotlelo a matalamorogo a lesome* (letlakala la 193)
- Diswantšho tše 10 tša dilo tše dikgolo
- Lešela
- Mothalopalo le dikarata tša dinomoro 0–10

1. **Koša:** Opela koša, *Mabotlelo a matalamorogo a lesome*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bea diswantšho tša dilo tše 10 lebotong o di khupetše ka lešela. Khupulla diswantšho.

Dipotšišo tša go hlaha:

- ★ Go na le diswantšho tša dilo tše kae lebotong?

Remove one/two/three of the pictures and repeat the process. Continue until there are no pictures.

★ How many pictures are on the wall now?

4. **Practising and ordering numbers 0–10:** Take the number cards off the number washing line except for 3 and 7. Give the nine cards you removed to the learners. Learners take turns to peg the numbers on the number washing line in the correct order.

Guiding questions:

- ★ Where should we place the number 1/5/10? How do you know?
- ★ Which number comes before/after ____?
- ★ Where should we place the number 0? Why?

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

Day 5

What you need

- Song: *The ants go marching two by two* (page 188)
- Masking tape/chalk
- Number symbol cards 0–10
- Poster 6

1. **Song:** Sing the song, *The ants go marching two by two*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand on one side of the class. One learner displays a number card. The other learners hop the number of times shown on the card and count aloud. If 0 is shown, learners stay where they are without hopping.
4. **Jumping track:** Use masking tape or chalk to create a number jumping track from 0–10 on the mat. Learners take turns to stand in the 'zero' block and jump as directed.

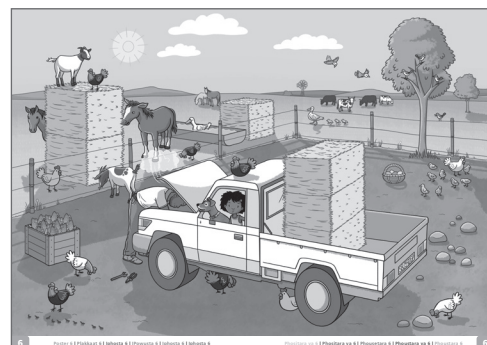
Guiding questions:

- ★ Can you jump to number 6/4/7, and so on? (Show learners number symbols.)
- ★ How many times should you jump to get to this number? (Show the 0 number symbol.)
- ★ Why didn't you jump?

5. **Practising 0–10:** Discuss Poster 6. Talk about what the learners can see.

Guiding questions:

- ★ How many wings does the chicken/duck/bird have?
- ★ How many wings does the horse have?
- ★ How many birds/apples do you see in/on the tree?



Instead of hopping learners can clap their hands.

Tloša seswantšho se setee/pedi/tharo o boeletše tshepedišo. Tšwela pele go fihlela go se sa na diswantšho.

★ Go na le diswantšho tše kae lebotong gona bjale?

4. **Go ikatiša le go latelanya dinomoro 0–10:** Tloša dikarata tša dinomoro mothalopalong ka ntle le 3 le 7. Efa barutwana dikarata tše senyane tše o di tlošitšego. Barutwana ba šiedišana ka go phekesa dinomoro mothalopalong ka tatelano ya go nepagala.

Dipotšišo tša go hlahla:

★ Re bee nomoro 1/5/10 kae? O tseba bjang?

★ Ke nomoro efe ye e tlogo pele/ ka morago ga ____?

★ Re swanetše go bea nomoro 0 kae? Ka lebaka la eng?

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

Letšatši la 5

Tše o di hlokago

- Koša: *Ditšhošane di matšha ka bobedi ka bobedi* (letlakala la 189)
- Dikarata tša maswao tša dinomoro 0–10
- Maskhing theipi/tšhoko
- Phoustara ya 6

1. **Koša:** Opela koša, *Ditšhošane di matšha ka bobedi ka bobedi*, o dire ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba ema ka lehlakoreng le letee la phapoši. Morutwana o tee o bontšha karata ya nomoro. Barutwana ba bangwe ba tlola go ya ka nomoro ye e lego karateng ba balela godimo. Ge e le 0, barutwana ga ba tlole.

4. **Tatelano ya dinomoro ya go fofa:** Diriša maskhing theipi goba tšhoko go hlama tatelano ya dinomoro ya go fofa go thoma ka 0–10 mmeteng. Barutwana ba šiedišana go ema polokong ya 'lefeela' gomme ba fofa go ya ka taelo.

Dipotšišo tša go hlahla:

★ O ka fofela go 6/4/7, bjalo bjalo? (Bontšha barutwana maswao a dinomoro.)

★ O swanetše o fofe ga kae gore o fihle nomorong ye? (Bontšha leswao la nomoro 0.)

★ Nkane o se wa fofa?

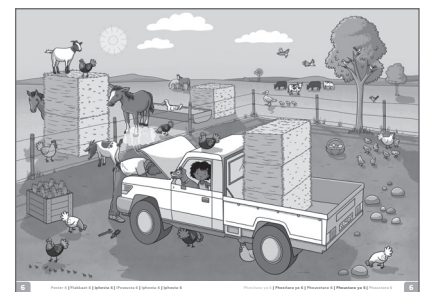
5. **Go ikatiša 0–10:** Ahlaahlang Phoustara ya 6. Bolelang ka tšeo barutwana ba ka di bonago.

Dipotšišo tša go hlahla:

★ Na kgogo/lepidibidi/nonyana e na le maphego a makae?

★ Pere e na le maphego a makae?

★ O bona dinonyana/diapole tše kae mohlareng?



 **KELETŠO**
Barutwana ba ka phaphatha diatla legatong la go tlola.

- ★ Can you find an animal that has spots/no spots?
- ★ How many animals can you see that have tails?
- ★ How many tails does Malusi have?

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

Integration

Home Language: Listen and respond to simple instructions, vocabulary building.

Life Skills: Problem solving and sharing reasons for solutions, manipulation of objects that are different colours, sizes and shapes.

Small group activities

Teacher-guided activity

What you need

- Symbol card and word card for 0 – one pair per learner
- Egg cartons (12-cup) with counters in some of the cups – 1 per learner
- Number track 0–10
- 55 Unifix blocks
- 50–60 coloured counters
- Playdough and mat per learner
- A tub with 10 animal counters – 1 per learner



TIP

Learners can use counters or their fingers to represent the bees. This helps them to prepare to work with problems at an abstract level.

1. **Word problems:** Learners place their tubs in front of them and count out 10 counters.

Guiding questions:

- ★ There are three bees on a blue flower and six bees on a red flower. How many bees are there altogether?
- ★ Two of the bees on the blue flower went back to the hive. How many bees are on the blue flower now?
- ★ Three bees from the red flower flew back to the hive. How many bees are on the red flower now?

2. **Counting objects:** Learners watch as you place five counters in one hand and four counters in the other hand. Show them your closed hands and say, 'I have five counters in this hand and four counters in my other hand.'

Guiding questions:

- ★ How many counters do you think I have altogether?
- ★ (Open one hand. Learners count the counters in that hand.) How many counters are there?
- ★ (Open the other hand. Learners count the counters in that hand.) How many counters are there?
- ★ How many counters are there altogether?

Repeat using other combinations up to 10, including one empty hand.

- ★ O ka hwetša phoofolo ya go ba le dipatso/go hloka dipatso?
- ★ O bona diphoofole tše kae tša go ba le mesela?
- ★ Malusi o na le mesela e mekae?

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

Tswalanyo

Leleme la Gae: Theeletša o latele ditaello tše bonolo, kago ya tlotlontšu.

Mabokgoni a Bophelo: Go rarolla mathata le go abelana mabaka a diphetho, tirišo ya dilo tša go fapana ka mebala, bogolo le dibopego.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Karata ya leswao le leina la 0 – para ya morutwana yo mongwe le yo mongwe
- Dikhathune tša mae (12-komiki) le dibaledi ka gare ga dikomiki tše dingwe – 1 ya morutwana yo mongwe le yo mongwe
- Palotatelano 0–10
- Dipoloko tša *Unifix* tše 55
- Dibaledi tša mmala tše 50–60
- Tlhama le mmete wa morutwana yo mongwe le yo mongwe
- Seswaro sa dibaledi tša diphoofole tše 10 – 1 sa morutwana yo mongwe le yo mongwe

KELETŠO

Barutwana ba ka diriša dibaledi goba menwana ya bona go emela dinose. Se se ba thuša go lokela go šoma ka mathata maamong a godimo.

1. **Dipalo tša mantšu:** Barutwana ba bea dibaledi pele ga bona gomme ba ntšha dibaledi tše 10.

Dipotšišo tša go hlahlwa:

- ★ Go na le dinose tše tharo lelobeng le letalalerata le dinose tše tshela lelobeng le lehubedu. Dinose ka moka ke tše kae?
- ★ Dinose tše pedi tša leloba le letlalerata di boetše phagong. Bjale go na le dinose tše kae lelobeng le letalalerata?
- ★ Dinose tše tharo tša leloba le lehubedu di boetše phagong. Bjale go na le dinose tše kae lelobeng le lehubedu?

2. **Go bala dilo:** Barutwana ba o lebelela ge o bea dibaledi tše hlano ka seatleng se sengwe le tše nne ka seatleng se sengwe. Ba bontšhe diatla o di tswaletše o re, 'Ke na le dibaledi tše hlano ka seatleng se le tše nne ka go se sengwe.'

Dipotšišo tša go hlahlwa:

- ★ O nagana gore ke na le dibaledi tše kae ka moka?
- ★ (Bula seatla se setee. Barutwana ba bala dibaledi tša ka seatleng seo.) Go na le dibaledi tše kae?
- ★ (Bula seatla se sengwe. Barutwana ba bala dibaledi tša ka seatleng seo.) Go na le dibaledi tše kae?
- ★ Dibaledi ka moka ke tše kae?

Boeletša o kopanye dinomoro go fihla ka 10, o akaretše le seatla sa go se be le selo.

3. **Matching an empty set with 0 symbol and word cards:**

Put 1–10 counters in some of the egg carton cups, leaving a few cups empty. Learners place the 0 number symbol and number word next to the cups that are empty.



Guiding questions:

- ★ Which cup do you think has the most/least counters? Why do you think that?
- ★ Which cups are empty? How many counters are in those cups?
- ★ How many empty cups are there altogether?

4. **Addition and subtraction:** Learners place their counters on the mat and turn their tubs upside down. They place five counters under their tub.

Guiding questions:

- ★ How many counters are under your tub?

Learners take two counters from under their tubs and place them on top of their tubs.

- ★ Now how many counters are under your tub? How many are on top? How many are there altogether?

Repeat using different combinations to 10.

Learners place all their counters on top of their tubs.

- ★ How many counters are under your tub? (None)

5. **Number track towers:** Place the number track and Unifix blocks on the mat. Learners take turns to say the number on each square of the track and to place a tower built from the correct number of Unifix blocks on the square.



Guiding questions:

- ★ How many Unifix blocks did you use for the tower on that number square?
- ★ Which group has more/fewer blocks?
- ★ How many blocks are on the zero?

6. **Practising number 0 using playdough:** Learners make the number symbol 0 out of playdough. Support learners who are ready to write 0.

TIP
Include examples of adding to and subtracting zero, for example: 'Place zero counters on top of your tub.'

Check that learners are able to:

- count groups of objects 1–10
- orally solve problems with numbers 0–10
- break down and build up numbers 0–10
- compare numbers in the range of 0–10
- recognise, match and name number symbols and number words for zero

3. **Go tswalanya sehlopha ya go se be le selo le dikarata tša leswao le leina la 0:** Bea dibaledi tše 1–10 ka dikomiking tša khathune ya mae, dikomiki tše mmalwa di se be le selo. Barutwana ba bea leswao le leina la nomoro 0 kgauswi le dikomiki tša go se be le selo.



Dipotšišo tša go hlahla:

- ★ O nagana gore ke komiki efe ya go ba le dibaledi tše dinnyane/dintši? Ka lebaka la eng o nagana seo?
- ★ Ke dikomiki dife tša go se be le selo? Go na le dibaledi tše kae ka dikomiking tše?
- ★ Go na le dikomiki tša go se be le selo tše kae?

4. **Go hlakanya le go ntšha:** Barutwana ba bea dibaledi mmeteng ba phethola diswaro gore bokafase bo be ka godimo. Ba bea dibaledi tše hlano ka fase ga diswaro tša bona.

Dipotšišo tša go hlahla:

- ★ Go na le dibaledi tše kae ka fase ga seswaro sa gago? Barutwana ba tšea dibaledi tše pedi ka fase ga seswaro sa bona gomme ba di bea ka godimo ga seswaro sa bona.
- ★ Bjale go na le dibaledi tše kae ka fase ga seswaro sa gago? Go na le tše kae ka godimo? Ka moka ke tše kae?

Boeletša o diriša dikopanyo tše dingwe go fihla ka 10.

Barutwana ba bea diswaro ka moka godimo ga diswaro.

- ★ Go na le dibaledi tše kae ka fase ga seswaro sa gago? (Ga go selo)

5. **Ditora tša palotatelano:** Bea palotatelano le dipoloko tša *Unifix* mmeteng. Barutwana ba šiedišana ka go bolela nomoro ye e lego sekwereng se sengwe le se sengwe palotatelanong gomme ba bea tora ya go agwa ka dipoloko tša *Unifix* tša palo ya go nepagala sekwereng.



Dipotšišo tša go hlahla:

- ★ O dirišitše dipoloko tša *Unifix* tše kae go dira tora sekwereng sa nomoro?
- ★ Ke sehlopha sefe sa go ba le dipoloko tše dintši/dinnyane?
- ★ Go na le dipoloko tše kae go lefeela?

6. **Go ikatiša nomoro 0 ka tlhama:** Barutwana ba dira leswao la 0 ka tlhama. Thekga barutwana bao ba loketšego go ngwala 0.

KELETŠO

Akaretša mehlala ya go hlakanya le/goba go ntšha lefeela, mohlala: 'Bea lefeela la dibaledi godimo ga seswaro sa gago.'



Lekola gore barutwana ba kgona go:

- bala dihlopha tša dilo 1–10
- rarolla mathata a dinomoro 0–10 ka molomo/polelo
- aroganya o be o age dinomoro 0–10
- bapetša dinomoro 0–10
- lemoga, tswalanya le go fa leina la leswao la nomoro le leina la nomoro lefeela

Workstation 1



What you need

- Playdough
- Playdough template: Number 0 (page 214) – 1 per learner

Learners use playdough to complete the template. They create baskets, boxes, nests, and so on, with nothing inside.

Workstation 2



What you need

- 1 ice tray
- 200 coloured counters (*Resource Kit*)
- Dice with the 6-dot side covered with a sticker and replaced with '0'

The first learner rolls the dice and places that number of counters in one of the ice-tray compartments. The next learner does the same, placing that number of counters in the next compartment. Repeat.

Workstation 3

What you need

- A tub with 10 fruit counters – 1 per learner
- Dice

Learners place their counters in a row. They take turns to roll the dice and subtract from their row the same number of counters as shown on the dice and place them in their tubs. The first learner to place all their counters in their tub wins.

Workstation 4

What you need

- 6 tennis balls
- Ramp (for example, a wide plank)
- 4 tubs covered in different coloured paper

Place the ramp at a raised angle of about 20 cm from the floor. Place the tubs on the floor at the high end of the ramp. Learners take turns to roll their balls up the ramp and try to land their balls in the tubs. They count the total number of balls that landed in the tubs.



Lefelo la go šomela la 1



Tše o di hlokago

- Tlhama
- Thempoleiti ya tlhama: Nomoro 0 (letlakala la 215) –
- 1 ya morutwana yo mongwe le yo mongwe

Barutwana ba diriša tlhama go feleletša thempoleiti. Ba hlama diroto, mapokisi, dihloga, bjalo bjalo, tša go se be le selo ka gare.

Lefelo la go šomela la 2



Tše o di hlokago

- Therei ya aese ye 1
- Dibaledi tša mebala tše 200 (Dithušathuto tša Phapoši)
- Letaese la go ba le lehlakore la marontho a 6 la go khupetšwa ka setikara la emelwa ke '0'

Morutwana wa mathomo o kgokološa letaese gomme a bea palo yeo ya dibaledi ka go ye nngwe ya diphapoši tša therei ya diaese. Morutwana wa go latela o dira seo gape, a bea palo yeo ya dibaledi ka phapošing ya go latela. Boeletšang.

Lefelo la go šomela la 3

Tše o di hlokago

- Seswaro sa dibaledi tša dienywa tše 10 – 1 sa morutwana yo mongwe le yo mongwe
- Letaese

Barutwana ba dira molokoloko ka dibaledi. Ba šiedišana ka go kgokološa letaese gomme ba ntšha dibaledi tša palo ye e lego letaeseng molokolokong ba di bea ka diswarong tša bona. Morutwana wa go bea dibaledi tša gagwe ka moka ka seswarong sa gagwe pele ga bohle ke mothopasefoka.

Lefelo la go šomela la 4

Tše o di hlokago

- Dikgwele tša thenisi tše 6
- Rempo (mohlala, lepolanka le lephara)
- Diswaro tše 4 tša go khupetšwa ka pampiri ya mebala ya go fapana

Bea rempo enkeleng ya go tsepama ya 20 cm go tloga lebatong. Bea diswaro lebatong ka lehlakoreng la go ya godimo la rempo. Barutwana ba šiedišana ka go kgokološa dikgwele tša bona gore di namele rempo ba leka gore di wele ka diswarong. Ba bala palomoka ya dikgwele tše di wetšego ka diswarong.



Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns: make, copy and extend patterns

New knowledge

- Create, copy and extend an auditory pattern
- Draw patterns from objects

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Create, copy and extend patterns using concrete objects

New maths vocabulary

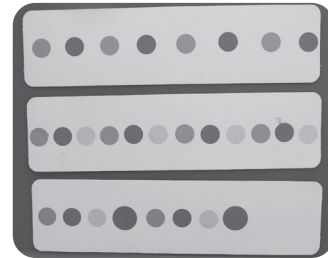
sequence

make the pattern

Getting ready

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

- 3 large colour pattern cards:
 - green and red
 - green, red and yellow
 - green, red, yellow and blue
- 30 rhythm instruments that can be sorted into 4 groups (one group should have 10 instruments)
- basket/clear container with 10 objects, some with repeating patterns and some with patterns that do not repeat, for example, wrapping paper, stickers, fabric offcuts, tiles, necklaces, bracelets, pinecones, flowers, socks, shells, and so on
- paper cut into the shape of a T-shirt – 1 per learner
- 8 number pattern cards, for example, 2 1 2 1; 4 3 4 3



3 4 3 4	2 3 2 3
5 4 5 4	4 5 4 5
1 3 1 3	4 3 4 3
3 2 3 2	2 1 2 1

- geometric paper shapes: circle, square, rectangle, triangle – 6 of each per learner
- 8 pattern cards (see Workstation 2).

Nepišo ya Karolo ya Diteng: Dipatrone, Difankšene le Altšebra

Dihlogotaba

- Dipatrone tša tšeometri: dira, kopolla o be o katološe dipatrone

Tsebo ye mpsha

- Hlama, kopolla o be o katološe patrone ya go kwewa
- Thala dipatrone go tšwa dilong

Go ikatiša

- Go balela godimo: pele 0–20 le go feta, morago 10–0
- Go bala dilo 1–10
- Hlama, kopolla o be o katološe dipatrone o diriša dilo tša go swarwa

Tlotlontšu ye mpsha ya dipalo

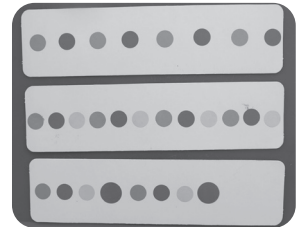
tatelano

dira patrone

Go itokiša

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

- dikarata tša dipatrone tša mmala tše dikgolo tše 3:
 - tamorogo le hubedu
 - tamorogo, hubedu le serolane
 - tamorogo, hubedu, serolane le talerata
- diletšo tša morethetho tše 30 tše di ka hlaolwago ka dihlopha tše 4 (sehlopha se setee se swanetše go ba le diletšo tše 10)
- seroto/sekotlelo sa go bontšha ka gare sa dilo tše 10, tša dipatrone tša go boeletšwa le tša dipatrone tša go se boeletšwe, mohlala, pampiri ya go phuthela, disetikara, diripa tša mašela, dithaele, dipheta tša molala, maseka, dikhoune tša phaene, maloba, disokisi, dikgopa, bjalo bjalo
- pampiri ya go ripiwa go ya ka sebopego sa sekhipeha – 1 ya morutwana yo mongwe le yo mongwe
- dikarata tša patrone ya nomoro 8, mohlala, 2 1 2 1; 4 3 4 3



3 4 3 4	2 3 2 3
5 4 5 4	4 5 4 5
1 3 1 3	4 3 4 3
3 2 3 2	2 1 2 1

- diboepogo tša pampiri tša tšeometri: sediko, sekwere, khutlotharo, khutlonnethwii – 6 ya morutwana yo mongwe le yo mongwe
- dikarata tša dipatrone tše 8 (lebelela Lefelo la go šomela la 2).

Whole class activities

Day 1

What you need

- Rhyme: *It's pattern time* (Activity Guide: Term 3, page 190)
- Small table/box
- 3 pattern cards:
 - Green and red
 - Green, red and yellow
 - Green, red, yellow and blue
- 1 red, green, blue and yellow counting stick per learner

1. **Rhyme:** Say the rhyme, *It's pattern time*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place 10 green, 5 red, 2 blue and 10 yellow counting sticks in separate piles on a small table or box so that all the learners can see them.

Guiding questions:

- ★ How many green/red/blue/yellow sticks do you think there are?
- ★ Which colours are there 0 sticks of?

Choose a learner to count and hold each pile as the class counts together.

- ★ How many sticks are left on the table/box?

4. **Extending patterns:**

Learners sit in a circle.

Place 30 green and 30 red sticks in the middle of the mat.

Each learner takes one green stick and one red stick. Show a pattern card with the two colours.

One learner starts by placing the correct colour stick on the mat. Learners take turns to continue the pattern until everyone has had a turn – the pattern will continue around the circle of learners.



Learners take turns to continue the pattern until everyone has had a turn – the pattern will continue around the circle of learners.

Guiding questions:

- ★ Who can tell me what the pattern is?
- ★ What colour stick will come next in this pattern?
- ★ What colour should we add next to extend the pattern?

Give each learner a yellow stick. Show a pattern card with three colours and repeat the activity.

- ★ Can you make a pattern with three colours?

Give each learner a blue stick and repeat with four colours.

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



If learners have mastered these pattern skills, extend the activity using two attributes, such as colour and shape or size.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Ke nako ya dipatrone (Pukutlhallo ya Mešongwana: Kotara ya 3, letlakala la 191)*
- Tafola/lepokisi le lennyane
- Dikarata tša patrone tše 3:
 - Talamorogo le hubedu
 - Talamorogo, hubedu le serolane
- Talamorogo, hubedu, serolane le talalerata
- Kotana ya go bala ye hubedu, talamorogo, talalerata le serolane ya morutwana yo mongwe le yo mongwe

1. **Sereto:** Reta sereto, *Ke nako ya dipatrone*, le ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bea dikotana tša go bala tše ditalamorogo tše 10, tše dihubedu tše 5, tše ditalalerata tše 2 le tše di serolane tše 10 ka mekgobo ya go fapana tafoleng ye nnyane goba ka lepokising gore barutwana ka moka ba kgone go di bona.

Dipotšišo tša go hlahla:

★ O nagana gore go na le dikotana tša go bala tše ditalamorogo/hubedu/talalerata/serolane tše kae?

★ Ke mebala efe ya dikotana tša 0?

Kgetha morutwana a bale le go swara mekgobo o mongwe le o mongwe ge mphato o bala.

★ Go šetše dikotana tše kae tafoleng/lepokising?

KELETŠO

Ge barutwana ba kwešiša mabokgoni a patrone, katološa mošongwana o diriša mahlaodi a mabedi, bjalo ka mmala, sebopego goba bogolo.

4. **Go katološa dipatrone:**

Barutwana ba dula ka sediko. Bea dikotana tše ditalamorogo tše 30 le tše dihubedu tše 30 mo gare ga mmete. Morutwana yo mongwe le yo mongwe o tšea kota ye talamorogo e tee le ye hubedu ye tee. Bontšha karata ya patrone ya mebala ye mebedi. Morutwana o tee o thoma ka



go bea kotana ya mmala wa go nepagala mmeteng. Barutwana ba šiedišana ka go tšwetša patrone pele go fihlela ka moka ba hwetša sebaka – patrone e tlo tšwela pele go dikologa sediko sa bana.

Dipotšišo tša go hlahla:

★ Ke mang yo a ka mpotšago gore ke patrone efe?

★ Go tlo latela kotana ya mmala ofe patroneng ye?

★ Re ka tsenya mmala ofe go katološa patrone?

Efa barutwana ka moka kotana ye serolane. Bontšha karata ya patrone ya mebala ye meraro gomme o boeletše mošongwana.

★ O ka dira patrone ka mebala ye meraro?

Efa barutwana ka moka kotana ye talalerata gomme o boeletše ka mebala ye mene.

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

Day 2

What you need

- Song: *Clap, snap and stamp* (page 194)

1. **Song:** Sing the song, *Clap, snap and stamp* with the following pattern: clap, snap fingers, stamp foot; clap, snap fingers, stamp foot, and so on.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

When counting beyond 20, help learners understand that the numbers follow the same pattern as before. Remember that some learners may need more practice than others.

3. **Counting objects 1–10:** Learners stand in a line. They stamp their feet as they count from 1–10 and put their arms up in the air when they get to 10. They change directions and repeat the activity with another body movement, for example, clapping hands.
4. **Copying and extending sound patterns:** Learners stand in a circle. Create a pattern from the song, *Clap, snap and stamp*: Clap, clap, snap fingers, snap fingers, stamp foot, stamp foot (AABBCC). Learners each have a turn to repeat the pattern until everyone has had a turn.

Guiding questions:

- ★ What should come first/next in this pattern?

Repeat with an ABC movement, for example, jump, step to the right and turn around; jump, step to the right and turn around.

- ★ Can you copy these movements with your body?
- ★ Can you see a pattern? What is the pattern?
- ★ What is the pattern sequence?
- ★ How can you extend this pattern?

Repeat with an ABAB pattern with actions, for example, hop, stand with legs astride; hop, stand with legs astride.

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

Day 3

What you need

- Song: *Clap, snap and stamp* (page 194)
- Chalk/koki pens
- A3 paper
- Number symbol and number word cards 0–10
- An A4 sheet of paper

1. **Song:** Sing the song, *Clap, snap and stamp* with an ABBABB pattern (clap, snap fingers, snap fingers; clap, snap fingers, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners clap their hands, snap their fingers or stamp their feet the number of times displayed on a number symbol card. If a '0' is shown, learners don't do any actions.

Letšatši la 2

Tše o di hlokago

- Koša: *Phaphatha, thwantšha o be o kibe fase* (letlakala la 195)



Ge o bala go feta 20, thuša barutwana ka go ba lemoša gore dinomoro di latela patrone ya go swana le ya pele. O gopole gore barutwana ba bangwe ba ka hloka go ikatiša go feta ba bangwe.

1. **Koša:** Opela koša, *Phaphatha, thwantšha o be o kibe fase* ka patrone ya go latela: phaphatha, thwantšha menwana, kiba fase; phaphatha, thwantšha menwana, kiba fase, bjalo bjalo.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba ema ka mothaladi. Ba kiba fase ge ba bala go thoma ka 1–10 gomme ba emiša matsogo moyeng ge ba fihla go 10. Ba fetola tšhupetšo gomme ba boeletša mošongwana ka mosepelo o mongwe wa mmele, mohlala, go phaphatha diatla.
4. **Go kopolla le go katološa patrone ya modumo:** Barutwana ba ema ka sediko. Hlama patrone ka koša, *Phaphatha, thwantšha o be o kibe fase*: Phaphatha, phaphatha, thwantšha menwana, thwantšha menwana, kiba fase, kiba fase (AABBCC). Barutwana ba šiedišana ka go boeletša patrone go fihlela ka moka ba hwetša sebaka.

Dipotšišo tša go hlahla:

- ★ Go swanetše go tla eng pele/go latela patroneng ye?

Boeletša ka mosepelo wa ABC, mohlala, fofa, gatela go la go ja o dikologe; fofa, gatela go la go ja o dikologe.

- ★ O ka kopisa mesepelo ye ka mmele wa gago?
- ★ O bona patrone? Ke patrone efe?
- ★ Ke tatelano efe ya patrone?
- ★ O ka katološa patrone bjang?

Boeletša ka patrone ya ABAB o dire ditiro, mohlala, tlola, ema o phatlaladitše maoto; tlola, ema o phatlaladitše maoto.

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

Letšatši la 3

Tše o di hlokago

- Koša: *Phaphatha, thwantšha o be o kibe fase* (letlakala la 195)
- Tšhoko/dikoki
- Pampiri ya A3
- Maswao a dinomoro le dikarata tša maina a dinomoro 0–10
- Letlakala la pampiri la A4

1. **Koša:** Opela koša, *Phaphatha, thwantšha o be o kibe fase* ka patrone ya ABBABB (phaphatha, thwantšha menwana, thwantšha menwana; phaphatha, thwantšha menwana, thwantšha menwana).
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba phaphatha diatla, ba thwantšha menwana goba ba kiba fase makga a nomoro ye e lego karateng ya leswao la nomoro. Ge go bontšhwa '0', barutwana ga ba dire ditiro.



TIP

Help learners to explain the rule for the patterns they are copying or creating. This helps to develop their thinking skills.

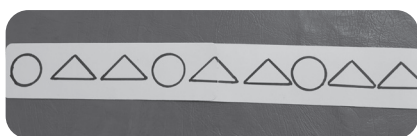
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

In pairs, learners create their own sound patterns. One learner makes up a sound pattern and the partner explains what the pattern is and repeats it. Then they reverse roles.

Guiding questions:

- ★ What can you tell me about the pattern?
- ★ Can you make a pattern like this?

5. **Geometric patterns:** Draw a shape pattern on the board or a strip of paper, for example, circle, triangle, triangle; circle, triangle, triangle. Make at least three repetitions of the pattern.



Guiding questions:

- ★ What can you tell me about this pattern?
- ★ What shape comes before/after the first circle/second triangle?
- ★ What is the third shape in the pattern?
- ★ What shape is first/last?

Cover the last three shapes with a sheet of paper.

- ★ What shape comes next in the sequence?
- ★ Can anyone draw what comes next in the pattern?

A few learners draw the three hidden shapes on the paper according to the sequence.

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

Day 4

What you need

- Song: *Clap, snap and stamp* (page 194)
- 30 rhythm instruments to create 4 groups of instruments (one group must have 10 instruments)
- Pattern cards with colour dots from Day 1

1. **Song:** Sing the song, *Clap, snap and stamp* with an AABAAB pattern (clap, clap, snap fingers; clap, clap, snap fingers).
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners count together as four learners sort the musical instruments into piles according to the type of instrument.

Guiding questions:

- ★ How many tambourines/drums/cymbals/triangles/shakers are there?
- ★ Are there more/fewer drums or shakers? How many more/fewer?
- ★ Which group has 10 instruments?

KELETŠO

Thuša barutwana go hlaloša melao ya patrone ye ba e kopišago goba ba e hlamago. Se se thuša go hlabolla mabokgoni a bona a go nagana.

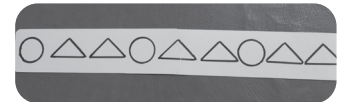
4. **Hlatha molao wa patrone:** Morutwana o tee o ihlamela patrone ye modumo, mohlala, phaphatha, phaphatha, thwantšha menwana; thwantšha menwana, phaphatha, phaphatha, thwantšha menwana, thwantšha menwana. Barutwana ba bangwe ba hlaloša patrone gape ba e boeletša.

Ka bobedi, barutwana ba ihlamela dipatrone tša bona tša modumo. Morutwana o tee o dira patrone ya modumo gomme mogwera o hlaloša patrone a ba a e boeletša. Ba fetola dikarolo.

Dipotšišo tša go hlaha:

- ★ O ka mpotša eng ka ga patrone?
- ★ O ka dira patrone ya go swana le ye?

5. **Dipatrone tša tšeometri:** Thala patrone ya sebopego letlapeng goba mosetong wa pampiri, mohlala, sediko, khutlotharo, khutlotharo; sediko, khutlotharo, khutlotharo. Boeletša patrone gararo.



Dipotšišo tša go hlaha:

- ★ O ka mpotša eng ka patrone ye?
- ★ Ke sebopego sefe sa go tla la mathomo/ka morago ga sediko sa mathomo/khutlotharo ya bobedi?
- ★ Sebopego sa boraro patroneng ke sefe?
- ★ Sebopego sa mathomo/mafelelo ke selo?

Khupetša dibopego tše tharo tša mafelelo ka letlakala la pampiri.

- ★ Go latela sebopego sefe tatelanong?
- ★ Go na le yo a ka thalago sa go latela patroneng?

Barutwana ba mmalwa ba thala dibopego tše tharo tša go fihlega pampiring go ya ka tatelano.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Phaphatha, thwantšha o be o kibe fase* (letlakala la 195) (sehlopha se setee se swanetše go ba le diletšo tše 10)
- Diletšo tša morethetho tše 30 go hlama dihlopha tša diletšo tše 4
- Dikarata tša patrone ya marontho a mmala tša Letšatši la 1

1. **Koša:** Opela koša, *Phaphatha, thwantšha o be o kibe fase* ka patrone ya AABAAB (phaphatha, phaphatha, thwantšha menwana; phaphatha, phaphatha, thwantšha menwana).
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba bala mmogo ge barutwana ba bane ba hlaola diletšo go dira mekgobo go ya ka mohuta wa seletšo.

Dipotšišo tša go hlaha:

- ★ Go na le ditamporine/meropa/disimpale/dikhutlotharo/ditšhela tše kae mola?
- ★ Go na le meropa ye mentši/nnyane go fetwa ke ditšhela? Ke ye mentši/nnyane ka ye mekae?
- ★ Ke sehlopha sefe sa go ba le tše 10?



TIP

Learners can explore a variety of patterns with their instruments, for example, AB, AAB, ABB, ABC.

4. **Musical patterns:** Play a musical pattern on a musical instrument, for example, soft, soft, loud, loud; soft, soft, loud, loud.

Guiding questions:

- ★ What can you tell me about the pattern?
- ★ Can you use your hands and feet to create the same pattern?

Change the pattern, for example, soft, loud, loud; soft, loud, loud, and repeat.

- ★ How has the pattern changed?

Pass out rhythm instruments to four groups. Groups take turns to repeat the two musical patterns.

- ★ Can you repeat/extend the pattern?

Show learners a colour dot pattern card and discuss the pattern. Groups take turns to copy and extend the pattern using their musical instruments. Groups use the pattern to create their own sound patterns, for example, loud for red, soft for yellow; fast for red, slow for yellow.

- ★ Tell me about the pattern.
- ★ Can you make the same pattern?
- ★ How does it sound?



Other groups repeat each group's sound pattern with their instruments. Groups take turns to create and demonstrate their own sound patterns with their instruments. Other groups join in.

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

Day 5

What you need

- Song: *Clap, snap and stamp* (page 194)
- A basket/clear container with 10 objects with repeating and non-repeating patterns
- Poster 4

1. **Song:** Sing the song, *Clap, snap and stamp*. Learners suggest their own pattern sequences.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Display the basket of collected objects.

Guiding questions:

- ★ How many objects do you think are in my basket?
- ★ Have I got enough to give everyone in the class one object?
- ★ How can we find out?

Count the objects as you hand each object to a different learner.

- ★ Were there enough objects?
- ★ Are there more objects or more learners?

KELETŠO

Barutwana ba ka hlohlomiša dipatrone tša mehutahuta ka diletšo tša bona, mohlala, AB, AAB, ABB, ABC.



4. **Dipatrone tša diletšo:** Bapala patrone ya mmimo ka seletšo sa mmimo, mohlala, fase, fase, godimo, godimo; fase, fase, godimo, godimo.

Dipotšišo tša go hlaha:

- ✦ O ka mpotša eng ka ga patrone?
- ✦ O ka diriša diatla le maoto go hlama patrone ya go swana le yona? Fetola patrone, mohlala, fase, godimo, godimo; fase, godimo, godimo gomme o boeletše.
- ✦ Patrone e fetogile bjang?

Fetišetša diletšo tša morethetho go dihlopha tše nne. Dihlopha di šiedišana ka go boeletša dipatrone tša mmimo tše pedi.

- ✦ O ka boeletša/katološa patrone?

Bontšha barutwana karata ya marontho ya mmala gomme le bolele ka patrone. Dihlopha di šiedišana ka go kopisa le go katološa patrone ka go šomiša diletšo tša bona tša mmimo. Dihlopha di diriša patrone go ihlamela dipatrone tša modumo, mohlala, godimo go bohudedu, fase, go serolane; ka lebelo go hubedu, ka go lepologa go serolane.

- ✦ Mpotše ka ga patrone.
- ✦ O ka dira patrone ya go swana le ye?
- ✦ E kwagala bjang?

Dihlopha tše dingwe di boeletša dipatrone tša dihlopha tše dingwe ka diletšo tša bona. Dihlopha di šiedišana ka go hlama le go laetša dipatrone tša tšona tša modumo ka diletšo tša bona. Dihlopha tše dingwe di a tsenela.

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

Letšatši la 5

Tše o di hlokago

- Koša: *Phaphatha, thwantšha o be o kibe fase* (letlakala la 195)
- Seroto/sekotlolo sa go bontšha sa dilo tše 10 sa dipatrone tše go boeletšwa le tša go se boeletšwe
- Phoustara ya 4

1. **Koša:** Opela koša, *Phaphatha, thwantšha o be o kibe fase*. Barutwana ba šišinya ditatelano tša patrone.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bontšha seroto sa dilo tše di kgobokeditšwego.

Dipotšišo tša go hlaha:

- ✦ O nagana gore go na le dilo tše kae ka serotong sa ka?
- ✦ Ke na le tše di lekanego go ka fa yo mongwe le yo mongwe ka mo phapošing se setee?

- ✦ Re ka tseba bjang?

Bala dilo ge o efa barutwana.

- ✦ Go bile le dilo tše di lekanego?
- ✦ Go na le dilo tše dintši goba barutwana ba bantši?

4. **Identifying patterns:** Set out the collected objects on the mat. Discuss what each object looks like and what patterns learners can see.

Guiding questions:

- ★ Can you see an object with a pattern? Why do you think it is a pattern?
- ★ What part of the pattern repeats?
- ★ What comes next in the pattern?
- ★ How many times does the pattern repeat?
- ★ Can you see anything that does not have a pattern?

5. **Discussing patterns:**

Discuss Poster 4.

Guiding questions:

- ★ What patterns do you see in the picture?
- ★ Why do you think it is a pattern/not a pattern?
- ★ Where else can we find patterns like these?
- ★ Can you think of patterns on animals/in nature? Can you describe one?



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

Integration

Home Language: Sequencing daily events and parts of a story.

Life Skills: Identifying and describing patterns in their environment, development of drawing skills (fine motor development), problem-solving and social skills, developing sense of rhythm (music).

Small group activities

Teacher-guided activity

What you need

- 10 red counting sticks
- A tub of sticks per learner:
4 red, 4 blue, 4 green, 4 yellow,
4 orange
- Attribute blocks (*Resource Kit*)
- Sheet of paper per learner
- Crayons

1. **Counting objects 1–10:** Put the pile of 10 red sticks on the mat.

Guiding questions:

- ★ How many learners are in our group?
Count together.
- ★ If I want to give everyone one stick, how many sticks do I need?
- ★ Are there enough red sticks for everyone to get a stick?
- ★ Are there enough for everyone to get two sticks?

4. **Hlatha dipatrone:** Bea dilo tše di kgobokeditšwego mmeteng. Bolelang gore dilo ka moka di lebega bjang le gore barutwana ba bona dipatrone dife.

Dipotšišo tša go hlaha:

- ✦ O bona selo sa go ba le patrone? Ke ka lebaka la eng o nagana gore ke patrone?
- ✦ Ke karolo efe ya patrone ye e boeleditšwego?
- ✦ Go latela eng patroneng?
- ✦ Patrone e boeletša gaka?
- ✦ Na o bona selo sa go se be le patrone?



5. **Go boledišana ka dipatrone:** Ahlaahlang Phoustara ya 4.

Dipotšišo tša go hlaha:

- ✦ O bona dipatrone dife seswantšhong?
- ✦ Ke ka lebaka la eng o nagana gore ke/gase patrone?
- ✦ Re ka hwetša dipatrone tša go swana le ye kae?
- ✦ O ka gopola dipatrone tše di lego diphoofoolong/tša tlhago? O ka hlaloša e tee?

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

Tswalanyo

Leleme la Gae: Go latelanya ditiragalo tša letšatši le dikarolo tša kanegelo.

Mabokgoni a Bophelo: Go hlatha le go hlaloša dipatrone ditikologong tša tšona, tlhabollo ya mabokgoni a go thala (tlhabollo ya digoba tša diatla), mabokgoni a go rarolla mathata le go dira segwera, kwešišo ya morethetho (mmino).

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- | | |
|--|--|
| • Dikotana tša go bala tše dihubedu tše 10 | diserolane tše 4, tša mmala wa namune tše 4 |
| • Seswaro sa dikotana sa morutwana yo mongwe le yo mongwe: tše dihubedu tše 4, tše ditalalerata tše 4, tše ditalamorogo tše 4, tše | • Dipoloko tše di ka dirišwago go hlaola (<i>Dithušathuto tša Phapoši</i>) |
| | • Letlakala la pampiri la morutwana yo mongwe le yo mongwe |
| | • Dikherayone |

1. **Go bala dilo 1–10:** Bea mokgobo wa dikotana tše dihubedu tše 10 mmeteng.

Dipotšišo tša go hlaha:

- ✦ Go na le barutwana ba bakae sehlopheng sa rena? Balang mmogo.
- ✦ Ge ke nyaka go fa yo mongwe le yo mongwe kotana e tee, ke hloka dikotana tše kae?
- ✦ Go na le dikotana tše dihubedu tša go lekana bohle?
- ✦ Na bohle ba ka hwetša tše pedi tše pedi?

Choose a learner to share the sticks so that each learner gets the same number of sticks.

- ★ How many more sticks do we need so that you each have the same number of sticks?

2. **Word problem:** Learners can use counters or their fingers to solve the problem.

Guiding questions:

- ★ Malusi is fishing. There are nine fish in the river close to him. Four fish swim away. How many fish are left for Malusi to catch?

3. **Making, copying and extending patterns:** Make a pattern using counting sticks, for example, blue, yellow; blue, yellow; blue, yellow. Learners copy the pattern.

Guiding questions:

- ★ Can you make a line of sticks just like mine?
- ★ Tell me about your line of sticks.

Make a different pattern with the learners using three colour sticks in a line, for example, red, blue, green; red, blue, green.

- ★ Which stick comes next/after/before? How do you know?
- ★ Can you show me the part of the pattern that repeats?
- ★ How can we extend the pattern?

Learners work in pairs. They make a pattern with their sticks and their partner copies and extends their pattern.

- ★ Can you describe your pattern?
- ★ What makes it a pattern?

Make a pattern using attribute blocks, with at least three repetitions of the pattern, for example, circle, circle, rectangle; circle, circle, rectangle; circle, circle, rectangle.



TIP

When using attribute blocks for pattern activities, focus on what they look like, for example, colour, shape and size and not on their properties, for example, sides and corners.

- ★ What can you tell me about this pattern?

Learners draw the pattern sequence on a sheet of paper, repeating it two or three times.

4. **Creating, copying and extending sound patterns:** Clap an ABB pattern: clap, slap, slap; clap, slap, slap. Learners repeat the pattern and then extend it two or three more times.

Guiding questions:

- ★ Can you make this pattern?
- ★ How would you extend this pattern?

Learners make the same pattern with their sticks, for example, orange, green, green. Repeat with AAB and ABC patterns.

Kgetha morutwana go aba dikotana gore barutwana ka moka ba hwetše tša palo ya go lekana.

- ★ Re hloka dikotana tše dingwe tše kae gore ka moka le be le palo ya go lekana ya dikotana?

2. **Palo ya mantšu:** Barutwana ba ka rarolla mathata ka dibaledi goba menwana ya bona ya diatla.

Dipotšišo tša go hlahla:

- ★ Malusi o thea dihlapi. Go na le dihlapi tše senyane ka nokeng kgauswi le yena. Dihlapi tše nne di ruthela kgole. Go šetše dihlapi tše kae tše Malusi a ka di theago?

3. **Go dira, go kopolla le go katološa dipatrone:** Dira patrone ka dikotana tša go bala, mohlala, talalerata, serolane; talalerata, serolane; talalerata, serolane. Barutwana ba kopisa patrone.

Dipotšišo tša go hlahla:

- ★ O ka dira mothaladi wa dikota wa go swana le wa ka?
- ★ Mpotše ka ga mothaladi wa gago wa dikotana.

Dira patrone ye e fapanego le barutwana le diriša dikotana tša mebala tše tharo mothalading, mohlala, hubedu, talalerata, talamorogo; hubedu, talalerata, talamorogo.

- ★ Ke kotana ye e latelago/ka morago/pele. O tseba bjang?
- ★ O ka mpontšha karolo ya patrone ya go boeletšwa?
- ★ Re ka katološa patrone bjang?

Barutwana ba šoma ka bobedi. Ba dira patrone ka dikotana gomme bagwera le bona ba a kopisa le go katološa patrone.

- ★ O ka hlaloša patrone?
- ★ Ke eng sa go dira gore e be patrone?

Dira patrone ka dipoloko tša go di dirišwa go hlaola, o boeletše patrone gararo, mohlala, sediko, sediko, khutlonnethwii; sediko, sediko, khutlonnethwii; sediko, sediko, khutlonnethwii.



KELETŠO

Ge o diriša dipoloko tše di ka dirišwago go hlaola mešongwaneng ya dipatrone, nepiša ka fao di lebelelegago ka gona, mohlala, mmala, sebopego le bogolo e sego dipharologantšho tša tšona, mohlala, bogolo le dikhutlo.

- ★ O ka mpotša eng ka patrone ye?

Barutwana ba thala tatelano ya patrone letlakaleng la pampiri, ba e boeletša gabedi goba gararo.

4. **Go hlama, go kopiša le go katološa patrone ya modumo:** Phaphatha patrone ya ABB: phaphatha, betha, betha; phaphatha, betha, betha. Barutwana ba boeletša patrone gomme ba e katološa gabedi goba gararo.

Dipotšišo tša go hlahla:

- ★ O ka dira patrone ye?
- ★ O ka katološa patrone ye bjang?

Barutwana ba dira patrone ya go swana le yona ka dikotana, mohlala, mmala wa namune, talamorogo, talamorogo. Boeletša patrone ya AAB le ya ABC.

5. **Making and copying body patterns:** One learner turns his/her back to the rest of the group. Learners arrange themselves to create a pattern, for example, hands in the air, hands on knees; hands in the air, hands on knees.



TIP

Learners can create patterns using a variety of materials, for example, cubes, keys, small toys and attribute blocks.

Guiding questions:

- ★ What pattern has the group made?

Learners describe the pattern they created.



Check that learners are able to:

- copy a given pattern, including an auditory pattern
- describe a pattern
- extend a pattern by telling you what comes next
- draw a copy of a given pattern

Workstation 1

What you need

- Geometric paper shapes
- Paper
- Glue
- Crayons

Learners start a pattern with two or three colours or shapes. They glue them along the page border and then extend the pattern around the page until their frame is complete.

Write learners' names on their pages and let them draw or paint a picture in their frames during free play.



5. **Go dira le go kopolla dipatrone tša mmele:** Morutwana o tee o fura le sehlōpha. Barutwana ba ipeakanya go hlama patrone, mohlala, diatla moyeng, diatla dikhurung diatla moyeng; diatla dikhurung.



KELETŠO

Barutwana ba ka hlama patrone ba diriša didirišwa tša mehutahuta, mohlala, dikhubu, dinotlelo, dibapadiši tše dinnyane le dipoloko tše di ka dirišwago go hlaola.

Dipotšišo tša go hlahla:

- ★ Sehlopha se se dirile patrone efe?

Barutwana ba hlaloša patrone ye ba e hlamilego.



Lekola gore barutwana ba kgona go:

- kopolla patrone ye e filwego, go akaretšwa le patrone ya go kwa
- hlaloša patrone
- katološa patrone ka go bolela gore go latela eng
- thala khophi ya patrone ye e filwego

Lefelo la go šomela la 1

Tše o di hlokago

- Dibopego tša pampiri tša tšeometri
- Sekgomaretši
- Pampiri
- Dikherayone

Barutwana ba thoma patrone ka mebala goba dibopego tše pedi goba tše tharo. Ba di kgomaretša morumong wa letlakala gomme ba katološa patrone go dikologa letlakala go fihlela foreime e tlala.

Ngwala maina a barutwana matlakaleng a bona gomme o re ba thale goba ba pente seswantšho ka diforeimeng tša bona ka nako ya papadi ya go lokologa.



Workstation 2

What you need

- Egg carton strip with 6 cups – 1 per learner
- 8 pattern cards
- Tubs with different materials that match the colours of the pattern cards, for example, Unifix blocks, fruit counters, coloured counters

Learners choose a pattern card and copy the pattern by placing the objects in the row of the egg carton strip.



Workstation 3

What you need

- Paper cut into the shape of a T-shirt – 1 per learner
- Offcuts of clothing fabric
- Crayons or paint

Learners look at the designs on the fabric and copy a pattern onto their T-shirt template.



Workstation 4

What you need

- Number pattern cards
- Unifix blocks

Learners choose a number pattern card and build towers to represent the patterns with the Unifix blocks.

Lefelo la go šomela la 2

Tše o di hlokago

- Moseto wa khathune ya mae ya dikomiki tše 6 – 1 wa morutwana yo mongwe le yo mongwe
- Dikarata tša patrone tše 8
- Diswaro tša didirišwa tša go fapana tša go tswalana le mebala ya dikarata tša dipatrone, mohlala, dipoloko tša *Unifix*, dibaledi tša dienywa, dibaledi tša mebala

Barutwana ba kgetha karata ya patrone gomme ba kopolla patrone ka go bea dilo molokolokong wa moseto wa khathune ya mae.



Lefelo la go šomela la 3

Tše o di hlokago

- Pampiri ya go ripiwa go ya ka sebopego sa sekhipha – 1 ya morutwana yo mongwe le yo mongwe
- Diripa tša lešela la diaparo
- Dikherayone goba pente

Barutwana ba lebelela meakanyetšo ya lešela gomme ba kopisetša patrone thempoleiting ya bona ya sekhipha.



Lefelo la go šomela la 4

Tše o di hlokago

- Dikarata tša patrone ya dinomoro
- Dipoloko tša *Unifix*

Barutwana ba kgetha patrone ya dinomoro gomme ba aga tora ya go emela dipatrone ka dipoloko tša *Unifix*.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Following direction

New knowledge

- Position of objects in relation to each other and to the learners
- Twenty-four-piece puzzles

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Position of objects in relation to each other
- Symmetry
- Direction: arrows
- Direction: left, right

New maths vocabulary

far, further
close, closer

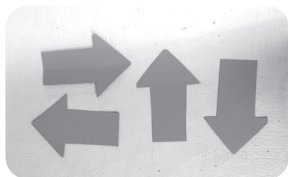
away from
turn

beside
low

high
sideways

near

Getting ready



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

- everyday symmetrical objects, for example, pair of sunglasses/glasses, pair of scissors, leaf, flower, vase, spoon
- 4 direction arrow cards: left, right, up, down
- twenty-four-piece puzzles (page 223).

Whole class activities

Day 1

What you need

- Rhyme: *Going on a lion hunt* (Activity Guide: Term 3, page 198)
- Groups of everyday classroom objects (1–10)
- Cardboard box
- Beanbag
- Chairs – 1 per pair of learners

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions. (The positional concepts of over, under and through are a focus of this rhyme.)
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place groups of objects (1–10) in different places in the classroom. Play 'I spy ...'. Learners take turns to find the objects and bring them to the mat.



TIP

Find different positions for the objects and model as many position words as possible.

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

Dihlogotaba

- Maemo, peakanyo le dipono
- Go latela tšhupetšo

Tsebo ye mpsha

- Maemo a dilo tswalanong le tše dingwe le go barutwana
- Marara a diripa tše masomepedi-nne

Go ikatiša

- Go balela godimo: pele 0–20 le go feta, morago 10–0
- Go bala dilo 1–10
- Maemo a dilo tswalanong le tše dingwe
- Lekanela
- Tšhupetšo: mesebo
- Tšhupetšo: la ngele, la go ja

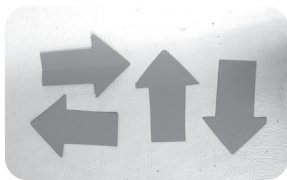
Tlotlontšu ye mpsha ya dipalo

kgole, kgojana
kgauswi, kgauswana
kgole le

retologa
thoko
tlase

godimo
ka mathoko
kgauswi

Go itokiša



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

- dilo tša tekanelo tša ka mehla, mohlala, phere ya digalase tša letšatši/digalase, sekero, letlakala, leloba, sebjanatsopa, lehwana
- dikarata tše mesebe ya tšhupetšo ye 4: la ngele, la go ja, godimo, fase
- marara a diripa tše masomepedi-nne (letlakala la 223).

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (Pukutlhahlo ya Mešongwana: Kotara ya 3, letlakala la 199)
- Dihlopha tša dilo tša ka phapošing tša ka mehla (1–10)
- Lepokisi la khatepote
- Mokotla wa dinawa
- Ditulo – 1 sa bobedi bjo bongwe le bjo bongwe bja barutwana



KELETŠO
Hweletša dilo maemo a go fapana gomme go be le mantšu a maemo a mantši ka fao go kgonegago.

1. **Sereto:** Reta sereto, *Go yo tsoma tau*, o dire ditiro. (Mareo a maemo a ka godimo, ka tlase le go putla ke nepišo ya sereto se.)
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bea dihlopha tša dilo (1–10) mafelong a go fapana ka phapošing. Bapala 'Ke ba hlodi ...'. Barutwana ba šiedišana ka go hwetša dilo gomme ba di tliša mmeteng.

Guiding questions:

- ★ How many blocks/paintbrushes/balls on top of a shelf/under a chair/ on a window ledge/near the door can you see?
4. **Position:** With a partner, learners stand in different positions as instructed.

Guiding instructions:

- ★ Stand one behind the other so that the taller person is behind/in front.
 - ★ Stand so that you are facing each other/facing away from each other. In pairs, learners stand next to a chair.
 - ★ Stand/sit behind/on your chair.
 - ★ Sit on/climb under your chair.
 - ★ Put your foot/hand under/on your chair.
 - ★ Put the hand you write with on the chair. Is this your left or right hand?
- Learners take turns to toss the beanbag into the box. They describe where the beanbag lands, for example, in/out of/next to/in front of/far away from/beside the box.
- ★ Where did the beanbag land?
5. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Rhyme: *Going on a lion hunt* (Activity Guide: Term 3, page 198)
- Number symbol cards 0–10
- Props for dramatisation, for example, cushions, chair, table, rope, blanket
- Poster 2

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Flash a number symbol card. Learners count as they rock their bodies from side to side according to the number on the card. If you show the '0' number symbol card, learners stand still.

4. **Position of objects:** Set out props and dramatise *Going on a lion hunt*. On the command of 'freeze', learners stop and say where they are, for example, behind the lion, in the river, outside the cave, in front of the forest, next to the tree, at the top of the stairs.



Guiding questions:

- ★ Where are you standing? Where is the tree/lion/river?
- ★ What is behind/in front of/next to you?
- ★ Where can you move to so that you are out of the lion's reach?

Dipotšišo tša go hlaha:

- ★ Na o bona dipoloko/diporaše tša go penta/dikgwele godimo ga šelefo/ka tlase ga setulo/morumong wa lefasetere/kgauswi le lebati tše kae?

4. **Maemo:** Le mogwera, barutwana ba ema ka maemo a go fapana go ya ka taelo.

Ditaelo tša go hlaha:

- ★ Ema ka morago ga yo mongwe gore yo motelele a be ka morago/ka pele.

- ★ Emang le lebelelane/ le se lebelelane.

Ka bobedi, barutwana ba ema kgauswi le setulo.

- ★ Ema/dula ka morago/godimo ga setulo sa gago.

- ★ Dula/namela ka tlase ga setulo sa gago.

- ★ Bea leoto/seatla ka tlase/godimo ga setulo sa gago.

- ★ Bea seatla se o ngwalago ka sona setulong. Ke seatla sa ngele goba sa go ja?

Barutwana ba šiedišana ka go gogela mokotla wa dinawa ka lepokising. Ba hlaloša gore mokotla wa dinawa o wela kae, mohlala, ka gare/ka ntle/kgauswi le/pele ga/kgole le/thoko ga le lepokisi.

- ★ Mokotla wa dinawa o wetše kae?

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

Letšatši la 2

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (Pukutlhahlo ya Mešongwana: Kotara ya 3, letlakala la 199)
- Ditshegetšo tša go diragatša, mohlala, dikhušene, setulo, tafola, thapo, kobo
- Dikarata tša maswao a dinomoro tša 0–10
- Phoustara ya 2

1. **Sereto:** Reta sereto, *Go yo tsoma tau*.

2. **Go balela godimo:** 0–20 le go feta, 10–0.

3. **Go bala dilo 1–10:** Bontšha karata ya leswao la nomoro ka potlako. Barutwana ba a bala ebile ba iša mebele ya bona ka mo le ka mo go ya ka nomoro ye e lego karateng. Ge o bontšha karata ya leswao la nomoro '0' barutwana ba ema ka go se šišinyegi.

4. **Maemo a dilo:** Beakanya ditshegetšo gomme le diragatše *Go yo tsoma tau*. Taelong ya 'kgahla', barutwana ba a ema gomme ba bolela gore ba mo kae, mohlala, ka morago ga tau, ka nokeng, ka ntle ga lewa, pele ga lešoka, kgauswi le mohlare, godimo ga ditepisi.

Dipotšišo tša go hlaha:

- ★ O eme kae? Mohlare/tau/noka e kae?

- ★ Go na le eng ka morago/ka pele/kgauswiga gago?

- ★ O ka sepelela kae gore tau e se kgone go go fihlelela?



TIP

If learners respond by just saying 'here' or 'there', ask questions and model positional words to encourage them to describe where they or objects are.

Discuss Poster 2. Learners identify objects in relation to other objects and people.



- ★ Where is Malusi?
- ★ What is above/below/behind Malusi?
- ★ Which is closer to Malusi: the ladder or the sandbox?
- ★ Where is the pink-and-white striped bucket?
- ★ Can you show me three pairs of shoes? Which shoes are closer/further away?
- ★ Which is the middle tyre?
- ★ What is the little boy next to this tyre doing?
- ★ Where are the birds? Which bird is flying high above the trees?
- ★ What can you see under/on the bench?

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

Day 3

What you need

- Song: *The directions song* (page 194)
- 5 balls
- Elastic/wool bands – 1 per learner
- Piece of rope

1. **Song:** Sing, *The directions song*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Ten learners stand in pairs facing each other. Learners take turns to bounce the balls to one another while the rest of the group counts. Learners try to reach the count of 10. Repeat with other groups of learners until everyone has had a turn.
4. **Left and right:** Turn around so that your back is facing the learners. Lift your left hand and tell learners to do the same. Repeat with your right hand.

Guiding questions:

- ★ Which hand is this?
- ★ Can you show me your left/right hand?

Place a loose elastic/wool band on each learner's right hand.

- ★ Is the band on your left or right hand?
- ★ Is this the hand you write with?

Play 'Sizwe says':

- ★ Put your right hand above your head.
- ★ Hop high on your left foot.

TIP

Do this activity outdoors with all learners, if possible.

TIP

When learners put on their shoes, use the words 'left' and 'right' when guiding them to put their shoes on the correct feet.

KELETŠO

Ge barutwana ba araba ka gore 'mo' goba 'mola', botšiša dipotšišo gomme o laetše maemo a mantšu a go ba hlohleletša go hlaloša fao ba emego gona goba fao dilo di lego gona.

Ahlaahlang Phoustara ya 2. Barutwana ba hlatha dilo tswalanong le tše dingwe le batho.

- ★ Malusi o kae?
 - ★ Ke eng seo se lego ka godimo/ka tlase/ka morago ga Malusi?
 - ★ Ke eng se se lego kgauswana le Malusi: Ileri goba lepokisi la santa?
 - ★ Pakete ya methaladi ye mepinki le ye mešweu e kae?
 - ★ O ka mpontšha diphere tša dieta tše tharo? Ke dieta dife tše di lego kgauswana goba kgojana?
 - ★ Thaere ya gare ke efe?
 - ★ Mošemanyana wa go ba kgauswi le thaere ye o dira eng?
 - ★ Dinonyana di kae? Ke nonyana efe ye e fofago ka godimo ga mehlare?
 - ★ O bona eng ka tlase/godimo ga pankana?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.



Letšatši la 3

Tše o di hlokago

- Koša: *Koša ya ditšhupetšo* (letlakala la 195)
- Dikgwele tše 5
- Mapanta a rekere/wulu – 1 la morutwana yo mongwe le yo mongwe
- Seripa sa thapo

1. **Koša:** Opela, *Koša ya ditšhupetšo*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba lesome ba ema ka bobedi ba lebelelane. Barutwana ba šiedišana ka go fofiša kgwele go ya go yo mongwe mola sehlopha se bala. Barutwana ba leka go fihla go 10. Boeletša le dihlopha tše dingwe tša barutwana go fihlela ka moka ba hwetša sebaka.
4. **La ngele le la go ja:** Furalela barutwana. Emiša seatla sa ngele gomme o kgopele barutwana go dira seo. Boeletša ka seatla sa go ja.

Dipotšišo tša go hlahla:

- ★ Ke seatla sefe se?
 - ★ O ka mpontšha seatla sa ngele/go ja?
- Bea lepanta la polastiki/wulu la go se tie diatleng tša go ja tša barutwana ka moka.
- ★ Lepanta le ka seatleng sa ngele/go ja?
 - ★ Ke seatla se o ngwalago ka sona?
- Bapalang 'Sizwe o re':
- ★ Bea seatla sa go ja ka godimo ga hlogo.
 - ★ Tlolela godimo ka leoto la ngele.

KELETŠO

Dira mošongwana wo le barutwana ka moka ka ntle ga phapoši, ge go kgonega.

KELETŠO

Ge barutwana ba apara dieta, diriša mantšu 'la ngele' le 'la go ja' ge o ba hlahla go apara dieta ka leotong la maleba.

- ★ Jump twice to your right.
- ★ Put your left hand on your right shoulder.
- ★ Put your right foot in front of you.
- ★ Put your hands behind your back.
- ★ Jump high.

Leave the bands on the learners' wrists for the remainder of the week.

5. **Follow directions:** Lay a rope out on the floor in the classroom. Learners line up on one side of the rope facing forward and follow instructions that involve directions.



Guiding instructions:

- ★ Jump to the left/right over the rope.
- While staying in a line, learners follow instructions as they go on a walk outdoors, for example:
- ★ Go forwards until you reach the door.
 - ★ Turn left and walk 10 steps.
 - ★ Stop. Look up. Look down. Look left. Look right.
 - ★ Turn right and walk forwards until you get outside.
 - ★ Hop forwards four times.
 - ★ Walk backwards/sideways three steps.

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

Day 4

What you need

- Song: *The directions song* (page 194)
- 3 identical musical instruments, for example, drums
- A scarf

1. **Song:** Sing, *The directions song*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Play a number of beats (1–10) with a musical instrument. Learners count as they jump. When the music stops, they freeze and say how many times they have jumped altogether. Repeat with learners taking turns to play the instrument.
4. **Where does the sound come from?** Learners sit in a circle on the mat. A learner is blindfolded with the scarf and sits in the middle. Point to one learner who says, 'Where am I?' The learner in the middle points in the direction of the voice.

- ★ Fofela go la go ja gabedi.
- ★ Bea seatla sa ngele legetleng la go ja.
- ★ Bea leoto la gago la go ja pele ga gago.
- ★ Iša diatla ka morago.
- ★ Fofela godimo.

Tlogela mapanta manakaileng a barutwana go fihlela beke e fela.

5. **Latela ditšhupetšo:** Ala thapo lebatong la phapoši. Barutwana ba ema ka mothaladi ka thoko ga thapo ba lebeletše pele gomme ba latela ditaello tša go ama ditšhupetšo.



Ditaello tša go hlahla:

- ★ Fofela thapo ka go la ngele/ go ja.

Ba le mothalading, barutwana ba latela ditaello ge ba sepela ka ntle, mohlala:

- ★ Eya pele go fihlela o fihla lebatong.
- ★ Retologela go la ngele o sepele dikgato tše 10.
- ★ Ema. Lebelela godimo. Lebelela fase. Lebelela go la ngele. Lebelela go la go ja.
- ★ Retologela go la go ja o ye pele go fihlela o eba ka ntle.
- ★ Tlolela pele gane.
- ★ Sepelela morago/ka mathoko dikgato tše tharo.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Koša ya ditšhupetšo* (letlakala la 195)
- Diletšo tša mmino tša go swana tše 3, mohlala, meropa
- Sekhafo

1. **Koša:** Opela, *Koša ya ditšhupetšo*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bapala nomoro ya merethetho (1–10) ka seletšo sa mmino. Barutwana ba a bala ge ba fofa. Ge mmino o ema, ba a kgahla, gomme ba bolela gore ba fofile gaka. Boeletša gomme barutwana ba šiedišane ka go bapala diletšo.
4. **Modumo o tšwa kae?** Barutwana ba dula ka sediko mmeteng. Morutwana o khupetšwa mahlo ka sekhafo gomme a dula gare. Šupa morutwana yo a rego, 'Ke mo kae?' Morutwana wa mo gare o šupa fao lentšu le tšwago gona.



TIP

Increase the number of learners standing in different positions in the classroom and playing an instrument to make the activity more challenging.

Guiding questions:

- ★ Can you point in the direction of the learner?
- ★ Who is _____ pointing towards?
- ★ Tell _____ where _____ is sitting as she/he can't see. (for example, in front of the desk/near the blue table)

Repeat the activity.

Give three of the learners an instrument while the remaining learners close their eyes. Whisper instructions to the three learners with instruments about where to stand in the classroom. Each learner takes a turn to play their instrument. The other learners point to where the sound is coming from.

Guiding questions:

- ★ Where is the sound coming from?
- ★ Can you point in the direction of the sound?
- ★ Is the sound to your left/right/in the middle of the room/at the back?

Repeat with other learners taking a turn to play the instruments.

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

Day 5

What you need

- Rhyme: *Going on a lion hunt* (Activity Guide: Term 3, page 198)
- Number symbol, dot and word cards (0–10)
- Beanbag
- Everyday symmetrical objects
- Masking tape
- Attribute blocks (Resource Kit)
- Magazines

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in a circle. Each learner is given a number symbol, dot or word card. One learner throws a beanbag to another learner. The learner who threw the beanbag must clap and count the number on the catcher's card. Repeat until each learner has had a turn.



4. **Symmetry:** Learners sit on the mat. Show them the symmetrical objects, one at a time.

Guiding questions:

- ★ What do you notice about these objects?
- ★ What other objects or animals look exactly the same on both sides?

KELETŠO
 Oketša palo ya barutwana ba go ema ka maemo a go fapana ka phapošing ba bapala seletšo gore e be mošongwana wa go tlhotla.

Dipotšišo tša go hlaha:

- ★ O ka šupa fao morutwana a lego gona?
- ★ _____ o šupa go mo go lego mang?
- ★ Botša _____ fao _____ a dutšego gona ka ge a sa kgone go bona. (mohlala, pele ga teseke/kgauswi le tafola ye talalerata)

Boeletša mošongwana.

Efa barutwana ba bararo diletšo mola ba bangwe ba tswaletše mahlo. Sebela barutwana ba go swara diletšo ditaelo gore ba eme kae ka phapošing. Barutwana ka moka ba šiedišana ka go bapala diletšo. Barutwana ba bangwe ba šupa fao modumo o tšwago gona.

Dipotšišo tša go hlaha:

- ★ Modumo o tšwa kae?
- ★ O ka šupa fao modumo o tšwago gona?
- ★ Modumo o ka go la ngele/go ja/gare ga phapoši/ka morago?

Boeletša ka barutwana ba bangwe gomme ba šiedišane ka go bapala diletšo.

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

Letšatši la 5

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (Pukutlhahlo ya Mešongwana: Kotara ya 3, letlakala la 199)
- Dikarata tša maswao, marontho le maina a dinomoro (0–10)
- Mokotla wa dinawa
- Dilo tša tekanyo tša ka mehla
- Masking theipi
- Dipoloko (*Dithušathuto tša Phapoši*)
- Dimakasine

1. **Sereto:** Reta sereto, *Go yo tsoma tau*, o dire ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Barutwana ka moka ba fiwa karata ya maswao, marontho le maina a dinomoro. Morutwana o tee o fošetša yo mongwe mokotla wa dinawa. Morutwana wa go foša mokotla wa dinawa o swanetše go phaphatha a be a bale nomoro ye e lego karateng ya yo a kabago. Boeletša go fihlela barutwana ka moka ba eba le sebaka.



4. **Lekanela:** Barutwana ba dula mmeteng. Ba bontšhe dilo tša go lekanela, se setee ka nako.

Dipotšišo tša go hlaha:

- ★ O lemoga eng ka dilo tše?
- ★ Ke dilo dife tše dingwe goba diphoofolo tša mahlakore a mabedi a go swana?

Make a vertical line (line of symmetry) down the mat with masking tape. Ask learners to place each object along the line of symmetry so that the sides are exactly the same.



- ★ Are both sides exactly the same? How can you tell?

Remove the objects. Place a triangle shape along the line on one side.

- ★ What shape is this?

Ask a learner to place an identical triangle on the other side of the line in exactly the same position.

- ★ Do you think both sides of the line are exactly the same? How do we know?

Place another shape on one side of the line. A learner chooses the same shape and places it on the other side of the line in the same position so that both sides are exactly the same (symmetrical). Repeat with other learners.



Learners get into smaller groups. Each group looks for examples of symmetry in pictures in a magazine. They show the class.

- ★ What makes both sides of the picture exactly the same?

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

Integration

Home Language: Listening and responding (rhythm, rhymes and songs), vocabulary for position, Emergent Reading and Writing (direction: left to right).

Life Skills: Physical direction, spatial orientation and directionality (for example, outdoor games and walking from one place to another), responding physically to instructions.

Small group activities

Teacher-guided activity

What you need

- Direction arrow cards
- Chalk
- Number symbol cards (0–10)
- Beanbag
- A board per learner (to press on)
- A tub per learner with:
 - 1 animal counter
 - Crayons and paper

1. **Word problems:** Learners can use counters or their fingers to solve the problems.

Dira mothaladi wa go tsepama (mothaladi wa go lekanela) mmeteng ka maskhingtheipi. Kgopela barutwana go bea dilo ka moka mothalading wa go lekanela gore mahlakore ka moka a swane.



- ★ Na mahlakore a mabedi a swana? O tseba bjang?

Tloša dilo. Bea sebopego sa khutlotharo mothalading ka lehlakoreng le letee.

- ★ Ke sebopego sefe se?

Kgopela morutwana go bea khutlotharo ya go swana le yeo ka lehlakoreng le lengwe la mothaladi ka maemo a go swana.

- ★ O nagana gore mahlakore a mabedi a mothaladi a swana? Re tseba bjang?

Bea sebopego se sengwe ka lehlakoreng le letee la mothaladi. Morutwana o kgetha sebopego sa go swana le seo a se bea ka lehlakoreng le lengwe la mothaladi ka maemo a go swana gore mahlakore a mabedi a swane (lekanela). Boeletša le barutwana ba bangwe.



Barutwana ba arogana ka dihlopha tše dinnyane. Dihlopha di lebelela mehlala ya go lekanela diswantšhong tša ka dimakasineng. Ba bontšha mphato.

- ★ Ke eng sa go dira gore mahlakore a mabedi a seswantšho a swane?

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

Tswalanyo

Leleme la Gae: Go theeletša wa araba (morethetho, direto le dikoša), tlotlontšu ya maemo, Go lthuta go Bala le go Ngwala (tšhupetšo: la ngele go ya go la go ja).

Mabokgoni a Bophelo: Tšhupetšo, orientheišene ya sekgoba le tšhupetšo (mohlala, meraloko ya ka ntle le go sepela go tloga lefelong go ya go le lengwe), go araba ditaelo.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Dikarata tša mesebo ya tšhupetšo
- Tšhoko
- Dikarata tša maswao a dinomoro (0–10)
- Mokotla wa dinawa
- Boto ya morutwana yo mongwe le yo mongwe (go gatelela)
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Sebaledi sa phoofolo se 1
 - Dikherayone le pampiri

1. **Dipalo tša mantšu:** Barutwana ba ka rarolla mathata ka dibaledi goba menwana ya bona ya diatla.

Guiding questions:

- ★ Six learners are playing outside with a ball and two learners are playing hopscotch. How many learners are playing outside?
- ★ If three of the learners playing with the ball go inside, how many learners will be left outside?
- ★ If the two learners playing hopscotch go inside, how many learners are left outside?

2. **Counting objects 1–10:** Draw a hopscotch grid (0–10) with chalk. Learners take turns to choose a number symbol card. They stand in the 0 square, say the number on the card and throw their beanbag to the matching square on the hopscotch grid. Learners hop to their square saying each of the numbers they hop on, on their way there.



3. **Left and right:** Learners place their left/right hand on different parts of their bodies.

Guiding questions:

- ★ Can you put your left/right hand on your head/behind your back/between your knees?
- ★ Can you put your left/right hand on your left/right ear/foot/knee?

Learners move their eyes as directed: to the left, right, up, down, from side to side.

4. **Position and direction:** Show the learners the direction arrow cards one at a time. Learners move their animal counter in the direction shown.

Learners draw a picture following your verbal instructions:

- ★ Draw a sun at the top of the page.
- ★ Draw a house in the middle of the page, at the bottom.
- ★ Draw a tree to the left of the house.
- ★ Draw two children standing next to the tree.
- ★ Draw something far away from the house.

Guiding questions:

- ★ Where is the house/sun/tree?
- ★ What is above/below/next to the house?
- ★ When you look at your picture, what is to the left of the house?
- ★ Where are the children standing?
- ★ What is in the middle of your picture?
- ★ What have you drawn far away?



TIP

Ask learners to tell you where objects are inside and outside the classroom throughout the day.



Check that learners are able to:

- count objects (hops) from 1–10
- orally solve problems with numbers 0–10
- follow left/right directional instructions
- use positional and directional language

Dipotšišo tša go hlaha:

- ★ Barutwana ba tshela ba bapala ka ntle ka kgwele gomme barutwana ba babedi ba bapala tsheretshere. Ke barutwana ba bakae bao ba bapalago ka ntle?
- ★ Ge barutwana ba bararo ba go bapala ka kgwele ba ka ya ka gare, go tlo šala barutwana ba bakae ka ntle?
- ★ Ge barutwana ba bararo ba go bapala tsheretshere ba ka ya ka gare, go tlo šala barutwana ba bakae ka ntle?



2. **Go bala dilo 1–10:** Thala kriti ya tsheretshere (0–10) ka tšhoko. Barutwana ba šiedišana ka go kgetha karata ya maswao a dinomoro. Ba ema sekwereng sa 0, ba bolela nomoro ye e lego karateng gomme ba foša mokotla wa dinawa sekwereng sa go tswalana mo kriting ya tsheretshere. Barutwana ba tlolela sekwereng sa bona ba bolela nomoro ye nngwe le ye nngwe ye ba tlolelago go yona, ge ba eya fao.
3. **La ngele le la go ja:** Barutwana ba bea seatla sa ngele/go ja dithong tša mebele ya bona tša go fapana.

Dipotšišo tša go hlaha:

- ★ O ka bea seatla sa ngele/go ja hlogong/ka morago ga mokokotlo/gare ga dikhuru tša gago?
- ★ O ka bea seatla sa ngele/go ja tsebeng/leotong/khurung ya ngele/go ja?

Barutwana ba sepetša mahlo a bona go ya ka tšhupetšo: la ngele/la go ja/godimo/tlase/ka mathoko.

4. **Maemo le tšhupetšo:** Bontšha barutwana dikarata tša mesebo ya tšhupetšo, e tee ka nako. Barutwana ba sepetša dibaedi tša diphoofolo go ya ka tšhupetšo yeo e bontšhwago.

Barutwana ba thala seswantšho ba latela ditaello tše o di bolelago:

- ★ Thala letšatši godimo letlakaleng.
- ★ Thala ntlo mo gare ga letlakala, botlase.
- ★ Thala mohlare go la ngele la ntlo.
- ★ Thala bana ba babedi ba eme kgauswi le mohlare.
- ★ Thala se sengwe kgole kudu le ntlo.

Dipotšišo tša go hlaha:

- ★ Ntlo/letšatši/mohlare o kae?
- ★ Go na le eng ka godimo/ka tlase/kgauswi le ntlo?
- ★ Ge o lebelela seswantšho sa gago, go na le eng go la ngele la ntlo?
- ★ Bana ba eme kae?
- ★ Go na le eng gare ga seswantšho sa gago?
- ★ O thadile eng kgole kudu?

KELETŠO
 Kgopela barutwana go bolela gore di mo kae ka gare le ka ntle ga phapoši letšatši ka moka.



Lekola gore barutwana ba kgona go:

- bala dilo (tlola) go thoma go 1–10
- rarolla mathata a dinomoro 0–10 ka molomo/polelo
- latela ditaello tša ditšhupetšo tša ngele/go ja
- diriša leleme la maemo goba tšhupetšo



TIP

Use the game, 'Twister' for a free choice activity or during outdoor play.



Workstation 1

What you need

- Playdough
- Playdough boards

Learners use the playdough to create an object, for example, nest, box, basket, house, car, bag and then one or more other objects to go inside, outside, next to, under, on top of the first object. They tell each other a story about the objects they have made using 'position' vocabulary.

Workstation 2

What you need

- 1 ice tray
- 200 coloured counters
- Dice with the 6-dot side covered with a sticker and replaced with '0'

The first learner rolls the dice and places that number of counters in one of the ice-tray compartments. The next learner does the same, placing that number of counters in the next compartment. Repeat.

Workstation 3

What you need

- Leaves – 3 per learner
- Scissors
- Glue
- Paper
- Crayons

Learners cut the leaf in half and stick one half on their page. They draw the other half.



TIP

If you cannot find symmetrical leaves, cut out symmetrical pictures from magazines.

Workstation 4

What you need

- Twenty-four-piece puzzles (page 223)
- Assortment of other puzzles

Learners build puzzles.

KELETŠO

Diriša moraloka, 'Twister' mošongwaneng wa boikgethelo goba ka nako ya papadi ya ka ntle.



Lefelo la go šomela la 1

Tše o di hlokago

- Tlhama
- Diboto tša tlhama

Barutwana ba hlama selo ka tlhama, mohlala, sehloga, lepokisi, seroto, ntlo, sefatanaga, mokotla le selo se sengwe goba tše pedi tša go ya ka gare, ka ntle, kgauswi le, ka tlase, ka godimo ga selo sa mathomo. Ba anegelana dikanegelo ka dilo tše ba di dirilego ba diriša tlotlontšu ya 'maemo'.

Lefelo la go šomela la 2

Tše o di hlokago

- Therei ya aese ye 1
- Dibaledi tša mmala tše 200
- Letaese la lehlakore la marontho a 6 la go khupetšwa ka setikara gomme legatong la lona ya ba '0'

Morutwana wa mathomo o kgokološa letaese gomme a bea palo yeo ya dibaledi ka go ye nngwe ya diphapoši tša therei ya aese. Morutwana wa go latela le yena o dira bjalo, o bea palo ya dibaledi ka phapošing ya go latela ya therei ya aese. Boeletša.

Lefelo la go šomela la 3

Tše o di hlokago

- Matlakala – 3 a morutwana yo mongwe le yo mongwe
- Sekgomaretši
- Dikherayone
- Sekero
- Pampiri

Barutwana ba ripa letlakala ka bogare gomme ba kgomaretša seripa sa lona letlakaleng. Ba thala seripa se sengwe.



KELETŠO

Ge o sa hwetše matlakala a tekanyo, ripa diswantšho tša tekanyo dimakasineng.

Lefelo la go šomela la 4

Tše o di hlokago

- Marara a diripa tše masomepedi- nne (letlakala la 223)
- Marara a mangwe a mehutahuta

Barutwana ba aga marara.

Content Area Focus: Measurement

Topics

- Capacity and volume

New knowledge

- Capacity
- Volume

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Length and time – height chart

New maths vocabulary

pour
fill

nearly full
nearly empty

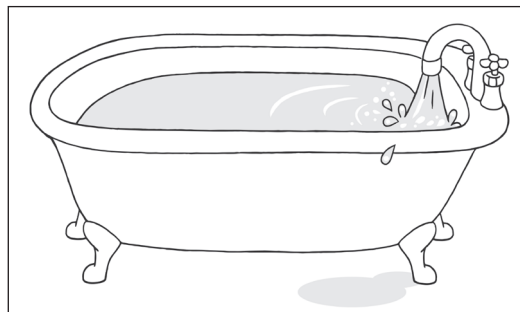
wide
narrow

how much does _____
hold?

Getting ready

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

- picture of a bathtub



- containers: bucket, jug, plastic containers of different sizes
- 8 sets of 6 picture cards of cups with different levels of sand (see Workstation 3).

Whole class activities

Day 1

What you need

- Rhyme: *Five elephants in the bathtub* (page 194)
- Story: *The Elephant's bath* (page 196)
- Pictures: elephant frieze card, bathtub
- Containers: bucket, jug, plastic containers of different sizes

1. **Rhyme:** Say the rhyme, *Five elephants in the bathtub*.
2. **Oral counting:** 0–20 and beyond, 10–0.

Nepišo ya Karolo ya Diteng: Kelo

Dihlogotaba

- Motano le bolumo

Tsebo ye mpsha

- Motano
- Bolumo

Go ikatiša

- Go balela godimo: pele 0–20 le go feta, morago 10–0
- Go bala dilo 1–10
- Go latelanya dinomoro 1–10
- Botelele le nako – tšhate ya telele

Tlotlontšu ye mpsha ya dipalo

tšhela
tlatša

nyakile go tla
nyakile go se be le selo

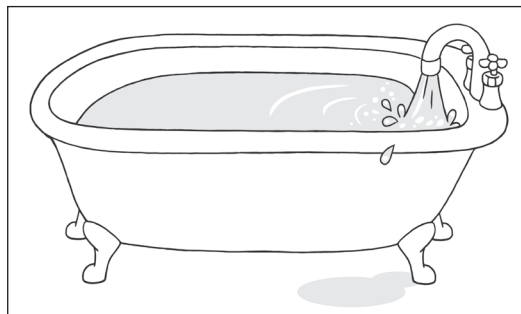
phara
sese

_____ e sware bo
kaakang?

Go itokiša

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

- seswantšho sa pafo



- diswaro: pakete, jeke, diswaro tša polastiki tša bogolo bja go fapana
- disete tše 8 tša dikarata tša diswantšho tša dikomiki tše 6 ka santa ya maemo a go fapana (lebelela Lefelo la go šomela la 3).

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Ditlou tše hlano ka pafong* (letlakala la 195)
- Kanegelo: *Pafo ya Tlou* (letlakala la 197)
- Diswantšho: karata ya tlotlontšu le dinomoro ya ditlou, pafo
- Dikotlolo: pakete, jeke, dikotlolo tša polastiki tša bogolo bja go fapana

1. **Sereto:** Reta sereto, *Ditlou tše hlano ka pafong*.
2. **Go balela godimo:** 1–20 le go feta, 10–0.

3. **Counting objects 1–10:** Learners take turns to touch the number of objects in the classroom as directed, for example, two learners touch four books; one learner touches 10 crayons, and so on.
4. **Exploring capacity and volume:** Tell the story, *The Elephant's bath*. After Part 1 of the story, show the pictures of the elephant and the bathtub and discuss the story.

Guiding questions:

- ★ Do you think the elephant can fit in the bathtub?
- ★ Would there be enough space? Why/why not?
- ★ What do you think will happen to the water when he gets into the bathtub?

Tell Part 2 of the story. Show the different-sized containers and discuss how best to put out the fire.

- ★ How could we put out the fire?
- ★ Which container should we use? Why?
- ★ What else could we use?

Tell Part 3 of the story. Show the different-sized containers and discuss them.

- ★ What could the elephant use to fill up the swimming pool?

Learners put the containers in order from those that can hold the least to those that can hold the most amount of water (smallest to largest capacity).



TIP

Ask questions to make sure learners understand that the bucket can hold more than the cups or jugs so they would not need as many bucketfuls for the same amount of water.



TIP

Your selection of containers must clearly show which holds more/less water.

- ★ Which container do you think will hold more/less water?
- ★ How can we find out?
- ★ Can you put the containers in order of size? Which will come first/second, and so on?

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

Day 2

What you need

- Song: *There's a hole in my bucket* (page 196)
- See-through jug, 10 small stones, 10 large stones
- Plastic containers of different sizes
- 3 large containers of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 1 and 2.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place 10 small stones in the jug.

Guiding questions:

- ★ How many stones do you think there are in the jug?
- ★ Whose guess was closest?

- Go bala dilo 1–10:** Barutwana ba šiedišana ka go swara palo ya dilo tša ka phapošing go ya ka taelo, mohlala, barutwana ba babedi ba swara dipuku tše nne; morutwana o tee o swara dikherayone tše 10, bjalo bjalo.
- Go hlohlomiša motano le bolumo:** Anega kanegelo, *Pafo ya Tlou*. Morago ga Karolo 1 ya kanegelo, bontšha diswantšho tša tlou le pafu le ahlaahle kanegelo.

Dipotšišo tša go hlaha:

- ✦ O nagana gore tlou e tla lekana ka pafong?
- ✦ Go tlo ba le sekgoba sa go lekana? Ka lebaka la eng?
- ✦ O nagana gore ge a tsena ka pafong go tlo direga eng ka meetse?

Anega Karolo 2 ya kanegelo. Bontšha dikotlolo tša bogolo bja go fapana le bolele gore le ka tima mollo bokaone bjang.

- ✦ Re ka tima mollo bjang?
- ✦ Re diriše sekotlolo sefe? Ka lebaka la eng?
- ✦ Re ka diriša eng gape?

Anega Karolo 3 ya kanegelo. Bontšha dikotlolo tša bogolo bja go fapana le bolele ka tšona.

- ✦ Tlou e tlo diriša eng go tlatša bodiba bja go rutha?

Barutwana ba bea dikotlolo ka tatelano go thoma ka tša go swara meetse a manyane go ya go tša a mantši (motano o monnyane ka go fetiša go ya go o mogolo ka go fetiša).

 **KELETŠO**

Botšiša dipotšišo go kgonthiša gore barutwana ba kwešiša gore pakete e ka swara go feta dikomiki goba dijeke gore ba se hloke dipakete tša go tlala tše dintši go rwala meetse a go lekana.

 **KELETŠO**

Kgetho ya gago ya dikotlolo e swanetše go bontšha gore se sefe se swara meetse a mantši/ manyane.

- ✦ O nagana gore ke sekotlolo sefe seo se tlogo swara meetse a manyane/mantši?
- ✦ Re tla tseba bjang?
- ✦ O ka bea dikotlolo ka tatelano go ya ka bogolo? Go tla sefe la mathomo, la bobedi, bjalo bjalo?

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

Letšatši la 2

Tše o di hlokago

- Koša: *Pakete ya ka e na le lešoba* (letlakala la 197)
- Jeke ya go bontšha ka gare, maswika a manyane a 10, maswika a magolo a 10
- Dikotlololo tša polastiki tša bogolo bja go fapana
- Dikotlolo tše dikgolo tša meetse tše 3
- Mebetse ya polastiki ye 3

- Koša:** Opela koša, *Pakete ya ka e na le lešoba* temana ya 1 le 2.
- Go balela godimo:** 1–20 le go feta, 10–0.
- Go bala dilo 1–10:** Bea maswika a manyane a 10 ka jekeng.

Dipotšišo tša go hlaha:

- ✦ O nagana gore go na le maswika a makae ka jekeng?
- ✦ Ke kakanyo ya mang ya go batamela go nepagala?

Tloša maswika o bee maswika a magolo a 10 ka jekeng.

- ★ O nagana gore bjale go na le maswika a makae ka jekeng?
- ★ O nagana gore ke a mantši goba a manyane go feta pele?

4. **Go ela motano le bolumo:** Bontšha barutwana dikotlolo tša mehutahuta. Ahlaahlang gore di dirišwa eng.

Dipotšišo tša go hlahla:

- ★ O bone dikotlolo tša go swana le tše kae pele ka sekolong/gae? Emiša dikotlolo.

- ★ Se se bitšwa eng?
- ★ Re se diriša eng?

Barutwana ba akanya gore go hlokega dikotlolo tše dingwe tše dinnyane tše kae go tlatša sekotlolo se segolwane.

- ★ O nagana gore sekotlolo/pakete/jeke e tlo tlatšwa ke mahwana/dikomiki/dikotlolo tše kae?

- ★ Re tla tseba bjang?
- ★ Re tla tseba bjang gore se tletše?

Beakanya diteišene tše tharo tša dikotlolo tša go fapana le meetse gomme o arole barutwana ka dihlopha tše tharo. Barutwana ba sehlopha se sengwe le se sengwe ba hlohlomiša go tlatša dikotlolo tša go fapana ka meetse. Barutwana ka moka dihlopheng ba hlohlomiša go tlatša dikotlolo tša go fapana ka meetse.

- ★ O dirišitše mahwana/dikomiki/dikotlolo tše kae?
- ★ O dirišitše mahwana goba dikomiki tše dintši?

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



Letšatši la 3

Tše o di hlokago

- Koša: *Pakete ya ka e na le lešoba* (letlakala la 197)
- Komiki ya polastiki ye talalerata ye kgolo ye 1 le ye hubedu ye nnyane ye 1
- Dikotlolo tša polastiki tša bogolo bja go fapana (ya Letšatši la 2)
- Dikotlolo tša meetse tše dikgolo tše 3 (ya Letšatši la 2)
- Maswika a 10
- Jeke
- Sekotlolo sa meetse
- Mebete ya polastiki ye 3

1. **Koša:** Opela koša, *Pakete ya ka e na le lešoba* temana ya 3 le 4.
2. **Go balela godimo:** 1–20 le go feta, 10–0.
3. **Go bala dilo 1–10; tharollo ya mathata:** Barutwana ba bala maswika a seswai ge o a tsenya ka jekeng.

Dipotšišo tša go hlahla:

- ★ Ge nka tsenya maswika a mangwe a mabedi ka jekeng e tlo ba a makae?
- ★ Ge nka ntšha maswika a mararo ka jekeng go tlo šala a makae?
- ★ Ke hloka go tsenya/ntšha maswika a mangwe a mantši/manyane a makae gore go be le maswika a lesome/nne/tshela ka jekeng?

4. **More, less, the same:** Show learners the large (blue) cup and the small (red) cup.



Guiding questions:

- ★ Do you think the blue cup will hold more/less/the same amount as the red cup?
- ★ How can we test this?

Encourage the learners to come up with ideas to test their suggestions.

One learner fills the smaller (red) cup with water and pours the contents into the larger (blue) cup.

- ★ What did you all notice?
- ★ How many red cups did _____ use to fill the blue cup?
- ★ Can _____ pour all the water from the blue cup into the red cup? What will happen?

Another learner fills the larger (blue) cup and pours the contents into the smaller (red) cup.

- ★ What does it mean if all the water in the blue cup won't fit into the red cup?
- ★ How did we test which cup holds more/less?

Repeat the Day 2 activity with three stations. Groups explore how to fill and pour water from one container to another.

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

TIP
Make sure learners fill the containers to the top. You can use sand instead of water. If you are using water, ask learners what the water could be used for afterwards so that it is not wasted.

TIP
Some learners will count 'how many' cups/spoons, and so on, it takes to fill each of the containers. This links with Numbers, Operations and Relationships.

Day 4

What you need	
• Song: <i>Long and short</i> (Activity Guide: <i>Term 2</i> , page 204)	• Tape measure
• Ball of string	• Stickers/labels
• Height chart from Terms 1 and 2	• Koki
	• Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Together count 10 learners to stand in a line in front of the class. Give four learners each a long piece of string. Give six learners each a short piece of string.

Guiding questions:

- ★ How many long/short pieces of string are there?

Learners count together.

Repeat with another 10 learners and different lengths of string.

4. **Ntši, nnyane, lekana:** Bontšha barutwana komiki ye (talalerata) ye kgolo le komiki ye (hubedu) ye nnyane.



Dipotšišo tša go hlahla:

- ★ O nagna gore komiki ye talalerata e tlo swara bontši/bonnyane/go lekana le komiki ye hubedu?
- ★ Re ka leka se bjang?

Hlohleletša barutwana go tla ka dikgopolo tša go leka dikakanyo tša bona.

Morutwana o tee o tlatša komiki ye nnyanennyane ye (hubedu) ka meetse gomme a a tšhela ka komiking ye kgolwane ye (talalerata).

- ★ Le lemogile eng ka moka?
- ★ _____ o dirišitše dikomiki tše dihubedu tše kae go tlatša komiki ye talalerata?
- ★ Naa _____ a ka tšhela meetse ka moka a ka komiking ye talalerata ka go komiki ye hubedu? Go tlo direga eng?

Morutwana yo mongwe o tlatša komiki ye kgolwane ye (talalerata) gomme a tšhela diteng tša yona ka go komiki ye nnyanennyane ye (hubedu).

- ★ Go tlo direga eng ge meetse a ka komiking ye talalerata a ka se lekane ka komiking ye hubedu?
- ★ Re lekile bjang go bona gore komiki efe e rwala go gontši/gonnyane?

Boeletša mošongwana wa Letšatši la 2 ka diteišeneng tše tharo. Dihlopha di hlohlomiša go tlatša le go tšhela meetse a go tšwa ka sekotlolong go ya go se sengwe.

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

KELETŠO

Kgonthiša gore barutwana ba tlatša dikotlolo go fihla godimo. Le ka diriša lešabašaba legatong la meetse. Ge le diriša meetse, botšiša barutwana gore ba ka dira eng ka meetse ao ka morago gore a se senywe.

KELETŠO

Barutwana ba bangwe ba bala gore sekotlolo se sengwe le se sengwe se tlatša ke dikomiki/mahwana a 'makae' bjalo bjalo. Se se tswalana le Dinomoro, Tirišo le Tswalano.

Letšatši la 4

Tše o di hlokago

- Koša: *Telele le kopana* (Pukutlhahlo ya Mešongwana: Kotara ya 2, letlakala la 205)
- Kgwele ya lenti
- Tšhate ye telele ya Kotara ya 1 le 2
- Theipi ya go ela
- Disetikara/dileipolo
- Koki
- Phrestiki

1. **Koša:** Opela koša, *Telele le kopana*.
2. **Go balela godimo:** 1–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Mmogo balang barutwana ba 10 ba eme mothalading pele ga mphato. Efa barutwana ka moka ba bane seripa sa lenti se setelele. Efa barutwana ka moka ba tshela seripa sa lenti se sekopana.

Dipotšišo tša go hlahla:

- ★ Go na le diripa tša lenti tše ditelele/dikopana tše kae?

Barutwana ba bala mmogo.

Boeletša le barutwana ba bangwe ba 10 ka botelele bja go fapana bja lenti.

4. **Measuring height:** Look at the height chart from Terms 1 and 2 and discuss it.

Guiding questions:

- ★ Who was/is the tallest/shortest in the class?
- ★ How can we find out if you are taller now?

Learners use string to measure the height of one half of the class and add their measurements to the height chart.

- ★ Is there another way we could measure your heights?

Show learners the tape measure.



TIP

Learners can use the tape measure to measure each other during free choice time.

- ★ How can we use a tape measure?

Measure the height of a few learners using the tape measure. Write the centimetres next to each piece of string.

- ★ How tall are you?
- ★ Are you shorter/taller or the same height as the last time we measured?

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

Day 5

What you need

- Song: *Long and short (Activity Guide: Term 2, page 204)*
- Ball of string
- Height chart from Terms 1 and 2
- Tape measure
- Stickers/labels
- Koki
- Prestik

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the counting activity from Day 4. Collect all the pieces of string.

Guiding questions:

- ★ How many long/short pieces of string were there?

4. **Measuring height:** Look at the height chart. Estimate who in the remaining half of the class will be shorter or taller than the learners measured on Day 4.

Guiding questions:

- ★ Who do you think will be the tallest/shortest today?
- ★ How did we measure the learners' heights yesterday?

Learners measure the second half of the class using the string.

- ★ Are you shorter/taller or the same height as the last time we measured?
- ★ Who is now the tallest/shortest in the whole class? Who is second tallest/shortest?
- ★ Which teacher is shorter/taller than me?

4. **Go ela botelele:** Lebelela tšhate a botelele ya Kotara ya 1 le 2 gomme le e ahlaahle.

Dipotšišo tša go hlahla:

- ✦ Ke mang yo e lego/bego e le yo motelele ka go fetiša/kopana ka go fetiša ka mphantong?

- ✦ Re ka hwetša bjang gore bjale o yo motelelenyana?

Barutwana ba ela botelele bja seripa se setee sa mphato ka lenti gomme ba tsenya dikelo tšhateng ye telele.

- ✦ Go na le tselo ye re ka elago botelele bja gago?

Bontšha barutwana theipi ya go ela.


- ✦ Re ka diriša theipi ya go ela bjang?

Ela botelele bja barutwana ba mmalwa ka theipi ya go ela. Ngwala disentimetara kgauswi le seripa se sengwe le se sengwe sa lenti.

- ✦ O yo motelele ga kaakang?

- ✦ O yo motelelenyana/kopananyana/lekana le nako ya mafelelo ye o etšwego ka yona?

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

 **KELETŠO**
Barutwana ba ka elana ka theipi ya go ela ka nako ya kgetho ya go lokologa.

Letšatši la 5

Tše o di hlokago

- Koša: *Telele le kopana* (Pukutlhahlo ya Mešongwana: Kotara ya 2, letlakala la 205)
- Kgwele ya lenti
- Tšhate ye telele ya Kotara ya 1 le 2
- Theipi ya go ela
- Disetikara/dileibolo
- Koki
- Phrestiki

1. **Koša:** Opela koša, *Telele le kopana*.
2. **Go balela godimo:** 1–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 4. Kgoboketša diripa ka moka tša lenti.

Dipotšišo tša go hlahla:

- ✦ Go be go na le diripa tše ditelele/dikopana tša lenti tše kae?

4. **Go ela botelele:** Lebelela tšhate ye telele. Akanya gore ke mang seripeng sa go šala sa mphato yo e tlo bago yo moteletšana/kopananyana go feta barutwana ba go elwa ka Letšatši la 4.

Dipotšišo tša go hlahla:

- ✦ O nagana gore ke mang yo e tlo bago yo motelele ka go fetiša/kopana ka go fetiša lehono?

- ✦ Re etše botelele bja barutwana bjang maabane?

Barutwana ba ela seripa sa bobedi sa barutwana ka lenti.

- ✦ O yo mokopananyana/teletšana/lekana le botelele bja ge o be o elwa la mafelelo?

- ✦ Ke mang yo bjale e lego yo motelele ka go fetiša/kopana ka go fetiša ka mphantong? Ke mang wa go mo latela ka go ba yo motelele ka go fetiša/kopana ka go fetiša?

- ✦ Ke morutiši ofe yo moteletšana/kopananyana go nna?

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

Integration

Home Language: Compare and discuss to solve problems.

Life Skills: Estimating and measuring (for example, during snack time), sand play and water play.

Small group activities

Teacher-guided activity

What you need

- | | |
|--|--|
| <ul style="list-style-type: none"> • A tub per learner: <ul style="list-style-type: none"> – 10 Unifix blocks – Number symbol cards 0–10 – 1 plastic/paper cup – Paper and a crayon • Dots cards 1–10 • Blank dot card • 3 different-sized plastic drinking cups/glasses: 1 large and narrow, | <ul style="list-style-type: none"> 1 small and narrow, 1 medium and wide • Water/cool drink bottle • Plastic food containers, for example, lunch boxes – 1 per learner • Large container of sand • Large jug of water |
|--|--|

1. **Word problem:** Learners solve the word problem using their fingers or counters and/or paper and crayons or small white boards.

Guiding questions:

- ★ Seven animals are swimming in the river. Three animals are hippopotamuses. The rest of the animals are elephants. How many elephants are swimming in the river?

2. **Counting objects:** Hold up two Unifix towers: one with six blocks and the other with four blocks.

Guiding questions:

- ★ Which tower has more/fewer blocks?

Learners use the Unifix blocks in their tubs:

- ★ How many blocks do you need to make a tower that has the same number of blocks as this one? (six blocks)

- ★ And this one? (four blocks)

- ★ How many blocks will there be if you join both your towers?

Learners make a tower that has five fewer blocks.

- ★ How many blocks does your tower have now?

3. **Ordering numbers 0–10:** Together order the dot cards 0–10. Learners count Unifix blocks to match the number of dots. They each order their number symbol cards 0–10.

Guiding questions:

- ★ Which card comes first/next?

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

Tswalanyo

Leleme la Gae: Bapetša o ahlahle go rarolla mathata.

Mabokgoni a Bophelo: Go akanya le go ela (mohlala, ka nako ya go ikhutša), go bapala ka santa goba go bapala ka meetse.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dipoloko tša *Unifix* tše 10
 - Dikarata tša maswao a dinomoro 0–10
 - Komiki ya polastiki/pampiri ye 1
 - Pampiri le kherayone
- Dikarata tša marontho 1–10
- Dikarata tša marontho a maso
- Dikomiki/digalase tša go nwela tša bogolo bja go fapana tše 3: ye kgolo ye sese ye 1, ye nnyane ye sese ye 1, ye phara ya gare ye 1
- Lebotlelo la meetse/senotšididi
- Dikotlolo tša dijo tša polastiki, mohlala, mapokisi a matena – 1 la morutwana yo mongwe le yo mongwe
- Sekotlolo se segolo sa santa
- Jeke ye kgolo ya meetse

1. **Palo ya mantšu:** Barutwana ba rarolla palo ya mantšu ka menwana goba dibaledi le/goba pampiri le dikherayone goba diboto tše dišweu tše dinnyane.

Dipotšišo tša go hlahlwa:

- ✦ Diphoofole tše šupa di thopa sefoka ka nokeng. Diphoofole tše tharo ke dikubu. Tše dingwe ke ditlou. Ke ditlou tše kae tše di ruthago ka bodibeng?

2. **Go bala dilo:** Emiša ditora tša *Unifix* tše pedi: ye tee ya dipoloko tše tshela le ye nngwe ya dipoloko tše nne.

Dipotšišo tša go hlahlwa:

- ✦ Ke tora efe ya dipoloko tše dintši/nnyane?

Barutwana ba diriša dipoloko tša *Unifix* tša ka diswarong:

- ✦ O hloka dipoloko tše kae go dira tora ya go ba le palo ya dipoloko ya go lekana le ye? (dipoloko tše tshela)
- ✦ Ya go lekana le ye? (dipoloko tše nne)
- ✦ Ge o kopanya ditora tša gago o tlo ba le dipoloko tše kae?

Barutwana ba dira tora ya go ba le dipoloko tše dinnyane ka tše hlano.

- ✦ Tora ya gago e na le dipoloko tše kae bjale?

3. **Go latelanya dinomoro 0–10:** Mmogo latelanyang dikarata tša marontho 0–10. Barutwana ba bala dipoloko tša *Unifix* go tswalanya palo ya marontho. Ka moka ba latelanya dikarata tša bona tša maswao a dinomoro 0–10.

Dipotšišo tša go hlahlwa:

- ✦ Go tla karata efe la mathomo/go latela?

4. **Measuring capacity:** Show learners the smallest and the largest cups/ glasses. Ask them to imagine that they are very thirsty.



Guiding questions:

- ★ Which cup would you fill with water?

Remove the small cup and replace it with the third cup.

- ★ Which cup do you think holds more/less water?
- ★ How can we find out?

Learners take turns to try to solve the problem, for example, by pouring water from the two cups into a third cup and comparing the results.

- ★ Which cup holds more?
- ★ How do you know?

Give each learner a cup and a food container. Use the sand.

- ★ How many cups of sand do you think it will take to fill your container?

Learners count the number of times they fill their cups and pour sand into their containers until they are full. They write the number on a piece of paper.

- ★ How many cups of sand did it take to fill your container?
- ★ Was it more than or less than you estimated?



Check that learners are able to:

- orally solve problems with numbers 0–10
- order collections of objects from smallest to biggest up to 10
- measure quantities to find out which container has the larger capacity and volume
- use words like more than, less than, empty, full, fill

Workstation 1

What you need

- Large bath/container of water
- Containers for measuring: spoons, cups, jugs, plastic
- containers, bottles of different sizes
- Plastic bags (for aprons)

Learners explore the concepts of more, less, full and empty as they fill different containers with water and compare the amounts.



TIP

Learners benefit from doing activities at different levels. This can be done on the floor or standing at a table.

4. **Motano wa go ela:** Bontšha barutwana dikomiki/digalase tše dikgolo ka go fetiša. E re ba nagana eke ba swerwe ke lenyora kudu.

Dipotšišo tša go hlahla:

★ O ka tlatša komiki efe ka meetse?

Tloša komiki ye nnyane e emele ke komiki ya boraro.

★ O nagana gore ke komiki efe ye e swarago meetse a mantši/mannyane?

★ Re tla tseba bjang?

Barutwana ba šiedišana ka go leka go rarolla mathata, mohlala, ka go tšhela meetse a ka dikomiking tše pedi ka go komiki ya boraro gomme ba bapetša dipoelo.

★ Ke komiki efe ye e swerego a mantši?

★ O tseba bjang?

Efa barutwana ka moka komiki le sekotlolo sa dijo. Diriša lešabašaba.

★ O nagana gore sekotlolo sa gago se tlo tlatšwa ke dikomiki tše kae tša lešabašaba?

Barutwana ba bala gore ba tladiše komiki ka lešabašaba gaka le go e tšhela ka sekotlolong go fihlela se tlala. Ba ngwala nomoro seripeng sa pampiri.

★ Sekotlolo sa gago se tladiše ke dikomiki tše kae tša lešabašaba?

★ Di feta goba di fetwa ke tše o bego o di akanya?



Lekola gore barutwana ba kgona go:

- rarolla mathata a dinomoro 0–10 ka molomo/polelo
- latelanya mekgobo ya dilo go thoma ka o monnyane ka go fetiša go ya go o mogolo ka go fetiša go fihla ka 10
- ela dipalo go bona gore ke sekotlolo sefe sa motano o mogolo le bolumo
- diriša mantšu a bjalo ka go feta, go fetwa, ga go selo, tletše, tlatša

Lefelo la go šomela la 1

KELETŠO

Barutwana ba holega ka go dira mešongwana maamong a go fapana. Ba ka dira se lebatong goba ba eme tafoleng.

Tše o di hlokago

- Pafo/sekotlolo sa meetse se segolo polasetiki, mabotlelo a bogolo
- Dikotlolo tša go ela: mahwana, bja go fapana
- dikomiki, dijeke, dikotlolo tša • Mekotla ya polasetiki (ya dithetho)

Barutwana ba hlohlomiša mareo a ntši, nnyane, tletše le ga go selo ge ba tlatša dikotlolo tša go fapana ka meetse gomme ba bapetša diteng.

Workstation 2



What you need

- Large containers – 1 per learner
- Paper and crayons
- A variety of smaller containers, for example, yoghurt cups, spoons, plastic tubs
- Sand

Learners choose a container and count the number of times they fill it with sand to fill the large container. They draw a picture of their container and write the number symbol to represent the number of non-standard measuring units used. Repeat with different containers.

Workstation 3



What you need

- 8 sets of 6 picture cards of cups with different levels of sand
- 6 paper cups per learner
- Sand

Learners order the cards from empty to full or from full to empty. They fill the paper cups with sand to match the cards.

Workstation 4

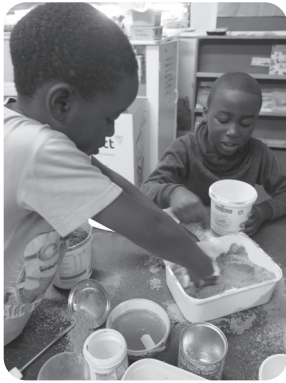
What you need

- Large see-through water bottles, elastic band/marker – 1 per learner
- Variety of smaller containers
- Bucket of water
- Funnels for pouring

Learners estimate where the level of the water will be in the larger container when the water is poured from the smaller container into the larger container. They indicate their estimation by placing an elastic band or drawing a line with a marker at the level they estimate. Then they test this out.



Lefelo la go šomela la 2



Tše o di hlokago

- Dikotlolo tše dikgolo – 1 sa morutwana yo mongwe le yo mongwe
- Mehutahuta ya dikotlolo tše dinnyane, mohlala, dikomiki tša yokate, mahwana, diswaro tša polastiki
- Pampiri le dikherayone
- Lešabašaba

Barutwana ba kgetha sekotlolo gomme ba bala gore ba se tlatša ga kae ka lešabašaba gore ba tlatše sekotlolo se segolo. Ba thala seswantšho sa sekotlolo sa bona gomme ba ngwala leswao la nomoro go emela diyuniti tša go ela tše e sego tša semmušo. Boeletša ka dikotlolo tša go fapana.

Lefelo la go šomela la 3



Tše o di hlokago

- Dihlopha tše 8 tša dikarata tša diswantšho tša dikomiki tše 6 ka maemo a go fapana a lešabašaba
- Dikomiki tša pampiri tše 6 tša morutwana yo mongwe le yo mongwe
- Lešabašaba

Barutwana ba latelanya dikomiki go thoma ka ya go se be le selo go ya go ya go tlala goba go thoma ka ya go tlala go ya go ya go se be le selo. Ba tlatša dikomiki tša pampiri ka lešabašaba go di tswalana le dikarata.

Lefelo la go šomela la 4

Tše o di hlokago

- Mabollelo a meetse a go bontšha ka gare a magolo, lepanta la rekere/pene ya go swaya – 1 la morutwana yo mongwe le yo mongwe
- Dikotlolo tše dinnyane tša nehutahuta
- Pakete ya meetse
- Difanele tša go tšhela

Barutwana ba akanya gore meetse a tlo fihla kae ka sekotlong se segolwane ge a tšhelwa go tšwa sekotlong se sennyane. Ba laetša kakanyo ya bona ka go bea lepanta la rekere goba ba thala mothaladi ka pene ya go swaya bogomong bjo ba bo akanyago. Gomme ba leka seo.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

New knowledge

- Ordinal numbers: sixth
- Sharing without a remainder
- Double

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Ordinal numbers: first to fifth
- Counting in twos
- Add, subtract
- Half

New maths vocabulary

double
count on
share equally

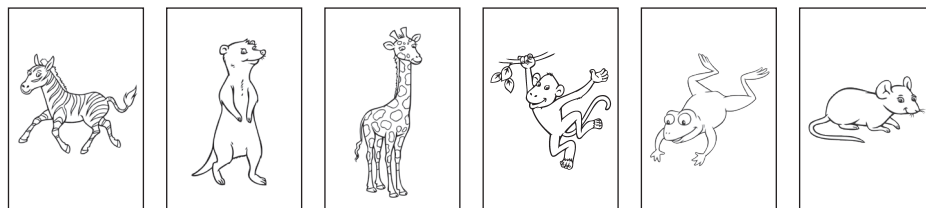
share between/among
share one
share more than one

how many left over

Getting ready

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

- a picture of an individual animal from each of the following number frieze pictures: zebra, meerkat, giraffe, monkey, frog, mouse



- 5 plastic lids/polystyrene trays per learner (for example, from yoghurt containers)
- number book with the title, *My number book* – 1 per learner (see *Activity Guide: Term 3*, page 216 for how to make the book)
- A3 strip of paper – 1 per learner
- an A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner.



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

- Lemoga maswao a dinomoro le maina a dinomoro
- Hlaloša, bapetša o be o latelanye dinomoro
- Tswalano ya dinomoro
- Go rarolla mathata ka kamano

Tsebo ye mpsha

- Palokgoboko: botshela
- Go abelana ntle le go šadiša
- Gabedi

Go ikatiša

- Go balela godimo: pele 0–20 le go feta, morago 10–0
- Go bala dilo 1–10
- Go latelanya dinomoro 0–10
- Palokgoboko: ya mathomo go ya go ya bohloano
- Go bala ka bobedi
- Hlakanya, ntšha
- Seripagare

Tlotlontšu ye mpsha ya dipalo

gabedi
bala go ya pele
aba ka go lekana

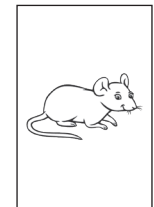
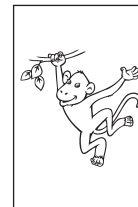
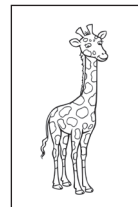
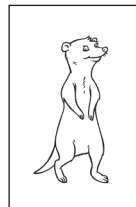
aba gare ga/magareng ga
aba e tee
aba go feta e tee

go šetše tše kae

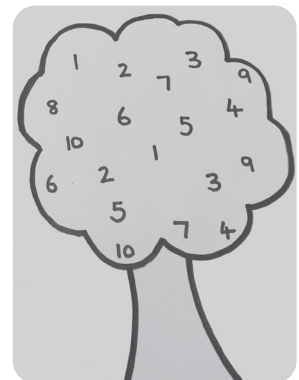
Go itokiša

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

- seswantšho sa phoofolo go tšwa diswantšhong tša tšhate ya tlotlontšu le dinomoro tša go latela: pitsi, moswe, thutlwa, kgabo, segwagwa, legotlo



- dikhurumelo tše 5 tša polastiki/therei ya pholisterine ya morutwana yo mongwe le yo mongwe (mohlala, go tšwa dikotlolong tša yokate)
- puku ya dinomoro ya thaetlele, *Puku ya ka ya dinomoro* – 1 ya morutwana yo mongwe le yo mongwe (lebelela *Pukutlhahlo ya Mešongwana: Kotara ya 3*, letlakala la 217 go hwetša gore o dira puku bjang)
- moseto wa pampiri wa A3 – 1 wa morutwana yo mongwe le yo mongwe
- letlakala la pampiri la A4 la go ba le mohlare le dinomoro 1–10 go lona – 1 la morutwana yo mongwe le yo mongwe.



Whole class activities

Day 1

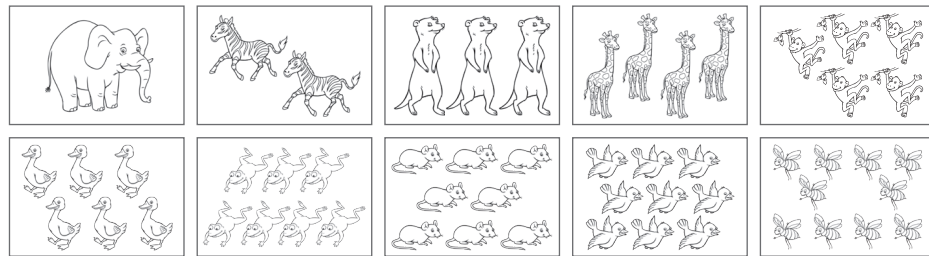
What you need

- Story: *Animals' race* (page 198)
- Number frieze symbol and picture cards 1–10
- Pictures of individual number frieze animals (zebra, meerkat, giraffe, monkey, frog, mouse)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs facing each other. They take turns to count each other's fingernails from 1–10.

Guiding questions:

- ★ How many nails do you have on your toes/ears/mouth?
 - ★ Which fingernail would you touch if you were counting from zero?
4. **Ordinal numbers first to sixth (story):** Learners sit in a circle. Tell the story, *Animals' race* using the number frieze picture cards (with all the animals on them) for the first part of the story and the pictures of the individual animals for the race.



Guiding questions:

- ★ Which animal do you think will come first/last/fourth in the race? Why?
- Put the animal cards up as the learners describe who might come first, second, and so on. Change these according to their suggestions and reasoning. Discuss how the different animals move and their size, and whether this would make them faster or slower and affect the order in which they finish.
5. **Ordinal numbers first to sixth (races):** Learners run races outside, six at a time. Six other learners give number symbol cards 1–6 to the learners in the order in which they finished from first to sixth. Repeat with different learners.
 6. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Song: *Old Sandile had a farm* (page 198)
- Poster 1
- Tambourine

1. **Song:** Introduce the song, *Old Sandile had a farm*.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Kanegelo: *Lebelo la diphoofolo* (letlakala la 199)
- Dikarata tša maswao le diswantšho tša tšhate ya tlotlontšu le dinomoro 1–10
- Diswantšho tša diphoofolo tša tšhate ya tlotlontšu le dinomoro (pitsi, moswe, thutlwa, kgabo, segwagwa, legotlo)

1. **Koša/sereto:** Barutwana ba opela koša go ba ba reta sereto se ba se ratago.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba dula ka bobedi ba lebelelane. Ba šiedišana ka go bala manala a menwana ya diatla go thoma ka 1–10.

Dipotšišo tša go hlaha:

- ★ O na le manala a makae menwaneng ya maoto/ditsebeng/molomong?
- ★ Ge o bala go thoma ka lefeela o tlo swara lenala la monwana ofe?

4. **Palokgoboko ya mathomo go ya go ya botshela (kanegelo):**

Barutwana ba dula ka sediko. Anega kanegelo, *Tšhiano ya diphoofolo* o diriša dikarata tša diswantšho tša tšhate ya tlotlontšu le dinomoro (di be le diphoofolo ka moka mo go tšona) karolong ya mathomo ya kanegelo le diswantšho tša diphoofolo tša go kitima ka e tee ka e tee.

Dipotšišo tša go hlaha:

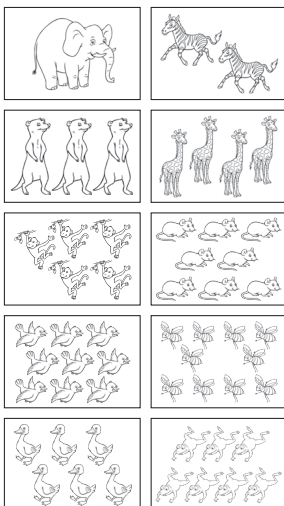
- ★ Ke phoofolo efe ye e tlo bago ya mathomo/mafelelo/bone lebelong? Ka lebaka la eng?

Emiša dikarata tša diphoofolo ge barutwana ba hlaloša gore e tlo ba mang wa mathomo, bobedi, bjalo le bjalo. Fetola tše go ya ka ditšhišinyo tša bona le mabaka. Bolelang ka mosepelo le bogolo bja diphoofolo le ge eba se se tlo dira gore di sepele ka lebelwana goba ka go nanyanyana, gomme sa ama tatelano ya ka fao di fetšago ka gona.

5. **Palokgoboko ya mathomo go ya go ya botshela (ditšhiano):**

Barutwana ba kitima ka ntle, ba tshela ka nako e tee. Barutwana ba bangwe ba tshela ba aba dikarata tša maswao tša dinomoro 1–6 go barutwana go ya ka tatelano ye ba feditšego ka yona go thoma ka wa mathomo go fihla ka wa botshela. Boeletša ka barutwana ba bangwe.

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



Letšatši la 2

Tše o di hlokago

- Koša: *Sandile wa go tšofala o be a na le polasa* (letlakala la 199)
- Phoustara ya 1
- Tamporine

1. **Koša:** Tsebiša koša, *Sandile wa go tšofala o be a na le polasa*.

Guiding questions:

- ★ How many moos/oinks, and so on, did we sing each time?

Learners count on their fingers as you point to the number washing line.

2. **Oral counting:** 0–20 and beyond, 10–0.

3. **Counting objects 1–10:** Discuss Poster 1. Learners count objects on the poster.



Guiding questions:

- ★ Can you see anything that there are 10/9/2, and so on of in the picture?

Count the objects they name together.

4. **Practising 0–10; more/fewer:** While you play the tambourine, learners get into their working groups and sit on the mat.

Guiding questions:

- ★ Which group has one fewer/more, two/three fewer/more learner/s than the ____ group?
- ★ How did you work that out?
- ★ If we take one learner from the ____ group to join the ____ group, how many more learners will there be in the ____ group?
- ★ What would I need to do to make the ____ group and the ____ group have an equal number of learners?
- ★ If the ____ group went to a table and found that there were four chairs there, how many more chairs would they need?

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

Day 3

What you need

- Song: *Old Sandile had a farm* (page 198)
- Dot and number symbol cards 0–10 (*Resource Kit*)
- 5 hula hoops

1. **Song:** Sing the song, *Old Sandile had a farm*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other. They put their right hands together.

Guiding questions:

- ★ How many fingernails are there altogether if you put your right/left hands together?

4. **Halving:** Discuss the number of animals in the song, *Old Sandile had a farm*.

Guiding questions:

- ★ Can you use your fingers to show me how many sheep/cows, and so on we sang about?





Dipotšišo tša go hlahla:

- ★ Re opetše dimuu/dioii, bjalo bjalo, tše kae nako le nako? Barutwana ba bala menwana ya bona ge o šupa mothalopalo.
- 2. **Go balela godimo:** 0–20 le go feta, 10–0.
- 3. **Go bala dilo 1–10:** Ahlaahlang Phoustara ya 1. Barutwana ba bala dilo tša mo phoustareng.

Dipotšišo tša go hlahla:

- ★ O bona dilo tše 10/9/2, bjalo bjalo, seswantšhong? Mmogo balang dilo tše ba di bolelago.
- 4. **Go ikatiša 0–10; ntši/nyane:** Ge o le gare o bapala tamporine, barutwana ba ya go dihlopha tša bona tša mošomo ba dula mmeteng.

Dipotšišo tša go hlahla:

- ★ Ke sehlopha sefe sa go ba le tše dinnyane/dintši, nnyane ka pedi/tharo/barutwana ba bantši go feta sehlopha sa _____?
- ★ O šomile se bjang?
- ★ Ge re tšea morutwana o tee sehlopheng sa _____ gore a joine sehlopha sa _____, go tlo ba le barutwana ba bangwe ba bantši ba bakae sehlopheng sa _____?
- ★ Ke hloka go dira gore sehlopha sa _____ le sa _____ di be le palo ya go lekana ya barutwana?
- ★ Ge sehlopha sa _____ se ile tafoleng sa hwetša ditulo tše nne, di tlo hloka ditulo tše dingwe tše kae?
- 5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Letšatši la 3

Tše o di hlokago

- Koša: *Sandile wa go tšofala o be a na le polasa* (letlakala la 199)
- Dikarata tša marontho le maswao a dinomoro 0–10 (*Dithušathuto tša Phapoši*)
- Dihula hupu tše 5

- 1. **Koša:** Opela koša, *Sandile wa go tšofala o be a na le polasa*.
- 2. **Go balela godimo:** 0–20 le go feta, 10–0.
- 3. **Go bala dilo 1–10:** Barutwana ba dula ka bobedi ba lebelelana. Ba bea diatla tša bona tša go ja mmogo.

Dipotšišo tša go hlahla:

- ★ Go tlo ba le manala a menwana a makae ka moka ge le kopanya diatla tša go ja/ngele?
- 4. **Go ripa gare:** Ahlaahlang palo ya diphoofolo mo košeng, *Sandile wa go tšofala o be a na le polasa*.



Dipotšišo tša go hlahla:

- ★ O ka mpontšha ka menwana gore ke dinku/dikgomo tše kae, bjalo bjalo, tše re opetšego ka tšona?

- ★ Which animals did we sing about first/after the goats/last, and so on?

Choose two learners to be horses, four to be cows, six to be hens, eight to be geese and ten to be snakes. Each group of animals stands in a hula hoop.

- ★ Can half of the sheep/geese come and stand next to me?
- ★ How do we know that this is half of the sheep/geese?
- ★ If two of the cows stand outside the hoop, how many cows are left inside the hoop?

5. **Dot cards 1–10; addition:** Show a dot card between 1 and 10. Learners call out the number of dots that are needed to get to 10. They use their fingers to support them in calculating.

Guiding questions:

- ★ How did you decide that we needed _____ more dots to get to 10 dots?

Repeat the activity with various number symbol cards between 1 and 10.



TIP

Encourage learners who do not respond quickly to take their time when explaining their answers. Take care that speaking in front of the group does not make them feel anxious.

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

Day 4

What you need

- Song: *Old Sandile had a farm* (page 198)
- Number washing line and number symbols 1–10
- 5 coloured pegs

1. **Song:** Sing the song, *Old Sandile had a farm* and dramatise it.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other, counting from 0 to 10 in the form of a clapping game. As they say 'zero', they slap their knees; as they say 'one', they clap their right hands together; as they say 'two', they clap their left hands together, and so on, continuing until they get to 10.

Repeat the activity.

4. **Counting in twos:** Learners who were horses and cows on Day 3 stand in the same two groups. Count how many eyes there are in each group of learners. Choose a learner to point to each pair of learners' eyes as everyone counts together in twos, i.e. two 'horses' have 2, 4 eyes; four 'cows' have 2, 4, 6, 8 eyes.

The five learners who were sheep during the dramatisation of the song stand up.

Guiding questions:

- ★ If we count the number of eyes of the five 'sheep', how many eyes will there be altogether?

Count together as another learner points to each pair of eyes.



- ★ Re opetše ka diphoofole dife pele/ka morago ga dipudi/la mafelelo, bjalo bjalo?

Kgetha barutwana ba babedi e be dipere, ba bane e be dikgomo, ba tshela e be mekoko, ba seswai e be maganse gomme ba lesome e be dinoga. Sehlopha se sengwe le se sengwe sa diphoofole se ema ka hula hupung.

- ★ Seripa sa dinku/maganse se ka tla go ema kgauswi le nna?
- ★ Re tseba bjang gore ke seripa sa dinku/maganse?
- ★ Ge dikgomo tše pedi di ka ema ka ntle ga hupu, go tlo šala dikgomo tše kae ka hupung?

5. **Dikarata tša marontho 1–10; hlakanyo:** Bontšha karata ya marontho ya gare ga 1 le 10. Barutwana ba bolela palo ya marontho a go hlokega go dira 10. Ba hlakanya ka menwana.

Dipotšišo tša go hlaha:

- ★ O naganne bjang gore re hloka marontho a mangwe a _____ gore re be le marontho a 10?

Boeletša mošongwana ka dikarata tša maswao a dinomoro tša gare ga 1 le 10 tša mehutahuta.

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

KELETŠO

Hlohleletša barutwana ba go se arabe ka pela go tšea nako ya bona ge ba hlaloša karabo. Hlokomela gore go bolela pele ga sehlopha ga go dire gore ba belaele.

Letšatši la 4

Tše o di hlokago

- Koša: *Sandile wa go tšofala o be a na le polasa* (letlakala la 199)
- Mothalopalo le maswao a dinomoro 1–10
- Diphekese tša mmala tše 5

1. **Koša:** Opela koša, *Sandile wa go tšofala o be a na le polasa* o dire ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba dula ka bobedi gomme ba lebelelana, ba bala go thoma ka 0 go fihla ka 10 bjalo ka moraloko wa go phaphatha. Ge ba re 'lefeela', ba betha dikhuru tša bona; ge ba re 'tee', ba bethantšha diatla tša go ja mmogo; ge ba re 'pedi', ba bethantšha diatla tša ngele mmogo, bjalo bjalo, tšwelang pele go fihla ka 10. Boeletša mošongwana.
4. **Go bala ka bobedi:** Barutwana bao e bego e le dipere le dikgomo ka Letšatši la 3 ba ema ka dihlopha tšona tšela tše pedi. Bala mahlo a barutwana sehlopheng se sengwe le se sengwe sa barutwana. Kgetha morutwana wa go šupa phere ye nngwe le ye nngwe ya mahlo mola ba bangwe ba bala mmogo ka bobedi, ke gore, 'dipere' tše pedi di na le mahlo a 2, 4; 'dikgomo' tše nne di na le mahlo a 2, 4, 6, 8. Barutwana ba bahlano bao e bego e le dinku ka nako ya tiragatšo ya koša ba a emelela.

Dipotšišo tša go hlaha:

- ★ Ge re bala mahlo a 'dinku' tše hlano, mahlo ka moka e tlo ba a makae? Balang mmogo ge morutwana yo mongwe a šupa phere ye nngwe le ye nngwe ya mahlo.

5. **Practising and ordering numbers 1–10:** Point to the number washing line and show the learners the coloured pegs. Explain that together you are going to count in twos.

Guiding questions:

- ★ We want to count in twos, so let's start with number 2. (*Turn number 1 card around so that '1' is not visible.*)
- ★ If we are counting in twos, which number should we say next? (*Answer: 4. Turn the number 3 card so that '3' is not visible.*)

Repeat until learners have reached 10.

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

Day 5

What you need

- Rhyme: *1 and 1* (page 200)
- Number card 0
- Poster 6
- Masking tape/chalk

1. **Rhyme:** Introduce the rhyme, *1 and 1*. Learners follow you as you show your fingers from behind your back while saying the rhyme.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners take their shoes and socks off. They stand on their left foot and count the number of toenails on the foot on the floor.

Guiding questions:

- ★ How many toenails are there on your foot on the floor?
- ★ What do you need to do to have 10 toenails on the floor?

Learners count their 10 toenails.

Repeat the activity with hands/fingernails.

4. **Jumping track:** Use masking tape or chalk to create a number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. A learner jumps as the class counts.

Guiding questions:

- ★ Can you jump to the numbers 2, 4, 6 as we all count in twos?
- ★ What was the last number you landed on as we counted in twos?
- ★ How many blocks to get from 2 to 4, 4 to 6, and so on?

5. **Problem solving:** Discuss Poster 6 with learners. Talk about what they can see in the picture.

Guiding questions:

- ★ How many sheep do you see in the picture?
- ★ Which number symbol would we use to show that there are no sheep?

5. **Go ikatiša le go latelanya dinomoro 1–10:** Šupa mothalopalo o bontšhe barutwana diphekese tša mmala. Hlaloša gore mmogo le tlo bala ka bobedi.

Dipotšišo tša go hlahla:

- ✦ Re nyaka go bala ka bobedi, a re thome ka nomoro 2. (*Fetola karata ya nomoro 1 gore '1' e se bonale.*)
- ✦ Ge re bala ka bobedi, go tlo latela nomoro efe? (*Karabo: 4. Fetola karata ya nomoro 3 gore '3' e se bonale.*)

Boeletša go fihlela barutwana ba fihla go 10.

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

Letšatši la 5

Tše o di hlokago

- Sereto: 1 le 1 (letlakala la 201)
- Karata ya nomoro 0
- Phoustara ya 6
- Maskhing theipi/tšhoko

1. **Sereto:** Tsebiša sereto, 1 le 1. Barutwana ba a go latela ge o bontšha menwana ya gago ka mokokotlong o le gare o reta.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba apola dieta le disokisi. Ba ema ka leoto la ngele ba bala manala a leoto leo le lego lebatong.

Dipotšišo tša go hlahla:

- ✦ Leoto leo le lego lebatong le na le manala a makae?
- ✦ O hloka eng gore o be le manala a maoto a 10?

Barutwana ba bala manala a maoto a 10.

Boeletša mošongwana ka diatla/manala.

4. **Tatelano ya dinomoro ya go fofa:** Hlala tatelano ya dinomoro ya go fofa ya dipoloko tše 10 ka maskhing theipi goba tšhoko gomme o ngwale dinomoro 1 go fihla ka 10 ka dipolokong. Morutwana o a fofa ge mphato o bala.

Dipotšišo tša go hlahla:

- ✦ O ka fofa dinomoro 2, 4, 6 ge re bala ka bobedi?
- ✦ O eme nomorong efe la mafelelo ge re be re bala ka bobedi?
- ✦ Ke dipoloko tše kae go tloga go 2 go ya go 4, 4 go 6, bjalo bjalo?

5. **Tharollo ya mathata:** Ahlaahla Phoustara ya 6 le barutwana. Bolelang ka se ba ka se bonago seswantšhong.

Dipotšišo tša go hlahla:

- ✦ O bona dinku tše kae seswantšhong?
- ✦ Re tla diriša leswao la nomoro efe go bontšha gore ga go na dinku?

Show the '0' number symbol card.

- ★ Which other animals from the song, *Old Sandile had a farm* are there none of?
- ★ Laylah ate one sandwich. Dad ate double this number. How many sandwiches did he eat?
- ★ Laylah gave two apples to the goat on the ground. She gave double this number of apples to the goat on top of the hay. How many apples did the goat on top of the hay get?
- ★ How many horses are there? Laylah has eight carrots. How can she share them equally between the horses?
- ★ Could she share 10 carrots equally between four horses? How could she do this?

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

Integration

Home Language: Tell and dramatise stories, include numbers in stories, participate in question-and-answer activities.

Life Skills: Create dances and games involving numbers, spatial skills, problem-solving skills.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- A tub per learner with:
 - 10 animal counters
 - 10 coloured counters
 - 5 plastic lids

1. **Counting objects 1–10:** Learners each count their counters 1–10.
2. **Word problem:** Learners use their counters or their fingers to solve the problem.

Guiding questions:

- ★ Ten animals have to drink from two water troughs. There are an equal number of animals at each trough. How many animals are there at each trough?

3. **Ordinal numbers first to sixth:**

Learners place one of their plastic lids on the mat in front of them and line their animals up one behind the other facing the 'water trough'.

Guiding questions:

- ★ Where is the front/back of the line?
- ★ Can you show me the first/second/fifth/sixth animal that will have a turn to drink from the trough?



Bontšha karata ya leswao ya nomoro '0'.

- ★ Ke diphoofole dife tše dingwe tša koša ya, *Sandile wa go tšofala o be a na le polasa* tše di sego gona?
- ★ Laylah o jele sangwetše e tee. Tate o jele nomoro yeo gabedi. O jele disangwetše tše kae?
- ★ Laylah o file pudi ya mo fase diapole tše pedi. O file pudi ya mo godimo ga furu palo yeo ya diapole gabedi. Pudi ya godimo ga furu e hweditše diapole tše kae?
- ★ Go na le dipere tše kae? Laylah o na le dikherote tše seswai. Na a ka di abela dipere ka go lekana bjang?
- ★ Na a ka abela dipere tše nne dikherote tše 10 ka go lekana? Na a ka dira bjang se?

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

Tswalanyo

Leleme la Gae: Anega o be o diragatše dikanegelo, go be le dinomoro ka dikanegelong, tšea karolo mešongwaneng ya dipotšišo-le-dikarabo.

Mabokgoni a Bophelo: Hlama mmimo le meraloko ya go akaretša dinomoro, mabokgoni a sekgoba, mabokgoni a go rarolla mathata.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Phoustara ya 7 – Dibaledi tša mmala tše 10
- Seswaro sa morutwana yo – Dikhurumelo tša polastiki tše 5
mongwe le yo mongwe sa:
– Dibaledi tša diphoofole tše 10

1. **Go bala dilo 1–10:** Barutwana ka moka ba bala dibaledi tša bona 1–10.
2. **Palo ya mantšu:** Barutwana ba diriša dibaledi tša bona goba menwana ya diatla go rarolla mathata.

Dipotšišo tša go hlahlwa:

- ★ Diphoofole tše lesome di swanetše go nwa megopong ye mebedi. Mogopo o mongwe le o mongwe o na le palo ya go lekana ya diphoofole. Mogopo o tee o na le diphoofole tše kae?

3. **Palokgoboko ya mathomo go ya go ya botshela:** Barutwana ba bea sekhurumelo sa polastiki mmeteng wo o lego pele ga bona gomme ba bea diphoofole ka go šalana morago mothalading di lebeletše 'mogopo wa meetse'.

Dipotšišo tša go hlahlwa:

- ★ Bokapele/bokamorago bja mothaladi bo kae?
- ★ O ka mpontšha phoofole ya mathomo/ bobedi/bohlano/botshela ye e tla bago le sebaka sa gore e nwe ka mogopong?



4. **Equal sharing:** Learners place another lid in front of them so that they have two 'water troughs'.

Guiding questions:

- ★ Can you share your animals equally between these water troughs?
- ★ How many animals are at each trough?

Learners place all five lids in front of them.

- ★ How many animals will there be at each trough if you share the animals equally between the five troughs?
- ★ If you take one animal away from one trough how many animals are left in front of you?



5. **Sharing:** Learners use counters to solve problems about Poster 7.



Guiding questions:

- ★ Dad buys a bag of three oranges. He puts another two oranges into the bag. How many oranges does he need to pay for?
- ★ Thami is looking at four wooden animals. One animal has fallen over. How many are standing?
- ★ Dad buys six oranges. If he shares these equally between his family at the market, how many oranges will they each get?
- ★ Mom buys two baskets. She asks Dad to share the six oranges equally between the two baskets. How many oranges does Dad put into each basket?



Check that learners are able to:

- count objects 1–10
- problem solve with numbers 0–10
- share counters equally
- share counters between two groups
- identify first to sixth

4. **Go aba ka go lekana:** Barutwana ba bea sekhurumelo se sengwe pele ga bona gore ba be le 'megopo ya meetse' ye mebedi.

Dipotšišo tša go hlahla:

- ★ O ka aba diphoofolo tša gago ka go lekana magareng ga megopo ya meetse?
- ★ Go na le diphoofolo tše kae mogopong o mongwe le o mongwe?

Barutwana ba bea dikhurumelo tše hlano ka moka pele ga bona.

- ★ Go tlo ba le diphoofolo tše kae mogopong o mongwe le o mongwe ge o aba diphoofolo ka go lekana magareng ga megopo ye mehlano?
- ★ Ge o tloša phoofolo e tee mogopong o tee go šala diphoofolo tše kae pele ga gago?



5. **Go abelana:** Barutwana ba diriša dibaledi go rarolla mathata a Phoustara ya 7.



Dipotšišo tša go hlahla:

- ★ Tate o reka mokotla wa dinamune tše tharo. O tsenya dinamune tše dingwe tše pedi ka mokotleng. O swanetše go lefela dinamune tše kae?
- ★ Thami o lebeletše diphoofolo tša kota tše nne. Phoofolo e tee e wele. Go eme tše kae?
- ★ Tate o reka dinamune tše tshela. Ge a di abela lapa la gagwe ka go lekana mmarakeng, yo mongwe le yo mongwe o tlo hwetša tše kae?
- ★ Mma o reka diroto tše pedi. O kgopela Tate go aba dinamune tše tshela ka dirotong tše pedi ka go lekana. Tate o tsenya dinamune tše kae ka serotong se sengwe le se sengwe?



Lekola gore barutwana ba kgona go:

- bala dilo 1–10
- rarolla mathata ka dinomoro 0–10
- aba dibaledi ka go lekana
- aba dibaledi dihlopheng tše pedi
- hlatha mathomo go ya go botshela



TIP
Numbers 6–10 will be done in Week 8.

Workstation 1

What you need

- Number book – 1 per learner
- Crayons

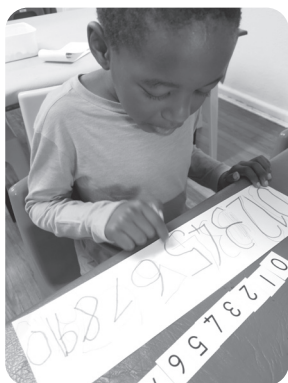
Learners write the number symbol 1 and draw one object on the first page, 2 on the second page, and so on, up to 5.

Workstation 2

What you need

- Number symbols 0–10, 1 set per learner (*Resource Kit*)
- A3 strip of paper/cardboard – 1 per learner
- Crayons/pencils

Learners arrange the number symbol cards in order from 0–10 above the strip of paper. Remind them to spread out the number symbols across the top of the paper strip so that there is enough space for them to write the numbers. They write the numbers on the strip of paper below each symbol.

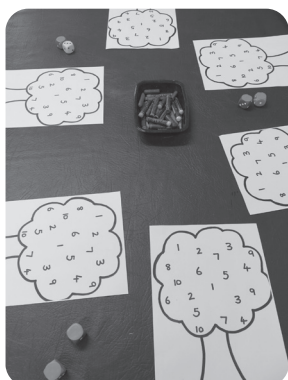


Workstation 3

What you need

- An A4 sheet of paper with a tree with numbers 1–10 drawn on it – 1 per learner
- 2 dice per pair of learners (on one dice cover the '5' and '6' with a sticker/paper)

In pairs, learners take turns to throw the two dice. They count the number of dots on the dice. They find the corresponding number on the tree, circle it and then colour it in. Once all the numbers on the tree have been coloured in, learners create a pattern of their choice by writing number symbols around the edge of the page.



Workstation 4

What you need

- Block structures in the block area – 1 per learner
- Blocks

Build block structures in the block area or on the mat. Learners copy one structure each and swap until they have copied each structure. They take turns to create structures for each other to copy.



KELETŠO
Dinomoro 6–10 di tlo dirwa ka Beke ya 8.

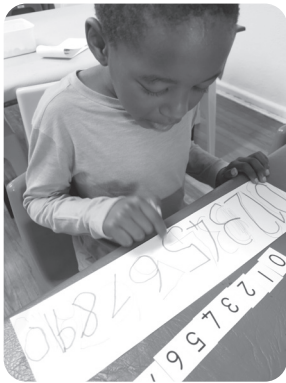
Lefelo la go šomela la 1

Tše o di hlokago

- Puku ya dinomoro – 1 ya morutwana yo mongwe le yo mongwe
- Dikherayone

Barutwana ba ngwala leswao la nomoro 1 gomme ba thala selo se setee letlakaleng la mathomo, 2 letlakaleng la bobedi, bjalo bjalo, go fihla ka 5.

Lefelo la go šomela la 2

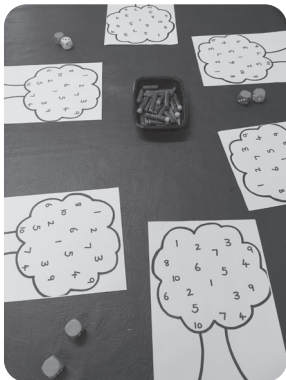


Tše o di hlokago

- Maswao a dinomoro 0–10, sete ye 1 ya morutwana yo mongwe le yo mongwe (*Dithušathuto tša Phapoši*)
- Moseto wa pampiri/khatepote wa A3 – 1 wa morutwana yo mongwe le yo mongwe
- Dikherayone/diphensele

Barutwana ba beakanya maswao a dinomoro ka tatelano go thoma ka 0–10 ka godimo ga moseto wa pampiri. Ba gopotša go phatlalatša maswao a dinomoro bogodimo bja moseto wa pampiri gore ba be le sekgoba sa go ngwala dinomoro. Ba ngwala dinomoro tše di lego mosetong wa pampiri ka tlase ga leswao le lengwe le le lengwe.

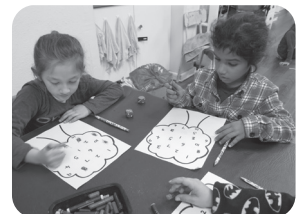
Lefelo la go šomela la 3



Tše o di hlokago

- Letlakala la pampiri la A4 la go ba le mohlare wa go ngwalwa dinomoro 1–10 go ona – 1 morutwana yo mongwe le yo mongwe
- Mataese a mabedi a phere ye nngwe le ye nngwe ya barutwana (letaeseng le letee khupetša '5' le '6' ka setikara/pampiri)

Ka bobedi, barutwana ba šiedišana ka go foša letaese. Ba bala palo ya marontho letaeseng. Ba hwetša palo ya go sepelelana le yona mohlareng, ba thala sediko gomme ba e khalara. Ge dinomoro tša mohlareng ka moka di khalarilwe, barutwana ba ihlamela patrone ye ba e ratago ka go ngwala maswao a dinomoro go dikologa morumo wa letlakala.



Lefelo la go šomela la 4



Tše o di hlokago

- Dibopego tša dipoloko karolong ya dipoloko – 1 ya morutwana yo mongwe le yo mongwe
- Dipoloko

Aga dibopego tša dipoloko karolong ya dipoloko goba mmeteng. Morutwana yo mongwe le yo mongwe o kopolla sebopego gomme ba šiedišana go fihlela dibopego ka moka di kopolotšwe. Ba šiedišana ka go hlama dibopego gomme yo mongwe a kopolla sa yo mongwe.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Recognise number symbols and number words
- Describe, compare and order numbers
- Number relationships
- Solving problems in context

New knowledge

- Sharing with a remainder

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 0–10
- Reinforce number concept 0–10
- Problem solving 1–10
- Sharing without a remainder
- Half, double

New maths vocabulary

how many more is ____ than ____
groups of two, three, ____

higher
lower

Getting ready

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

- number track 0–10 – 1 per learner
- cut-outs of apples – 3 per learner



- a 'fence' made from a piece of cardboard with the middle cut out (see page 146).

Whole class activities

Day 1

What you need

- Rhyme: *1 and 1* (page 200)
- 15 containers with:
 - Unifix blocks
 - 2 number symbol/picture or dot cards 0–10 (*Resource Kit*)

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.

Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

- Lemoga maswao a dinomoro le maina a dinomoro
- Hlaloša, bapetša o be o latelanye dinomoro
- Tswalano ya dinomoro
- Go rarolla mathata ka kamano

Tsebo ye mpsha

- Go aba gwa ba le mašaledi

Go ikatiša

- Go balela godimo: pele 0–20 le go feta, morago 10–0
- Go bala dilo 1–10
- Go latelanya dinomoro 0–10
- Gatelela lereo la nomoro 0–10
- Tharollo ya mathata 1–10
- Go abelana ntle le go šadiša
- Seripagare, bobedi

Tlotlontšu ye mpsha ya dipalo

_____ e feta _____ gaka
dihlopha tša pedi, tharo, _____

godingwana
tlasenyanana

Go itokiša

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

- palotatelano 0–10 – 1 sa morutwana yo mongwe le yo mongwe
- diripiwa tša diapole – 3 tša morutwana yo mongwe le yo mongwe



- 'legora' la go dirwa ka seripa sa khatepote gomme e ripilwe mo gare (lebelela letlakala la 147).

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: 1 le 1 (letlakala la 201) a dinomoro tše 2 tša 0–10 (Dithušathuto tša Phapoši)
- Dikotlolo tše 15 tša:
 - Dipoloko tša Unifix
 - Dikarata tša maswao/ diswantšho goba marontho

1. **Sereto:** Reta sereto, 1 le 1.
2. **Go balela godimo:** 0–20 le go feta, 10–0.



TIP

Involve all the learners in the counting activity once you have identified what you are counting together.

3. **Counting objects 1–10:** Learners choose which objects they would like to count.

Guiding questions:

- ★ Can you see any group of objects in the classroom that looks like it is a group of 10?

Count the objects together.

- ★ Were there too few/too many/more than 10, and so on?

4. **Comparing numbers:** Play the game, 'Build and compare'. Learners sit facing a partner. Give each pair of learners a container of Unifix blocks and two number cards. They each take out a card without looking at the number. As they turn over their number cards, together they say, 'One, two, three compare.'

Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

Learners swap containers with another pair of learners and repeat the activity.



Guiding questions:

- ★ Who has a number that is more (bigger, higher)/less (smaller, lower) than their partner's number?
- ★ How many blocks are there in your tower?
- ★ Who has fewer/more blocks in their tower than their partner?
- ★ Who has zero blocks in their tower?
- ★ Who has a number that is the same as someone else's in the class? How do you know?

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

Day 2

What you need

- Rhyme: *1 and 1* (page 200)
- Number dot, symbol and picture cards 0–10 (*Resource Kit*)
- 2 flat containers

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

KELETŠO
Akaretša barutwana ka moka mošongwaneng wa go bala ge le hlathile se le se balago mmogo.

3. **Go bala dilo 1–10:** Barutwana ba kgetha dilo tše ba ratago go di bala.

Dipotšišo tša go hlahla:

★ Na o bona sehlopha sa dilo ka mo phapošing sa go bonala eke ke sehlopha sa 10?

Balang dilo mmogo.

★ E be e le tše dinnyane kudu/ntši kudu/go feta 10, bjalo bjalo?

4. **Go bapetša dinomoro:** Bapala moraloko, 'Aga o bapetše'. Barutwana ba dula fase ba lebelelane le mogwera. Efa bobedi bjo bongwe le bjo bongwe sekotlolo sa dipoloko tša *Unifix* le dikarata tša dinomoro tše pedi. Ka moka ba tšea karata ba sa lebelele nomoro. Ge ba fetola dikarata tša dinomoro, ka moka ba re, 'Tee, pedi, tharo bapetša.'

Morutwana yo mongwe le yo mongwe o botša mogwera wa gagwe nomoro, 'Ke na le _____.'

Yo mongwe le yo mongwe o diriša dipoloko tša *Unifix* aga tora ya go emela nomoro ya gagwe. Ba bapetša ditora le dinomoro tša bona ba diriša tlotlontšu ye e latelago: *ntši, nnyane, nnyane nnyane, swana* (mohlala, 'tshela e feta nne').

Barutwana ba fana ka dikotlolo le bobedi bjo bongwe le bjo bongwe bja barutwana gomme ba boeletša mošongwana.



Dipotšišo tša go hlahla:

★ Ke mang wa go ba le nomoro ye kgolo (kgolwane/teletšana)/nnyane (nnyane nnyane, ya ka tlasenyana) ga nomoro ya mogwera?

★ Tora ya gago e na le dipoloko tše kae?

★ Ke mang wa go ba le dipoloko tše dinnyane nnyane/ntši toreng ya gagwe go feta tša mogwera?

★ Ke mang wa go ba le lefeela la dipoloko toreng ya gagwe?

★ Ke mang wa go ba le nomoro ya go lekana le ya o mongwe ka phapošing? O tseba bjang?

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

Letšatši la 2

Tše o di hlokago

- Sereto: 1 le 1 (letlakala la 201)
- Dikotlolo tša papetla tše 2
- Dikarata tša marontho, maswao le diswantšho tša nomoro 0–10 (*Dithušathuto tša Phapoši*)

1. **Sereto:** Reta sereto, 1 le 1.

2. **Go balela godimo:** 0–20 le go feta, 10–0.

3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1.



TIP

Use number word cards for those learners who are able to read/recognise the words.

- Problem solving 1–10:** Learners sit in a circle. Give each learner a number dot, picture or symbol card.

Guiding questions:

- ★ Can you show me one/two/three more/fewer fingers than the number on your card?
- ★ How many more/fewer is ____'s number than ____'s?
- ★ Who has 10 bees on their card? Who has a number that is five fewer than this?
- ★ Whose number card has five monkeys? How many arms do the five monkeys have altogether?
- ★ Who has numbers that are smaller than 6/bigger than 3?



- Sharing with or without a remainder:** Place two containers in the middle of the mat. Learners stand up two at a time to place their number cards in the two containers.

Guiding questions:

- ★ Will there be an equal number of cards in each container?
- ★ How will we find out?
- ★ We can't cut the cards in half, so what should we do if there is one extra card?

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

Day 3

What you need

- Number cards 0–10 (*Resource Kit*)
- Number washing line
- A peg

- Song/rhyme:** Learners sing a song or say a rhyme of their choice.
- Oral counting:** 0–20 and beyond, 10–0.
- Counting objects 1–10:** Learners sit in a circle. Count from 1–10 as you go around the circle.

Guiding questions:

- ★ Which learner will be the next number 10?
- ★ Who will be the number 7 after that?
- ★ We are on number 4. If we count two more, what number will it be?
- ★ How did you work that out?
- ★ Those learners who were number 10s, please stand in the middle of the circle and those who were number 4s stand outside the circle.
- ★ Are there more/fewer number 10s or number 4s?

KELETŠO

Barutwana ba go kgona go bala/lemoga mantšu ba diriše dikarata tša maina a dinomoro.

4. **Tharollo ya mathata 1–10:** Barutwana ba dula ka sediko. Efa morutwana yo mongwe le yo mongwe karata ya marontho, seswantšho goba leswao.

Dipotšišo tša go hlahla:

- ★ O ka mpontšha monwana o tee/e mebedi/meraro go feta/fetwa ke nomoro ye e lego karateng ya gago?
- ★ Nomoro ya ____ ke ye ntši/nnyane go ya ____ ka bokae?
- ★ Ke mang wa go ba le karata ya dinose tše 10? Ke mang wa go ba le nomoro ye nnyane ka hlano go ye?
- ★ Ke mang yo karata ya gagwe ya dinomoro e nago le dikgabo tše hlano? Dikgabo tše hlano di na le matsogo a makae ka moka?
- ★ Ke mang wa go ba le nomoro ye nnyane go 6/kgolo go 3?



5. **Go abelana ntle le go šadiša:** Bea dikotlolo tše pedi gare ga mmete. Go ema barutwana ba babedi ka nako ba bea dikarata tša bona tša dinomoro ka dikotlolong tše pedi.

Dipotšišo tša go hlahla:

- ★ Na dikotlolo ka moka di tlo ba le dikarata tša go lekana?
- ★ Re tlo tseba bjang?
- ★ Re ka se ripe dikarata ka bogare, ge go na le karata ya tlaletšo re dire bjang?

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

Letšatši la 3

Tše o di hlokago

- Dikarata tša dinomoro 0–10 (Dithušathuto tša Phapoši)
- Phekese
- Mothalopalo

1. **Koša/sereto:** Barutwana ba opela koša goba ba reta sereto se ba se ratago.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Bala go thoma ka 1–10 ge o dikologa sediko.

Dipotšišo tša go hlahla:

- ★ Ke morutwana ofe yo e tlo bago nomoro 10 ya go latela?
- ★ Ke mang yo e tlo bago nomoro 7 ka morago ga fao?
- ★ Re mo go nomoro 4. Ge re ka bala tše pedi tše dingwe, e tlo ba nomoro efe?
- ★ O fihlile bjang karabong yeo?
- ★ Barutwana bao ba bego ba le dinomoro 10, emang gare ga sediko, gomme bao ba bego ba le dinomoro 4 emang ka ntle ga sediko.
- ★ Go na le dinomoro 10 goba 4 tše dintši/dinnyane?

4. **Practising 0–10:** Play the game, 'Pegging a number'. Peg a number between 0 and 10 to the back of a learner. Other learners give clues as the learner tries to guess what number is on his/her back, for example: 'Your number is two more than three', and so on. As the learner responds, guide him/her to the number. Encourage learners to refer to the number washing line. Repeat the activity a few times with different learners.
5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Number dot, symbol and picture cards 1–10 (*Resource Kit*)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 3.
4. **Practising numbers 1–10:** Play the game, 'Numbers bigger/smaller than'. Learners stand in a circle. Give each learner a number card and call out instructions, for example: 'Sit down if you have a number bigger than 4/smaller than 2.' Learners check whether their classmates are correct. Continue until all learners are sitting down.



Guiding questions:

- ★ Do you have a number that is two more than 3/three fewer than 6/half of 8/double 2, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Poster 3

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Discuss Poster 3. Count the number of windy, sunny, cloudy and rainy days on the weather chart in the picture.

Guiding questions:

- ★ There are three sunny days. How many more sunny days do we need to have ten sunny days?

- Go ikatiša 0–10:** Bapala moraloko, 'Go phekesa nomoro'. Phekesa nomoro ya gare ga 0 le 10 ka morago ga morutwana. Barutwana ba bangwe ba a mo hlahla ge morutwana a akanya gore ke nomoro efe ka morago ga gagwe, mohlala: 'Palo ya gago e feta tharo ka pedi', bjalo bjalo. Ge morutwana a araba, mo hlahle go ya karabong. Hlohleletša barutwana go lebelela mothalopalo. Boeletša mošongwana ga mmalwa ka barutwana ba go fapana.
- Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

Letšatši la 4

Tše o di hlokago

- Dikarata tša marontho, maswao le diswantšho tša nomoro 1–10 (*Dithušaathuto tša Phapoši*)

- Koša/sereto:** Barutwana ba opela koša goba ba reta sereto se ba se ratago.
- Go balela godimo:** 0–20 le go feta, 10–0.
- Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 3.

- Go ikatiša dinomoro 1–10:** Bapala moraloko, 'Dinomoro tše dikgolo/ dinnyane go'. Barutwana ba ema ka sediko. Efa barutwana ka moka dikarata tša dinomoro gomme o fe ditaelo, mohlala: 'Dula fase ge o na le nomoro ya go feta 4/nnyane go 2.' Barutwana ba lekola ge eba barutwana ba bangwe ba nepile.



Tšwela pele go fihlela barutwana ka moka ba dula fase.

Dipotšišo tša go hlahla:

- ★ O na le nomoro ya go feta 3 ga bedi/fetwa ke 6 ka tharo/seripagare sa 8/2 gabedi, bjalo bjalo?
- Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

Letšatši la 5

Tše o di hlokago

- Phoustara ya 3

- Koša/sereto:** Barutwana ba opela koša goba ba reta sereto se ba se ratago.
- Go balela godimo:** 0–20 le go feta, 10–0.
- Go bala dilo 1–10:** Ahlaahlang Phoustara ya 3. Bala matšatši a phefo, go fiša, maru goba a pula tšhateng ya boso mo seswantšhong.

Dipotšišo tša go hlahla:

- ★ Go na le matšatši a go fiša a mararo. Re hloka matšatši a mangwe a makae gore re be le matšatši a lesome a go fiša?

4. **Practising 0–10:** Ask questions about Poster 3. Learners can use their fingers or counters to solve problems if necessary.

Guiding questions:

- ★ How many learners do you see in the classroom?
- ★ If four learners go outside, how many learners will be left in the classroom?
- ★ How many girls are there in the classroom? If three more girls come in, how many girls will there be?
- ★ Six girls are in the classroom. Three more girls come in. How many girls are there now?
- ★ The teacher has six blocks to share equally between the three girls. How many blocks will each girl get?

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

Integration

Home Language: Critical thinking and expressing opinions.

Life Skills: Solve problems during the daily programme and explain reasoning.

Small group activities

Teacher-guided activity

What you need

- | | |
|---|---|
| <p>A tub per learner with:</p> <ul style="list-style-type: none"> • 10 animal counters • Cut-outs of 3 apples | <ul style="list-style-type: none"> • A 'fence' made of a piece of cardboard with the middle cut out • Scissors • Structure beads |
|---|---|

1. **Word problems using counters:** Learners count their animal counters. Ask word problems about the animals.

Guiding questions:

- ★ Sandile has 10 animals. He brings three animals into the shelter for the night. How many more does he need to bring in so that all the animals are inside?

2. **Sharing with a remainder:**

Learners sit in pairs opposite each other. They line up their 10 animals to face themselves.

Guiding questions:

- ★ Do you and your partner have an equal number of animals? How do you know?
- ★ Sandile wants your animals to come into his shelter two by two. Show how he could group them.
- ★ And three by three?



4. **Go ikatiša 0–10:** Botšiša dipotšišo ka Phoustara ya 3. Barutwana ba ka rarolla mathata ka menwana goba dibaledi ge go hlokega.

Dipotšišo tša go hlahla:

- ★ O bona barutwana ba bakae ka phapošing?
- ★ Ge barutwana ba bane ba ka ya ka ntle, go tlo šala barutwana ba bakae ka phapošing?
- ★ Go na le basetsana ba bakae ka phapošing? Ge go ka tla basetsana ba bangwe ba bararo, go tlo ba le basetsana ba bakae ka phapošing?
- ★ Go na le basetsana ba tshela ka phapošing. Basetsana ba bangwe ba bararo ba a tsena. Bjale go na le basetsana ba bakae?
- ★ Morutiši o na le dipoloko tše tshela tše a swanetšego go di abela basetsana ba bararo ka go lekana. Mosetsana o tee o tlo hwetša dipoloko tše kae?

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

Tswalanyo

Leleme la Gae: Go nagana ka kelohloko le go hlagiša dikgopolo.

Mabokgoni a Bophelo: Rarolla mathata ka nako ya lenanephetagatšo la tšatši ka tšatši o be o hlaloše lebaka.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

Seswaro sa morutwana yo mongwe le yo mongwe sa:

- Dibaledi tša diphoofolo tše 10
- Diripiwa tša diapole tše 3

- ‘Legora’ la go dirwa ka seripa sa khatepote la go ripiwa mo gare
- Sekero
- Lenti la dipheta

1. **Dipalo tša mantšu o diriša dibaledi:** Barutwana ba bala dibaledi tša bona tša diphoofolo. Botšiša dipalo tša mantšu ka ga diphoofolo.

Dipotšišo tša go hlahla:

- ★ Sandile o na le diphoofolo tše 10. O tliša diphoofolo tše tharo ka lešakeng bošegong bjoo. O hloka go tliša tše dingwe tše kae gore diphoofolo ka moka di be ka lešakeng?

2. **Go aba gwa ba le mašaledi:** Barutwana ba dula ka bobedi ba lebelelana. Ba bea diphoofolo tša bona tše 10 mothalading di lebeletše go bona.

Dipotšišo tša go hlahla:

- ★ Na wena le mogwera wa gago le na le diphoofolo tša go lekana? O tseba bjang?
- ★ Sandile o nyaka gore diphoofolo tša gago di tle ka lešakeng la gagwe ka bobedi ka bobedi. Bontšha gore a ka di hlopha bjang.
- ★ Ka boraro ka boraro?



- ★ What do you notice? What can we do about the animal that is left out?

Take time to listen to the learners' suggestions about how they might manage the problem of the remaining animal.

Learners place eight animals in their tubs and take out the cut-outs of three apples.



TIP

Draw learners' attention to the fact that some things, such as the apple, can be cut to share, but other things, such as the animals, can't be cut to share.

- ★ How can you share these three apples equally between your two animals?

Learners try to solve the problem. When they realise that there is one apple remaining, discuss how to cut the apple in half to share it equally.



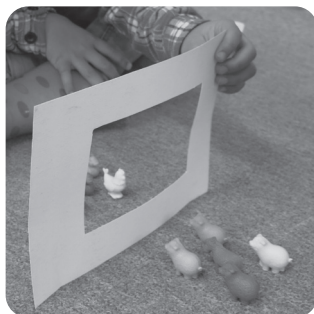
3. **Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

Guiding questions:

- ★ Can you place the 'fence' so that there are four animals on one side of the fence?

Learners 'fence off' four animals and count these.

Learners peep through their fences.



- ★ How many animals are on the other side of the fence?
- ★ How many animals are there altogether?

Learners count the animals on the other side of the fence and then repeat the activity with other combinations that make up 10.

- ★ Can you place the fence so that there are exactly the same number of animals on each side?

4. **Combinations of 10 using structure beads:** Ask learners to show five beads. Encourage them to do this without counting in ones. Learners hold five beads and start their count from 5.

Count on from 5 to 8.

KELETŠO

Lemoša barutwana gore dilo tše dingwe, bjalo ka apole, di ka ripiwa gore di abelanwe, efela dilo tše dingwe, tše bjalo ka diphoofole, di ka se ripiwe gore di abelanwe.

★ O lemoga eng? Re dira eng ka phoofole ye e tlogetšwego?
E ba le nako ya go theeletša ditšhišinyo tša barutwana gore ba ka šomana bjang le bothata bja phoofole ya go šala.

Barutwana ba bea diphoofole tše seswai ka diswarong tša bona gomme ba ntšha diripiwa tša diapole tše tharo.

★ O ka abela diphoofole tše pedi diapole ka go lekana bjang?

Barutwana ba leka go rarolla bothata. Ge ba lemoga gore go šetše apole e tee, ahlalang gore le tlo ripa apole bogare bjang gore e abiwe ka go lekana.



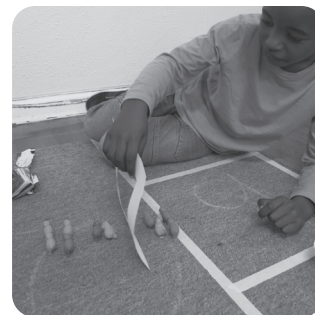
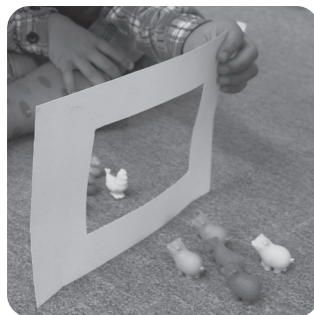
3. **Kopanyo ya go dira 10 ka dibaledi tša diphoofole:** Barutwana ba beakanya diphoofole tša bona ka mothaladi wa go tsepama. Ba diriša 'magora' a bona, ba hlohloliša gore ke ditsela tše kae tša go fapana tše o ba ka kgaoganyago diphoofole ka dihlopha tša pedi.

Dipotšišo tša go hlaha:

★ O ka bea 'legora' gore go be le diphoofole tše nne ka lehlakoreng le letee la legora?

Barutwana ba bea diphoofole tše nne 'ka gare ga legora' gomme ba di bala.

Barutwana ba hlola ka magoreng a bona.



★ Go na le diphoofole tše kae ka lehlakoreng le lengwe la legora?

★ Diphoofole ka moka ke tše kae?

Barutwana ba bala diphoofole tša ka lehlakoreng le lengwe la legora gomme ba boeletša mošongwana ka go dira dikopanyo tše dingwe tša 10.

★ O ka bea legora ka tsela ye e lego gore go tlo ba le palo ya go lekana ya diphoofole ka mahlakoreng ka moka?

4. **Dira dikopanyo tša 10 o diriša lenti la dipheta:** Kgopela barutwana gore ba bontšhe dipheta tše hlano. Ba hlohleletše go dira se ntle le go bala ka e tee ka e tee. Barutwana ba swara dipheta tše hlano gomme ba thoma go bala go 5.

Bala go thoma go 5 go ya go 8.

Guiding questions:

- ★ How many more beads did you count?
Hold four/six/three beads. Count on from 4 to 7/10/8, and so on.
- ★ How many beads do you have now?



Check that learners are able to:

- solve problems with numbers 0–10
- count on from a given number – up to 10
- share counters equally with a remainder
- identify groups that combine to make 10

Workstation 1

What you need

- A4 paper – 1 piece per learner
- Sponges/cotton wool/ear buds
- Paint in shallow containers
- Crayons

Learners fold their pages in half. They write a number between 1 and 5 at the top of one side of the page. They dip sponges/cotton wool/ear buds/their finger into the paint and make the same number of dots as the number they wrote. They fold the page and press it down to make the same number on the opposite side of the page. They count how many dots they have now and then write that number.



Workstation 2

What you need

- Playdough and mats
- Number track 0–10 – 1 per learner

Learners mould 'bricks/blocks' from playdough and build towers to match the numbers on the number track 0–10.



Dipotšišo tša go hlaha:

★ O badile dipheta tše dingwe tše kae?

Swara dipheta tše nne/tshela/tharo. Bala go thoma go 4 go ya go 7/10/8, bjalo bjalo.

★ Bjale o na le dipheta tše kae?



Lekola gore barutwana ba kgona go:

- rarolla mathata a dinomoro 0–10
- bala go thoma nomorong ye e filwego – go fihla go 10
- aba dibaledi ka go lekana go be le mašaledi
- hlatha dihlopha tša go dira 10 ge di kopane

Lefelo la go šomela la 1

Tše o di hlokago

- Pampiri ya A4 – seripa se 1 sa morutwana yo mongwe le yo mongwe
- Pente ka dikotlolong tša go se iše fase
- Diphontšhe/wulu ya leokodi/ didukulatsebe
- Dikherayone

Barutwana ba mena matlakala a bona ka bogare. Ba ngwala nomoro ya gare ga 1 le 5 bogodimo bja lehlakore le letee la letlakala. Ba tsenya diphontšhe/wulu ya leokodi/ didukulatsebe/monwana ka penteng gomme ba dira palo ya marontho ya go lekana le nomoro ye ba e ngwadilego. Ba mena letlakala gomme ba le gatelela go dira palo yona yeo ka lehlakoreng le lengwe la letlakala. Ba bala palo ya marontho gomme ba ngwala nomoro.



Lefelo la go šomela la 2

Tše o di hlokago

- Tlhama le mebete
- Palotatelano 0–10 – 1 sa morutwana yo mongwe le yo mongwe

Barutwana ba bopa 'ditenya/dipoloko' ka tlhama gomme ba aga ditora tša go tswalana le dinomoro tše di lego go palotatelano 0–10.



Workstation 3

What you need

- Number symbols 0–10 (*Resource Kit*) – 8 per pair of learners
- Unifix blocks

Learners work in pairs to play, 'Build and compare'. Each learner has four number symbols in a pile. As they each turn over a number symbol, together they say, 'One, two, three compare.' Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

They repeat this another three times with different number symbols. They swap their sets of number symbols with other learners and play the game again.



Workstation 4

What you need

- Number books from Week 7
- A4 paper
- Kokis/crayons
- Stapler

Learners complete the pages for 6–10 in their number books. They make envelopes for their books (by folding and stapling A4 pages). They write their names and the number of their home on the front of the envelope.



TIP

Learners can create their own 'number' picture when they have finished.

Lefelo la go šomela la 3

Tše o di hlokago

- Maswao a dinomoro 0–10 (Dithušathuto tša Phapoši) – 8 bobeding bjo bongwe le bjo bongwe bja barutwana
- Dipoloko tša *Unifix*

Barutwana ba šoma ka bobedi gore ba bapale, 'Aga o be o bapetše'. Morutwana yo mongwe le yo mongwe o na le maswao a mane mokgobong. Ge ba fetola leswao la nomoro, ka moka ba re, 'Tee, pedi, tharo bapetša.' Morutwana yo mongwe le yo mongwe o botša mogwera nomoro ya gagwe 'Ka na le ____.' Ka moka ba diriša dipoloko tša *Unifix* go aga tora ya go emela dinomoro tša bona. Ba bapetša ditora le dinomoro tša bona ba diriša tlotlontšu ye e latelago: *ntši go feta, nnyane, nnyane nnyane, swana* (mohlala, 'tshela e feta nne').

Ba boeletša se gape ga raro ka maswao a dinomoro a go fapana. Ba fana le barutwana ba bangwe ka disete tša maswao a dinomoro gomme ba bapala moraloko gape.



Lefelo la go šomela la 4

Tše o di hlokago

- Dipuku tša dinomoro tša Beke ya 7
- Pampiri ya A4
- Dikoki/dikherayone
- Seteiplara

Barutwana ba feleetša matlakala a 6–10 ka dipukung tša dinomoro. Ba direla dipuku tša bona dionfolopo (ka go mena le go steipola matlakala a A4). Ba ngwala maina a bona le nomoro ya legae la bona ka pele ga onfolopo.



KELETŠO

Barutwana ba ka itlhamela seswantšho sa bona sa 'nomoro' ge ba feditše.

Content Area Focus: Space and Shape (Geometry)

Topics

- Properties of shapes

New knowledge

- Sort shapes according to size, colour and shape
- Shape conservation

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Figure-ground perception

New maths vocabulary

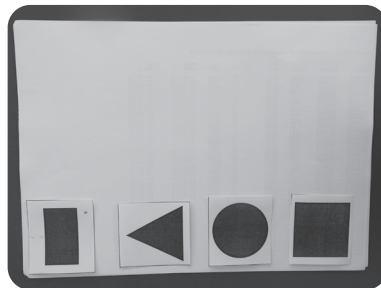
sharp

round

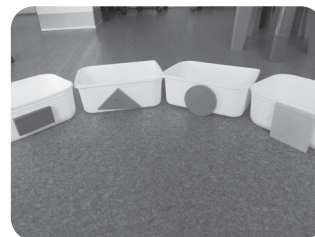
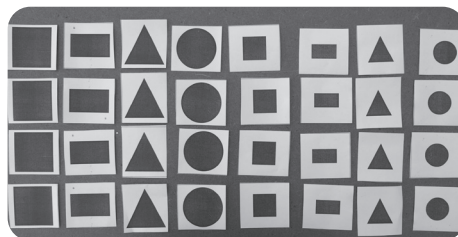
Getting ready

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

- cardboard poster with shape cut-outs (rectangle, triangle, circle and square, all in the same colour)



- 6 pictures of everyday objects that have circle, triangle, square and rectangle shapes in them (see page 156)
- 32 shape cards as follows:
 - 8 yellow shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 blue shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 red shapes: 1 big and 1 small circle, square, rectangle and triangle
 - 8 green shapes: 1 big and 1 small circle, square, rectangle and triangle



- 4 boxes each labelled with a different shape (square, circle, triangle, rectangle)

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

Dihlogotaba

- Dipharologantšho tša diboepgo

Tsebo ye mpsa

- Hlaola diboepgo go ya ka bogolo, mmala le seboepgo
- Go lota seboepgo

Go ikatiša

- Go balela godimo: pele 0–20 le go ya pele, morago 10–0
- Go bala dilo 1–10
- Diboepgo: sediko, sekwere, khutlotharo, khutlonnethwii
- Temogo

Tlotlontšu ye mpsa ya dipalo

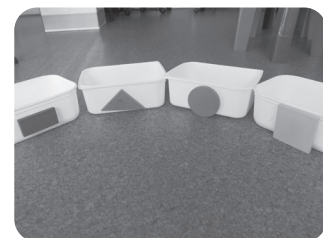
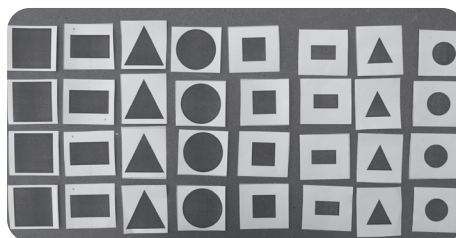
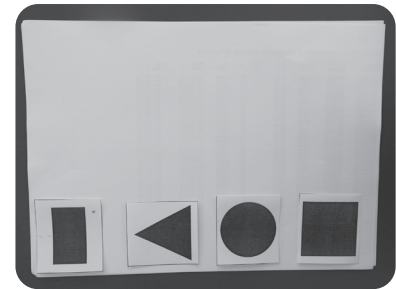
bogale

nkgokolo

Go itokiša

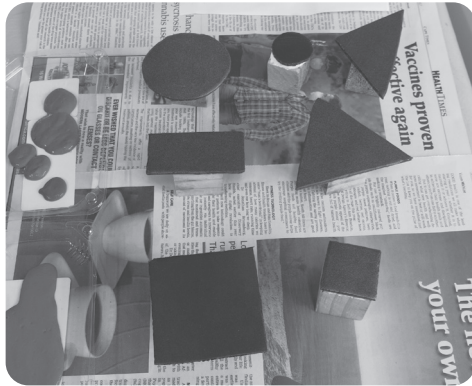
Mešongwaneng ya beke ye, o tlo hloka go beakanya tše di latelago:

- phoustara ya khatepote ya go ba le diripiwa (khutlonnethwii, khutlotharo, sediko le sekwere, ka mmala wa go swana)
- diswantšho tša dilo tša ka mehla tše 6 tša go ba le sediko, sekwere le khutlonnethwii go tšona (lebelela letlakala la 157)
- dikarata tša seboepgo tše 32 ka tsela ye:
 - diboepgo tše diserolane tše 8: sediko, sekwere, khutlonnethwii le khutlotharo ye kgolo ye 1 le ye nnyane ye 1
 - diboepgo tše ditalalerata tše 8: sediko, sekwere, khutlonnethwii le khutlotharo ye kgolo ye 1 le ye nnyane ye 1
 - diboepgo tše dihubedu tše 8: sediko, sekwere, khutlonnethwii le khutlotharo ye kgolo ye 1 le ye nnyane ye 1
 - diboepgo tše ditalamorogo tše 8: sediko, sekwere, khutlonnethwii le khutlotharo ye kgolo ye 1 le ye nnyane ye 1

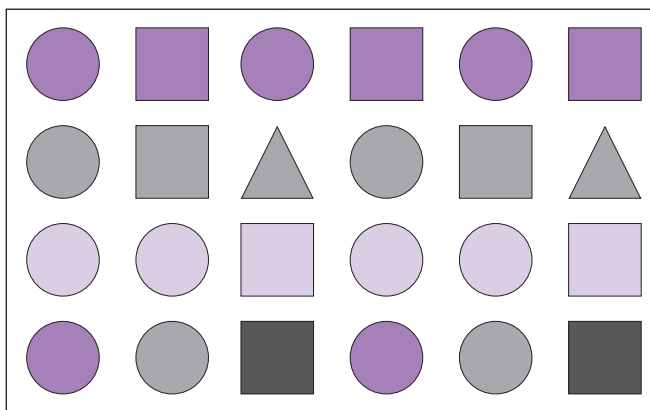


- mapokisi a 4 a go ba le maina a go fapana (sekwere, sediko, khutlotharo, khutlonnethwii)

- 4 shape Bingo boards (*Activity Guide: Term 3*, page 218)
- different size and colour paper shapes (circle, square, triangle, rectangle)
- shape templates (cut out of sponge or Styrofoam) for printing



- pattern cards with different shape patterns on them – 1 per learner



- twenty-four-piece puzzles (page 223).

Whole class activities

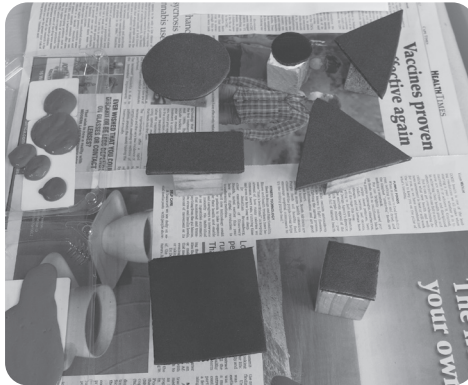
Day 1

What you need

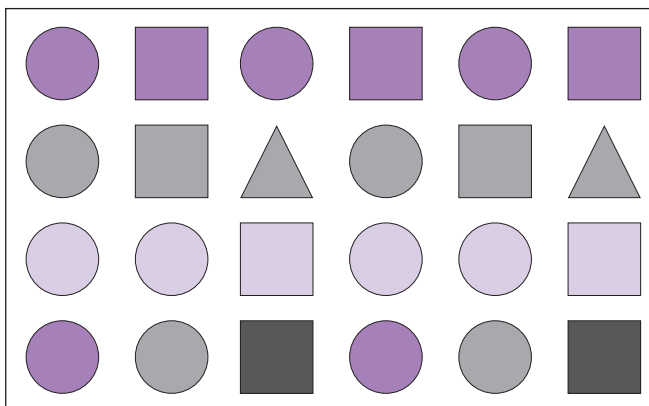
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

1. **Song:** Sing the song, *If you're holding a square*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** In pairs, the first learner chooses a number less than 10, for example, 6, and jumps that number of times while counting. The other learner says how many jumps he/she thinks are needed to make up 10 and then checks by jumping and counting. They swap roles.

- diboto tša Bingo tša sebopego tše 4 (*Pukutlhahlo ya Mešongwana: Kotara ya 3, letlakala la 218*)
- diboepo tša pampiri tša bogolo le mebala ya go fapana (sediko, sekwere, khutlotharo, khutlonnethwii)
- dithempoleiti tša sebopego (ripa sephontšhe goba Staerofoumo) go gatiša



- dikarata tša diboepo tša dipatrone tša diboepo tša go fapana go tšona – 1 tša morutwana yo mongwe le yo mongwe



- marara a diripa tše masomepedi-nne (letlakala la 223).

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Koša: *Ge o swere sekwere* (letlakala la 201)
- Dilo tša sebopego sa sediko-, sekwere-, khutlotharo- le khutlonnethwii ka mokotleng
- Phoustara ya khatepote ya diripiwa tša diboepo
- Tšhoko
- Dikarata tša diboepo tše 4 (sediko, khutlonnethwii, sekwere, khutlotharo)
- Mmino wa go rekhotiwa (goba seletšo sa mmino)

1. **Koša:** Opela koša, *Ge o swere sekwere*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Ka bobedi, morutwana wa mathomo o kgetha nomoro ya ka fase ga 10, mohlala, 6, a fofa makga a nomoro yeo a le gare a bala. Morutwana yo mongwe o bolela gore o nagana gore go hlokega mefofo ye mekae go dira 10 gomme a lekola ka go fofa a bala. Ba fetola dikarolo.

4. **From 3-D to 2-D:** Learners sit in a circle. Place the shape poster in the middle of the circle. Pass around the bag of objects. Learners take turns to identify a shape on the poster and feel for the object in the bag that matches it. The object is placed on top of the shape.

Guiding questions:

- ✦ Can you feel an object that has a circle/square/rectangle/triangle shape?
- ✦ Can you match the object to a shape on the board?
- ✦ What does the object feel like?
- ✦ What is the same about this object and the shapes on the poster?
- ✦ What is this shape called?

5. **Properties of shapes:** Use chalk to draw one large circle, square, triangle and rectangle on the floor. As the music plays, learners move around the classroom. When the music stops, hold up a shape card. Learners stand around the shape drawn on the floor.

Guiding questions:

- ✦ What is this shape called?
- ✦ How many sides/corners/straight sides/curved sides does it have?

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

Day 2

What you need

- Song: *A circle's like a ball* (page 200)
- Pictures of everyday objects containing shapes
- 32 shape cards
- Prestik

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in groups and count in response to the question below.

Guiding questions:

- ✦ How many learners are wearing jerseys/shoes with laces/walked to school, and so on?

4. **Practising shapes:** Arrange shape cards into separate piles according to shape. Display one of the pictures of everyday objects. Invite learners to place a shape card on the corresponding shape in the picture. Discuss the shapes with learners.

Guiding questions:

- ✦ Can you match one of these shapes to what is in this picture? What shape is it?
- ✦ How do you know it's a square/rectangle/circle/triangle?
- ✦ Why is it not a square/rectangle, and so on?



4. **Go tšwa go 3-D go ya go 2-D:** Barutwana ba dula ka sediko. Bea phoustara ya sebopego gare ga sediko. Fetiša mokotla wa dilo. Barutwana ba šiedišana ka go hlatha sebopego sa mo phoustareng gomme ba phophola selo sa go tswalana le sona ka mokotleng. Selo se beiwa godimo ga sebopego.

Dipotšišo tša go hlaha:

- ★ O kwa selo sa sebopego sa sediko/sekwere/khutlonnethwii/khutlotharo?
- ★ O ka tswalanya selo le sebopego sa mo letlapeng?
- ★ Selo se kwagala bjalo ka eng?
- ★ Selo le sebopego sa phoustareng di swana ka eng?
- ★ Sebopego se se bitšwa eng?

5. **Dipharologantšho tša diboepgo:** Diriša tšhoko go thala sediko se segolo, sekwere le khutlonnethwii mo lebatong. Barutwana ba sepela ka phapošing ge mmimo o bapala. Ge mmimo o ema, emišetša karata ya sebopego godimo. Barutwana ba ema go dikologa sebopego se se thadilwego mo lebatong.

Dipotšišo tša go hlaha:

- ★ Sebopego se se bitšwa eng?
- ★ Se na le mahlakore/dikhutlo/mahlakore a thwii/mahlakore a go rapama a makae?

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

Letšatši la 2

Tše o di hlokago

- Koša: *Sediko se swana le kgwele* (letlakala la 201)
- Dikarata tša diboepgo tše 32
- Diswantšho tša dilo tša ka mehla tša go ba le diboepgo
- Phrestiki

1. **Koša:** Opela koša, *Sediko se swana le kgwele*, o dire ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba ema ka dihlopha gomme ba araba potšišo ya ka tlase.

Dipotšišo tša go hlaha:

- ★ Ke barutwana ba bakae bao ba aperego dijese/dieta tša dithapo/ba ilego sekolong ka maoto, bjalo bjalo?

4. **Go ikatiša diboepgo:** Beakanya dikarata tša diboepgo ka mekgobo ya go fapana go ya ka diboepgo. Bontšha seswantšho sa dilo tša ka mehla. Laletša barutwana go bea karata ya sebopego sa go sepelelana le yona mo seswantšhong. Bolela ka diboepgo le barutwana.

Dipotšišo tša go hlaha:

- ★ O ka tswalanya se setee sa diboepgo tše le se se lego seswantšhong? Ke seboepgo sefe?
- ★ O tseba bjang gore ke sekwere/khutlonnethwii/sediko/khutlotharo?
- ★ Ke ka lebaka la eng e se sekwere/khutlonnethwii, bjalo bjalo?



Discuss other shapes in the classroom.

- ★ Can you see any of these shapes in the classroom?

Learners go on a shape walk outside.

- ★ Look at the tyres/bricks/windows. What shape do you see?
- ★ Can you see a roof that is a triangle shape?
- ★ Can you see something that looks like a circle?

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

Day 3

What you need

- Song: *Shape Hokey Pokey* (page 200)
- Chalk
- 32 shape cards

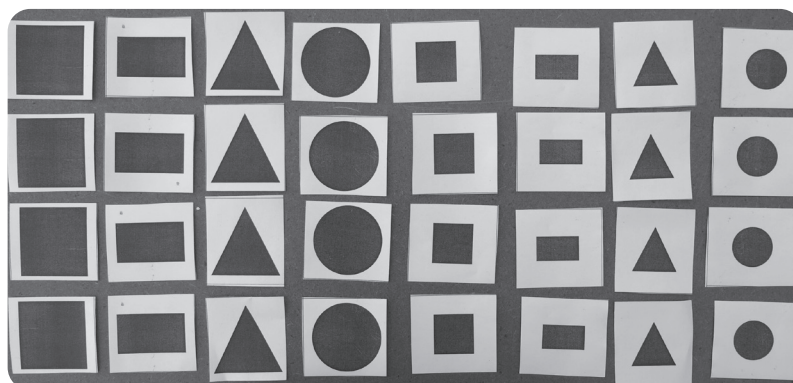
1. **Song:** Sing the song, *Shape Hokey Pokey*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Use chalk to draw a large circle, square, triangle and rectangle on the floor. Invite a few learners to stand inside the circle.

Guiding questions:

- ★ How many feet are in the circle?
- ★ How many hands are in the circle?
- ★ How many _____ are in the circle?

Repeat with other shapes.

4. **Colour, size and shape:** Give each learner a shape card. Call out the name of a shape. Learners with that shape go to the matching shape drawn on the floor. They sing and dance the *Shape Hokey Pokey* song for their shape. Call out another shape name and repeat the activity. Collect the shape cards and arrange them on the floor in columns according to shape, size and colour so that you have four cards in each of the eight columns. Learners take turns to find the shapes according to the attributes you name (colour, size and shape).



Guiding instructions:

- ★ Find the big blue circle, and so on.
- ★ Touch all the red shapes/small triangles.

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

Boledišanang ka diboepogo tše dingwe tša ka phapošing.

- ✦ O bona tše dingwe tša diboepogo tše ka phapošing?
- Barutwana ba dira mosepelo wa seboepogo ka ntle.
- ✦ Lebelela ditena/dithaere/mafasetere. O bona seboepogo sefe?
- ✦ O bona marulelo a seboepogo sa khutlotharo?
- ✦ O bona selo sa go swana le sediko?

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

Letšatši la 3

Tše o di hlokago

- Koša: *Seboepogo sa Hokhi Pokhi* (letlakala la 201)
- Tšhoko
- Dikarata tša seboepogo tše 32

1. **Koša:** Opela koša, *Seboepogo sa Hokhi Pokhi*, o dire ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Thala sekwere se segolo, khutlotharo le khutlonnethwii lebatong ka tšhoko. Laletša barutwana ba mmalwa gore ba eme ka sedikong.

Dipotšišo tša go hlahla:

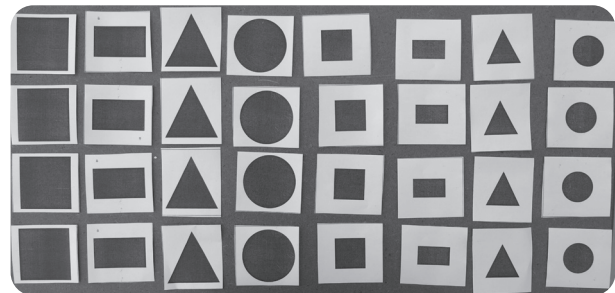
- ✦ Go na le maoto a makae ka sedikong?
- ✦ Go na le diatla tše kae ka sedikong?
- ✦ Go na le _____ tše kae ka sedikong?

Boeletša ka diboepogo tše dingwe.

4. **Mmala, bogolo le seboepogo:** Efa morutwana yo mongwe le yo mongwe karata ya seboepogo. Bolela leina la seboepogo. Barutwana ba go ba le seboepogo seo ba ya sebopegong sa go tswalana le sona sa go thalwa lebatong. Ba opela le go binela koša ya *Seboepogo sa Hokhi Pokhi* sa seboepogo sa bona. Bolela leina la seboepogo se sengwe gomme o boeletše mošongwana.

Kgoboketša dikarata tša diboepogo o di beakanye lebatong ka dikholomo go ya ka seboepogo, bogolo le mmala gore e be dikarata tše nne kholomong

ye nngwe le ye nngwe ya tše seswai. Barutwana ba šiedišana go hwetša diboepogo go ya ka mahlaodi a o a bolelago (mmala, bogolo le seboepogo).



Ditaelo tša go hlahla:

- ✦ Hwetša sediko se setalalerata se segolo, bjalo bjalo.
 - ✦ Kgoma diboepogo tše dihubedu/dikhutlotharo tše dinnyane ka moka.
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Day 4

What you need

- Song: *A circle's like a ball* (page 200)
- Number symbols 1–10
- 32 shape cards
- Attribute blocks (*Resource Kit*)
- Dot cards 1–10 (*Resource Kit*)

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Put up number symbols 1–10 around the room. Hold up a dot card and learners walk/jump/hop to the correct number symbol.
4. **Practising shape attributes:** Learners sit back to back in pairs. Give each learner an attribute block, which they should not let their partner see. One of the pair asks questions about the partner's shape until she or he can guess what it is.

Guiding questions:

- ★ Does it have straight sides?
- ★ How many sides/corners does it have?

Put an attribute block behind your back. Describe the shape and let learners guess what it is.

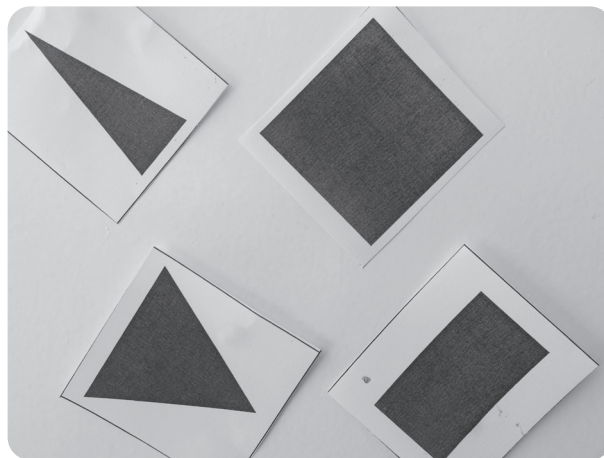
- ★ It has 4 equal sides and 4 corners. What is it?
- ★ It has 2 long sides and 2 short sides. What is it?

Select a few of the shape cards and place them on the wall in different orientations, for example, upside down, sideways. Ask learners to identify the shapes.



TIP

Showing pictures in different positions helps learners identify shapes even when they are oriented differently.



Guiding questions:

- ★ What shape do you see? How do you know?
 - ★ Can you find a triangle? How did you know it was a triangle?
5. **Small group activities:** Describe the activities at each workstation.

Letšatši la 4

Tše o di hlokago

- Koša: *Sediko se swana le kgwele* (letlakala la 201)
- Maswao a dinomoro 1–10
- Dikarata tša sebopego tše 32
- Dipoloko tše o di ka dirišwago go hlaola (*Dithušathuto tša Phapoši*)
- Dikarata tša maronho 1–10 (*Dithušathuto tša Phapoši*)

1. **Koša:** Opela koša, *Sediko se swana le kgwele*, o dire ditiro.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bea maswao a dinomoro 1–10 ka phapošing. Emiša karata ya maronho gomme barutwana ba sepele/fofe/tlole go ya ka leswao la nomoro la go nepagala.
4. **Go ikatiša mahlaodi a dibopego:** Barutwana ba a furaletana ka bobedi. Efa barutwana ka moka poloko ya go dirišwa go hlaola, gomme ba se e bontšhe mogwera. Bobedi bjo bongwe bo botšiša potšišo ka ga sebopego sa mogwera go fihlela a akanya gore ke eng.

Dipotšišo tša go hlahla:

- ★ Se na le mahlakore a go otloga?
- ★ Se na le mahlakore/dikhutlo tše kae?

Bea poloko ya go dirišwa go hlaola ka morago ga gago. Hlaloša sebopego gomme o laele barutwana go akanya gore ke sefe.

- ★ Se na le mahlakore a 4 a go lekana le dikhutlo tše 4. Ke sefe?
- ★ Se na le mahlakore a 2 a matelele le mahlakore a 2 a makopana. Ke sefe?

Kgetha dikarata tša sebopego tše mmalwa o di bee lebotong ka diorientheišene tša go fapana, mohlala, bokagodimo tlase, ka mathoko. Kgotela barutwana gore ba hlathe dibopego.



KELETŠO

Go bontšha diswantšho ka maemo a go fapana go thuša barutwana go hlatha dibopego le ge di tlwaeditšwe ka tsela ye e fapanego.



Dipotšišo tša go hlahla:

- ★ O bona sebopego sefe? O tseba bjang?
- ★ O ka hwetša khutlotharo? O tsebile bjang gore ke khutlotharo?

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

Day 5

What you need

- 4 boxes labelled with different shapes
- 32 shape cards
- Poster 9

1. **Song:** Learners choose a shape song to sing.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand alongside each other in pairs. Together, they count and hop forward two paces, then they change direction and count and hop forward another two paces. They continue until they reach 10.
4. **Practising shapes:** Spread out the shape cards on the mat and display the boxes labelled with different shapes. Learners take turns to choose a shape card and put it into the correct box.

Guiding questions:

- ★ Which box does your shape belong in?
 - ★ How is your shape the same as the one on the outside of the box?
5. **Recognising shapes:** Discuss Poster 9. Talk about what learners see in the picture.

Guiding questions:

- ★ What shapes can you see on the orange building? How many squares/rectangles can you count? How do you know it's a square/rectangle?
 - ★ Can you find any shapes on the wall behind Malusi? What shape is it? Where else can you see this shape in the picture?
 - ★ How many circle shapes can you see? Where are they? Which is the biggest/smallest circle? How many circles can you find?
 - ★ What shapes do you see on the wall of the shop building? How many sides/corners does the triangle/rectangle have?
 - ★ Where can you see small triangles at Malusi and Granny's house?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language: Vocabulary development, 'show and tell', recognition of shape words.

Life Skills: Recognise and describe shapes inside and outside the classroom; shape hopscotch. (Draw a shape hopscotch grid outdoors. Learners take turns to throw beanbags into a shape, hop over the shape where the beanbag lands and then hop inside the other shapes.)



Letšatši la 5

Tše o di hlokago

- Mapokisi a 4 a maina a diboepo tša go fapana
- Dikarata tša diboepo tše 32
- Phoustara ya 9

1. **Koša:** Barutwana ba kgetha koša ya diboepo ba e opela.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba ema kgauswi le kgauswi ka bobedi. Mmogo, ba a bala gomme ba tlolela pele ka dikgato tše pedi, gomme ba fetola tšhupetšo, ba bala le go tlolela pele dikgato tše dingwe tše pedi. Ba tšwela pele go fihlela ba fihla go 10.
4. **Go ikatiša diboepo:** Phatlalatša dikarata tša diboepo mmeteng o bontšhe mapokisi a go ba le maina a diboepo tša go fapana. Barutwana ba šiedišana ka go kgetha karata ya seboepo gomme ba e bea ka lepokising la go nepagala.

Dipotšišo tša go hlahla:

- ★ Seboepo ke sa lepokisi lefe?
 - ★ Seboepo sa gago se swana bjang le sa ka ntle ga lepokisi?
5. **Go lemoga diboepo:** Ahlaahlang Phoustara ya 9. Bolelang ka seo barutwana ba se bonago seswantšhong.

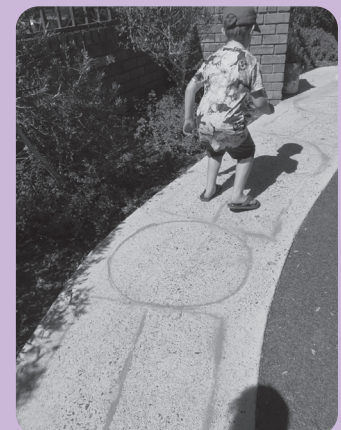
Dipotšišo tša go hlahla:

- ★ O bona diboepo dife moagong wa mmala wa namune? O ka bala disekwere/dikhutlonnethwii tše kae? O tseba bjang gore ke sekwere/khutlonnethwii?
 - ★ O bona diboepo lebotong la ka morago ga Malusi? Ke seboepo sefe? O bona seboepo se kae gape mo seswantšhong?
 - ★ O bona diboepo tša sediko tše kae? Di mo kae? Ke sediko sefe se segolo ka go fetiša/sennyane ka go fetiša? O bona didiko tše kae?
 - ★ O bona diboepo dife lebotong la moago wa lebenkele? Khutlotharo/khutlonnethwii e na le mahlakore/dikhutlo tše kae?
 - ★ O bona dikhutlotharo tše dinnyane kae ntlong ya Malusi le Koko?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Tswalanyo

Leleme le Gae: Tlhabollo ya tlotlontšu, 'bontšha o be o anege', go gopola mantšu a diboepo.

Mabokgoni a Bophelo: Lemoga le go hlaloša diboepo tša ka gare le ka ntle ga phapoši; tsheretshere ya diboepo. (Thala kriti ya tsheretshere ya diboepo ka ntle. Barutwana ba šiedišana ka go fošetša mokotla wa dinawa ka lepokising, ba tlola seboepo seo mokotla wa dinawa o lego go sona gomme ba tlolela ka gare ga diboepo tše dingwe.)



Small group activities

Teacher-guided activity

What you need

- Poster 7
- Tub per learner with:
 - 20 counting sticks
 - A small ball of playdough
- 32 shape cards
- A playdough mat – 1 per learner
- 4 shape Bingo boards (made in Term 3)
- 10 attribute blocks (*Resource Kit*) of the same shape (big and small) per pair of learners

1. **Word problems:** Ask learners to look at Poster 7. They can use their counters or their fingers to solve the problems.

Guiding questions:

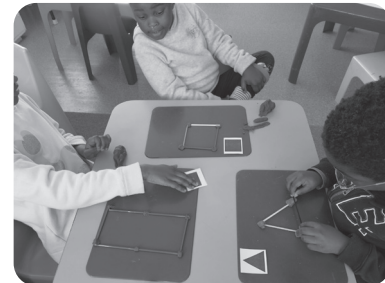
- ★ There are two wooden elephants and two wooden giraffes for sale at the market. How many wooden animals are there for sale?
- ★ The man is cooking five sausages. If seven people want a sausage, how many more sausages must he cook?
- ★ How many apples does the fruit seller have on her table? The fruit seller wants to put the apples into bags with three apples in each bag. How many bags can she fill?

2. **Counting objects 1–10:** Learners each count out 10 counting sticks from their tubs.

Guiding questions:

- ★ How many of your sticks are red/yellow/green, and so on?

3. **Building a shape:** Give learners different shape cards: triangle, square and rectangle. Learners use their sticks to copy the shape on their card. Show learners how to use playdough to hold the ends of the sticks in place.



Guiding questions:

- ★ What shape do you have?
- ★ How many sticks do you need to make this shape?
- ★ Can you turn your shape into a triangle/rectangle/square?

4. **Shape Bingo:** Learners work in pairs. Give each pair of learners a Bingo board and some shape cards. Say the name and size of a Bingo board shape, for example, a big circle, a small triangle. If learners have the shape of this size amongst the cards they were given, they place it on the corresponding block of the Bingo board.



Check that learners are able to:

- count objects 1–10
- orally solve problems with numbers 0–10
- identify several attributes of a shape – colour, shape, size
- match shapes
- copy shapes

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Phoustara ya 7
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dikotana tša go bala tše 20
 - Kgwele ye nnyane ya tlhama
- Dikarata tša dibopego tše 32
- Mmete wa tlhama – 1 wa morutwana yo mongwe le yo mongwe
- Diboto tša sebopego sa Bingo tše 4 (dirilwe Kotareng ya 3)
- Dipoloko tše di ka dirišwago go hlaola tše 10 (*Dithušathuto tša Phapoši*) tša sebopego sa go swana (tše dikgolo le tše dinnyane) bobeding bjo bongwe le bjo bongwe bja barutwana

1. **Dipalo tša mantšu:** Kgopela barutwana gore ba lebelele Phoustara ya 7. Ba ka rarolla mathata ka dibaledi goba menwana ya bona.

Dipotšišo tša go hlahlwa:

- ★ Go rekišwa ditlou tša kota tše pedi le dithutlwa tša kota tše pedi mmarakeng. Go rekišwa diphoofolo tša kota tše kae?
- ★ Monna o apea disosetše tše hlano. Ge batho ba šupa ba nyaka sosetše, o swanetše go apea disosetše tše dingwe tše kae?
- ★ Morekiši wa dienywa o na le diapole tše kae tafoleng? Morekiši wa diapole o nyaka go tsenya diapole mokotleng o mongwe le o mongwe. O tlo tlatša mekotla ye mekae?

2. **Go bala dilo 1–10:** Morutwana yo mongwe le yo mongwe o ntšha dikotana tša go bala tše 10 ka seswarong sa gagwe.

Dipotšišo tša go hlahlwa:

- ★ Ke dikotana tše kae tše dihubedu/serolane/talamorogo, bjalo bjalo?

3. **Go aga sebopego:** Efa barutwana dikarata tša dibopego tša go fapana: khutlotharo, sekwere le khutlonnethwii. Barutwana ba kopolla sebopego karateng ya bona ka dikotana. Bontšha barutwana go swaraganya mafelelo a dikotana ka tlhama.

Dipotšišo tša go hlahlwa:

- ★ O na le sebopego sefe?
- ★ O hloka dikotana tše kae go dira sebopego se?
- ★ O ka fetola sebopego sa gago gore e be khutlotharo/khutlonnethwii/sekwere?

4. **Sebopego sa Bingo:** Barutwana ba šoma ka bobedi. Efa bobedi bjo bongwe le bjo bongwe bja barutwana sebopego sa boto ya Bingo le dikarata. Bolela leina le bogolo bja sebopego sa boto ya Bingo, mohlala, sediko se segolo, khutlotharo ye nnyane. Ge barutwana ba na le karata ya sebopego sa bogolo bjo, ba e bea polokong ya go sepelelana le yona botong ya Bingo.



Lekola gore barutwana ba kgona go:

- bala dilo 1–10
- rarolla mathata a dinomoro 0–10 ka molomo/polelo
- hlatha mahlaodi a mmalwa a sebopego – mmala, sebopego, bogolo
- tswalanya dibopego
- kopolla dibopego



TIP

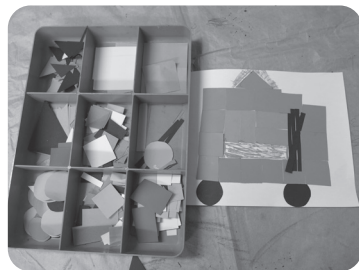
Link this activity to the theme for the week.

Workstation 1

What you need

- Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes
- Paper
- Glue
- A4 page per learner
- Crayons

Learners glue the shapes onto the paper to make pictures/designs.



Workstation 2

What you need

- Shape templates cut out of sponge or Styrofoam
- Paper – 1 piece per learner
- Paint in shallow dishes
- Plastic mat
- Aprons

Learners press the shape templates into the paint and press them onto the paper to make shape designs.



Workstation 3

What you need

- Shape pattern cards – 1 per learner
- Attribute blocks (*Resource Kit*)

Learners choose a shape pattern card and use attribute blocks to copy the patterns.

Workstation 4

What you need

- Twenty-four-piece puzzles (page 223)
- Assortment of other puzzles

Learners complete puzzles according to their ability.

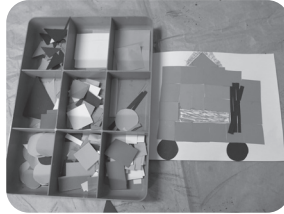
KELETŠO
Tswalanya mošongwana le morero wa beke.

Lefelo la go šomela la 1

Tše o di hlokago

- Dibopego tša pampiri tša mebala ya go fapana (sediko, sekwere, khutlotharo, khutlonnethwii) ka bogolo bja go fapana
- Dikherayone
- Pampiri
- Sekgomaretši
- Letlakala la A4 la morutwana yo mongwe le yo mongwe

Barutwana ba kgomaretša diswantšho dipampiring ka go dira diswantšho/meakanyetšo.



Lefelo la go šomela la 2



Tše o di hlokago

- Dithempoleiti tša dibopego tša go ripiwa sephontšheng goba Staerofoumo
- Pente ka dikotlolong tša go se iše fase
- Pampiri – seripa se 1 sa morutwana yo mongwe le yo mongwe
- Mmete wa polastiki
- Dithetho

Barutwana ba gatelela dithempoleiti tša dibopego ka penteng ba di gatelela pampiring go dira meakanyetšo ya dibopego.

Lefelo la go šomela la 3

Tše o di hlokago

- Dikarata tša patrone ya sebopego – 1 ya morutwana yo mongwe le yo mongwe
- Dipoloko tše di ka dirišwago go hlaola (*Dithušathuto tša Phapoši*)

Barutwana ba kgetha karata ya patrone ya dibopego gomme ba kopolla dipatrone ka dipoloko tše di ka dirišwago go hlaola.

Lefelo la go šomela la 4

Tše o di hlokago

- Marara a diripa tše masomepedi-nne (letlakala la 223)
- Mehutahuta ya marara a mangwe

Barutwana ba feleletša marara go ya ka bokgoni bja bona.

Content Area Focus: Data Handling

Topics

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

New knowledge

- Pictograph using an increased set of data

Practise

- Oral counting: forwards 0–20 and beyond, backwards 10–0
- Counting objects 1–10
- Sequencing numbers 1–10
- Problem solving 1–10
- More, fewer, equal
- Estimating
- Collect, sort and represent collection of objects
- Analyse and report on data

New maths vocabulary

maybe

possible

sure

Getting ready

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

- name cards for months of the year from January to December (8 cm wide)
- learners' name and date of birth cards (8 cm wide)
- 2 trays: one labelled with 'hard' and a picture of a pencil; one labelled with 'soft' and a picture of a tissue
- a poster-sized page divided into 4 blocks. Label each block by drawing a simple outline picture of a car, person, plant or animal in one corner (see page 182) – 1 poster per group
- 11 containers (for example, yoghurt cups) each labelled with a number from 0 to 10



- 4 colours of playdough
- collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- a strip with pictures of 6 fruits – 1 per learner
- A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222).

Nepišo ya Karolo ya Diteng: Tšhomišo ya Tshedimošo

Dihlogotaba

- Kgoboketša o hlaole dilo
- Emela mekgobo ya dilo ya go hlaolwa
- Ahlaahla o be o bege ka ga mekgobo ya dilo ya go hlaolwa

Tsebo ye mpsha

- Kgoboketšo ya diswantšho o diriša sete ya tshedimošo ya go oketšwa

Go ikatiša

- Go balela godimo: pele 0–20 le go feta, morago 10–0
- Go bala dilo 1–10
- Go latelanya dinomoro 1–10
- Tharollo ya mathata 1–10
- Ntši, mmalwanyana, lekana le
- Go akanya
- Kgoboketša, hlaola o be o emele mekgobo wa dilo
- Sekaseka o be o bege tshedimošo

Tlotlontšu ye mpsha ya dipalo

mo gongwe

kgonagala

kgonthišo

Go itokiša

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

- dikarata tša maina a dikgwedi tša ngwaga go thoma ka Janaware go fihla ka Desemere (8 cm ka bophara)
- leina la morutwana le dikarata tša letšatši la matswalo (8 cm ka bophara)
- ditherei tše 2: ya go ngwalwa 'bothata' le seswantšho sa phensele; ya go ngwalwa 'boleta' le seswantšho sa pampiri ya go phumula sefahlego
- letlakala la go lekana le phoustara la go arolwa ka dipoloko tše 4. Efa dipoloko ka moka maina ka go thala seswantšho sa bokantle bjo bonolo bja sefatanaga, motho, semela goba phoofolo khutlong e tee (lebelela letlakala la 183) – phoustara ye 1 sehlopha se sengwe le se sengwe
- dikotlolo tše 11 (mohlala, dikomiki tša yokate) ka moka di ngwalwe nomoro 0 go fihla ka 10
- tlhama ya mebala ye 4
- mekgobo ya mehuta ya go fapana ya dilo tše dinnyane, mohlala, dikgopa, makalana, matlakala, maswika a mannyane
- moseto wa diswantšho tša dienywa tše 6 – 1 wa morutwana yo mongwe le yo mongwe
- kriti ya dienywa ya A4 ya go ba le dienywa tše 6 le melokoloko ye 5 – 1 wa morutwana yo mongwe le yo mongwe (letlakala la 222).



Whole class activities

Day 1

What you need

- Song: *Months of the year* (page 200)
- Birthday chart
- Seasons chart
- Weather charts

1. **Song:** Sing the song, *Months of the year*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in a circle. They jump into the circle if they brushed their teeth with the brand of toothpaste named.

Guiding questions:

- ★ Jump into the circle if you brushed your teeth with Colgate/Aquafresh/Mentadent P this morning.
- ★ Do you think there are more/fewer than 10 learners inside the circle? Count the learners inside the circle.
- ★ Was your estimation close?

4. **Collecting and sorting data:** Together look at the birthday chart.

Guiding questions:

- ★ How many months are there in the year?
- ★ How many months are cold/hot/rainy? How do you know?
- ★ How do we know which month we are in now?
- ★ How many birthdays are there on our chart? How do you know? Point to the various months and ask learners to name them.
- ★ How do you know the name of this month?
- ★ Which month comes after/before _____?

Sing the song, *Months of the year* again and ask learners to raise both hands when they hear the month in which they were born.

Ask a learner to point to each month. Learners stand if their birthday is in the month which is pointed to.

- ★ Which month do you think has the most birthdays? How do you know?

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

Day 2

What you need

- Song: *I can sort* (page 200)
- 12 months of the year name cards

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.



TIP

Ask learners to bring toothpaste boxes to place on the maths table to sort.



TIP

Ask learners to suggest questions they would like to ask.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Koša: *Dikgwedi tša ngwaga* (letlakala la 201)
- Tšhate ya dihla
- Ditšhate tša boso
- Tšhate ya letšatši la matswalo

 **KELETŠO**
Kgopela barutwana gore ba tle le mapokisi a disepe tša meno tša tafola ya dipalo gore di hlaolwe.

 **KELETŠO**
Kgopela barutwana go šišinya dipotšišo tše ba ratago go di botšiša.

1. **Koša:** Opela koša, *Dikgwedi tša ngwaga*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Ba fofela ka sedikong ge ba gohlile meno ka sesepe sa meno seo leina la sona le boletšwego.

Dipotšišo tša go hlahla:

- ★ Fofela ka sedikong ge o gohlile meno ka Colgate/Aquafresh/Mentadent P mesong ya lehono.
- ★ O nagana gore go na le barutwana ba go feta/fetwa ke 10 ka sedikong? Bala barutwana ba ka sedikong.
- ★ Kakanyo ya gago e nyakile go nepagala?

4. **Go kgoboketša le go hlaola tshedimošo:** Lebelelang tšhate ya matšatši a matswalo mmogo.

Dipotšišo tša go hlahla:

- ★ Go na le dikgwedi tše kae mo ngwageng?
- ★ Ke dikgwedi tše kae tša go fiša/tonya/pula? O tseba bjang?
- ★ Re tseba bjang kgwedi ye re lego go yona?
- ★ Go na le matšatši a matswalo a makae tšhateng ya rena? O tseba bjang? Šupa dikgwedi tša go fapana gomme o kgopele barutwana go bolela maina a tšona.
- ★ O tseba leina la kgwedi ye bjang?
- ★ Ke kgwedi efe ya go tla ka morago/pele ga _____?

Opela koša, *Dikgwedi tša ngwaga* gape gomme o kgopele barutwana go emiša diatla tše pedi ge ba ekwa kgwedi ya bona ya matswalo.

Kgopela morutwana gore a šupe dikgwedi ka moka. Barutwana ba a emelela ge letšatši la bona la matswalo le wela kgwedding ye e šupilwego.

- ★ Ke kgwedi efe ya go ba le matšatši a matswalo a mantši? O tseba bjang?

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

Letšatši la 2

Tše o di hlokago

- Koša: *Ke kgona go hlaola* (letlakala la 201)
- Dikarata tša maina a dikgwedi tša ngwaga tše 12

1. **Koša:** Opela koša, *Ke kgona go hlaola*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.



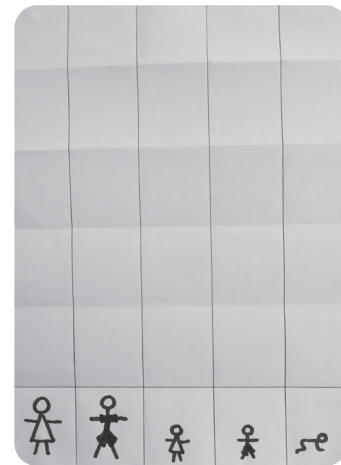
TIP

Design and illustrate a page for learners to take home to collect data about their families.

3. **Counting objects 1–10:** Repeat the activity from Day 1, but with a focus on the learners' families.

Guiding questions:

- ★ Jump into the circle if you have older/younger brothers/sisters, grannies/aunts living with you.
- ★ Do you think there will be more learners in the group who have cousins living with them than the group of learners who don't?
- ★ Was your estimation close?



4. **Ordering months:** Learners sit in a circle. Spread the 12 month cards out in the middle. Choose a learner who has a birthday in the first month of the year. He/she points to the month on the birthday chart. Ask different learners to fetch the months that are pointed to. Suggest putting the months in order.

Guiding questions:

- ★ Which month comes first?
The learner holding that card stands first.
 - ★ Which month should be placed next/last?
 - ★ Which month comes before/after the month that your birthday is in?
- Repeat with other learners.

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

Day 3

What you need

- Song: *I can sort* (page 200)
- 12 months of the year cards
- A drum
- Prestik

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you have a dog/cat/chicken/fish at home.
- ★ Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and representing data:** Place the 12 months of the year cards in order with space in between for the learners to arrange themselves in line next to these. Play the drum for learners to move freely. When the music stops, the learners line up next to the month in which they were born. They sit in a line facing their card.



TIP

Discuss a way to record and represent which animals the learners have at home.

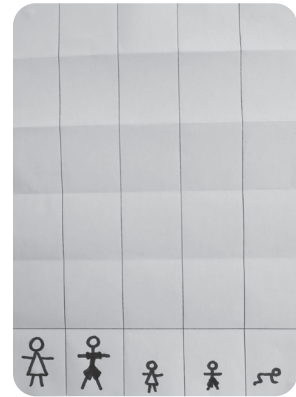
KELETŠO

Akanya o be o dire diswantšho letlakaleng leo barutwana ba tlo yago gae le lona go tšea tshedimošo ka ga ba malapa a bona.

3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1, efela o nepiše malapa a barutwana.

Dipotšišo tša go hlahla:

- ★ Fofela ka sedikong ge o dula le buti/sesi yo mogolo/yo monnyane/koko/rakgadi/mmame/mmamogolo ka gae.
- ★ O nagana gore go tlo ba le barutwana ba bantši sehlopheng sa ba go dula le batswala go feta sehlopha sa barutwana ba go se dule le batswala?
- ★ Kakanyo e nyakile go nepagala?



4. **Go latelanya dikgwedi:** Barutwana ba dula ka sediko. Phatlalatša dikarata tša dikgwedi tše 12 tša ngwaga mo gare. Kgetha morutwana wa letšatši la matswalo la go wela kgweding ya mathomo ya ngwaga. O šupa kgwedi yeo tšhateng ya matšatši a matswalo. Kgopela barutwana ba go fapana go tšea dikgwedi tše di šupilwego. Šišinya gore dikgwedi di beiwe ka tatelano.

Dipotšišo tša go hlahla:

- ★ Ke dikgwedi dife tša go tla pele?
- Murutwana wa go swara karata yeo o ema pele.
- ★ Ke kgwedi efe ya go latela/mafelelo?
- ★ Ke kgwedi efe ya go tla pele/ka morago ga kgwedi ya letšatši la matswalo a gago?

Boeletša le barutwana ba bangwe.

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

Letšatši la 3

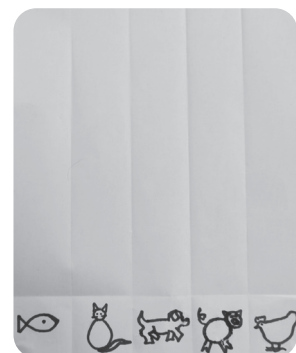
Tše o di hlokago

- Koša: *Ke kgona go hlaola* (letlakala la 201)
- Moropa
- Dikarata tša maina a dikgwedi tša ngwaga tše 12
- Phrestiki

1. **Koša:** Opela koša, *Ke kgona go hlaola*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1.

Ditaelo tša go hlahla:

- ★ Fofela ka sedikong ge o na le mpša/katse/kgogo/hlapi ka gae.
- ★ Bala barutwana ba go fofela ka sedikong gomme o botšiše dipotšišo tše di tswalanego.



4. **Go kgoboketša, go hlaola le go emela tshedimošo:** Bea dikarata tša dikgwedi tša ngwaga tše 12 ka tatelano gomme go be le sekgoba mo gare gore barutwana ba kgone go ipeakanya mothalading kgauswi le tšona. Betha moropa gore barutwana ba sepele ka go lokologa. Ge mmimo o ema, barutwana ba ema kgauswi le kgwedi ye ba belegwego ka yona. Ba dula ka mothaladi ba lebeletše karata ya bona.

KELETŠO

Ahlaahla tsela ya go rekhota le go emela diphoofolo tšeo barutwana ba nago le tšona ka gae.

Guiding questions:

- ★ How many learners were born in the same month as you?
- ★ Which month/s were the most/least learners born in?
- ★ How do you know?
- ★ Which month has the most birthdays? How do you know?

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

Day 4

What you need

- Song: *I can sort* (page 200)
- Learners' name cards with their date of birth
- 12 months of the year cards placed on the wall with spaces in between

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you woke up this morning before the sun came up.
- ★ Jump into the circle if you went to sleep last night before the adults in your home did.

Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and organising data:** Learners sit in a circle. Place their name cards in the middle. A few learners at a time fetch their name cards. Once all learners have their name card they sit in groups with others who have a birthday in the same month.

Guiding questions:

- ★ Can you sit in order of who has a birthday first, second, and so on, in the month?

Learners take turns to put up their name cards in order according to their date of birth. Learners' name cards must be placed one above the other without spaces in between.



TIP

Learners can draw their face next to their name.



Dipotšišo tša go hlhla:

- ✦ Ke barutwana ba bakae ba go belegwa kgwedi e tee le wena?
- ✦ Barutwana ba bantši/bannyane ba belegwe ka kgwedi efe?
- ✦ O tseba bjang?
- ✦ Ke kgwedi efe ya go ba le matšatši a matswalo a mantši? O tseba bjang?

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

Letšatši la 4

Tše o di hlokago

- Koša: *Ke kgona go hlaola* (letlakala la 201)
- Dikarata tša maina a barutwana le matšatši a bona a matswalo
- Dikarata tša dikgwedi tša ngwaga tše 12 lebotong efela go be le sekgoba gare ga tšona

1. **Koša:** Opela koša, *Ke kgona go hlaola*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1.

Ditaelo tša go hlhla:

- ✦ Fofela ka sedikong ge e le gore mesong ya lehono o tsogile pele letšatši le hlaba.
- ✦ Fofela ka sedikong ge e le gore bošego bja go feta o robetše pele ga batho ba bagolo ka lapeng la geno.

Bala barutwana ba go fofela ka sedikong gomme o botšiše dipotšišo tše di tswalanego.

4. **Go kgoboketša, go hlaola le go emela tshedimošo:** Barutwana ba dula ka sediko. Bea dikarata tša maina a bona mo gare. Barutwana ba mmalwa ba tšea dikarata tša bona tša maina. Ge barutwana ka moka ba swere dikarata tša maina ba dula ka dihlopha tša ba go ba le letšatši la matswalo ka kgwedi e tee.

Dipotšišo tša go hlhla:

- ✦ Le ka dula ka tatelano go ya ka letšatši la matswalo la go tla la mathomo, labobedi, bjalo le bjalo, mo kgweding?

Barutwana ba šiedišana ka go bea dikarata tša maina go ya ka tatelano ya matšatši a matswalo. Dikarata tša maina a barutwana di swanetše go beiwa e tee godimo ga ye nngwe ntle le go tlogela dikgoba gare ga tšona.

KELETŠO
Barutwana ba ka thala sefahlego sa bona kgauswi le leina la bona.



5. **Reading, interpreting and reporting on data:** Talk about the pictograph.



TIP

The birthday chart should be on the classroom wall so that learners can engage with it.

Guiding questions:

- ★ What can you tell me about this graph?
 - ★ What difference will it make if I add my name to the chart in the month of _____?
 - ★ What is the same/different about this graph and the birthday chart?
 - ★ Is there a month with no birthdays? Which one is it?
 - ★ Which month has the fewest/same number/most birthdays? How do you know?
6. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Song: *I can sort* (page 200)
- Poster 3
- Pictograph
- Toothpaste boxes (brought by learners)

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding questions:

- ★ Jump into the circle if you sleep alone/share a bed/share a room. Count the learners who jump into the circle and discuss. Look at and identify the toothpaste boxes on the maths table.
 - ★ How many Colgate/Aquafresh, and so on, boxes do you think there are?
- Count each group together.
- ★ How close were you in your estimation?
 - ★ Which group has more/fewer boxes?
4. **Reading, interpreting and reporting on data:** Discuss the birthday calendar on Poster 3.



TIP

Look at the season chart and your 12 calendar month weather charts (if you have kept these). Group them into seasons.

Guiding questions:

- ★ Do you see any months where they have the same number of names as our graph?
- ★ How many months have one/two birthdays?

5. **Go bala, go hlatholla le go bega tshedimošo:** Bolelang ka kgoboketšo ya diswantšho.

 **KELETŠO** Tšhate ya matšatši a matswalo e be lebotong la phapoši gore barutwana ba boledišane le yona.

Dipotšišo tša go hlahla:

- ✦ O ka mpotša eng ka kerafo ye?
 - ✦ Go tlo dira phapano efe ge nka tsenya leina la ka tšhateng ya kgwedi ya _____?
 - ✦ Ke eng sa go swana/fapana kerafong ye le tšhateng ya matšatši a matswalo?
 - ✦ Go na le kgwedi ya go hloka matšatši a matswalo? Ke efe?
 - ✦ Ke kgwedi efe ya go ba le matšatši a matswalo a mannyane/palo ya go lekana/mantši. O tseba bjang?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Letšatši la 5


Tše o di hlokago

- Koša: *Ke kgona go hlaola* (letlakala la 201)
- Phoustara ya 3
- Kgoboketšo ya diswantšho
- Mapokisi a disepe tša meno (a go tla le barutwana)

1. **Koša:** Opela koša, *Ke kgona go hlaola*.
2. **Go balela godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1.

Dipotšišo tša go hlahla:

- ✦ Fofela sedikong ge o robala o le tee/abelana mpete/phapoši le yo mongwe.
- Bala barutwana ba go fofela ka sedikong le ahlaahle.
Lebelela o be o hlathe mapokisi a disepe tša meno ao a lego tafoleng ya dipalo.
- ✦ Go na le mapokisi a makae a Colgate/Aquafresh, bjalo bjalo?
- Balang sehlopha se sengwe le se sengwe mmogo.
- ✦ Kakanyo ya gago e nyakile go nepagala go kaakang?
 - ✦ Ke sehlopha sefe sa go ba le mapokisi a mantši/nnyane?
4. **Go bala, go hlatholla le go bega tshedimošo:** Bolelang ka khalentara ya matšatši a matswalo ya Phoustara ya 3.

 **KELETŠO** Lebelela tšhate ya dihla le tšhate ya boso ya dikgwedi tše 12 khalentareng (ge o na le tšona). Dihlophe ka dihla.

Dipotšišo tša go hlahla:

- ✦ O bona kgwedi ya palo ya maina a go lekana le a kerafong ya rena?
- ✦ Ke dikgwedi tše kae tša go ba le letšatši la matswalo le letee/ a mabedi?

- ★ How many months on our graph have one/two birthdays?
 - ★ Which month has the most birthdays? How do you know?
5. **Problem solving:** Look at the pictograph together and ask questions.
- Guiding questions:**
- ★ There are _____ learners born in March. If three new learners came to our class who were born in March how many names would there be in March?
 - ★ _____ learners are born in May. Two of these learners are not at school today. How many learners born in May are at school?
 - ★ Three months each have two birthdays. How many birthdays do these months have altogether?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language: Listening and Speaking: sharing ideas, solving problems and explaining solutions; Emergent Reading and Writing: understanding that a symbol represents something.

Life Skills: Classifying objects, collecting information to solve problems.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with:
 - 10 fruit counters (a different combination for each learner with no more than 5 of any type of fruit)
 - A red, blue, green, purple, yellow, and orange crayon
- A strip with pictures of 6 fruits – 1 per learner
- A container of Unifix blocks
- An A4 fruit grid with pictures of 6 fruits and 5 rows – 1 per learner (page 222)

1. **Problem solving:** Discuss word problems with the learners.
- Guiding questions:**
- ★ Every day Thami eats one banana. Malusi and Laylah eat two bananas each. How many bananas does Dad need to buy every day for the children in the family?
2. **Counting objects 1–10:** Learners look at their fruit counters.
- Guiding questions:**
- ★ How many fruits do you think you have?
 - ★ Do you think you each have the same number of fruits?
- Each learner estimates and then counts their fruit.
3. **Sorting objects:** Learners group their counters into different types of fruit.

- ★ Ke dikgwedi tše kae kerafong ya rena tša go ba le letšatši la matswalo le letee/a mabedi?
 - ★ Ke kgwedi efe ya go ba le matšatši a matswalo a mantši? O tseba bjang?
5. **Tharollo ya mathata:** Lebelelang kgoboketšo ya diswantšho mmogo le botšiše dipotšišo.

Dipotšišo tša go hlahla:

- ★ Go na le barutwana ba _____ ba go belegwa ka Matšhe. Ge go ka tla barutwana ba bararo ba baswa ba go belegwa ka Matšhe mphatong wa rena go tlo ba le maina a makae ka Matšhe?
 - ★ _____ barutwana ba belegwe ka Mei. Bobedi bja barutwana ba ga se ba tla sekolong lehono. Ke barutwana ba bakae ba go belegwa ka Mei mo sekolong?
 - ★ Dikgwedi tše tharo di na le matšatši a matswalo a mabedi ye nngwe le ye nngwe. Dikgwedi tše di na le matšatši a matswalo a makae ka moka?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Tswalanyo

Leleme la Gae: Go Theeletša le go Bolela: go abelana dikgopolo, go rarolla mathata le go hlaloša diphetho; Go lthuta go Bala le go Ngwala: go kwešiša gore leswao le emetše se sengwe.

Mabokgoni a Bophelo: Go hlopha dilo, go kgoboketša tshedimošo go rarolla mathata.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dibaledi tša dienywa tše 10 (kopanyo ya go fapana morutwaneng yo mongwe le yo mongwe le tša go se fete 5 tša seenywa sa mohuta ofe goba ofe)
 - Kherayone ye hubedu, talalerata, talamorogo, phepholo, serolane le mmala wa namune
- Moseto wa diswantšho tša dienywa tše 6 – 1 wa morutwana yo mongwe le yo mongwe
- Sekotlolo sa dipoloko tša *Unifix*
- Kriti ya dienywa ya A4 ya diswantšho tša dienywa tše 6 melokolokong ye 5 – 1 ya morutwana yo mongwe le yo mongwe (letlakala la 222)

1. **Tharollo ya mathata:** Ahlaahla dipalo tša mantšu le barutwana.
Dipotšišo tša go hlahla:
 ★ Letšatši le lengwe le le lengwe Thami o ja panana e tee. Malusi le Laylah ba ja dipanana tše pedi mongwe le mongwe. Tate o swanetše go rekela bana ba ka lapeng dipanana tše kae letšatši le lengwe le le lengwe?
2. **Go bala dilo 1–10:** Barutwana ba lebelela dibaledi tša bona tša dienywa.
Dipotšišo tša go hlahla:
 ★ O nagana gore o na le dienywa tše kae?
 ★ O nagana gore ka moka ga lena le na le palo ya dienywa ya go lekana? Morutwana yo mongwe le yo mongwe o a akanya gomme a bala dienywa tša gagwe.
3. **Go hlaola dilo:** Barutwana ba hlopha dibaledi go ya ka mehuta ya go fapana ya dienywa.

Guiding questions:

- ✦ How many different types of fruit do you have?
- ✦ Do you all have the same number of each fruit? How do you know?

Learners place their fruits above the matching fruit picture on their strips.

- ✦ Which fruit do you have the most/fewest of?
- ✦ Who has the same number of bananas?
- ✦ Which fruit is the biggest and takes up the most space?
- ✦ The grapes are bigger than the bananas. What do we need to do when we place these in a line to make sure that we can see which group has the most/fewest?
- ✦ What else could we use to show how many of each fruit we have?

Learners make towers from Unifix blocks above the pictures of the fruit to represent their groups of fruit.

Compare and discuss learners' Unifix towers.

4. **Game – representing groups and analysing:** Learners take a handful of fruit from their pile. They sort these and colour in blocks on their grids according to the number of each fruit. The game is over when a learner completes a column.

Guiding questions:

- ✦ How many blocks did you colour yellow for bananas?
- ✦ Does anyone have more/fewer blocks coloured for their bananas?
- ✦ If you had taken one more banana, how many blocks would you have coloured yellow?



Check that learners are able to:

- represent data by arranging objects to match illustrations
- represent data by colouring in blocks
- know 'how many' based on data represented
- compare data and answer related questions

Workstation 1



What you need

- A collection of hard and soft objects
- Paper and crayons
- 2 trays: one labelled 'hard'; one labelled 'soft'
- Scissors

Learners sort objects into those that are hard and those that are soft. They discuss other ways they could sort them. They draw pictures of hard and soft objects then cut them out and place them on the trays.

Dipotšišo tša go hlaha:

- ✦ O na le mehuta ye mekae ya dienywa?
- ✦ Ka moka ga lena le na le palo ya go lekana ya seenywa se sengwe le se sengwe? O tseba bjang?

Barutwana ba bea seenywa sa bona ka godimo ga seswantšho sa seenywa sa go tswalana mesetong.

- ✦ O na le dienywa tše dintši/dinnyane tša seenywa sefe?
- ✦ Ke bo mang ba go ba le palo ya dipanana ya go swana?
- ✦ Ke seenywa sefe se segolo ka go fetiša sa go tšea sekgoba se segolo?
- ✦ Diterebe di feta dipanana ka bogolo. Re hloka go dira eng ge re bea dilo tše mothalading go kgonthiša gore re bone gore ke sehlopha sefe sa go ba le tše dintši/dinnyane?
- ✦ Re ka diriša eng se sengwe go bontšha gore re na le dienywa tše kae tša se segwe le se sengwe?

Barutwana ba dira ditora ka dipoloko tša *Unifix* ka godimo ga diswantšho tša dienywa go emela dihlopha tša bona tša dienywa.

Bapetša le go ahlaahla ditora tša barutwana tša *Unifix*.

4. **Moraloko – go emela dihlopha le go sekaseka:** Barutwana ba tšea dienywa mokgobong wa bona. Ba a di hlaola gomme ba khalaria dipoloko kriting go ya ka palo ya seenywa se sengwe le se sengwe. Moraloko o fela ge morutwana a fetša kholomo.

Dipotšišo tša go hlaha:

- ✦ O khalarile dipoloko tše kae ka serolane tša dipanana?
- ✦ Go na le yo a nago le dipoloko tše dintši/dinnyane tša go khalaria tša dipanana?
- ✦ Ge o kabe o tšere panana ye nngwe e tee, o be o tla ba o khalarile dipoloko tše kae ka serolane?



Lekola gore barutwana ba kgona go:

- emela tshedimošo ka go beakanya dilo gore di tswalane le diswantšho
- emela tshedimošo ka go khalaria dipoloko
- tseba 'tše kae' go ya ka tshedimošo ye e beilwego
- bapetša tshedimošo le go araba dipotšišo tša go tswalana le yona

Lefelo la go šomela la 1



Tše o di hlokago

- Mokgobo wa dilo tša bothata le tša boleta
- Ditherei tše 2: ya go ngwalwa 'bothata'; le ya go ngwalwa 'boleta'
- Pampiri le dikherayone
- Sekero

Barutwana ba hlaola dilo go ya ka tša bothata le tša boleta. Ba ahlaahla ditsela tše dingwe tša go di hlaola. Ba thala diswantšho tša dilo tša bolete le tša bothata gomme ba di ripa ba di bea ka dithereing.



TIP

Add small cards and kokis for learners to write number symbols to add to the containers.

Workstation 2

What you need

- 11 containers, for example, yoghurt cups labelled with numbers
- 8 sets of number symbols 0–10 (*Resource Kit*)

Place the number symbols in a pile on a tray. Learners sort these into the matching containers. They then count to check that each container has eight number symbols.

Workstation 3

What you need

- A poster-sized page divided into 4 labelled blocks
- Magazines
- Scissors – 1 pair per learner
- Glue

Learners cut out pictures of different cars, people, plants and animals and paste them in the appropriate block on the poster.



Workstation 4

What you need

- 4 colours of playdough
- Collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- 4 plastic or polystyrene trays

Place all the small objects in a single pile and ask learners to sort them into the four trays. They use playdough to make cupcakes and then choose items from the trays to decorate their cupcakes. Each cupcake should be decorated with items from one of the trays.



TIP

Learners can create an additional cookie and decorate it according to their own description of their collection of objects. This can be discussed during snack time.



KELETŠO

Tsenya dikarata tše dinnyane le dikoki tša barutwana gore ba ngwale maswao a dinomoro a go tsenywa dikotlolong.

Lefelo la go šomela la 2

Tše o di hlokago

- Dikotlolo tše 11, mohlala, dikomiki tša yokate tša go ngwalwa dinomoro
- Disete tše 8 tša maswao a dinomoro 0–10 (*Dithušathuto tša Phapoši*)

Bea mokgobo wa maswao a dinomoro ka thereing. Barutwana ba a hlaola go ya ka dikotlolo tša go tswalana. Ba a bala go lekola gore sekotlolo se sengwe le se sengwe se na le maswao a dinomoro a seswai.

Lefelo la go šomela la 3

Tše o di hlokago

- Letlakala la bogolo bja phoustara la go arolwa ka dipoloko tša go ba le maina tše 4
- Sekero – phere ye 1 ya morutwana yo mongwe le yo mongwe
- Dimakasine
- Sekgomaretši



Barutwana ba ripa diswantšho tša difatanaga tša go fapana, batho, dimela le diphoofolo gomme ba di kgomaretša polokong ya maleba mo phoustareng.

Lefelo la go šomela la 4

Tše o di hlokago

- Mebala ye 4 ya tlhama
- Mekgobo ya dilo tše dinnyane ye 4, mohlala, dikgopa, makala, matlakala, maswikana
- Ditherei tša polastiki goba pholisterine tše 4

KELETŠO

Barutwana ba ka hlama kokisana ya tlaleletšo ba e kgabiša go ya ka hlalošo ya mokgobo wa bona wa dilo. Go ka boletwa ka se ka nako ya seneke.

Bea dilo tše dinnyane ka moka mokgobong o tee o kgopele barutwana gore ba di hlaole ka dithereing tše nne. Ba dira dikokisana ka tlhama gomme ba di kgabiša ka dilo tše ba di kgethago ka thereing. Dikokisana ka moka di swanetše go kgabišwa ka dilo tša go tšwa thereing ye nngwe le ye nngwe.



Tekolo

Kotara ya 4: Mohlala wa Tekolo/Kelotšweledi

Senotlelo ✓ = o kgonne ● = o lekile X = ga go bokgoni	DINOMORO, TIRIŠO LE TSWALANO	DITSHWAYATSHWAYO
Maina a barutwana	Go bala dilo: 1–10	Mokgwa wa mafelo wa go rekhota
Letšatšikgweledi	Go balela godimo o eya pele: 0–20 le go feta	
	Balela morago: 10–0	
	Bala ka bobedi	
	Hlatha leswao la nomoro le leina la nomoro: 9	
	Hlatha leswao la nomoro le leina la nomoro: 10	
	Hlatha leswao la nomoro le leina la nomoro: 0	
	Tseba diswantšho tša dinomoro le dikarata tša marontho 0–10	
	Lemoga dinomoro dikamanong tša go tlwaelega	
	Hlatha le go hlaloša dipalotlalo 0–10	
	Bapetša dinomoro: go feta – go fetwa ke – lekana le; bontši – bonnyane; ntši – mmalwanyana	
	Latelanya (latelanya) dinomoro go thoma ka ye nyane ka go fetša go ya go ye kgolo ka go fetša le kgolo ka go fetša 1–10	
	Kwešiša palokgoboko: mathomo, bobedi, boraro, bone, bohlanu, botshela	
	Hlaloša kgopolo ka mantšu le ka dirhalwa le dilo tša go swarwa	
	Rarolla mathata ka dilo tša go swarwa goba lleri la dinomoro: 0–10	
	Hlakanya le go ntšha ka molomo/polelo o diriša tša go swarega: 0–10	
	Pharologanya go feta, go fetwa ke le lekana le	
	Lemoga dikhoine le tšhelete ya pampiri ya Afrika Borwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	
	Hlatha dikhoine le tšhelete ya pampiri ya Afrika Borwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	

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>Copies, extends and creates own auditory patterns</p> <p>Creates own pattern</p> <p>Understands the game, 'hopscotch'</p>	<p>Able to build at least a twenty-four-piece puzzle</p> <p>Recognises the line of symmetry in objects</p> <p>Follows directions: forward and backward; up and down; upwards and downwards; left and right</p> <p>Recognises and identifies the circle, triangle, square and rectangle</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D shapes according to similarities and differences</p>	<p>Measures and compares objects according to length, mass and capacity and volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</p> <p>(Length) Understands that objects are also measured by using a tape measure</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Collects, sorts and represents data according to one attribute</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>				

Resources

Songs, rhymes and stories

Week 1

Story: *Number 9 story (with Number 9 frieze template)*

Next came nine Birds. They flew in the air for many days looking for just the right kind of home that is safe and warm. They flapped their wings all day long, looking high and looking low for a place they can call home.

At last they find a house that looks nice and cosy. The nine Birds perch on the windowsill and peer inside. There is nobody living in the house!

The Birds use their beaks to gather materials to make the number symbol 9 and the number word nine, which they stick on the front of the door. Each Bird makes one doorbell for the front door.

There is only one bedroom in the house, but luckily birds don't need beds. They like to sleep while sitting up!

Three Birds find a windowsill, three Birds perch on a chair and three Birds sit on the bath. They all fluff out their feathers to make nice warm blankets. They are so tired that there is not even a twitter or a tweet – the nine Birds sleep all through the night and are not up early enough the next day to catch worms for breakfast.

Luckily the nine doorbells ring just as the Birds are feeling hungry. Their friendly neighbours are standing at the front door with nice big, fat, juicy worms to welcome the Birds: one Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4, five Monkeys from house number 5, six Ducks from house number 6, seven Frogs from house number 7 and eight Mice from house number 8.

Rhyme: *Two little chickens*

Two little chickens looking for some more
Along came another two and they make four
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Four little chickens getting in a fix
Along came another two and they make six
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Six little chickens perching on a gate
Along came another two and they make eight
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Eight little chickens run to mother hen
Along came another two and they make ten
Run to the haystack, run to the pen
Run little chickens, back to mother hen.

Song: *The ants go marching two by two*

The ants go marching two by two.
Hoorah! Hoorah!
The ants go marching two by two.
Hoorah! Hoorah!
The ants go marching two by two;
The little one stops to tie his shoe,
And they all go marching down
To get out of the rain.
Boom, boom, boom, boom!

Dithušathuto

Dikoša, direto le dikanegelo

Beke ya 1

Kanegelo: Kanegelo ya nomoro 9 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 9)

Sa go latela gwa tla Dinonyana tše senyane. Di fofile moyeng matšatši a mantši di nyaka legae le lebotse la go bolokega le go ba borutho. Diphaphaseditše maphego a tšona letšatši ka moka, di lebelela godimo le tlase di nyaka lefelo le e ka bago legae go tšona.

Mafelelong di hweditše ntlo ye botse ya borutho. Dinonyana tše senyane di ile tša kotama morumong wa lefasetere tša hlola ka gare. Ga go motho yo a dulago ka ntlong ya gona!

Dinonyana di kgobokeditše didirišwa tša go dira leswao la 9 le leina la nomoro senyane ka melomo ya tšona, gomme tša di kgomaretša labating la ka pele. Nonyana ye nngwe le ye nngwe e dirile pele e tee ya lebati la ka pele.

Go na le phapošiborobalelo e tee ka ntlong, efela ka mahlatse dinonyana ga di nyake mepete. Di rata go robala di dutše fase!

Dinonyana tše tharo di hweditše morumo wa lefasetere, Dinonyana tše tharo di kotame setulong gomme Dinonyana tše tharo tša dula pafong. Ka moka di ile tša phurulla mafofa a tšona go dira dikobo tše borutho. Di lapile kudu ka fao go se nago le thwitha goba tšipii – Dinonyana tše senyane di robala bošego ka moka gomme mesong ga di tsoge ka pela go ya go tsoma diboko tša go fihlola. Ka mahlatse dipele tša lebati tše senyane di ile tša lla ka nako yeo Dinonyana di swerwego ke tlala. Baagišane ba tšona ba go ba le lerato ba eme lebating la ka pele ba swere diboko tše dibotse tše dikgolo, tša todi go amogela Dinonyana: Tlou e tee go tšwa ntlong ya nomoro 1, Dipitsi tše pedi go tšwa ntlong ya nomoro 2, Meswe ye meraro go tšwa ntlong ya nomoro 3, Dithutlwa tše nne go tšwa ntlong ya nomoro 4, Dikgabo tše hlano go tšwa ntlong ya nomoro 5, Mapidibidi a tshela go tšwa ntlong ya nomoro 6, Digwagwa tše šupa go tšwa ntlong ya nomoro 7 le Magotlo a seswai go tšwa ntlong ya nomoro 8.

Sereto: Matsuane a manyane a mabedi

Matsuane a manyane a mabedi a nyaka dijo
Go tlile a mangwe a mabedi gomme ya ba a mane
Kitimelang furung, kitimelang pheneng
Kitimang matsuane a manyane, boelang go
kgogo ya mma.

Matsuane a manyane a mane a tsena ka hokong
Go tlile a mangwe a mabedi gomme ya ba a tshela
Kitimelang furung, kitimelang pheneng
Kitimang matsuane a manyane, boelang go
kgogo ya mma.

Matsuane a manyane a tshela a kotame keiting
Go tlile a mangwe a mabedi gomme ya ba a seswai
Kitimelang furung, kitimelang pheneng
Kitimang matsuane a manyane, boelang go
kgogo ya mma.

Matsuane a manyane a seswai a kitimela
kgogo ya mma

Go tlile a mangwe a mabedi gomme ya ba a lesome
Kitimelang furung, kitimelang pheneng
Kitimang matsuane a manyane, boelang go
kgogo ya mma.

Koša: Ditšhošane di matšha ka bobedi ka bobedi

Ditšhošane di matšha ka bobedi ka bobedi.
Huure! Huure!

Ditšhošane di matšha ka bobedi ka bobedi.
Huure! Huure!

Ditšhošane di matšha ka bobedi ka bobedi;

Ye nnyane e a ema go bofa dieta,

Gomme ka moka tša matšha

Gore di tloge puleng.

Puum, puum, puum, puum!

Week 2

Story: *Number 10 story (with Number 10 frieze template)*

Ten Bees have been buzzing around all day drinking the juice – called nectar – from the beautiful flowers around the neighbourhood. Whenever one Bee finds a flower with juicy nectar, it does a little dance to tell the other Bees that there is food nearby.

The Bees need to find a home soon so that they can make honey from the nectar they have collected. They look at the last house in the row and decide it will make a perfect beehive – this is what bees call their homes.

Bees are very hard workers and they do their jobs well, so they set to work buzzing about to fix their beehive and make it cosy. They make their front door out of twigs from trees. The number symbol 10 and the number word ten goes on the front of the door with 10 doorbells. The Bees make curtains for their windows out of green leaves, they make candles from beeswax and they make honey for the dark nights. The queen Bee rests in the hive while the other nine worker Bees turn the nectar they have collected into honey and pour it into nine honeypots. Early the next morning all ten Bees put on their stripy yellow and black jerseys and their black boots and deliver one honeypot to each of their new neighbours: the one Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4, five Monkeys from house number 5, six Ducks from house number 6, seven Frogs from house number 7, eight Mice from house number 8 and nine Birds from house number 9.

Song: *Ten little honey bees*

Ten little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Eight little honey bees are left now.
Eight little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Six little honey bees are left now.
Six little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Four little honey bees are left now.
Four little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
Two little honey bees are left now.
Two little honey bees buzzing around
One went to the hive
One to a flower
How many honey bees buzzing around?
No more honey bees are left now.

Beke ya 2

Kanegelo: Kanegelo ya nomoro 10 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 10)

Dinose tše lesome di bobotše letšatši ka moka di enwa juse – ya go bitšwa manopi – go tšwa malobeng a mabotse a mo motseng. Ge Nose e tee e hwetša leloba la go ba le manopi a mabose, e a bina gannyane go laetša Dinose tše dingwe gore go na le dijo mo kgauswi.

Dinose di hloka go hwetša legae ka pela gore di dire mamapo ka manopi ao di a kgobokeditšego. Di ile tša lebelela ntlo ya mafelelelo molokolokong gomme tša nagana gore e ka ba phago ye botse – ke seo dinose di se bitšago legae.

Dinose di šoma ka maatla, ebile di dira mošomo wa tšona ka bothakga, gomme di ile mošomong di bobola ka ga go lokiša phago ya tšona gore e be borutho. Di dirile lebati la ka pele ka makalana a mehlare. Leswao la nomoro 10 le leina la nomoro lesome di ile lebating la ka pele la dipele tša lebati tše 10. Dinose di dirile digaretene tša mafasetere ka matlakala a matalamorogo, di dirile dikerese ka leraga la dinose tša dira mamapo a mašego a go fifala. Nose ya mmakgoši e ikhutša ka phagong mola Dinose tše dingwe tše senyane tša bašomi di fetola manopi gore e be mamapo gomme tša a tšhela ka gare ga dipoto tša mamapo tše senyane. Mesong ya go latela e sa le ka pela Dinose ka moka tše lesome di apere dijese tša dithupana tše diserolane le tše diso le diputsu tše diso gomme tša iša poto ya mamapo go yo mongwe le yo mongwe wa baagišane ba bona ba baswa: Tlou e tee go tšwa ntlong ya nomoro 1, Dipitsi tše pedi go tšwa ntlong ya nomoro 2, Meswe ye meraro go tšwa ntlong ya nomoro 3, Dithutlwa tše nne go tšwa ntlong ya nomoro 4, Dikgabo tše hlano go tšwa ntlong ya nomoro 5, Mapidibidi a tshela go tšwa ntlong ya nomoro 6, Digwagwa tše šupa go tšwa ntlong ya nomoro 7 le Magotlo a seswai go tšwa ntlong ya nomoro 8 le Dinonyana tše senyane go tšwa ntlong ya nomoro 9.

Koša: Dinose tša mamapo tše dinnyane tše lesome

Dinose tša mamapo tše dinnyane tše lesome di a bobola

E tee e ile ka phagong

E tee lelobeng

Go bobola dinose tša mamapo tše kae?

Go šetše dinose tša mamapo tše dinnyane tše seswai.

Dinose tša mamapo tše dinnyane tše seswai di a bobola

E tee e ile ka phagong

E tee lelobeng

Go bobola dinose tša mamapo tše kae?

Go šetše dinose tša mamapo tše dinnyane tše tshela.

Dinose tša mamapo tše dinnyane tše tshela di a bobola

E tee e ile ka phagong

E tee lelobeng

Go bobola dinose tša mamapo tše kae?

Go šetše dinose tša mamapo tše dinnyane tše nne.

Dinose tša mamapo tše dinnyane tše nne di a bobola

E tee e ile ka phagong

E tee lelobeng

Go bobola dinose tša mamapo tše kae?

Go šetše dinose tša mamapo tše dinnyane tše pedi.

Dinose tša mamapo tše dinnyane tše pedi di a bobola

E tee e ile ka phagong

E tee lelobeng

Go bobola dinose tša mamapo tše kae?

Ga go sa na dinose tša mamapo.

Story: *The beehives*

Every day the ten Bees left their beehive and went buzzing around looking for flowers. One day they flew a little further into the forest where the trees were tall. They could hear the buzzing sounds of other bees and as they flew closer they could see many beehives hanging from the trees. They saw lots and lots of bees going in and out of each beehive. There were too many bees to count.

Let's pretend the counters are the bees and your lids are the beehives.

Week 3

Song: *Ten green bottles*

Ten green bottles hanging on the wall
Ten green bottles hanging on the wall
And if one green bottle should accidentally fall
There'll be nine green bottles hanging on the wall.

(Repeat for nine, eight, seven, six, five, four, three, two)

One green bottle hanging on the wall
One green bottle hanging on the wall
And if one green bottle should accidentally fall
There'll be no green bottles hanging there at all.

Story: *Number 0 story (with Number 0 frieze template)*

All the animals now lived happily side by side in their own houses. They went out of their way to be friendly and helpful to one another.

One day as Elephant looked out of his window he saw a machine digging a hole in the ground next door to him. Over the next days and weeks all the animals watched as a new house was built right before their very own eyes. Cement was mixed, bricks were laid, a roof was built and the doors and windows were fitted. Finally the house was ready. It was a beautiful house, strong and well built.

'Who will live in this splendid new house?' the animals wondered. They all gathered outside the door of the house, excited to meet their new neighbours. There was no doorbell on the door, but the four Giraffes saw that the door was open and they curled their long necks through the door. 'Anyone home?' they called. No one was home.

The animals all crowded inside. The house was empty. The Birds flew from room to room, but there was no furniture – no bed, no table and no chairs. There was nothing ... zero.

To this day, nobody has moved into the new house. It has stayed empty with nothing inside it. The animals call it the zero house because this is the word that means 'nothing'.

Kanegelo: *Diphago*

Ka mehla Dinose tše lesome di be di tloga phagong ya tšona tša bobola di nyakana le maloba. Ka letšatši le lengwe di ile tša fofela kgojana ka sethokgweng sa mehlare ye metelele. Di kwele dinose tše dingwe di bobola gomme ge di batamela tša diphago tše dintši di lekelela mehlareng. Di bone dinose tše dintši kudu di tsena le go tšwa ka diphagong tšohle. E be e le dinose tše dintši kudu ka fao go bego go le bothata go di bala.

A re dire eke dibaledi ke dinose gomme dikhurumelo ke diphago.

Beke ya 3

Koša: Mabollelo a matalamorogo a lesome

Mabollelo a matalamorogo a lesome a go fegwa lebotong

Mabollelo a matalamorogo a lesome a go fegwa lebotong

Gomme ge lebotlelo le letee le letalamorogo le ka wa ka phošo

Go tla ba le mabollelo a matalamorogo a senyane a go fegwa lebotong.

(Boeletša ka senyane, seswai, šupa, tshela, hlano, nne, tharo, pedi)

Lebotlelo le letalamorogo le letee la go fegwa lebotong

Lebotlelo le letalamorogo le letee la go fegwa lebotong

Gomme ge lebotlelo le letee le letalamorogo le ka wa ka phošo

Go ka se be le mabollelo a matalamorogo a go fegwa.

Kanegelo: *Kanegelo ya nomoro 0 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 0)*

Diphoofolo ka moka bjale di dula di thabile di le kgauswi le kgauswi ka dintlong tša tšona. Di dirile segwera ebile di thušana kudu.

Ka letšatši le lengwe Tlou o rile ge a lebelela ka ntle ka lefasetere a bona motšhene o epa molete mo fase kgauswi le ntlo ya gagwe. Mo matšatšing le dibekeng tša go latela diphoofolo ka moka di bogetše ntlo ye mpsha e agiwa mo pele ga mahlo a tšona. Go tswakilwe samente, gwa bewa ditena, gwa tsenywa marulelo le mabati le mafasetere. Mafelelong ntlo e ile ya fela. E be e le ntlo ye botse, ya go tia le go agiwa gabotse.

‘Go tlo dula mang ka ntlong ye botse ka tsela ye?’ diphoofolo di be di ipotšiša. Diphoofolo ka moka di ile tša kgobokana ka ntle ga lebatl, di thabetše go kopana le baagišane ba tšona ba baswa. Go be go se na pele lebating, efela Dithutlwa tše nne di bone gore lebatl le bulegile gomme tša gara melala ya tšona ye metelele lebating. ‘Go na le motho ka mo gae?’ tša realo. Go be go se na motho ka gae.

Diphoofolo di ile tša tsena ka gare. Go be go se selo ka ntlong. Dinonyana di fofile tša tsena ka diphapošing tšohle, efela go be go se na fenetšhara – go be go se na mpete, go se na tafola ebile go se na ditulo. Go be go se na selo ... lefeela.

Go fihla lehono, ga go na motho yo nkile a hudugelago ka ntlong ye mpsha. Ga e na selo ka gare. Diphoofolo di e bitša ntlo ya lefeela ka gobane lentšu le le ra gore ‘ga go na selo’.

Week 4

Song: Clap, snap and stamp

(To the tune of *Twinkle, twinkle, little star*)

Patterns, patterns all around
We make them using sound
Snapping, clapping, fast and slow
Ready, set, now here we go,
Everybody follow me
Make this pattern carefully ...
Clap, snap fingers, stamp foot; clap, snap fingers, stamp foot (ABC pattern)
(Introduce a new pattern sequence every day)

Week 5

Song: The directions song

(To the tune of *This is the way ...*)

Turn around and touch the ground,
Turn to the left and turn to the right.
Turn around and touch the ground,
Turn to the left and turn to the right.

Chorus:

Jump to the left and jump to the right,
Jump forward and jump back.
Jump to the left and jump to the right,
Jump forward and jump back.
Sit down and stand up,
Jump up and down and clap your hands.
Sit down and stand up,
Jump up and down and clap your hands.

Week 6

Rhyme: Five elephants in the bathtub

One elephant going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Two elephants going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Three elephants going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Four elephants going for a swim,
Knock, knock,
Splash, splash,
Come on in.

Five elephants going for a swim,
Knock, knock,
Splash, splash,
They all fell in.

Beke ya 4

Koša: Phaphatha, thwantšha o be o kibe fase

(Go molodi wa *Twinkle, twinkle, little star*)

Dipatrone, dipatrone gohle

Re di dira ka medumo

Go thwantšha, go phaphatha, ka lebelo le ka go nanyaa

Le itokišitše, ikemišetše, bjale areyeng,

Ka moka ntateleng

Dira patrone ye ka hlokomelo ...

Phaphatha, thwantšha menwana, kiba fase,

phaphatha, thwantšha menwana, kiba fase

(paterone ya ABC)

(Tsebiša tatelano ye mpsha ya paterone tšatši ka tšatši)

Beke ya 5

Koša: Koša ya ditšhupetšo

(Go molodi wa *This is the way ...*)

Retologa o sware fase,

Retologela go la ngele o be o retologele go la go ja.

Retologa o sware fase,

Retologela go la ngele o be o retologele go la go ja.

Khorase:

Fofela go la ngele o be o fofele go la go ja,

Fofela pele o be o fofele morago.

Fofela go la ngele o be o fofele go la go ja,

Fofela pele o be o fofele morago.

Dula fase o be o emelele,

Fofela godimo le tlase o be o phaphathe diatla.

Dula fase o be o emelele,

Fofela godimo le tlase o be o phaphathe diatla.

Beke ya 6

Sereto: Ditlou tše hlano ka pafong

Tlou e tee e ya go rutha,

Koko, koko,

Phonkgo, phonkgo,

Tsena.

Ditlou tše pedi di ya go rutha,

Koko, koko,

Phonkgo, phonkgo,

Tsena.

Ditlou tše tharo di ya go rutha,

Koko, koko,

Phonkgo, phonkgo,

Tsena.

Ditlou tše nne di ya go rutha,

Koko, koko,

Phonkgo, phonkgo,

Tsena.

Ditlou tše hlano di ya go rutha,

Koko, koko,

Phonkgo, phonkgo,

Tša wela ka moka ga tšona.

Story: *The Elephant's bath*

Part 1

One day Elephant left his house to go down to the river. 'Hey, Elephant,' said his neighbours, the Monkeys, 'where are you going?'

Elephant replied, 'I am going for a walk to look for a place to take a bath.'

'Hmmm,' said the Monkeys. 'That's a long way to go. We have a bathtub. Why don't you have a bath at our house?'

Part 2

Elephant explained that he would make his way down to the river to take his bath. He stopped in front of the Giraffes' house. 'Hey, Elephant,' said the Giraffes, 'why are you carrying a bucket?'

Elephant replied, 'I carry a bucket with me so that when I go to the river I can fill it up and have nice refreshing water to drink.'

As he got closer to the river, a little boy ran past Elephant and down to the river where he filled up a jug and some cups with water.

As the little boy raced past, he told Elephant that there was a fire at the campsite.

Elephant stuck his trunk into the river, filled his bucket with water from the river and followed the little boy to the fire. Elephant and the little boy emptied the water onto the fire to put it out.

Part 3

It was hot now and Elephant was keen to wallow in the cool water. As he romped and splashed around in the water and trumpeted with excitement he thought about how he could make his own swimming pool to put in his back yard. He had seen some blow-up swimming pools in the shop. He would need to find a very large swimming pool and would need to think about how to fill it.

Song: *There's a hole in my bucket*

There's a hole in my bucket, dear Sindi, dear Sindi
There's a hole in my bucket, dear Sindi, a hole.
Then mend it, dear Vuyo, dear Vuyo, dear Vuyo
Then mend it, dear Vuyo, dear Vuyo, mend it.

With what shall I mend it, dear Sindi, dear Sindi?
With what shall I mend it, dear Sindi, with what?
With straw, dear Vuyo, dear Vuyo, dear Vuyo
With straw, dear Vuyo, dear Vuyo, with straw.

The straw is too long ...
Then cut it ...

With what shall I cut it? ...
With a knife ...

The knife is too blunt ...
Then sharpen it ...

With what shall I sharpen it? ...
With a stone ...

The stone is too dry ...
Then wet it ...

With what shall I wet it? ...
With some water ...

With what shall I fetch it? ...
With a bucket ...

BUT THERE'S A HOLE IN MY BUCKET!

Kanegelo: Pafo ya Tlou

Karolo ya 1

Ka letšatši le lengwe Tlou e ile ya tšwa ntlong ya yona ya ya nokeng. 'Hei, Tlou,' ba realo baagišane, Dikgabo, 'o ya kae?'

Tlou a fetola, 'Ke a sepela ke ya go nyaka lefelo le nka hlapago go lona.'

'Hmmm,' tša realo Dikgabo. 'Ke tsela ye telele yeo. Re na le pafo. Nkane o sa hlape ka pafong ya rena?'

Karolo ya 2

Tlou o hlalošitše gore o tla ya go hlapa nokeng. O eme pele ga ntlo ya Dithutlwa. 'Hei, Tlou,' tša realo Dithutlwa, 'nkane o swere pakete?'

Tlou a fetola, 'Ke swere pakete gore ge ke eya nokeng ke e tlatše ka meetse ke be le meetse a go lapolla a go nwa.'

O rile ge a batamela noka, mošemane yo monnyane a feta Tlou a kitima a lebile tlase nokeng fao a tladitšego jeke le dikomiki ka meetse.

Ge mošemane yo monnyane a feta a kitima, o boditše Tlou gore go na le mollo kua kampeng.

Tlou e tsentše mmogo wa gagwe ka nokeng, a tlatša pakete ka meetse a noka gomme a latela mošemane yo monnyane go ya fao go lego mollo. Tlou le mošemane yo monnyane ba lekile go tima mollo ka meetse.

Karolo ya 3

Bjale go be go fiša gomme Tlou a duma go dula ka meetseng a go fola. Ge a bapala le go phonkgela ka meetseng a letša le porompeta ka lethabo o naganne ka fao a ka dirago bodiba bja gagwe bja go rutha ka morago ka jarateng ya gagwe. O bone madiba a go budulelwa ka mabenkeleng. O hloka go hwetša bodiba bja go rutha bjo bogolo gomme a nagana gore o tlo bo tlatša bjang.

Koša: Pakete ya ka e na le lešoba

Pakete ya ka e na le lešoba, Sindi wa go ratega,
Sindi wa go ratega

Pakete ya ka e na le lešoba, Sindi wa go ratega,
lešoba.

Le thibe, Vuyo wa go ratega, Vuyo wa go
ratega, Vuyo wa go ratega

Le thibe, Vuyo wa go ratega, Vuyo wa go
ratega, le thibe.

Ke tla le thiba ka eng, Sindi wa go ratega, Sindi
wa go ratega?

Ke tla le thiba ka eng, Sindi wa go ratega,
ka eng?

Ka lehlaka, Vuyo wa go ratega, Vuyo wa go
ratega, Vuyo wa go ratega

Ka lehlaka, Vuyo wa go ratega, Vuyo wa go
ratega, ka lehlaka.

Lehlaka ke le letelele kudu ...

Le ripe ...

Ke tla le ripa ka eng? ...

Ka eng ...

Mphaka o kubegile kudu ...

O loutše ...

Ke o loutše ka eng? ...

Ka leswika ...

Leswika le omile kudu ...

Le thapiše ...

Ke tla le thapiša ka eng? ...

Ka meetse ...

Ke tla a kgelela ka eng? ...

Ka pakete ...

EFELA PAKETE YA KA E NA LE LEŠOBA!

Week 7

Song: *Old Sandile had a farm*

Old Sandile had a farm
E-I-E-I-O
And on his farm he had a pig
E-I-E-I-O
With an oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
Old Sandile had a farm
E-I-E-I-O.
Old Sandile had a farm
E-I-E-I-O
And on his farm he had two horses
E-I-E-I-O
With a neigh-neigh here
And a neigh-neigh there
Here a neigh, there a neigh
Everywhere a neigh-neigh
Old Sandile had a farm
E-I-E-I-O.

Continue with:

three ducks (quack-quack here, quack-quack there)
four cows (moo-moo here, moo-moo there)
five sheep (baa-baa here, baa-baa there)
six hens (cluck-cluck here, cluck-cluck there)
seven goats (maah-maah here, maah-maah there)
eight geese (ggghuu-ggghuu here, ggghuu-ggghuu there)
nine donkeys (hee-haw here, hee-haw there)
Old Sandile had a farm
E-I-E-I-O
And on his farm he had ten snakes
E-I-E-I-O
With a sss-sss here
And a sss-sss there
Here a sss, there a sss
Everywhere a sss-sss

An oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
A neigh-neigh here
And a neigh-neigh there
Here a neigh, there a neigh
Everywhere a neigh-neigh
A quack-quack here
And a quack-quack there
Here a quack, there a quack
Everywhere a quack-quack
A moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
(Continue like this for the other animals)
Old Sandile had a farm
E-I-E-I-O-O-O-O.

Story: *Animals' race*

One day the animals woke up to find dew drops on their window panes. The sky was cloudy and the weather was cool. Elephant blew his trumpet to call the animals together. They knew they should meet in the big field behind their houses when they heard his call. He suggested that they should have a race around the field, down to the river and back. He asked the Ducks to fly up and sit in the trees to check that the runners kept to the track and the Birds and Bees to fly above the runners to see that they were safe during the race.

There wasn't a lot of space on the track so there could only be six runners in the race. There was a lot of excitement as they chose which one of the Zebras, Meerkats, Giraffes, Monkeys, Frogs and Mice would run in the race.

Eventually when the runners had been chosen, the six animals lined up. Then Elephant blew his trumpet and they took off.

Beke ya 7

Koša: Sandile wa go tšofala o be a na le polasa

Sandile wa go tšofala o be a na le polasa
I-E-I-E-O
Mo polaseng ya gagwe o be a na le kolobe
I-E-I-E-O
Le oii-oii mo
Le oii-oii mola
Oii mo, oii mola
Gohle ke oii-oii
Sandile wa go tšofala o be a na le polasa
I-E-I-E-O.

Sandile wa go tšofala o be a na le polasa
I-E-I-E-O
Mo polaseng ya gagwe o be a na le dipere
tše pedi
I-E-I-E-O
Le neii-neii mo
Le neii-neii mola
Neii mo, neii mola
Gohle ke neii-neii
Sandile wa go tšofala o be a na le polasa
I-E-I-E-O.

Tšwela pele ka:
mapidibidi a mararo (khwak-khwak mo, khwak-
khwak mola)
dikgomo tše nne (mmuu-mmuu mo, mmuu-
mmuu mola)
dinku tše hlano (baaa-baaa mo, baaa-baaa mola)
mekoko ye tshela (konkoro-konkoro mo,
konkoro-konkoro mola)
dipudi tše šupa (meeee-meeee mo, meeee-meeee mola)
maganse a seswai (ggghuu-ggghuu mo,
ggghuu-ggghuu mola)
ditonki tše senyane (huuu-huuu mo, huuu-
huuu mola)
Sandile wa go tšofala o be a na le polasa
I-E-I-E-O
Mo polaseng ya gagwe o be a na le dinoga
tše lesome
I-E-I-E-O
Le sss-sss mo
Le sss-sss mola
SSS mo, sss mola
Gohle ke sss-sss

Le oii-oii mo
Le oii-oii mola
Oii mo, oii mola
Gohle ke oii-oii
Le neii-neii mo
Le neii-neii mola
Neii mo, neii mola
Gohle ke neii-neii
Le khwak-khwak mo
Le khwak-khwak mola
Khwak-khwak mo, khwak-khwak mola
Gohle ke khwak-khwak
Le mmuu-mmuu mo,
Le mmuu-mmuu mola
Mmuu-mmuu mo, mmuu-mmuu mola
Gohle ke mmuu-mmuu
(*Tšwela pele bjale ka diphoofole tše dingwe*)
Sandile wa go tšofala o be a na le polasa
I-E-I-E-O.

Kanegelo: Lebelo la diphoofole

Ka letšatši le lengwe dinonyana di hweditše marothi a phoka merumong ya mafasetere. Go be go na la maru lefaufaung gomme boso bo fodile. Tlou o leditše porompete go laletša diphoofole kgobokanong. Di a tseba gore di swanetše go kopana lepatlelong le legolo ka morago ga dintlo tša tšona ge di ekwa taletšo. O šišintše gore ba kitime go dikologa lepatlelo, ba subelele go ya nokeng ba boe. O kgopetše Mapidibidi gore a fofe a dule mehlareng a lekole gore bakitimi ga ba tšwe tseleng le gore Dinonyana le Dinose di fofe ka godimo ga bakitimi go kgonthiša polokego ka nako ya tšhiano.

Go be go se na sekgoba se sentši tseleng gomme go be go tlo kitima bakitimi ba tshela fela tšhianong. Go be go le lethabo le legolo ge ba kgetha gore ke mang go Dipitsi, Meswe, Dithutlwa, Dikgabo, Digwagwa le Magotlo yo a tlogo kitima tšhianong.

Morago ga go kgetha bakitimi, diphoofole tše tshela di eme mothalading. Tlou o leditše porompeta gomme tša tloga.

Rhyme: 1 and 1

1 and 1 is 2, double 1, double 1, (*Show one finger from each hand*)

1 and 1 is 2.

2 and 2 is 4, double 2, double 2, (*Show two fingers from each hand*)

2 and 2 is 4.

3 and 3 is 6, double 3, double 3, (*Show three fingers from each hand*)

3 and 3 is 6.

(Continue up to 5 and then repeat)

Week 9

Shape song: *If you're holding a square*

(To the tune of *If you're happy and you know it*)

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding
a square,

If you're holding a square, stand up!

(Repeat with other shapes)

Shape song: *A circle's like a ball*

(To the tune of *The farmer's in the dell*)

A circle's like a ball,

A circle's like a ball,

Round and round,

It never stops.

A circle's like a ball!

A square is like a box,

A square is like a box,

It has four sides,

They are the same.

A square is like a box!

A triangle has three sides,

A triangle has three sides,

Up the mountain,

Down, and back.

A triangle has three sides!

A rectangle has four sides,

A rectangle has four sides,

Two are long, and

Two are short.

A rectangle has four sides!

Song: *Shape Hokey Pokey*

You put your circle in,

You put your circle out,

You put your circle in,

And you shake it all about.

You do the Hokey Pokey

And you turn yourself around.

That's what it's all about!

You put your rectangle in ...

You put your square in ...

You put your triangle in ...

Week 10

Song: *Months of the year*

January, February, March, April, May, June, July

August, September, October, November,

December (×2)

January, February, March, April, May, June, July.

Song: *I can sort*

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups, and I can sort,
sort, sort.

I can sort by colour, I can sort by size.

I can sort by shape, and maybe win a prize.

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups, and I can sort,
sort, sort.

I can sort by feel, I can sort by name.

I can tell you why I think my things are all
the same.

I can sort, I can sort, I can sort, sort, sort.

I can put things into groups and I can sort,
sort, sort.

Sereto: 1 le 1

1 le 1 ke 2, 1 gabedi, 1 gabedi, (*Bontšha monwana o tee go tšwa seatleng se sengwe le se sengwe*)

1 le 1 ke 2.

2 le 2 ke 4, 2 gabedi, 2 gabedi, (*Bontšha menwana e mebedi go tšwa seatleng se sengwe le se sengwe*)

2 le 2 ke 4.

3 le 3 ke 6, 3 gabedi, 3 gabedi, (*Bontšha menwana e meraro go tšwa seatleng se sengwe le se sengwe*)

3 le 3 ke 6.

(*Boeletša go fihla ga 5 gomme o boeletše gape*)

Beke ya 9

Koša ya sebopego: Ge o swere sekwere

(Go molodi wa *If you are happy and you know it*)

Ge o swere sekwere, emelela!

Ge o swere sekwere, emelela!

Ge o swere sekwere, ge o swere sekwere,

Ge o swere sekwere, emelela!

(*Boeletša ka dibopego tše dingwe*)

Koša ya sebopego: Sediko se swana le kgwele

(Go molodi wa *The farmer's in the dell*)

Sediko se swana le kgwele,

Sediko se swana le kgwele,

Nkgokolo le nkgokolo,

Ga e eme.

Sediko se swana le kgwele!

Sekwere se swana le lepokisi,

Sekwere se swana le lepokisi,

Se na le mahlakore a mane,

A swana.

Sekwere se swana le lepokisi!

Khutlotharo e na le mahlakore a mararo,

Khutlotharo e na le mahlakore a mararo,

Godimo thabeng,

Tlase le morago.

Khutlotharo e na le mahlakore a mararo!

Khutlonnethwii e na le mahlakore a mane,

Khutlonnethwii e na le mahlakore a mane,

A mabedi ke a matelele, gomme

A mabedi ke a makopana.

Khutlonnethwii e na le mahlakore a mane!

Koša: Sebopego sa Hokhi Pokhi

O tsenya sediko sa gago ka gare,

O ntšhetša sediko sa gago ka ntle,

O tsenya sediko sa gago ka gare,

Gomme wa di šikinya ka moka.

O dira Hokhi Pokhi

Gomme o retolla mmele wa gago.

Ke seo e lego sona!

O tsenya khutlonnethwii ya gago ka gare ...

O tsenya sekwere sa gago ka gare ...

O tsenya khutlotharo ya gago ka gare ...

Beke ya 10

Koša: Dikgwedi tša ngwaga

Janaware, Feberware, Matšhe, Aporele, Mei, June, Julae

Agostose, Setemere, Oktobere, Nofemere, Desemere (x2)

Janaware, Feberware, Matšhe, Aporele, Mei, June, Julae.

Koša: Ke kgona go hlaola

Ke kgona go hlaola, ke kgona go hlaola, ke kgona go hlaola, hlaola, hlaola.

Ke kgona go bea dilo ka dihlopha, ebile ke kgona go hlaola, hlaola, hlaola.

Ke kgona go hlaola go ya ka mmala, ke kgona go hlaola go ya ka bogolo.

Ke kgona go hlaola go ya ka sebopego, mo gongwe nka thopa sefoka.

Ke kgona go hlaola, ke kgona go hlaola, ke kgona go hlaola, hlaola, hlaola.

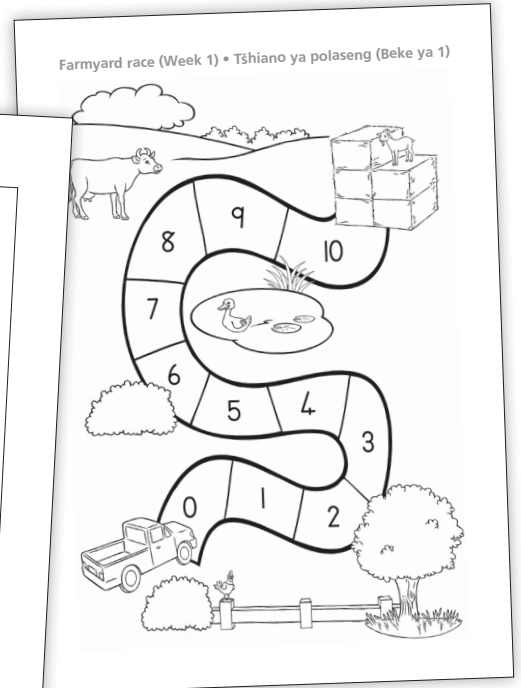
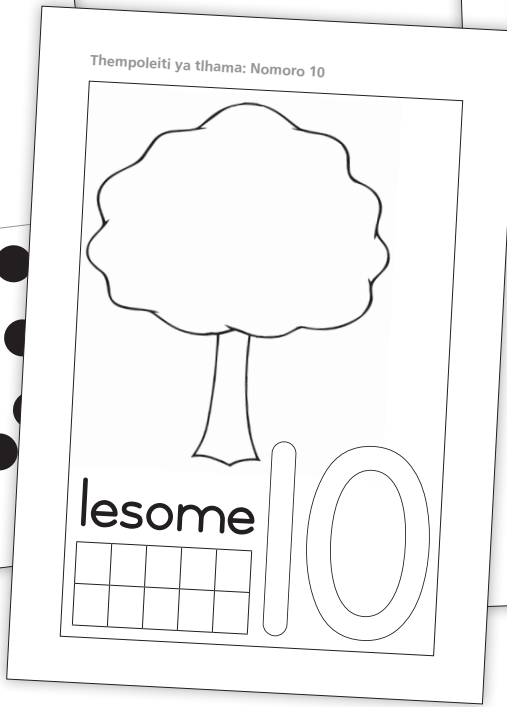
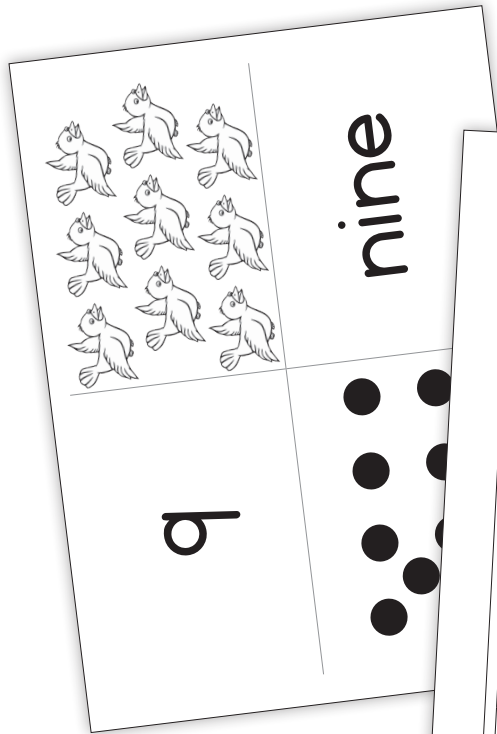
Ke kgona go bea dilo ka dihlopha, ebile ke kgona go hlaola, hlaola, hlaola.

Ke kgona go hlaola go ya ka phopholo, ke kgona go hlaola ka leina.

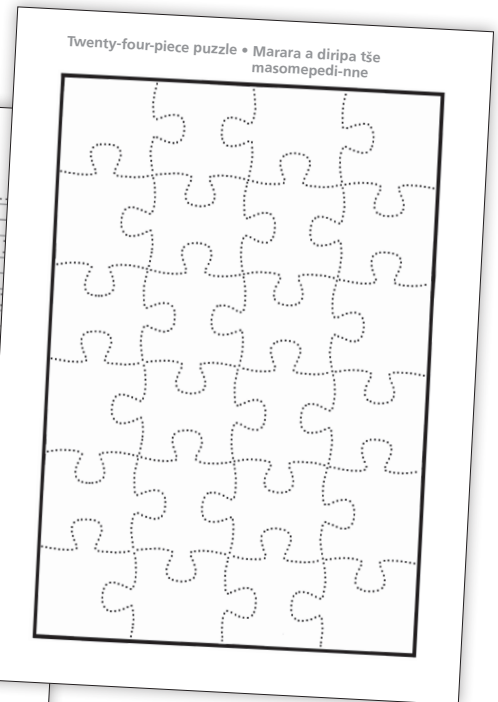
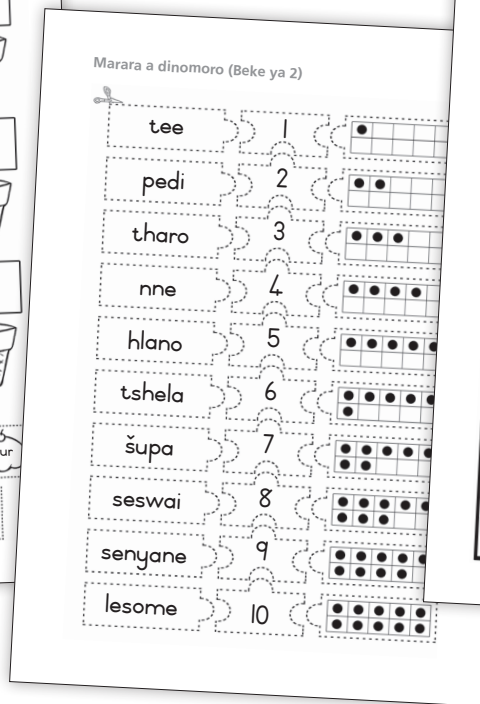
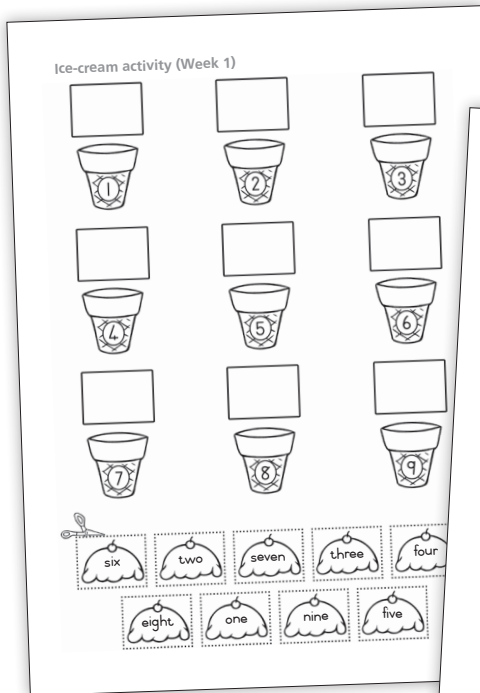
Nka go botša gore ke ka lebaka la eng ke nagana gore dilo tša ka ka moka di a swana.

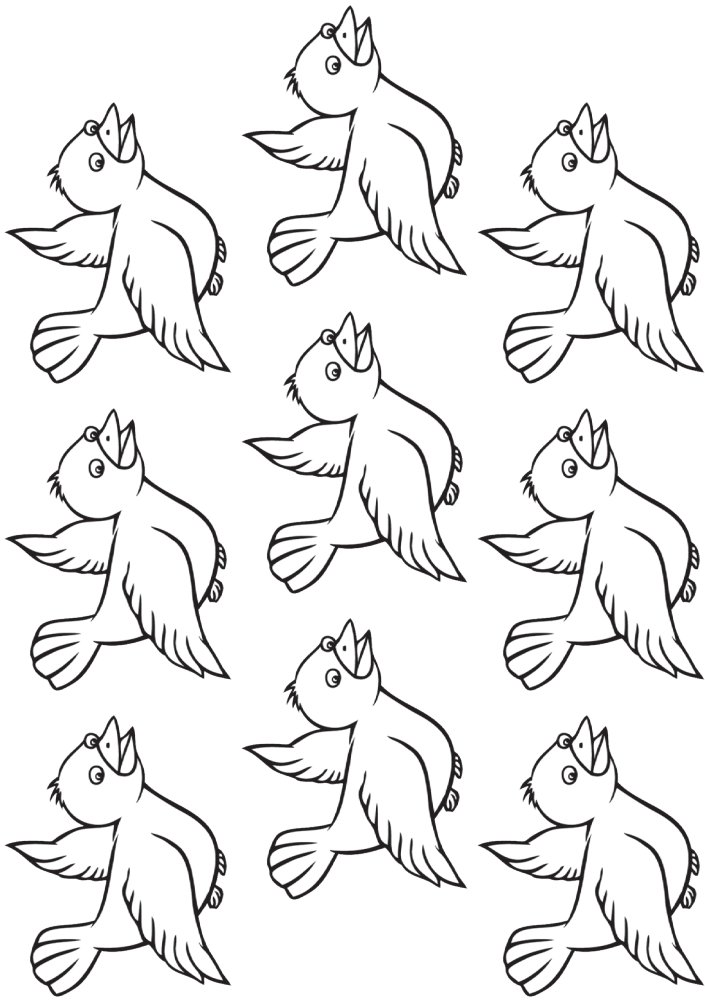
Ke kgona go hlaola, ke kgona go hlaola, ke kgona go hlaola, hlaola, hlaola.

Ke kgona go bea dilo ka dihlopha, ebile ke kgona go hlaola, hlaola, hlaola.



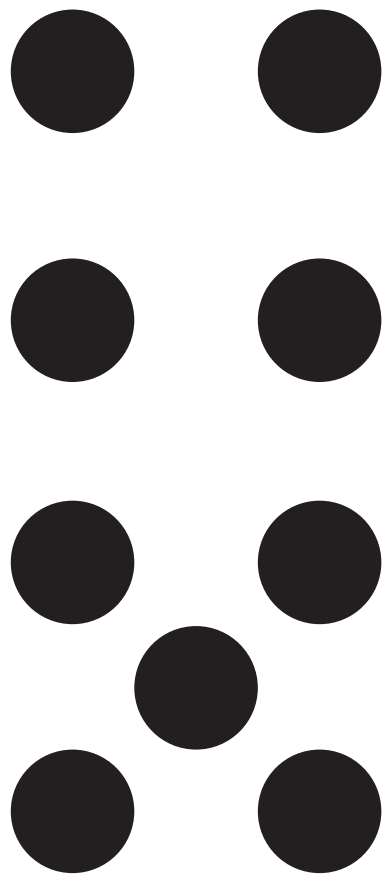
Templates • Dithempoleiti

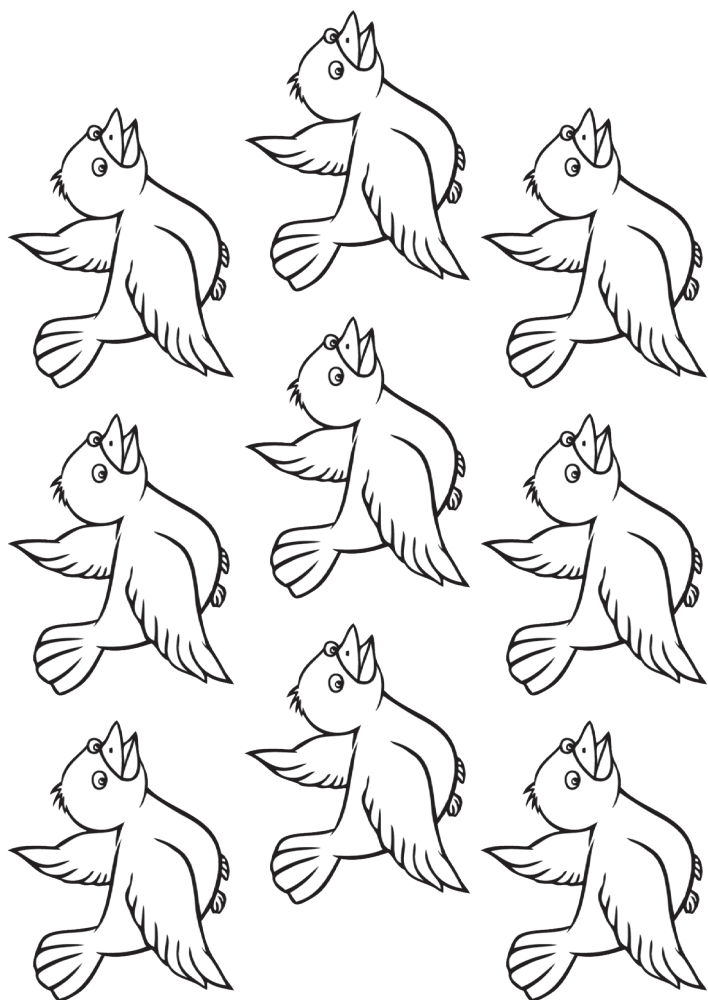




nine

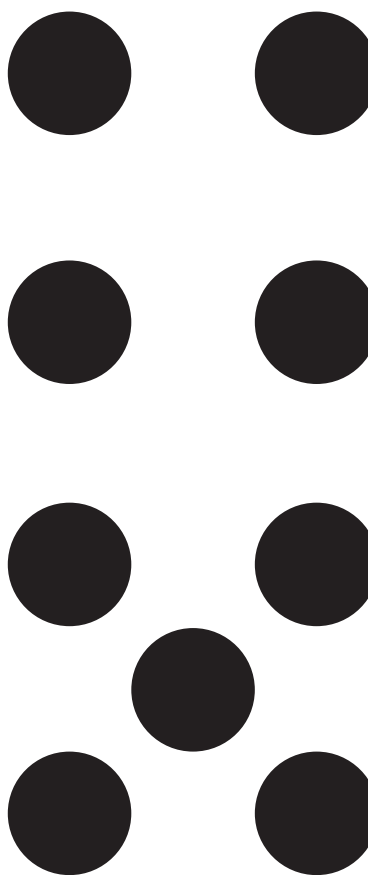
9

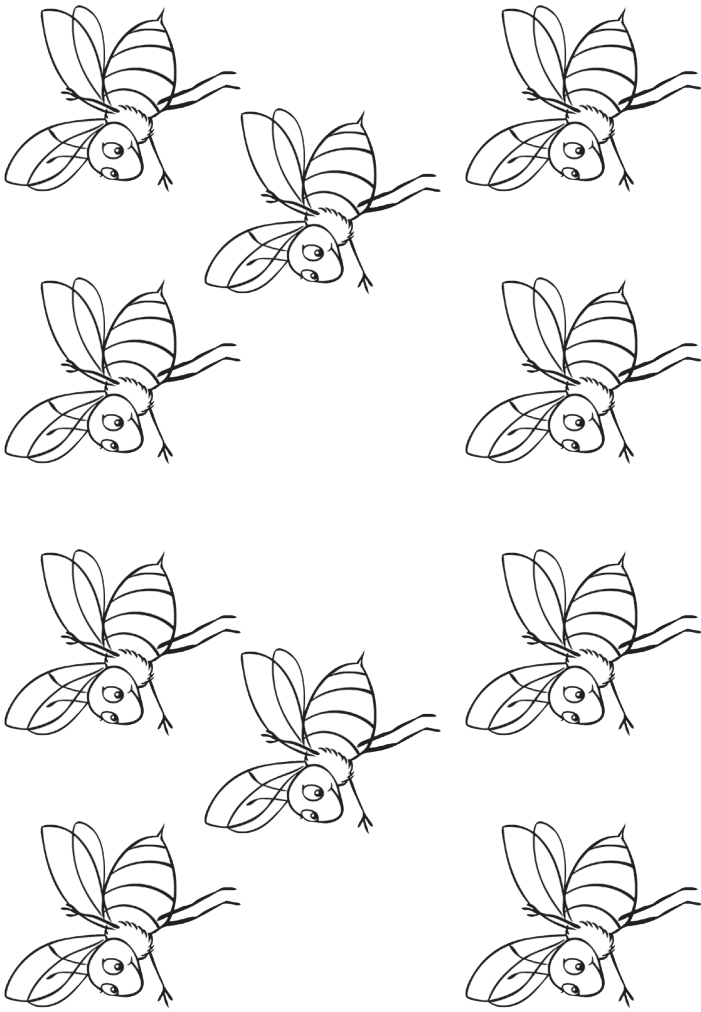




q

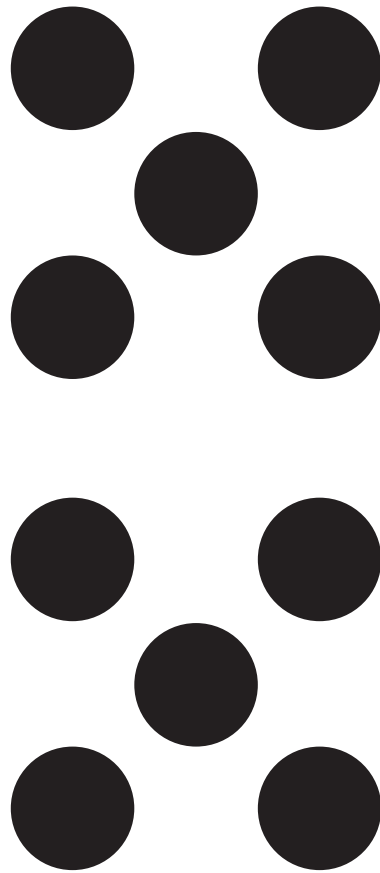
senyane

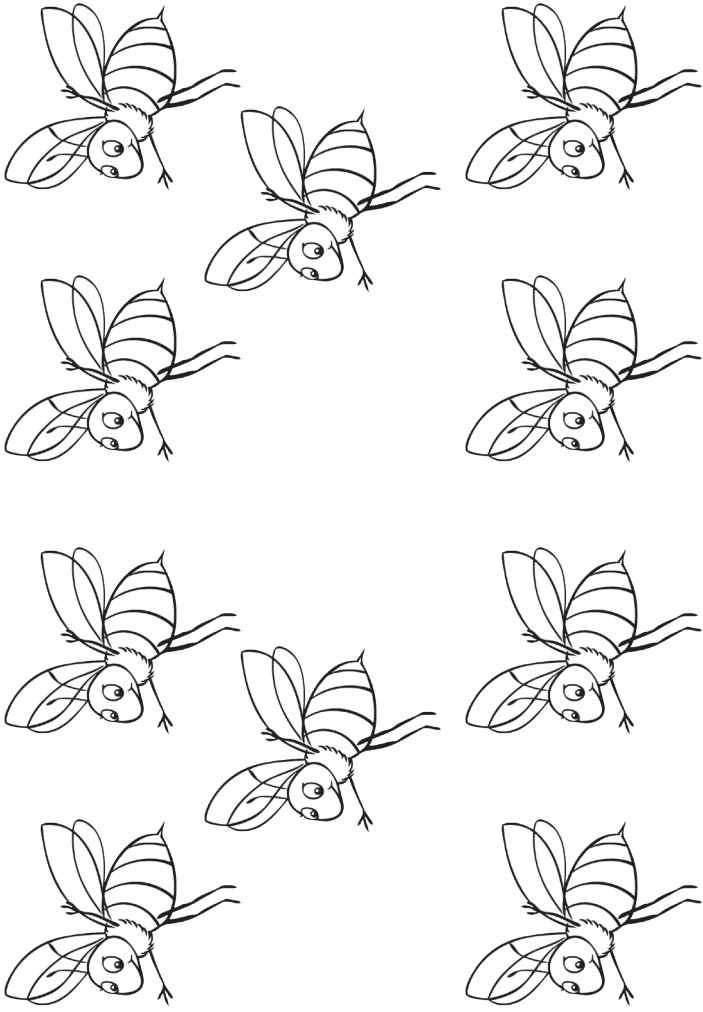




ten

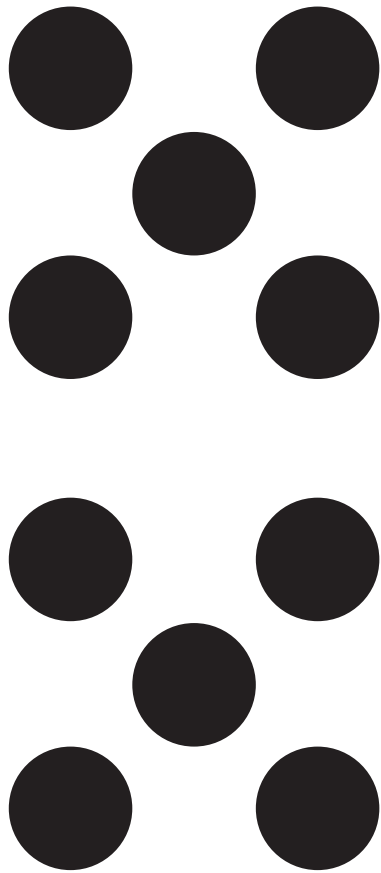
10





10

lesome



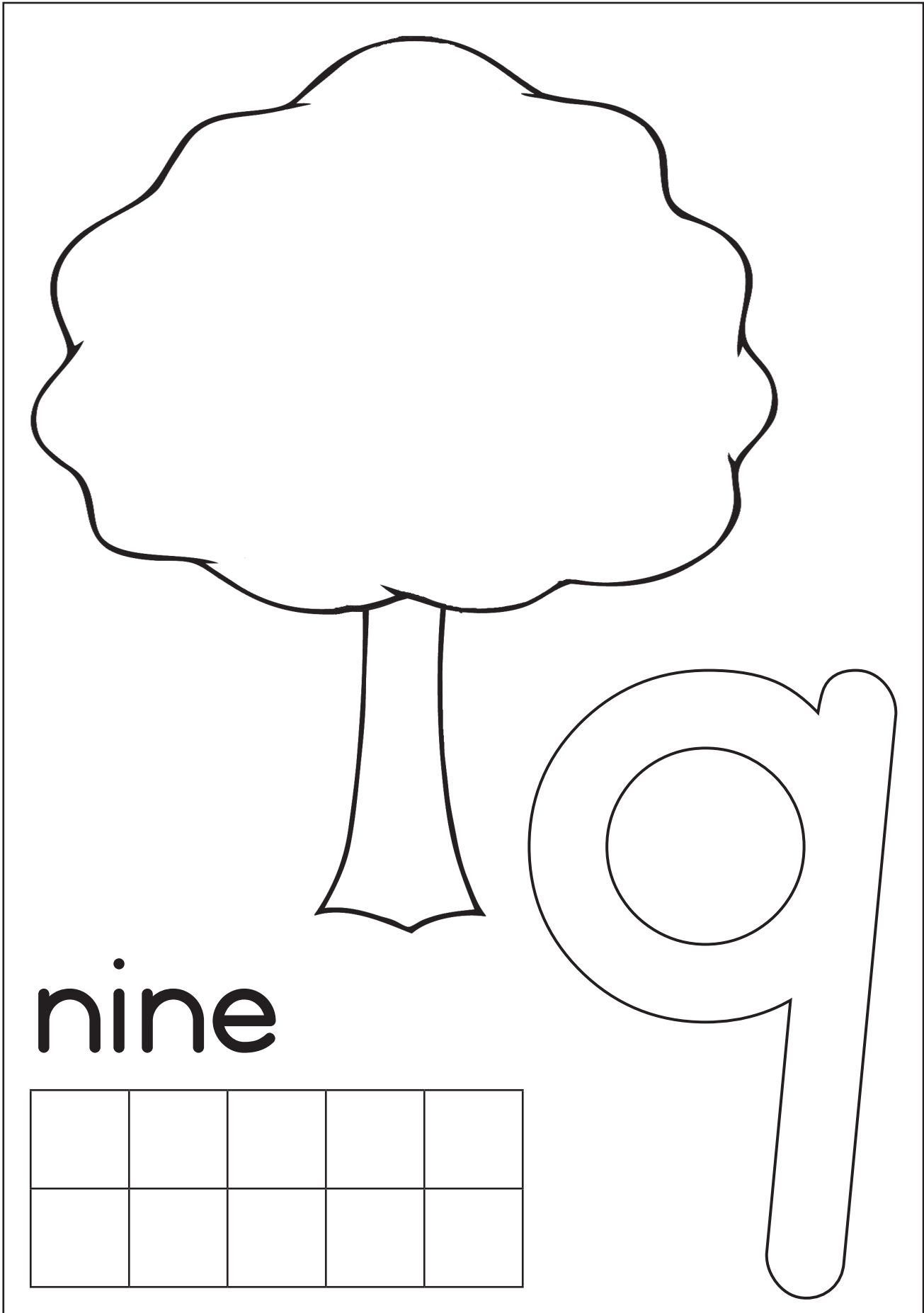
O

zero

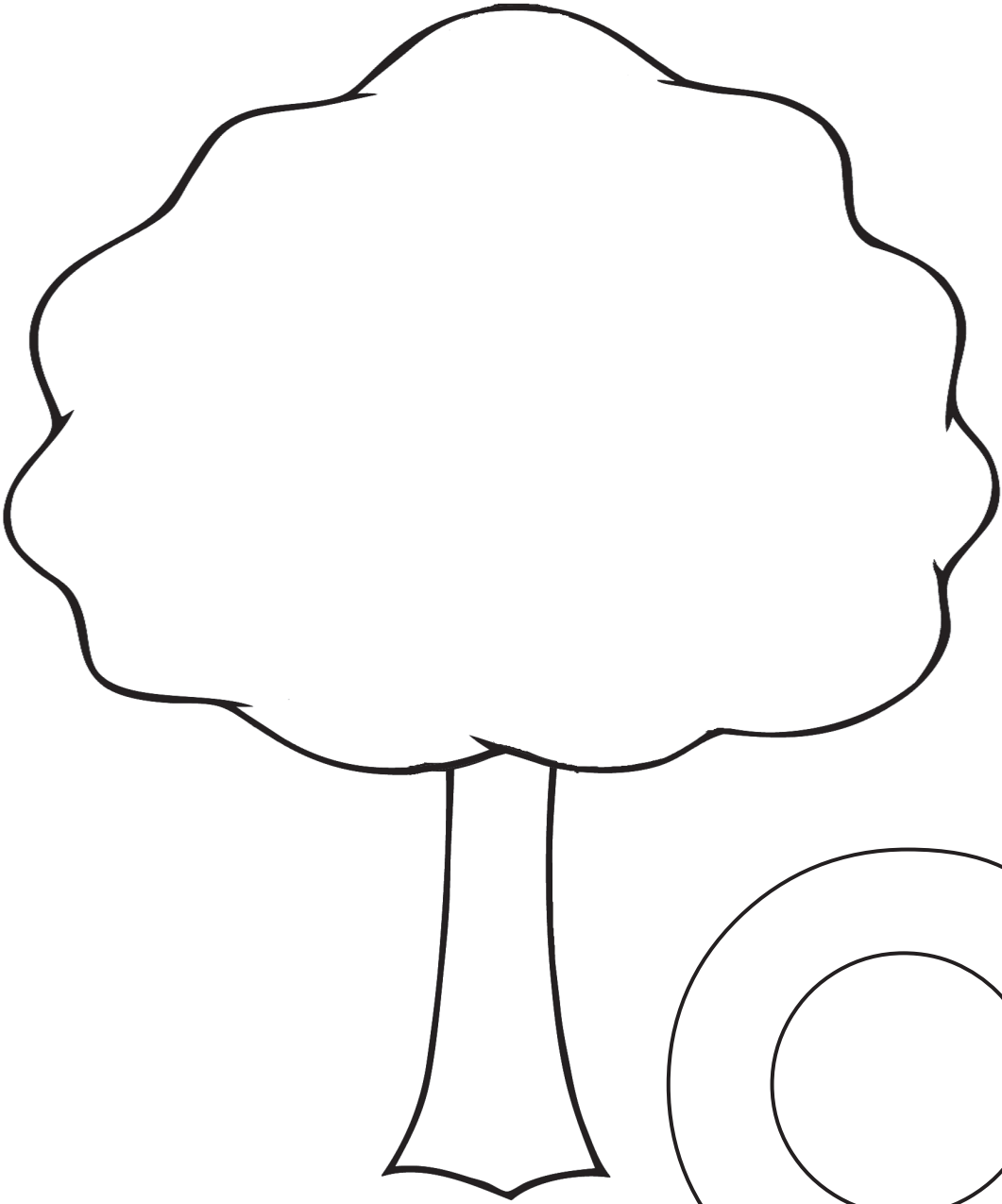
O

lefeela

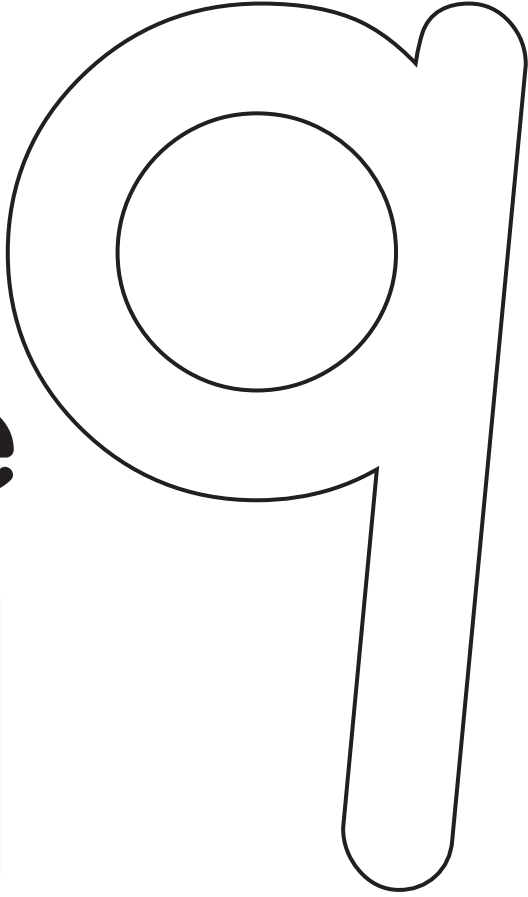
Playdough template: Number 9



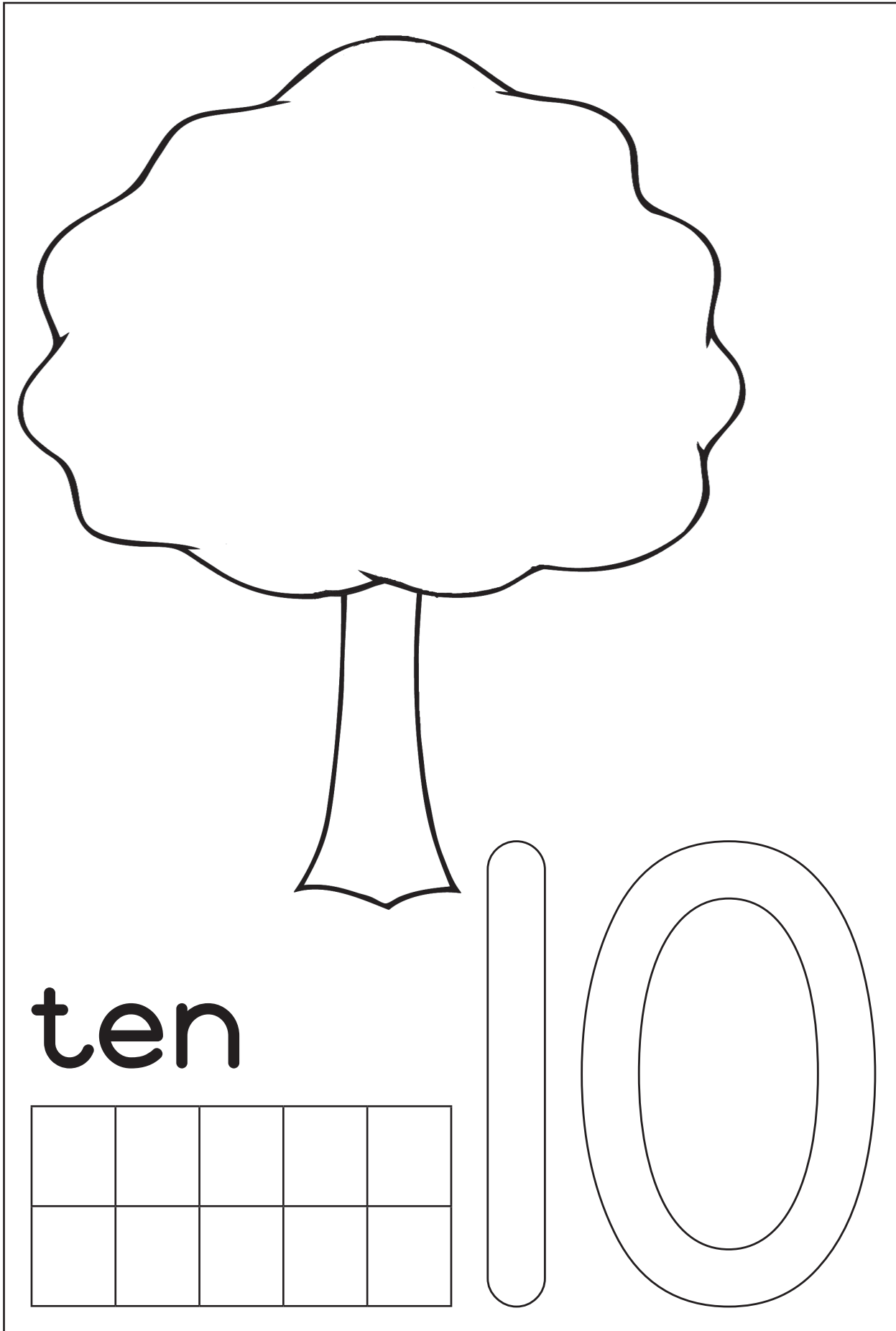
Thempoleiti ya tlhama: Nomoro 9



senyane



Playdough template: Number 10



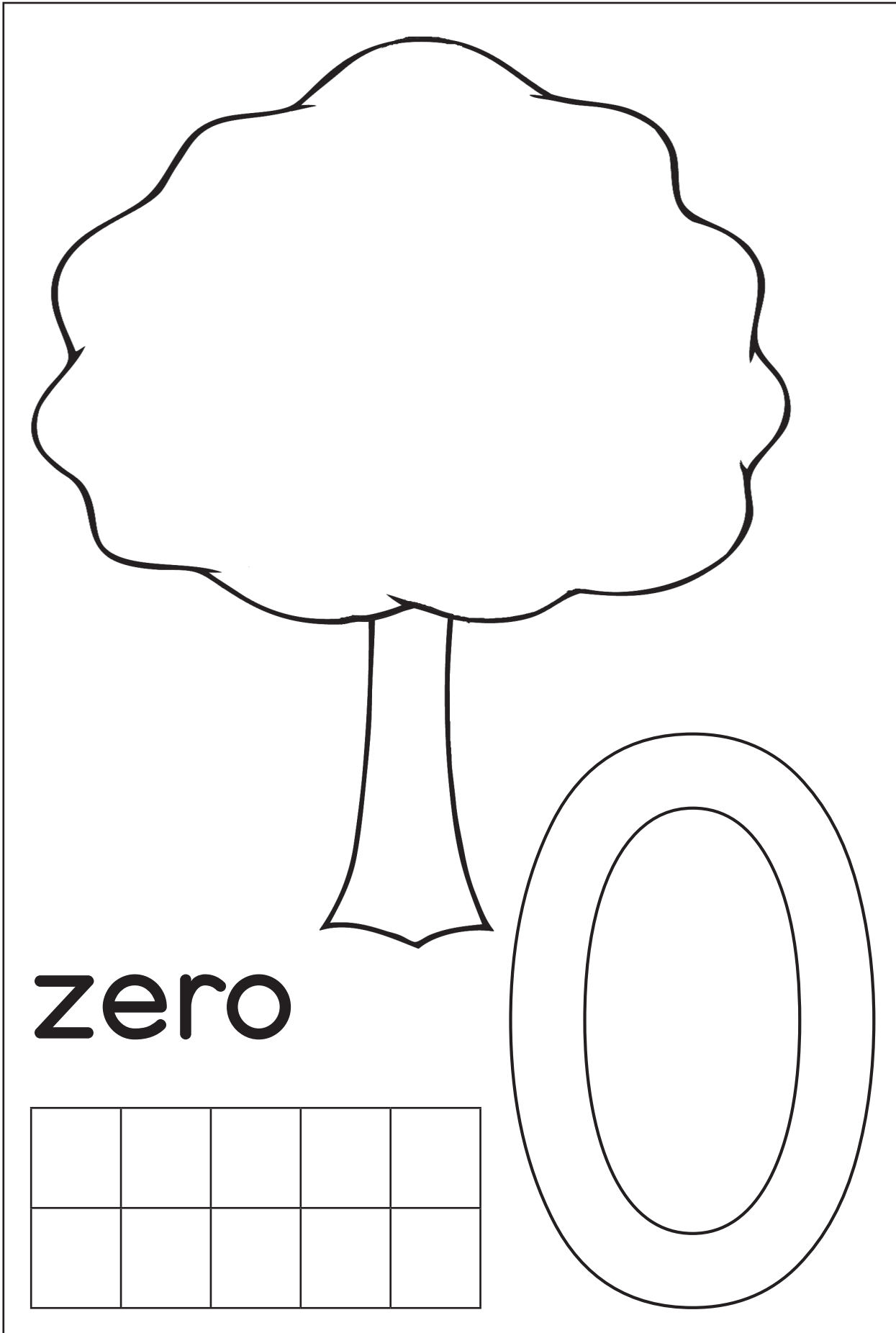
Thempoleiti ya tlhama: Nomoro 10



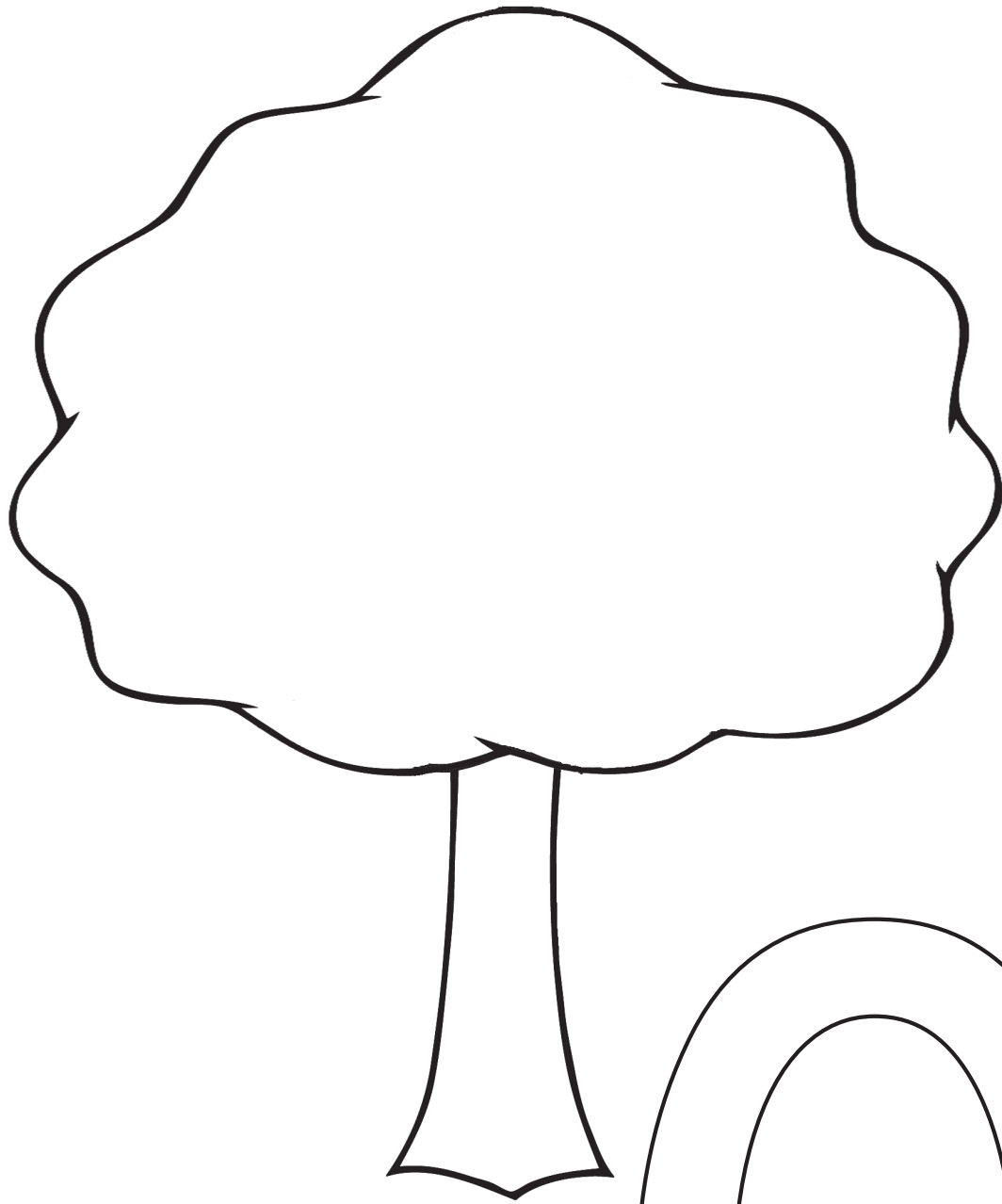
lesome



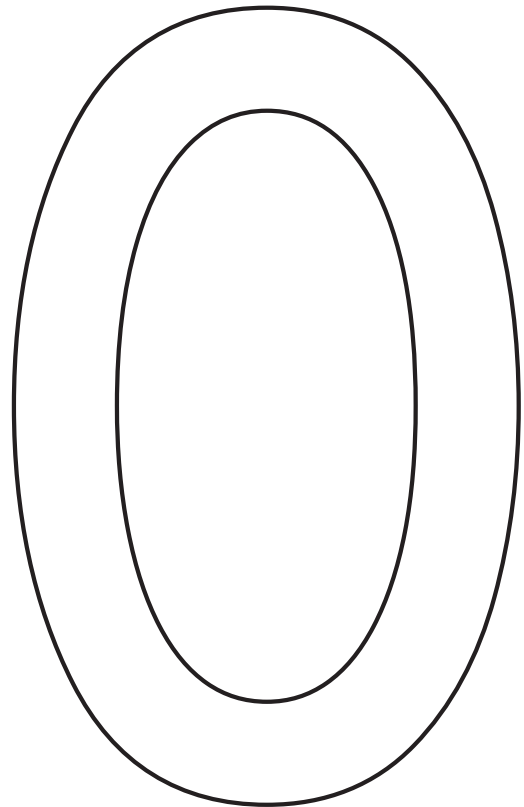
Playdough template: Number 0



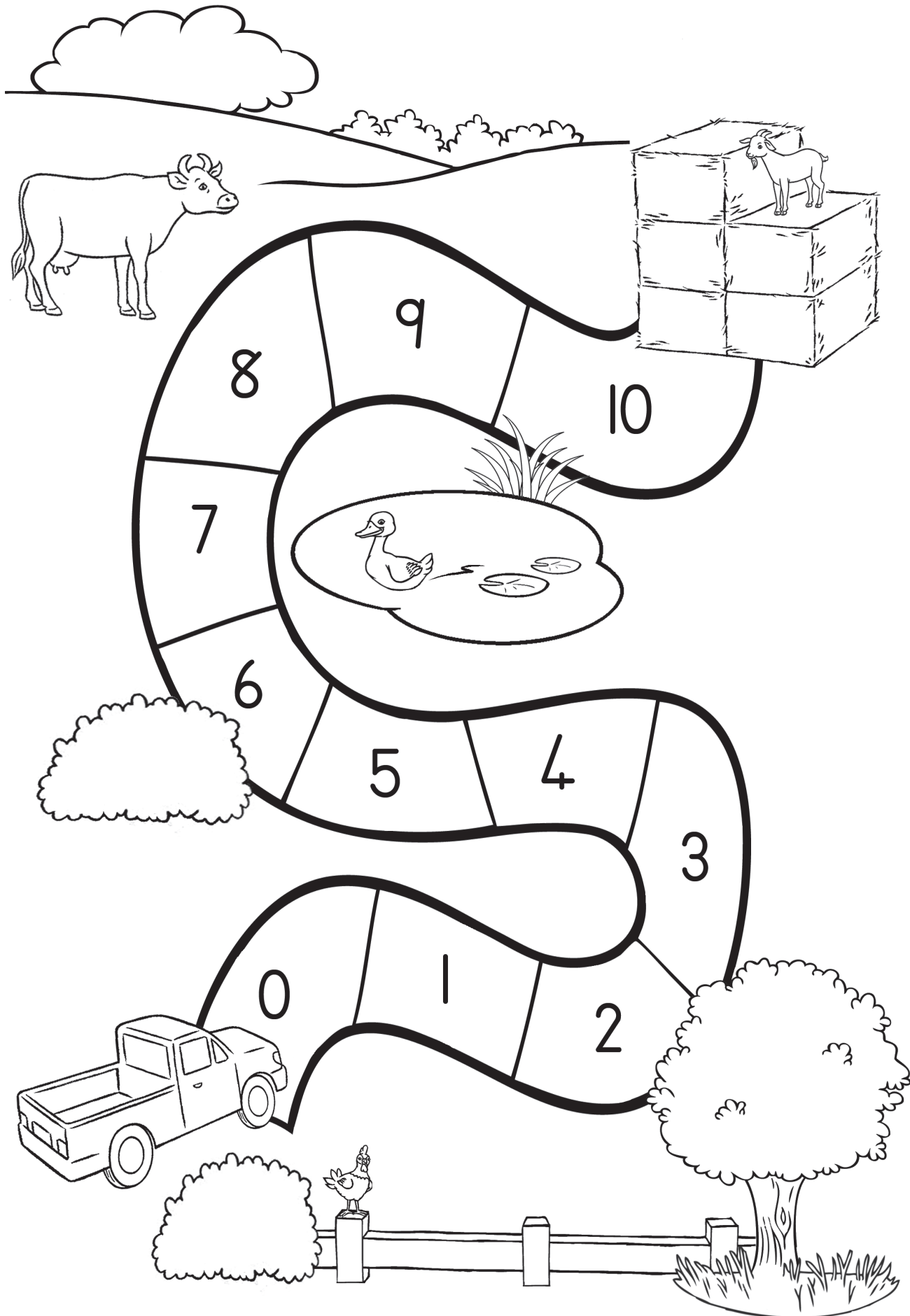
Thempoleiti ya tlhama: Nomoro 0



lefeela



Farmyard race (Week 1) • Tšhiano ya polaseng (Beke ya 1)



Ice-cream activity (Week 1)



Mošongwana wa asekherimo (Beke ya 1)



Number puzzle (Week 2)



one	1	<table border="1"><tr><td>●</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●									
●												
two	2	<table border="1"><tr><td>●</td><td>●</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●								
●	●											
three	3	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●							
●	●	●										
four	4	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●						
●	●	●	●									
five	5	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●	●					
●	●	●	●	●								
six	6	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●	●	●				
●	●	●	●	●								
●												
seven	7	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td></td><td></td><td></td></tr></table>	●	●	●	●	●	●	●			
●	●	●	●	●								
●	●											
eight	8	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr></table>	●	●	●	●	●	●	●	●		
●	●	●	●	●								
●	●	●										
nine	9	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr></table>	●	●	●	●	●	●	●	●	●	
●	●	●	●	●								
●	●	●	●									
ten	10	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr></table>	●	●	●	●	●	●	●	●	●	●
●	●	●	●	●								
●	●	●	●	●								

Marara a dinomoro (Beke ya 2)



tee	1	<table border="1"><tr><td>●</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●									
●												
pedi	2	<table border="1"><tr><td>●</td><td>●</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●								
●	●											
tharo	3	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●							
●	●	●										
nne	4	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●						
●	●	●	●									
hlano	5	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●	●					
●	●	●	●	●								
tshela	6	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td></td><td></td><td></td><td></td></tr></table>	●	●	●	●	●	●				
●	●	●	●	●								
●												
šupa	7	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td></td><td></td><td></td></tr></table>	●	●	●	●	●	●	●			
●	●	●	●	●								
●	●											
seswai	8	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td></td><td></td></tr></table>	●	●	●	●	●	●	●	●		
●	●	●	●	●								
●	●	●										
senyane	9	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td></td></tr></table>	●	●	●	●	●	●	●	●	●	
●	●	●	●	●								
●	●	●	●									
lesome	10	<table border="1"><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr></table>	●	●	●	●	●	●	●	●	●	●
●	●	●	●	●								
●	●	●	●	●								

Fruit grid (Week 10) • Kriti ya dienywa (Beke ya 10)

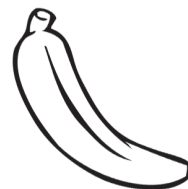
5

4

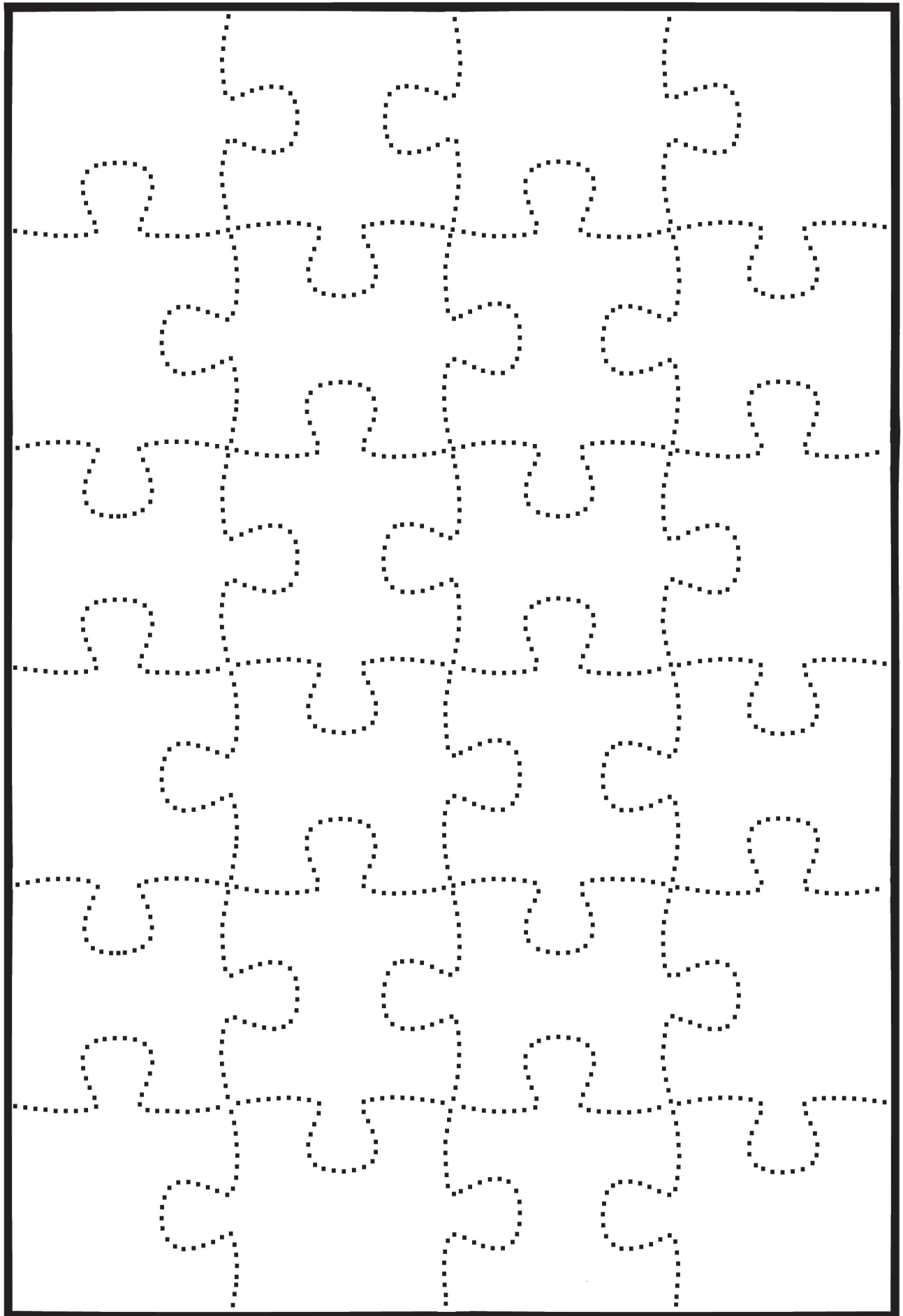
3

2

1



Twenty-four-piece puzzle • Marara a diripa tše masomepedi-nne



Notes • Digopodišo

A series of horizontal dashed lines for writing notes.

