

Lenaneo le Ntlafaditsweng
la Mmetse la Kereiti ya R

Grade R Mathematics
Improvement Programme

**Tataiso ya Diketsahalo:
Kotara ya 4**

Activity Guide: Term 4



Sesotho | English

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

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

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

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

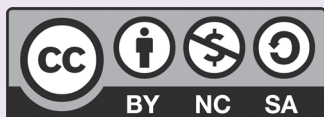
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- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

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

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

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

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

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

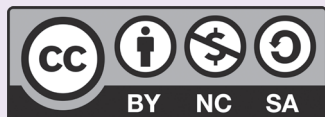
DITEBOHO

Diteboho tse kgethehileng ho:

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

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

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

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Introduction

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

The Grade R Maths *Activity Guide: Term 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:



Selelekela

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

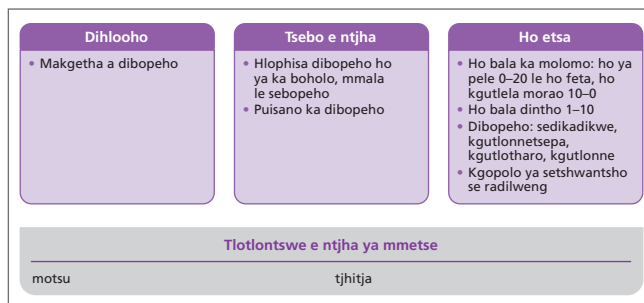
Tataiso ya Diketsahalo ya Grade R Maths: Kotara ya 4 e fana ka sebopelo bakeng sa ho ruta mmetse kotareng ya bone ya Kereiti ya R ka ho:

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

Makgetha a Tataiso ya Diketsahalo: Kotara ya 4

Dintlha tse latelang di bopa karolo ya *Tataiso ya Diketsahalo: Kotara ya 4*:

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



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

Grade R Maths lenaneong la letsatsi le letsatsi

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

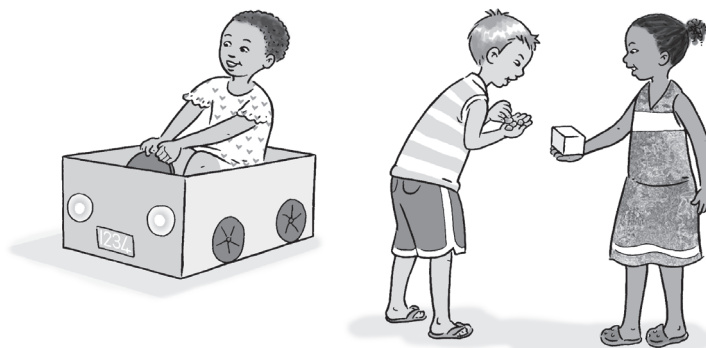
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Diketsahalo tsa tlelase yohle ka letsatsi

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

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



Diphetofo: ho tlohela ketsahalo ho ya ho e nngwe

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

Diketsahalo tsa dihlotshwana

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

Nako ya ho hlwekisa

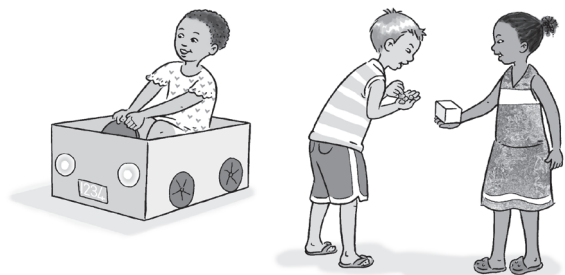
Baithuti ba hloka ho tseba hore disebediswa di dula hokae. Shelofa kapa tafola e etseditsweng ho kenya disebediswa tsa mmetse e tla thusa baithuti hore ba tsebe tlhophiso. Kgothaletsa baithuti ho thusana nakong ya ho hlwekisa. Qalong baithuti ba tla hloka thuso mme o tla tlameha ho ba hopotsa moo ba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

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

Diketsahalo tsa kgetho ya bolokolohi

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

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



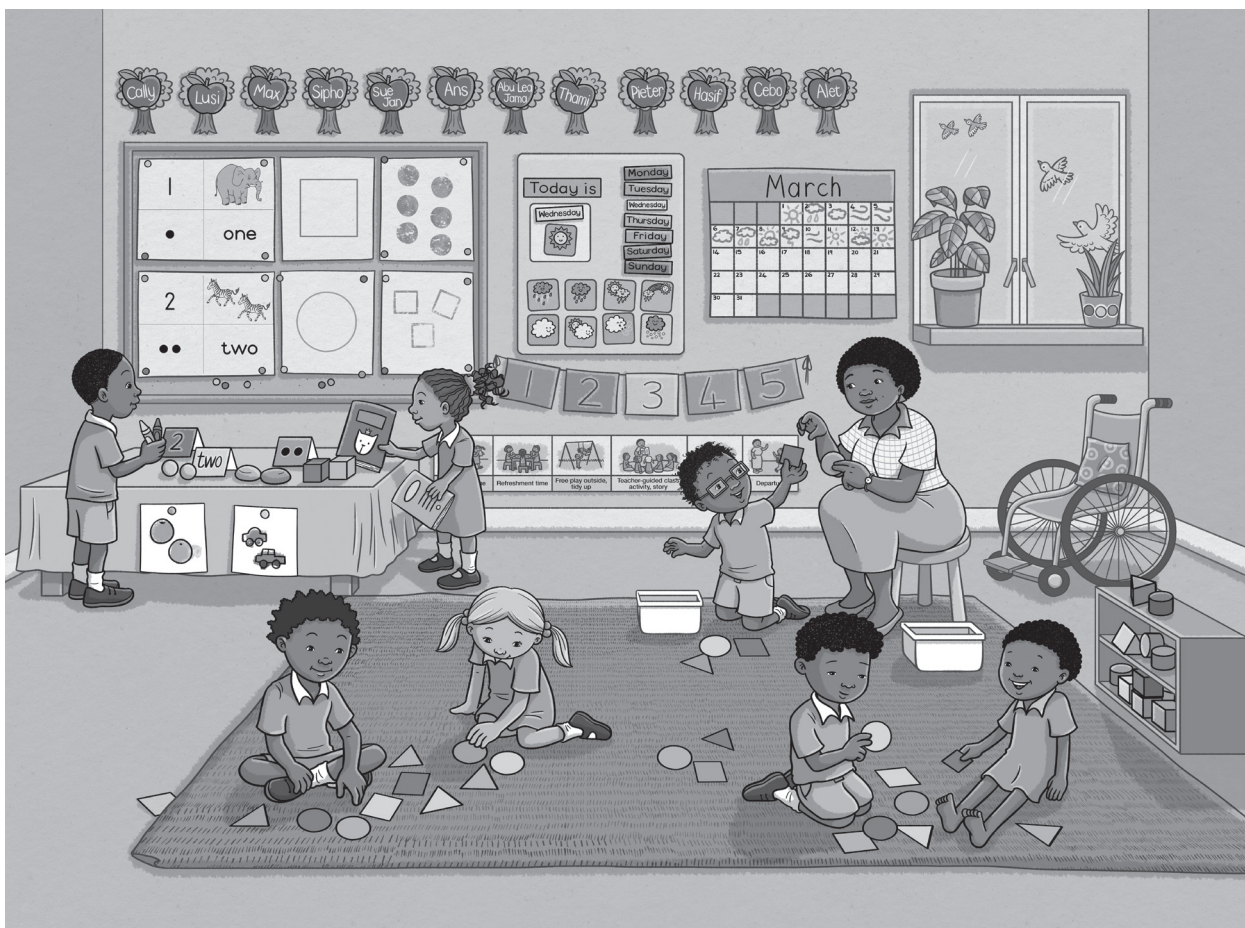
Assessment

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.



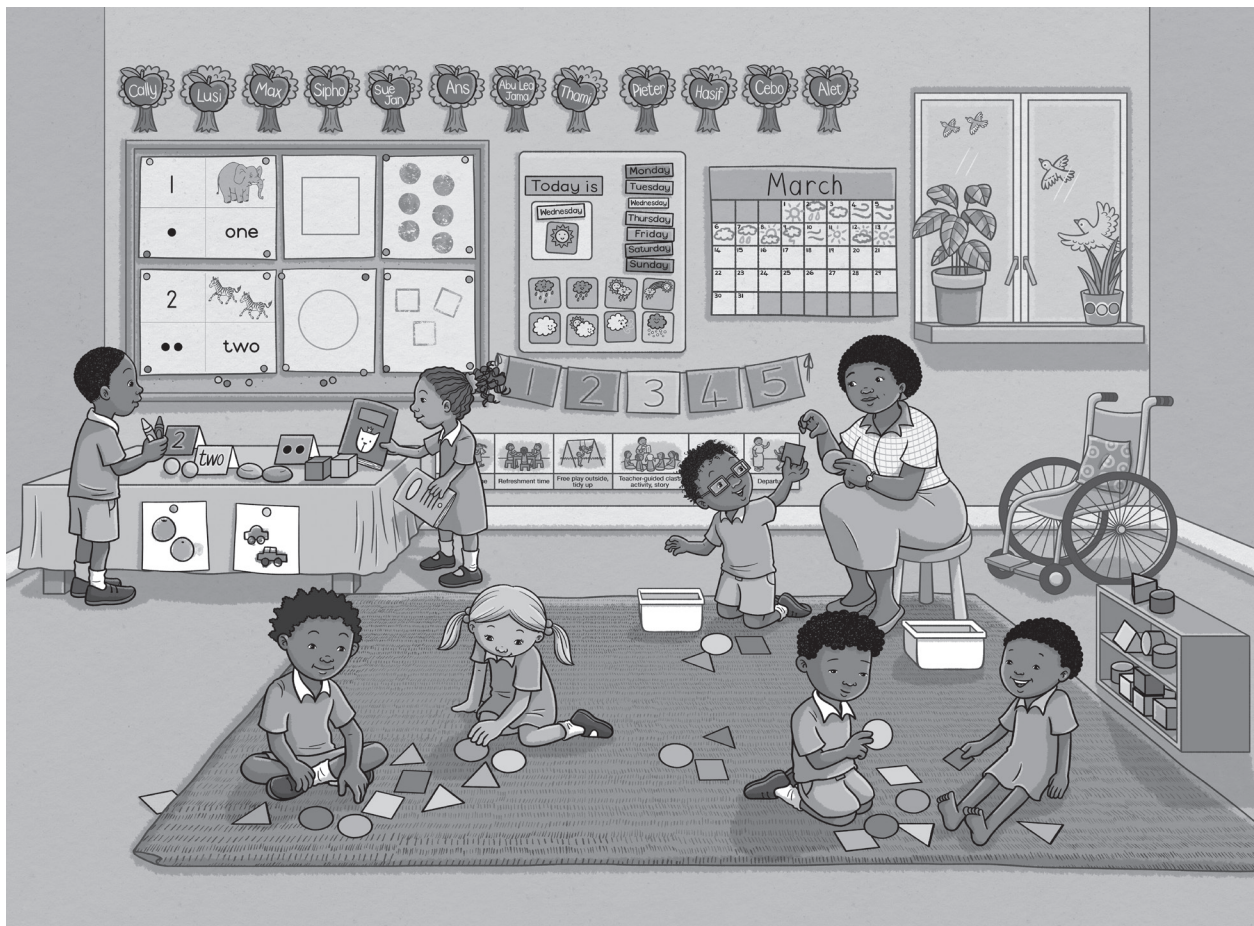
Tekanyetso

Kelohloko le tekanyetso e tswelang nakong ya diketsahalo tse tataiswang ke titjhere le tsa tlelase yohle e fana ka menyetla bakeng sa kutlwisiso ya tjebokakaretso ya kgatelopele ya moithuti ka mong. Tlhalisoleseding ena e bohlokwa bakeng sa ho tataisa ho ruta ho ya pele le ho nka seabo ho baithuti ka bomong. Lenane la tekolo la tekanyetso e tswelang ka leqepheng la 185 le 187 la tataiso ena le theilwe ho dikahare tse rutilweng ho Kotara ya 4. Thempleiti ena e ka sebediswa bakeng sa ho rekota kgatelopele ya moithuti ka mong kotareng.

Grade R Maths ka phaposing ya borutelo

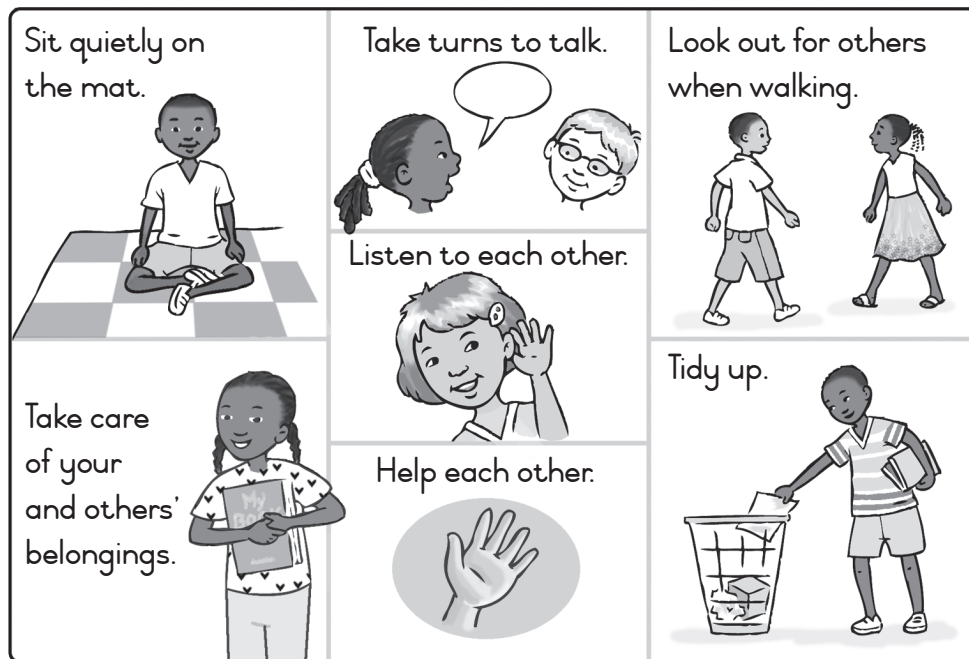
Lokisa sebaka ka phaposing ya borutelo se kgethetsweng mmetse mme se le pela mmata. Sena ke sebaka se arolelanwang moo baithuti ba ka nehelang le ho nka seabo ho sehlooho seo ba ithutang ka sona. Karolo e loketseng e tla kenyeletsa:

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



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

Our classroom rules

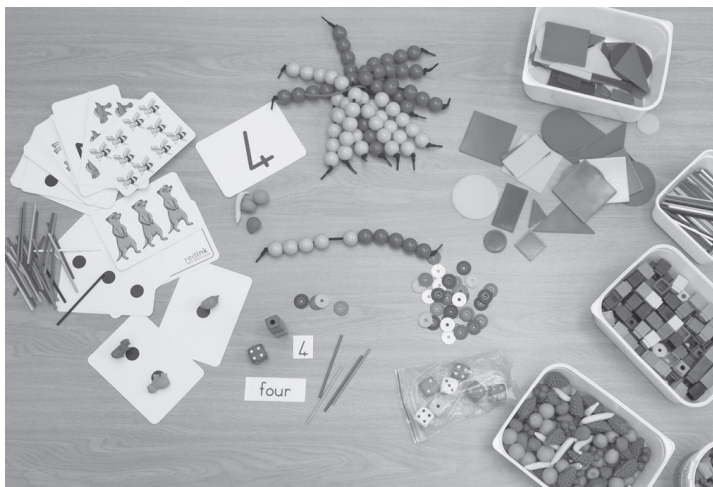


Resources for Grade R Maths

Grade R Maths Resource Kit

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

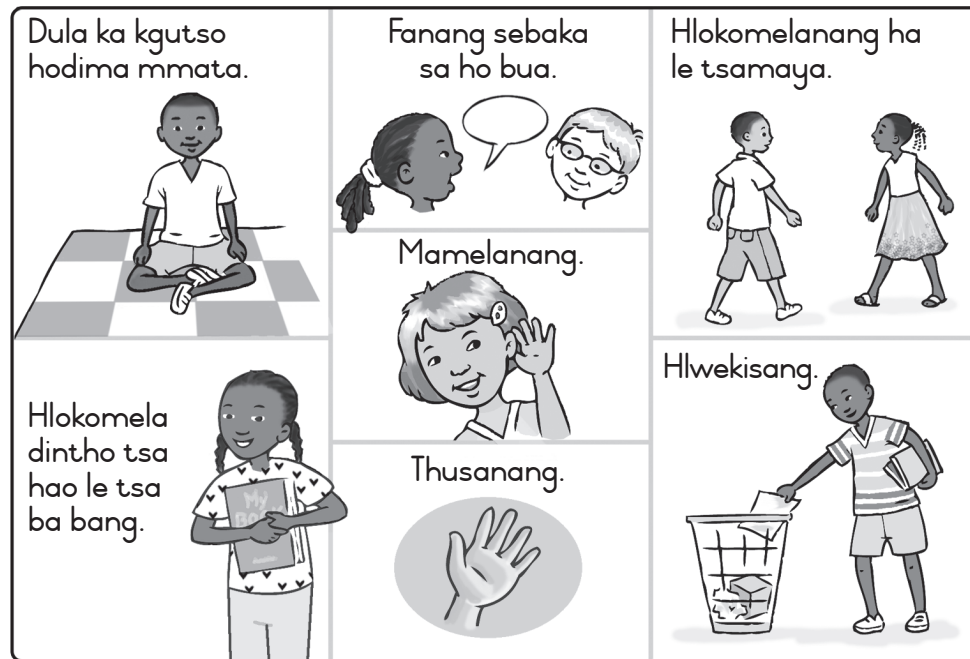
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Melawana ya phaposi ya rona ya borutelo

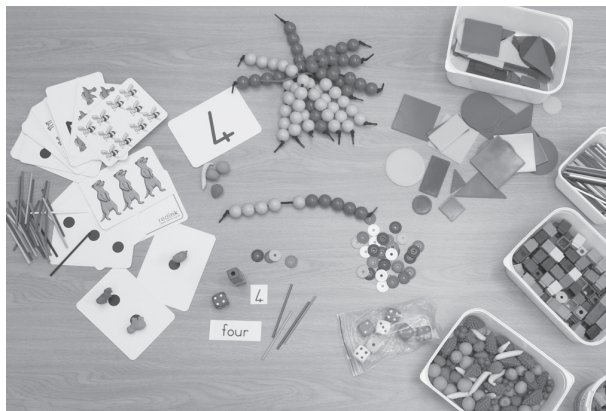


Disebediswa bakeng sa *Grade R Maths*

Khiti ya Disebediswa ya *Grade R Maths*

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Disebediswa tse resaekelwang

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

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



Disebediswa tse ding

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

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

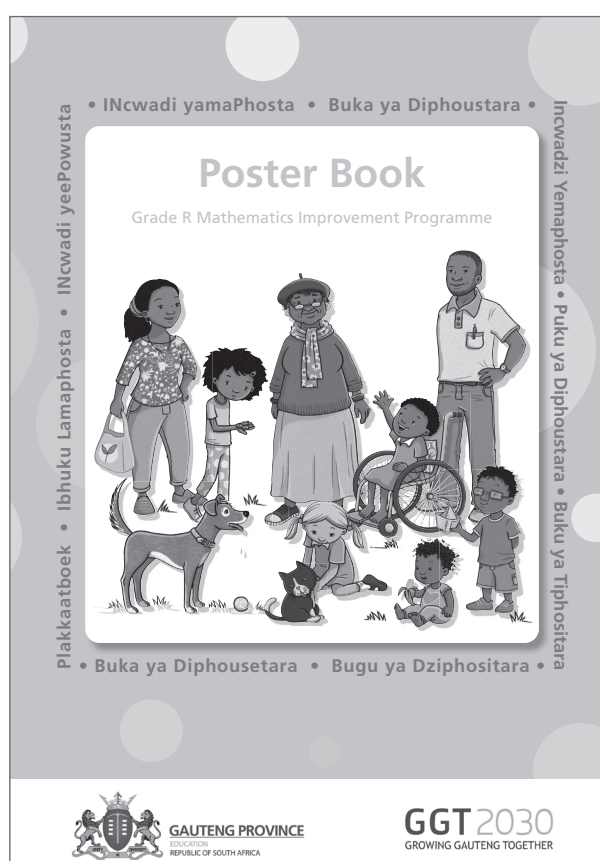
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



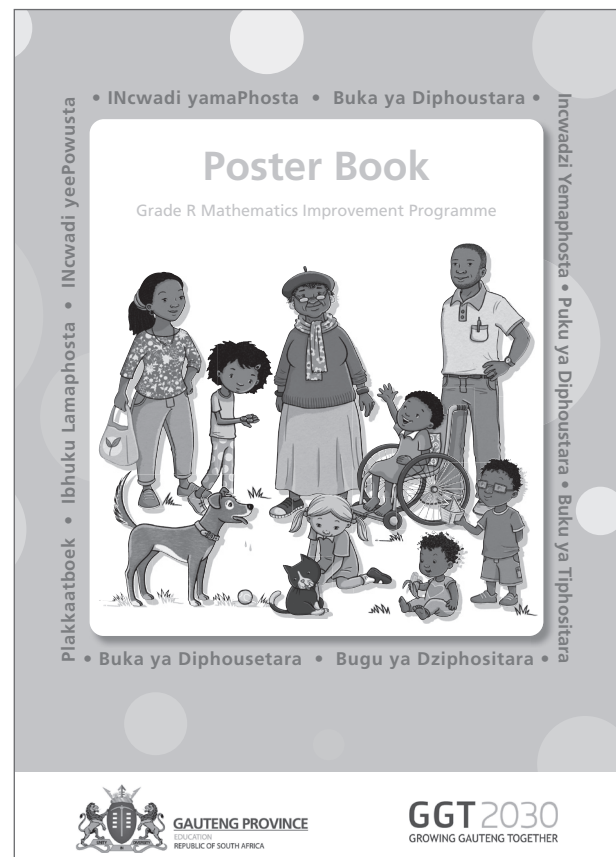
- tjhate ya bophahamo
- dikarete tsa ho papala tse kgolohadi
- tjehelete ya ho bapadisa: dikhoine le ya pampiri (bakeng sa ho sebedisa lebenkeleng la papadi)
- watjhe e kgolo ya leboteng
- sekala sa botsitso
- difaha bakeng sa ho hlophisa, ho folella le ho etsa dipaterone
- disebediswa bakeng sa papadi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

Buka ya Diphoustara ya Grade R Maths

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

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

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



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

Tjhebokakaretso ya dikahare:

Kotara ya 4

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

Tsepamiso ho Karolo ya Dikahare	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	Nomoro ya 9 Ho bala ka bopedi Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1 Ho bala dintho 1–10 Ho hlahlamanya dinomoro 1–8 Dinomoro tsa boemo -pele ho isa ho -bohlano Ho hatella kgopolo ya dinomoro 1–8	Nomoro ya 10 Kopanya, mmoho kaofela Tlosa/suthisa Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1 Ho bala dintho 1–10 Ho hlahlamanya dinomoro 1–9 Hatella kgopolo ya dinomoro 1–9 Ho bala ka bopedi	Nomoro ya 0 Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1 Ho bala dintho 1–10 Ho hlahlamanya dinomoro 1–10 Ho hatella kgopolo ya dinomoro 1–10 Ho bala ka bopedi Kopanya, tlosa	Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0 Ho bala dintho 1–10 Bopa, kopolla le ho atolosa paterone ya kutlo Taka dipaterone ka dintho Ho bopa, ho kopolla le ho atolosa dipaterone o sebedisa dintho tse tshwarehang	Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0 Ho bala dintho 1–10 Boemo ba dintho kamanong le dintho tse ding esitana le baithuti Diphazele tsa dikoto tse mashome a mabedi a metso e mene Boemo ba dintho kamanong le dintho tse ding Molahare Tshupiso: marungwana Tshupiso: le letshehadi, le letona
2. Dipaterone, Ditshebetso le Aljebra					
3. Sebaka le Sebopeho (Jeometri)					
4. Mometho					
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')					

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

Tsepamiso ho Karolo ya Dikahare	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	<p>Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 1–10</p>	<p>Dinomoro tsa boemo: -botshelela</p> <p>Ho arola ntle le e salang</p> <p>Habedi</p> <p>Ho bala ka molomo: Ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 0–10</p> <p>Dinomoro tsa boemo: -pele ho isa ho -bohlano</p> <p>Ho bala ka bopedi</p> <p>Kopanya, tlosa</p> <p>Halofa</p>	<p>Ho arola mme ho eba le ho salang</p> <p>Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 0–10</p> <p>Ho hatella kgopolo ya dinomoro 0–10</p> <p>Ho rarolla bothata 1–10</p> <p>Ho arola mme ho se ho salang</p> <p>Halofa, habedi</p>	<p>Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0</p> <p>Ho bala dintho 1–10</p>	<p>Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 1–10</p> <p>Ho rarolla bothata 1–10</p> <p>Ngata, mmalwa, lekanang</p> <p>Ho lekanyetsa</p>
2. Dipaterone, Ditshebetso le Aljebra					
3. Sebaka le Sebopeho (Jeometri)				<p>Hlophisa dibopeho ho ya ka boholo, mmala le sebopeho</p> <p>Puisano ka dibopeho</p> <p>Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne</p> <p>Kgopolo ya setshwantsho se radilweng</p>	
4. Mometho	<p>Mothamo</p> <p>Volumo</p> <p>Bolelele le nako – tjhate ya bophahamo</p>				
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')					<p>Kerafo ya ditshwantsho ho sebediswa sete e ekeditsweng ya datha</p> <p>Bokella, hlophisa le ho emela pokello ya dintho</p> <p>Hlopholla le ho tleha mabapi le datha</p>

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

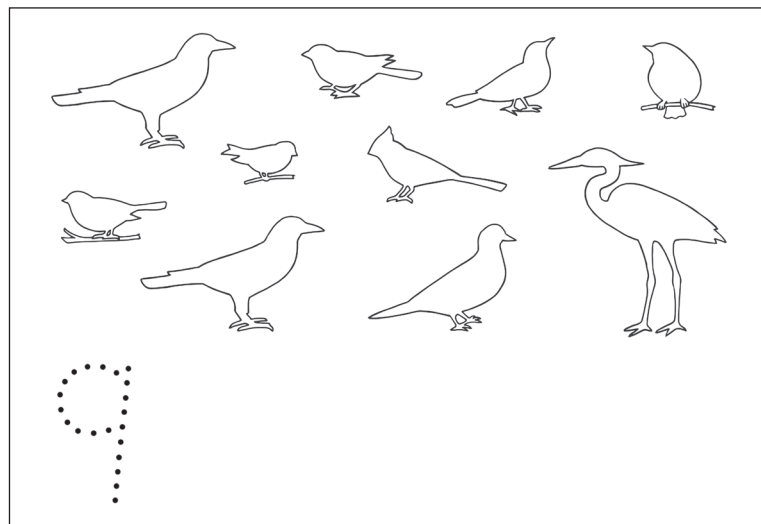
nine

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.



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Ho lemoha matshwao a dinomoro le mantswa a dinomoro
- Ho hlalosa, ho bapisa le ho bea dinomoro ka tatelano

Tsebo e ntjha

- Nomoro ya 9
- Ho bala ka bopedi

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–8
- Dinomoro tsa boemo -pele ho isa ho -bohlano
- Ho hatella kgopolo ya dinomoro 1–8

Tlotlontswe e ntjha ya mmetse

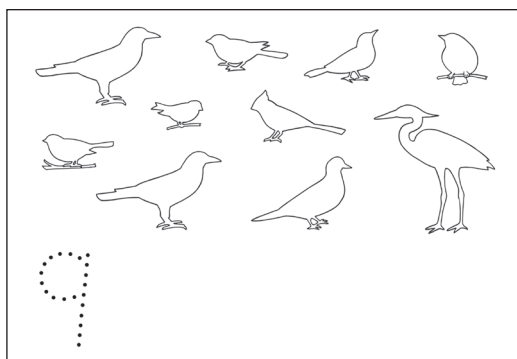
robong

bala ka bopedi

Ho itokisetsa

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

- frizi ya nomoro le thempleiti ya ntlo bakeng sa nomoro ya 9 (leqephe la 205)
- lebokoso la dintho tsa phaposing ya borutelo 1–10 tsa mofuta o itseng, ho etsa mohlala, popi e le 1, diboloko tse 2, dibolo tse 3, dibuka tse 4, dipentshele tse 5, jwalojwalo
- karete ya matheba ya nomoro ya 9, karete ya letshwao le karete ya lentšwe
- karete ya letshwao la nomoro ya 9 (bakeng sa mola wa ho aneha wa dinomoro)
- thempleiti ya hlama ya ho bapala: Nomoro ya 9 (leqephe la 211) – 1 ho moithuti ka mong
- diboto tse 8 tsa papadi ya lebelo la polasing (leqephe la 216)
- maqephe a ketsahalo ya hokela-matheba (leqephe la 217) – 1 ho moithuti ka mong
- ketsahalo ya aesekerime (leqephe la 219) – 1 ho moithuti ka mong
- maqephe a ketsahalo ya dinonyana – 1 ho moithuti ka mong.



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

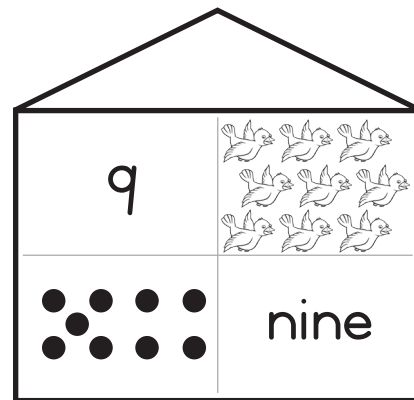
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Difrizi tsa dinomoro 1–8
- Frizi ya nomoro le thempleiti ya ntlo bakeng sa nomoro ya 9 (leqephe la 205)
- *Pale ya nomoro ya 9* (leqephe la 189)

KELETSO

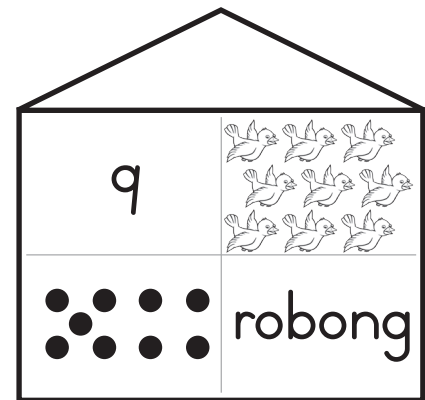
Hopola ho bua ka lenaneo la letsatsi le letsatsi. Hopola ho etsa khalendara, matsatsi a beke, dikgwedi tsa selemo le tjhate ya matsatsi a tswalo letsatsi ka leng.

1. **Pina/raeme:** Baithuti ba bina pina kapa ba etsa raeme ya kgetho ya bona ho tswa dikotareng tse fetileng.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba bea matsoho a bona ka mokokotlong. Bitsa nomoro. Baithuti ba phahamisa lenane le nepahetseng la menwana ho emela nomoro eo.
4. **Ho tsebisa nomoro ya 9:** Supa difrizi tsa dinomoro 1–8.

Dipotso tse tataisang:

- ✦ Ke diphoofole tse kae tseo o nahanang hore di tla dula ntlong e latelang?
- ✦ Na ho tla ba le tse ngata kapa tse mmalwa ho feta robedi?

Pheta *Pale ya nomoro ya 9*. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o aha pale ya dinonyana le ditshwantsho tsa ntlo: dikemelo tse fapaneng tsa nomoro ya 9 – setshwantsho, matheba, letshwao le lentswe. Bea pontsheng dikarolo tsa frizi ka hara ntlo ya diphoofole pela nomoro ya 8 leboteng sebakeng sa mmetse. Balang dinonyana mmoho. Baithuti ba ikwetlisa ka nomoro ya 9 ka ho e ngola moyeng kapa hodima mmata ka menwana ya bona.



- ✦ Ke dinonyana tse kae tseo o ka di balang?
- ✦ Nonyana ka nngwe e na le mapheo/melomo/maoto a makae?
- ✦ Ho na le dinonyana tse ngata ka bokae ho ditweba/ditshwene, jwalojwalo?

Baithuti ba tshwantshisa pale.

- ✦ Dinonyana di ne di fofa jwang?
- ✦ Di ile tsa etsa eng ha di fihla ntlong?
- ✦ Na o ka bontsha kamoo di ileng tsa robala kateng bosiuung boo ba pele?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso. Seteishene sa tshebetso sa 4 ke papadi ya boto e sebedisang letaese. Bontsha baithuti tsela ya ho lahlela letaese le ho tsamaisa dibadi tsa bona tsa diphoofole ho ya ka lenane la dibaka le tsamaelanang le nomoro ya letaese hodima boto.

KELETSO

Bontsha kamoo dipapadi tsa diboto di bapalwang kateng ho etsa bonnete ba hore baithuti ba utlwisa melao ya papadi ka nngwe.

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.

Letsatsi la 2

Tseo o di hlokang

- Raeme: *Ditsuonyana tse pedi* (leqephe la 189)
- Lebokoso la dintho tsa ka phaposing ya borutelo, 1–10 tsa mofuta o itseng, ho etsa mohlala, popi e le 1, diboloko tse 2, dibolo tse 3, dibuka tse 4, dipentshele tse 5
- Dikarete tsa matheba, matshwao le mantswe a nomoro ya 9

1. **Raeme:** Tsebisa raeme, *Ditsuonyana tse pedi*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Hasa dintho tse tswang ka lebokosong hohle ka phaposing ya borutelo. Baithuti ba fana sebaka sa ho batlana le dintho tseo mme ba di kenye ka lebokosong ha bohle ba di bala.

Dipotso tse tataisang:

- ✦ O fumane diboloko/dipopu/dikerayone, jwalojwalo, tse kae?
 - ✦ Ke mang ya fumaneng diboloko tse robedi/dipopu tse pedi/dikerayone tse leshome, jwalojwalo?
4. **Tafole ya mmetse:** Dihlopha tse tharo tsa baithuti di bokella dintho tse robong tse nyane tse tshwanang sehlopha ka seng, ho etsa mohlala, mahlaku, majwe, dikerayone kapa diboloko. Baithuti ba kgutlela mmateng ho ya dula ka dihlopha tsa bona. Sehlopha ka seng se bolela seo ba se fumaneng le hore ke dintho tse kae. Efa sehlopha ka seng karete ya matheba, letshwao kapa lentswe la nomoro ya 9. Sehlopha se le seng ka nako se bea dintho tsa bona le karete ya nomoro ya 9 hodima tafole ya mmetse. Baithuti ba opa matsoho, ba tlola, ba qhoma mme ba hatela pele le morao makgetlo a robong.
 5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlokang

- Raeme: *Ditsuonyana tse pedi* (leqephe la 189)
- Karete ya matheba 1–9 (*Khiti ya Disebediswa*)

KELETSO

Batla kapa o iqapele dipina kapa diraeme tse ding tse nang le mookotaba o tshwanang ele hore o tle o kenyeletse dipina le diraeme ka dipuo tsohle tsa lapeng tsa baithuti. Ho etsa mohlala, qapa dipina tsa repe ho ya ka morethetho wa mmimo.

1. **Raeme:** Etsa raeme, *Ditsuonyana tse pedi*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba bahlano ba ema ka pela tlelase ba entse mola mme ba phahamisa matsoho a bona. Mmoho balang matsoho a bona ka bopedi ha le ntse le tshwara matsoho a moithuti ka mong, k.h.r., matsoho a mabedi, matsoho a mane, matsoho a tsheletseng, jwalojwalo. Phetang hape o kope baithuti hore ba bale 2, 4, 6, 8, 10 ha wena o ntse o thetsa matsoho a bona. Pheta hape ka dihlopha tse ding tsa baithuti ba bahlano le bala ditsebe, mahlo, maoto, ditlhafu, ditsu, jwalojwalo.
4. **Dikarete tsa matheba le ho bea ka tatelano 1–9:** Baithuti ba dula ka sedikadikwe. Ba bontshe dikarete tsa matheba 1–9 ka bonngwe. Ba bitsa lenane la matheba le karete ka nngwe. Phahamisetsa dikarete hodimo hore baithuti ba kgone ho di bona.

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.

Bontsha karete e nang le matheba a robedi kapa a mmalwa ho moo. Ere, 'Hoja ke ne ke ena le matheba a robong.' Moithuti a le mong o fumana karete ya matheba e hlokehang ho etsa 9. Pheta hape ka dikarete tse ding tsa matheba.

Baithuti ba fana sebaka sa ho nyalanya dikarete tsa matheba le dinomoro tse ho difrizi mme ba di bea ka tatelano e nepahetseng leboteng.

Dipotso tse tataisang:

- ✦ Le bona matheba a makae?
- ✦ Ke matheba a makae hape ao re a hloakang ho etsa 9?

Baithuti ba fana sebaka sa ho batla letshwao la nomoro le lentswe la nomoro ho nyalana le karete ka nngwe ya matheba.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hloakang

- Pina: *Dikokonyana di hwanta ka bobedi ka bobedi* (leqephe la 189)
- Karete ya nomoro ya 9 ho eketsa moleng wa ho aneha wa dinomoro
- Tjhoko/masking theipi

1. **Pina:** Binang pina, *Dikokonyana di hwanta ka bobedi ka bobedi*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Etsa sedikadikwe hodima mmata ka tjhoko kapa masking theipi ho emela lesoba fatshe. Baithuti ba tsheletseng ba ema moleng ka bobedi ka bobedi mme ba tshwantshisa pina ena, *Dikokonyana di hwanta ka bobedi ka bobedi*. Ha bobedi ka bong bo kena ka sedikadikweg – 'hwantelang ka hare' – baithuti ba bang ba ba bala ka bopedi.
4. **Ho ikwetlisa le ho bea dinomoro ka tatelano 1–9:** Tlosa dikarete tsa dinomoro moleng wa ho aneha wa dinomoro. Kenyeletsa karete ya nomoro ya 9 mme o di fe baithuti ba robong. Baithuti ba itlhophisa ka tatelano ya ho tloha ho 1 ho isa ho 9.

Dipotso tse tataisang:

- ✦ Ke nomoro efe ya pele/ya bobedi/ya bohloano?
- ✦ Ke nomoro efe e tlang pele ho 3/kamora 7/dipakeng tsa 3 le 5, jwalojwalo? Baithuti ba konopela ka diphekse dikarete tsa bona tsa matshwao le tsa mantswe a dinomoro ka tatelano ho tloha ho 1 ho isa ho 9 moleng wa ho aneha wa dinomoro.
- ✦ Ke nomoro efe e tlang pele/pele ho/kamora/dipakeng tsa/e latelang?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hloakang

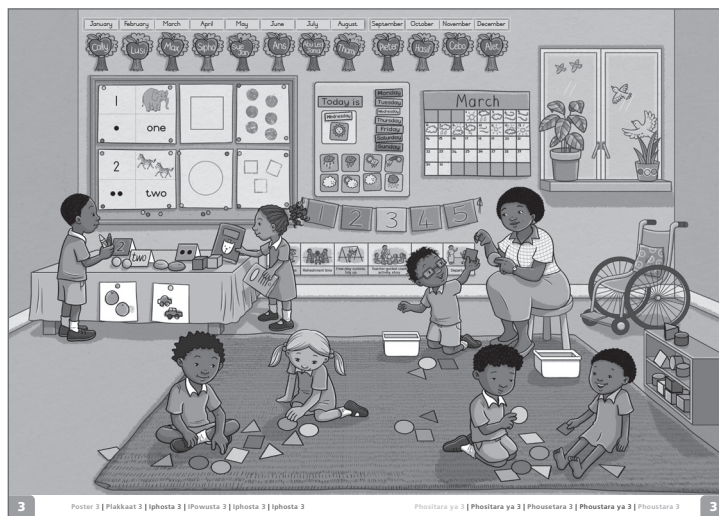
- Pina: *Dikokonyana di hwanta ka bobedi ka bobedi* (leqephe la 189)
- Mokotla wa dinawa
- Phoustara ya 3
- Masking theipi/tjhoko

1. **Pina:** Binang pina, *Dikokonyana di hwanta ka bobedi ka bobedi* mme le e tshwantshise.

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

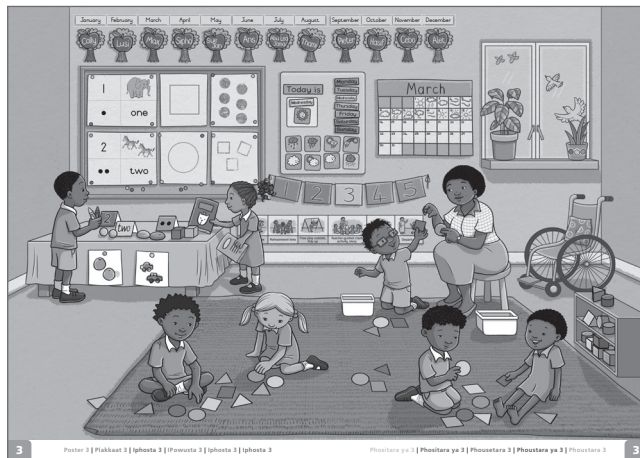
Home Language: Language development through rhymes, Emergent Writing (reading number word cards), using vocabulary for quantity (more/less).

Life Skills: Physical development, for example, hopscotch.

2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Sebedisa masking theipi kapa tjhoko ho etsa seporo se seholo sa ho tloa sa diboloko tse 10. Ngola dinomoro ho tloha ho 1 ho isa ho 10 ka hara diboloko. Moithuti o akgela mokotla wa dinawa mme o tlolela ho nomoro eo ha baithuti ba bang ba bala. Moithuti o ema hodima nomoro, o akgela mokotla wa dinawa hape mme o tloa hape ha baithuti ba ba bang ba bala hape.

Dipotso tse tataisang:

- ★ O lokela ho tloa makgetlo a makae hore o tle o fihle ho nomoro ya ____?
 - ★ O eme hodima nomoro efe?
 - ★ Na o ka tloa ho tloha ho 6 ho isa ho ____?
 - ★ O ka tloa makgetlo a makae ho tloha ho 6 ho isa ho ____?
4. **Ho ikwetlisa ka 1–9:** Buisanang ka Phoustara ya 3. Buang ka seo baithuti ba se bonang setshwantshong.



Dipotso tse tataisang:

- ★ Ke baithuti ba bakae ba rwetseng/ba sa rwalang dieta? Ho na le dipara tse kae tsa dieta kaofela?
 - ★ Le bona diqwaha/dieta/dikgutlotharo/difate tse kae?
 - ★ Ho na le didikadikwe tse kae hodima mmata?
 - ★ O bona dinonyana tse kae? Na o kgona ho bona dinonyana tse ding? Di kae ha di le kaofela?
 - ★ Ho na le mapheo/melomo e mekae ho dinonyana tse nne?
 - ★ Malusi o na le dibopeho tse tshelentseng ka lebokosong. O fa titjhere ya hae dibopeho tse pedi. Ho setse dibopeho tse kae ka lebokosong?
 - ★ Le bona eng hodima tafole? Le bona dibolo/majwe/diboloko tse kae? Di kae ha di le kaofela?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Ntshetsopele ya puo ka tshebediso ya diraeme, Ho ngola ho Holang (ho bala dikarete tsa mantswe a dinomoro), le sebedisa tlotlontswe ya bongata (tse fetang/ka tlase ho).

Bokgoni ho tsa Bophelo: Ntshetsopele ya mmele, ho etsa mohlala, hopskotjhe.

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?

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Setshelo ho moithuti ka mong se nang le:
 - Difaha tsa sebopeho
 - Dikwahelo tse 3
 - Sebadi se 1 sa phoofolo (mmala/mofuta o fapaneng ho moithuti ka mong)
- Dibadi tse 80 tse mebala
- Boto ya papadi ya lebelo la polasing (leqephe la 216)
- Letaese
- Hlama ya ho bapala le mmata ho moithuti ka mong
- Thempleiti ya hlama ya ho bapala: Nomoro ya 9 (leqephe la 211) – 1 ho moithuti ka mong

1. **Ho bala dintho 1–10:** Baithuti ba nka dibadi tse tlang letsoho qubung e hodima mmata.

Dipotso tse tataisang:

- ★ O nahana hore o tshwere dibadi tse kae ka letsohong la hao?
- ★ Jwale, bala dibadi tse ka letsohong la hao. O tshwere tse kae?
- ★ O ne o atametse hakae ho tseo o neng o di nohile?
- ★ O hloka ho tlosa kapa ho eketsa tse kae ho tse ka letsohong la hao hore e be dibadi tse 10?

2. **Dipalo tsa mantswe:** Baithuti ba sebedisa dibadi kapa ba sheba dieta tsa bona kapa tsa bomphato ba bona ho ithusa ho rarolla mathata a dipalo tsa mantswe.

Dipotso tse tataisang:

- ★ Ho na le baithuti ba babedi/bararo/bane. Moithuti ka mong o na le dieta tse pedi. Ho na le dieta tse kae kaofela?
- ★ Haeba ho ena le dieta tse tsheletseng, ke baithuti ba bakae ba ka rwalang dieta?

3. **Difaha tsa dibopeho:** Moithuti ka mong o tshwara difaha tse tsheletseng.

Dipotso tse tataisang:

- ★ Na o ka mpontsha difaha tse nang le sefaha se le seng ka hodimo ho tse tsheletseng?
- ★ O na le difaha tse kae?

Moithuti ka mong o tshwara difaha tse supileng.

- ★ O hloka difaha tse ding tse kae hore o fihle ho tse 9?
- ★ Na o ka mpontsha difaha tse mmalwa ho robong ka tse nne?
- ★ O na le difaha tse kae?

Moithuti ka mong o tshwara difahla tse hlano.

4. **Tsukutla mme o arole:** Baithuti ba bea dikwahelo tsa bona tse pedi ka pela bona. Ka bonngwe ba bala dibadi tse robong. Ba tsukutla dibadi tsa bona mme ba di arola ho etsa dihlotshwana tse pedi. Ba di bea hodima dikwahelo tsa bona ho ya kamoo ba di arotseng.

Dipotso tse tataisang:

- ★ O arotse dibadi tsa hao jwang?
- ★ O na le dibadi tse kae dikwahelong ka bobedi mmoho?

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.

Phetang ketsahalo ena. Baithuti ba bea sekwahelo se seng ka pela bona. Ba hlophisa dibadi tsa bona ka dihlotshwana tse tharo hodima dikwahelo.

- ★ O hlophisitse dibadi tsa hao jwang?
- ★ Ke sekwahelo sefe se nang le dibadi tse ngata/mmalwa?
- ★ O na le dibadi tse kae kaofela?
- ★ Na o ka hlophisa dibadi tsa hao ka tsela e fapaneng?

5. **Ho ikwetlisa ka nomoro ya 9 o sebedisa hlama ya ho papala:**

Baithuti ba sebedisa hlama ya ho papala ho phethela thempleiti ya hlama ya ho papala bakeng sa nomoro ya 9.

6. **Papadi ya lebelo la polasing:** Baithuti ka bomong ba ntsha dibadi tsa bona tsa diphoofole mme ba di bea bolokong ba ziro hodima boto. Moithuti ka mong o lahlela letaese. Moithuti ya nang le nomoro e kgolo ka ho fetisisa o tla papala pele papading mme baithuti ba nang le nomoro e latelang ka boholo, ba tla ba ba bobedi ho papala, jwalojwalo. Baithuti ba lahlela letaese mme ba tsamaise sebadi sa bona sa phoofole hodima boto mehato e lekanang le nomoro e hlahileng letaeseng. Ba fana sebaka mme ba tswela pele ho papala ho fihlela baithuti kaofela ba fihletse furu/10. Ba lokela ho lahlela lenane lona leo le letaeseng hore ba fihlele furung hore ba qete papadi.

Dipotso tse tataisang:

- ★ Ke mang motho wa pele/wa bobedi/wa boraro/ya latelang ya lokelang ho fumana sebaka?
- ★ Phoofolo ya hao e lokela ho tsamaya dibaka tse kae?
- ★ Ho na le dibaka tse ding tse kae tseo phoofole ya hao e lokelang ho di tsamaya ho tloha moo e leng teng hona jwale ho fihla qetellong?



Lekola hore baithuti ba kgona ho:

- bala dintho 1–10
- rarolla mathata a dinomoro ka molomo 1–9
- heletsa le ho aha dinomoro 1–9
- bapisa dinomoro letotong la 1–9
- bala ho tswela pele ba qala nomorong e nngwe ntle le 1

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Leqephe la ketsahalo la nonyana bakeng sa moithuti ka mong (sheba leqephe la 23)
- Dikerayone
- Karete ya letshwao la nomoro ya 9 (*Khiti ya Disebediswa*)

Baithuti ba dikanyetsa dinonyana tse robong mme ba ikwetlisa ho ngola nomoro ya 9.



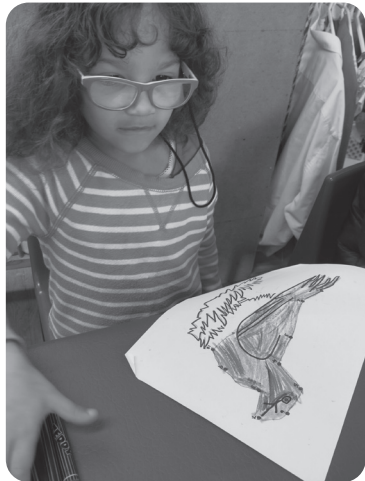
Sheba diketsahalo tse ho buka ya tshebetso ya DBE tse fanang ka menyetla bakeng sa baithuti ho nyalanya le ho ngola matshwao le mantswa a dinomoro. Etsa hore di fumanehe ho baithuti hore ba ikgethele e le karolo ya diketsahalo tsa bolokolohi.

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.



Seteishene sa tshebetso sa 2

Tseo o di hlokang

- Leqephe la hokela-matheba bakeng sa moithuti ka mong (leqephe la 217)
- Dikerayone/pente
- Pampiri
- Boya
- Sekgomaretsi

Baithuti ba hokela matheba ka tatelano e nepahetseng mme ba kgabisa nonyana ya bona ka boya le pente kapa ka dikerayone.



Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Leqephe la ketsahalo la aesekerime bakeng sa moithuti ka mong (leqephe la 219)
- Mantswe a nomoro a aesekerime a sehilweng bakeng sa moithuti ka mong (leqephe la 219)
- Sekgomaretsi

Baithuti ba seha dibopeho tsa skhupu sa aesekerime, ba nyalanya mantswe a nomoro le matshwao a nomoro mme ba a manamisa dibakeng tse fanweng.

Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Boto ya papadi ya lebelo la polasing (leqephe la 216) – 1 ho moithuti ka mong
- Mataese a 8
- Dibadi tse 8 tsa diphoofolo

Baithuti ba lahlela letaese mme ba tsamaisa dibadi tsa bona tsa diphoofolo hodima boto ka mehato e lekanang le lenane le hlahileng letaeseng. Ba tswela pele ka tsela ena ho fihlela ba fihla furung. Ba lokela ho lahlela nomoro yona eo e letaeseng hore e wele furung bakeng sa ho phethela papadi. Ha ba sa fumane nomoro eo hantle, ba ema ho fihlela e le sebaka sa bona sa ho lahlela mme ba leke hape.



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

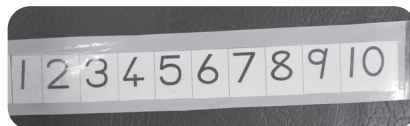
make the number

How many to get to ...?

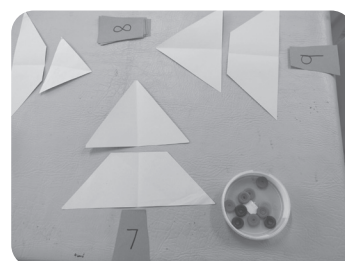
Getting ready

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.



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Ho lemoha matshwao a dinomoro le mantswe a dinomoro
- Ho hlalosa, ho bapisa le ho bea dinomoro ka tatelano

Tsebo e ntjha

- Nomoro ya 10
- Kopanya, mmoho kaofela
- Tlosa/suthisa

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–9
- Hatella kgopolo ya dinomoro 1–9
- Ho bala ka bopedi

Tlotlontswa e ntjha ya mmetse

leshome

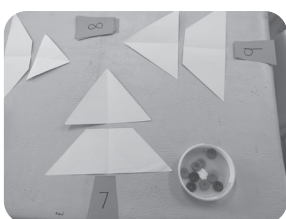
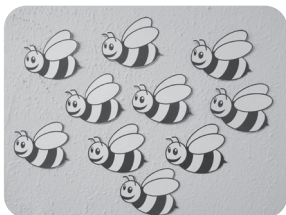
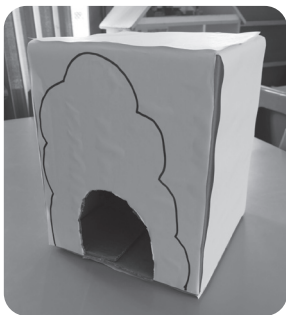
etsa nomoro

Ke tse kae tse hlokehang ho fihla ho ...?

Ho itokisetsa

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

- frizi ya nomoro le thempleiti ya ntlo bakeng sa nomoro ya 10 (leqephe la 207)
- dikarete tsa matheba, matshwao le mantswe a nomoro ya 10
- karete ya letshwao la nomoro ya 10 (bakeng sa mola wa ho aneha wa dinomoro)
- tsela ya dinomoro 1–10



- papadi ya lebelo la polasing (ho tloha ho Beke ya 1): diboto tsa dipapadi, letaese, dibadi tse 8 tsa diphoofolo
- diphazele tsa dinomoro 1–10 (leqephe la 221) – 1 ho moithuti ka mong
- thempleiti ya hlama ya ho bapala: Nomoro ya 10 (leqephe la 213) – 1 ho moithuti ka mong
- sete ya dikarete tsa matheba 1–10 – ho baithuti ba babedi
- dinotshi tse 10 tse sehilweng khatebotong
- sehlahla sa dinotshi se entsweng ka lebokoso la khateboto se nang le setshwantsho sa sehlahla sekwahelong le lemati le ntshitsweng
- mahlaku a sefate a khateboto – 2 ho moithuti ka mong
- dikutu tsa difate tsa khateboto tse leibotsweng 1–10 – sete e 1 ho moithuti ka mong.

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.



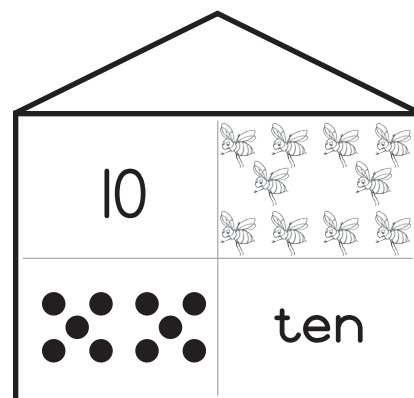
Guiding questions:

- ★ 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.



Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlohang

- Pina: *Dinotshi tse nyane tse leshome* (leqephe la 191)
- Tjhoko
- Difrizi tsa dinomoro 1–9
- Frizi ya nomoro le thempleiti ya ntlo bakeng sa nomoro ya 10 (leqephe la 207)
- *Pale ya nomoro ya 10* (leqephe la 191)

1. **Pina:** Binang pina, *Dinotshi tse nyane tse leshome*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Taka dibopeho tsa dipalesa tse 10 fatshe. Bapala mmimo mme baithuti ba bobole jwaloka dinotshi ba fofa ka phaposeng. Ha mmimo o emisa, bitsa nomoro e itseng ho tloha ho 1 ho isa ho 10. Baithuti ba ipea ka dihlopha jwaloka dinotshi hodima palesa ho ya ka nomoro e bitsitsweng. Baithuti ba sa kgoneng ho kena sehlopheng se hodima palesa ba a tswa. Phetang hape.



Dipotso tse tataisang:

- ★ Ho na le dipalesa tse kae?
- ★ Ho na le dinotshi tse kae hodima palesa ena?
- ★ Ke dinotshi tse kae tse se nang palesa?

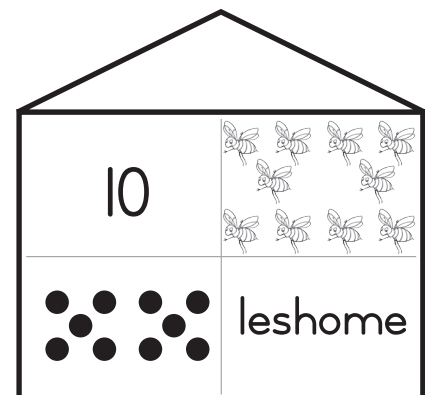
4. **Ho tsebisa nomoro ya 10:** Supa difrizi tsa dinomoro 1–9.

Dipotso tse tataisang:

- ★ O nahana hore ke diphoofole tse kae tse tlang ho dula ntlong e latelang? Hobaneng ha o nahana jwalo?
- ★ Na ho tla ba le tse ngata kapa tse mmalwa ho robong?

Pheta *Pale ya nomoro ya 10*.

Bontsha dikarolo tsa frizi ya nomoro ha o ntse o ahella paleng ya dinotshi le ditshwantsho tsa ntlo, le dikemelo tse fapaneng tsa nomoro ya 10 – setshwantsho, matheba, letshwao le lentswe. Bea pepeneng dikarolo tsa frizi ka hara ntlo leboteng sebakeng sa mmetse. Balang dinotshi mmoho.



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.

KELETSO

Botsa dipotso tse kgothaletsang baithuti ho bua ka mehopollo ya bona, jwaloka:

- Hobaneng o nahana seo?
- O tseba jwang?

- ★ Ho na le dinotshi tse kae moo?
 - ★ Notshi e na le mapheo/maoto a makae?
 - ★ Ho na le dinotshi tse kae tsa basebetsi/mafumahadi?
 - ★ Ke ntlo efe e nang le diphoofole tse mmalwa ho feta ntlo ya dinotshi?
 - ★ Ke ntlo efe e tlang pele/kamora ntlo ya dithuhlo?
- Baithuti ba tshwantshisa pale.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlokang

- Pina: *Dinotshi tse nyane tse leshome* (leqephe la 191)
- Sehlaha sa dinotshi
- Dikarete tsa matheba, matshwao le mantswe tsa nomoro ya 10
- Frizi ya nomoro ya 10
- Dinotshi tse sehilweng khatebotong tse 10

1. **Pina:** Binang pina, *Dinotshi tse nyane tse leshome*.

2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.

3. **Ho bala dintho 1–10:** Maneha dinotshi leboteng. Baithuti ba lekanyetsa hore ebe ho na le tse kae. Balang mmoho ha le ntse le bea notshi e le nngwe ka nako ka hara sehlaha sa dinotshi.



Dipotso tse tataisang:

- ★ Na o ka mpontsha ka menwana ya hao hore ho na le dinotshi tse kae ka hara sehlaha?

4. **Ho kopanya le ho tlosa:** Ntsha dinotshi tse pedi ka lebokosong.

Dipotso tse tataisang:

- ★ Ke dinotshi tse kae tse fofileng tsa tswa ka sehlaheng?
- ★ Na o ka mpontsha ka menwana ya hao hore o nahana hore ke dinotshi tse kae tse setseng ka sehlaheng hona jwale?

Bontsha baithuti dinotshi tse setseng ka hara lebokoso mme le di bale mmoho ho lekola hore ba nepile na.

Eketsa dinotshi tse pedi sehlaheng.

- ★ O nahana hore ho se ho ena le dinotshi tse kae ka sehlaheng jwale?

Bontsha baithuti dinotshi tse setseng ka hara lebokoso. Di baleng mmoho ho bona hore ba nepile na. Phetang hape.

5. **Tafole ya mmetse:** Dihlopha tse tharo tsa baithuti di bokella dintho tse tshwanang tse 10 ka ntle. Sehlopha ka seng se bolela hore ke dintho dife le hore ba fumane tse kae. Efa sehlopha ka seng karete ya matheba, letshwao kapa lentswe ya nomoro ya 10. Sehlopha ka seng ka nako se bea dintho tsa sona le dikarete tsa nomoro ya 10 hodima tafole ya mmetse.

KELETSO

Ere baithuti ba lekanyetse lenane la dintho tse sehlopheng sa dintho pele ba di bala, mme ebe ba lekola ditekanyetso tsa bona. Sena se ba thusa ho ba le kutlo ya 'boholo' ba dinomoro tseo ba di balang.

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

Baithuti ba ikwetlisa ka nomoro ya 10 ka ho e ngola moyeng kapa hodima mmata ka menwana ya bona.

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlokang

- Pina: *Dinotshi tse nyane tse leshome* (leqephe la 191)
- Dikarete tsa matheba 1–5
- Sehlaha sa dinotshi le dinotshi tsa khateboto tse 10
- Dikarete tsa matheba tsa dinomoro 1–10

1. **Pina:** Binang pina, *Dinotshi tse nyane tse leshome*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Bea dinotshi tse 10 tse sehilweng leboteng. Baithuti ba robedi ba a ema.

Dipotso tse tataisang:

- ✦ Ke baithuti ba bakae bao o nahanang hore ba eme?
 - ✦ Ha re ba baleng.
 - ✦ Na ho na le notshi bakeng sa moithuti ka mong?
 - ✦ Re hloka baithuti ba bakae hape ele hore moithuti ka mong a tle a be le notshi?
4. **Metswako ho fihlela ho 10; ngata ho feta/mmalwa ho feta:** Kgetha dipara tse pedi tsa baithuti. Moithuti ya tswang pareng ka nngwe o kgetha karete ya matheba. Bohle ba bala mmoho. Moithuti ya tswang pareng ka nngwe o lata lenane la dinotshi le lekanang le matheba a karete sehlaheng. Mmoho balang palo yohle ya dinotshi tse bokelletseng ke baithuti ba babedi. Phetang hape ka baithuti ba bang.

Dipotso tse tataisang:

 - ✦ Ho na le dinontshi tse kae moo? O lokela ho lata dinotshi tse kae?
 - ✦ Ho na le matheba/dinotshi tse kae kaofela?
 - ✦ Sheba dinotshi. _____ o na le dinotshi tse kae tse fetang tsa _____?
 5. **Ho ikwetlisa ka dikarete tsa matheba, matshwao, mantswe a dinomoro:** Bea dikarete tsa matheba moo baithuti ba ka di bonang, ho etsa mohlala, leboteng. Baithuti ba fana sebaka sa ho kgetha dikarete tse pedi tse etsang nomoro jwaloka ha ba laetswe.

Dipotso tse tataisang:

 - ✦ Na o ka mpontsha dikarete tse pedi tse etsang nomoro ya 10/8/4/3? Baithuti ba fana sebaka sa ho nyalanya dikarete tsa matheba le dikarete tsa matshwao a dinomoro le mantswe a dinomoro a ho frizi.
 6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Dinotshi tse nyane tse leshome* (leqephe la 191)
- Sehlaha sa dinotshi le dinotshi tse 10 tsa khateboto
- Mola wa ho aneha wa dinomoro le matshwao 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. **Pina:** Binang pina, *Dinotshi tse nyane tse leshome*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Bontsha baithuti sehlaha sa dinotshi se se nang letho. Baithuti ba bala ho fihla ho 10 ha o ntse o kenya dinotshi tse 10 ka hara sehlaha sa dinotshi e le nngwe ka nako. Ntsha dinotshi. Kenya dinotshi tse pedi ka hara sehlaha. Bala hape o bea dinotshi ka dihlopha tsa pedi ha le ntse le bala.

Dipotso tse tataisang:

- ✦ Ke dinotshi tse kae ka hara sehlaha sa dinotshi?
 - ✦ Haeba dinotshi tse pedi tse ding di ka kena ka sehlaheng ho tla be ho ena le tse kae jwale? Tse ding tse pedi?
4. **Mola wa ho aneha wa dinomoro:** Kopa baithuti ho thusa ka ho tshwarisa dikarete tsa matshwao a dinomoro ka diphekse ka tatelano ho tloha ho 1 ho isa ho 10 hodima mola wa ho aneha wa dinomoro.
- Dipotso tse tataisang:**
- ✦ Ke karete efe e lokelang ho tla pele/ho latela?
 - ✦ Re tshwanetse ho bea nomoro ya 9/10 hokae moleng wa ho aneha wa dinomoro?
 - ✦ Ke nomoro efe e kgolo ho/nyane ho 3/4/5?
 - ✦ Ke nomoro efe e tlang pele ho/kamora/pakeng tsa _____?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Pina: *Dikokonyana di hwanta ka bobedi ka bobedi* (leqephe la 189)
- Masking theipi/tjhoko
- Phoustara ya 5

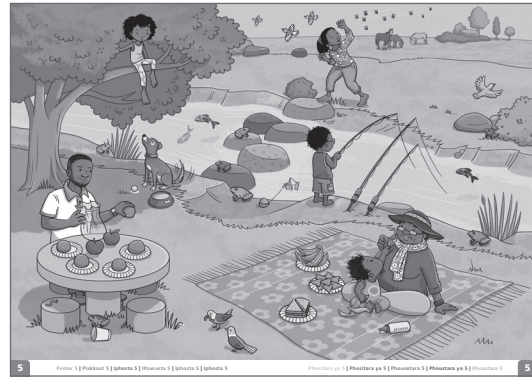
1. **Pina:** Binang pina, *Dikokonyana di hwanta ka bobedi ka bobedi* mme le bapale papadi e ho Beke ya 1, le bala ka bopedi.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba opa makgetlo a 10, ba ya pele mehato e 10, ba tloatlola makgetlo a 10. Balang ka bopedi: opela tlase ho nngwe, hodimo ho pedi, tlase ho tharo, hodimo ho nne. Phetang ho fihla ho 10.
4. **Tsela ya ho tlola:** Sebedisa masking theipi kapa tjhoko ho etsa tsela e kgolo ya ho tlola ya dinomoro e nang le diboloko tse 10 mme o ngole dinomoro 1 ho isa ho 10 ka hara diboloko. Baithuti ba bang ba tlolela ka hara diboloko ha tlelase e bala ho ya pele le ho kgutlela morao.

Dipotso tse tataisang:

- ✦ Na o ka tlolela ho 2?
- ✦ Haeba o ka tlola hape habedi/hararo/hanne, o tla fihla nomorong efe?
- ✦ O ka tlola hakae ho fihla ho _____?
- ✦ Ha o ka tlolela morao hanngwe/habedi/hararo, ke nomoro efe eo o tlang ho fihla ho yona?



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

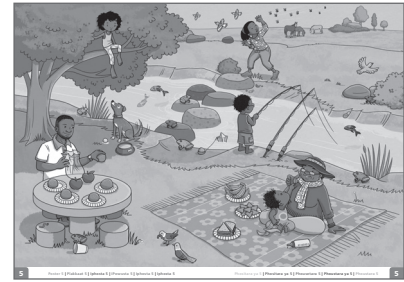
- Number washing line with numbers 1–10
- 5 red pegs to attach to numbers 2, 4, 6, 8, 10
- 200 counting sticks
- 20 plastic lids
- Story: *The beehives* (page 192)
- 5 number tracks (page 38)
- 55 Unifix blocks
- Tub per learner with:
 - 10 coloured counters
 - Structure beads
- Playdough and mat per 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. **Ho ikwetlisa ka 1–10:** Buisanang ka Phoustara ya 5. Buang ka seo baithuti ba se bonang setshwantshong.



Dipotso tse tataisang:

- ★ O ka fumana dinotshi/disamusa/ dinqanqane/dinonyana tse fofang/ditlhapi/diboko tse kae?
- ★ Na ho na le dinonyana tse ding hape tseo o di bonang?
- ★ Ho na le dinonyana tse kae kaofela?
- ★ Ho na le dirolo tse nne hodima tafole. Ntate o na le rolo e le nngwe ka letsohong la hae. Ho na le dirolo tse kae kaofela?
- ★ Ho na le dipanana tse hlano poleiting. Haeba Laylah a ja dipanana tse pedi, ho tla sala dipanana tse kae poleiting?
- ★ Ha ho ka ba le batho ba 10 pikiniking, re tla hloka dipanana tse ding tse kae hore motho ka mong a fumane panana?
- ★ Ha Malusi a tshwasa tlhapi e le nngwe ka lesika ka leng, o tla ba le ditlhapi tse kae?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

KELETSO

Sebedisa menyetla e bang teng motsheare ho ntshetsa pele bokgoni ba baithuti ba ho rarolla mathata, ho etsa mohlala: Ho na le ditshelo tse robedi tsa pente le diborosolo tse tsheletseng feela. Re hloka diborosolo tse ding tsa pente tse kae hape?

Kgokahanyo

Puo ya Lapeng: Ho Mamela le ho Bua: ho utlwisa le ho arabela ho ditaelo tsa molomo, ho pheta pale.

Bokgoni ho tsa Bophelo: Tshwantshiso nakong ya dithuto tsa mmimo le motsamao (baithuti ba fofela ka hare le ho fofa ba etswa ka sehlaheng sa dinotshi sa boinahanelo).

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Mola wa ho aneha wa dinomoro o nang le dinomoro 1–10
- Diphekse tse 5 tse kgubedu tsa ho hokela dinomoro 2, 4, 6, 8, 10
- Dithupa tsa ho bala tse 200
- Dikwahelo tsa polastiki tse 20
- Pale: *Dihlaha tsa dinotshi* (leqephe la 193)
- Ditsela tsa dinomoro tse 5 (leqephe la 39)
- Diboloko tsa *Unifix* tse 55
- Setshelo ho moithuti ka mong se nang le:
 - Dibadi tse mebala tse 10
 - Difaha tsa sebopeho
- Hlama ya ho babala le mmata ho moithuti ka mong

1. **Dipalo tsa mantswe:** Baithuti ba sebedisa dibadi tsa bona kapa menwana ya bona ho rarolla mathata.

Dipotso tse tataisang:

- ★ Dinotshi di fumane dipalesa tse nne tse bolou le dipalesa tse tharo tse kgubedu. Di fumane dipalesa tse kae kaofela?
- ★ Dinotshi tse leshome di dula ka hara sehlaheng sa dinotshi. Dinotshi tse nne di fofela ka ntle ho ya batla dipalesa. Ke dinotshi tse kae tse setseng ka sehlaheng?



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

 **KELETSO**
Hopolang ho tlosa diphekse tse mebala kamora seshene ho lokisetsa sehlopha se latelang.

2. **Ho bala ka bopedi:** Balang ka bopedi moleng wa ho aneha wa dinomoro. Bakeng sa diphekse kenya diphekse tse mebala ho palo ka nngwe, ho etsa mohlala, ho 2, 4, 6, 8 le 10.
3. **Dihlopha tsa 10:** Pheta pale ya, *Dihlaha tsa dinotshi*.
Baithuti ba sebetsa ka bobedi. Para ka nngwe e fumana dibadi tse 50 (dinotshi) le dikwahelo tse 5 (dihlaha tsa dinotshi). Ba bea 'dinotshi' tsa bona (dibadi) ka dihlopha tsa 10 ka hara 'dihlaha' (dikwahelo).
Dipotso tse tataisang:
 - ★ O na le dihlaha tse kae?
 - ★ Ho na le dinotshi tse kae ka hara sehlahla ka seng?
4. **Difaha tsa sebopelo:** Baithuti ba sebedisa difaha tsa sebopelo ho bala.

 **KELETSO** Difaha tsa sebopelo di thusa baithuti ho utlwisisa hore nomoro e le nngwe e ka botjwa ka metswako e mmedi kapa ho feta ya dinomoro.

Dipotso tse tataisang:

- ★ Mpontshe difaha tse robong. Jwale mpontshe difaha tse tshelentseng. Difaha tsena di mmalwa ka tse kae ho tse 9?
 - ★ Mpontshe difaha tse hlano. Ha re etseng difaha tse 10. O hloka difaha tse ding tse kae?
 - ★ Tshwara difaha tse hlano ka letsohong. Eketsa difaha tse ding tse tharo. O se o ena le difaha tse kae jwale?
 - ★ Tshwara difaha tse supileng ka letsohong. Jwale mpontshe difaha tse 10. Hore o tle o be le difaha tse 10, o hloka tse kae hape ho di kopanya le tseo?
 - ★ Tshwara difaha tse 10 ka letsohong. Ho ba le difaha tse nne, o hloka ho tlosa tse kae?
5. **Ditora tsa ditsela tsa dinomoro:** Bea ditsela tsa dinomoro le diboloko tsa *Unifix* hodima mmata. Baithuti ba fana sebaka sa ho bitsa nomoro le ho bea tora e ahilweng ka lenane le nepahetseng la diboloko tsa *Unifix* ho kgutlonnetsepa ka nngwe.

Dipotso tse tataisang:

- ★ O sebedisitse diboloko tse kae tsa *Unifix* bakeng sa tora e ho kgutlonnetsepa ya nomoro?
 - ★ Ke tora efe e nang le diboloko tse ngata/mmalwa?
 - ★ Nomoro ya 3 e na le diboloko tse kae tse ngata/mmalwa ho feta nomoro ya 4, jwalojwalo?
 - ★ Ke nomoro efe e kgolo ka ho fetisisa/nyane ka ho fetisisa? O tseba jwang?
6. **Ho ikwetlisa ka nomoro ya 10 o sebedisa hlama ya ho papala:**
Baithuti ba etsa letshwao la nomoro ya 10 ka hlama ya ho papala. Tshhetsa baithuti ba seng ba loketse ho ngola 10.



Lekola hore baithuti ba kgona ho:

- rarolla mathata a ho kopanya le ho tlosa a kenyeletsang dinomoro 1–10
- bala ka bopedi
- etsa le ho hlalosa dipara tse fapaneng tsa dinomoro tse kopanang ho etsa nomoro e itseng
- nyalanya matshwao a dinomoro le diboloko tsa *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.

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Hlama ya ho papala
- Thempleiti ya hlama ya ho papala: Nomoro ya 10 (leqephe la 213) – 1 ho moithuti ka mong

Baithuti ba sebedisa hlama ya ho papala ho qetella thempleiti.

Seteishene sa tshebetso sa 2



KELETSO

Ha o kopa baithuti ho hlalosa mokgwa wa ho papala papadi, ho tla o fa lesedi la hore ebe ba utlwisisa melawana.

Tseo o di hlokang

- Ho moithuti ka mong:
- Boto ya papadi ya lebelo la polasing (leqephe la 216)
 - Letaese
 - Sebadi sa phoofolo

Baithuti ba lahlela mataese a bona mme ba tsamaisa dibadi tsa diphoofole hodima boto ka palo ya mehato e hlalileng letaeseng. Ba tswela pele ka tsela ena ho fihlela ba fihla furung. Ba lokela ho lahlela nomoro e itseng hore e wele furung hore ba phethele papadi. Ha ba sa etse jwalo, ba tswela pele ho lahlela ho fihlela ba lahlela nomoro e hlokehang.



Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Dikarolo tsa sefate se setala tse sehilweng khatebotong, tse 2 ho moithuti ka mong
- Dibadi tse 10 tse mebala ho moithuti ka mong
- Dikutu tse 10 tsa difate tse nang le matshwao a dinomoro 1–10



Baithuti ba kgetha kutu e le nngwe ya sefate ho e bea ka tlasa sefate mme ba kgabise sefate se nang le lenane leo la dibadi, ho etsa mohlala, tse 2 le tse 4. Phetang hape ka dikutu tse ding tsa difate.

Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Diphazele tsa dinomoro 1–10 (leqephe la 221)

Baithuti ba qetella diphazele 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).



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Ho lemoha matshwao a dinomoro le mantswa a dinomoro
- Ho hlalosa, ho bapisa le ho bea dinomoro ka tatelano

Tsebo e ntjha

- Nomoro ya 0

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–10
- Ho hatella kgopolo ya dinomoro 1–10
- Ho bala ka bopedi
- Kopanya, tlosa

Tlotlontswe e ntjha ya mmetse

ziro

noto

ha ho letho

Ho itokisetsa

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

- difrizi tsa dinomoro 1–10
- frizi ya nomoro le thempleiti ya ntlo bakeng sa nomoro ya 0 (leqephe la 209)
- dikarete tsa letshwao la nomoro le lentšwe la nomoro 0–10
- karete ya letshwao la nomoro 0 (bakeng sa mola wa ho aneha wa dinomoro)
- karete ya matheba e se nang letho
- ditshwantsho tse 10 tsa dintho tse kgolo
- thempleiti ya hlama ya ho bapala: Nomoro ya 0 (leqephe la 215) – 1 ho moithuti ka mong
- rempe le dibolo (sheba Seteishene sa tshebetso sa 4)
- tsela ya dinomoro 0–10



- tsela ya ho tloa ya dinomoro ho tloha ho 0–10 (sebopehong 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.

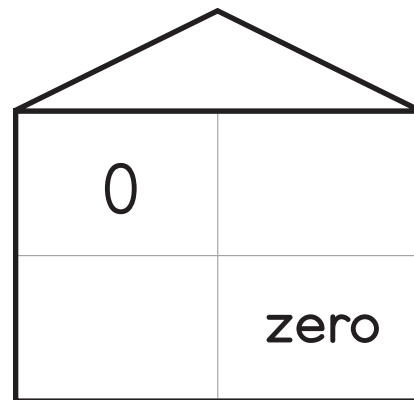
Guiding questions:

- ★ 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'.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

KELETSO

Tsamaisa dinomoro tse moleng wa ho aneha wa dinomoro ele hore ho be le sebaka bakeng sa karete ya letshwao la nomoro ya 0.

KELETSO

Sebedisa lentswe lena 'ziro' hangata ha o bua ka letshwao lena '0' mme o sebedise 'noto' motsheare ha o bua ka 'ha ho letho' kapa 'dintho tse siyo'.

Tseo o di hlokang

- Pina: *Dibotlolo tse tala tse leshome* (leqephe la 193)
- Difrizi tsa dinomoro 1–10
- Frizi ya nomoro le thempleiti ya ntlo bakeng sa nomoro ya 0 (leqephe la 209)
- *Pale ya nomoro ya 0* (leqephe la 193)
- Karete ya letshwao la nomoro ya 0 (mola wa ho aneha wa dinomoro)
- Lebokoso la khateboto

1. **Pina:** Binang pina, *Dibotlolo tse tala tse leshome*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba fana sebaka sa ho bala dintho tse ka phaposing ya borutelo, ho etsa mohlala, difenstere, mamati, mekotla ya dibuka e 8, dipentshele tse 10.

Dipotso tse tataisang:

- ★ O nahana hore ho na le dipentshele tse kae ka hara kotikoti ena?
- ★ Na o nahana hore ho na le mekotlana ya dibuka e fetang e 10 kapa mekotlana ya dibuka e mmalwa ho feta 10?

4. **Ho tsebisa 0:** Supa difrizi tsa dinomoro 1–10.

Dipotso tse tataisang:

- ★ Na o nahana hore ho ka ba le dintlo tse ding hape? Hobaneng o re ho jwalo/ha ho jwalo?
- ★ Re ka bea dintlo tsa rona hokae frizing ya rona ha re ka ba le dintlo tse ding hape?

Pheta *Pale ya nomoro ya 0*. Bea pontsheng ntlo ya diphoofolo e nang le letshwao la nomoro le lentswe la nomoro *ka pela frizi ya nomoro ya 1* leboteng sebakeng sa mmetse.

Baithuti ba tshwantshisa pale. Sebedisa lebokoso la khateboto le sa tshwarang letho ho emela ntlo e se nang letho. Kgetha baithuti ho bapala dikarolo tsa tlou, dithuhlo, dinonyana le diphoofolo tse ding.

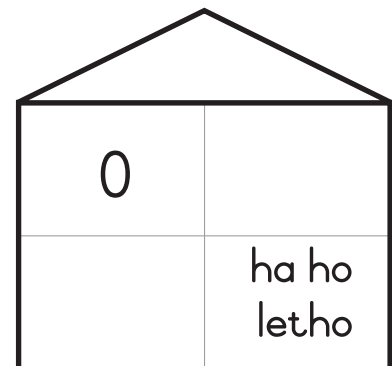
Baithuti ba ikwetlisa ka nomoro ya 0 ka ho e ngola moyeng kapa mmateng ka menwana ya bona.

5. **Ho eketsa 0 moleng wa ho aneha wa dinomoro:** Bontsha baithuti karete ya nomoro ya 0. Ba botse hore ba nahana hore e lokela ho kena hokae moleng wa ho aneha wa dinomoro. Kopa moithuti ho tla mme a e kenye moleng wa ho aneha wa dinomoro.

Dipotso tse tataisang:

- ★ Hobaneng o beile nomoro ya ziro moo?
- ★ Ke nomoro efe e tlang kamora ziro?
- ★ Ke mang ya ka ntatelang dibuka tse ziro?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



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.

Letsatsi la 2

Tseo o di hlokang

- Pina: *Dibotlolo tse tala tse leshome* (leqephe la 193)
- Dibolo tse 10
- Dihulahupu tse 2
- Dikarete tsa letshwao le lentswe la nomoro ya 0 (*Khiti ya Disebediswa*)
- Sejana se sa tshelang letho bakeng sa tafole ya mmetse
- Karete ya matheba e se nang letho

KELETSO

Balang ho tloha ho 0 ho isa ho 20 ha baithuti ba eya ho diteishene tsa bona tsa tshebetso le ha ba eya ntlwaneng.

KELETSO

Ho na le mantswa a mangata a bolelang ntho e le nngwe le ziro ho etsa mohlala, *noto, ha ho letho, lefeela*. Ahella mantsweng ana ha baithuti ba ntse ba a sebedisa, ho etsa mohlala, ba botse hore ba ka sebedisa lentswe lefe le leng ho ena le 'ha ho letho'. Ba bontshe hore mantswa ana kaofela a bolela ziro.

1. **Pina:** Binang pina, *Dibotlolo tse tala tse leshome* mme o e tshwantshise le baithuti ba 10.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0. Supa moleng wa ho aneha wa dinomoro ha le ntse le bala.
3. **Ho bala dintho 1–10:** Bea dihulahupu tse pedi hodima mmata. Bea dibolo tse 10 ka hara hulahunu e le nngwe mme o tlohele hupu ya bobedi e se na letho.

Dipotso tse tataisang:

- ★ O nahana hore ho na le dibolo tse kae ka hara hupu ena?

Baithuti ba bala dibolo tse ka hara hupu. Ntsha dibolo tse supileng ka hupung ya pele mme o di kenye ka hara hupu ya bobedi.

- ★ Ha re ka nka dibolo tse supileng ka hupung eo mme ra di kenya ka ho hupu e se nang letho, ho tla sala dibolo tse kae ka hara hupu eo?

Baithuti ba bala dibolo tse ka hara hupu ka nngwe. Ntsha dibolo tse tharo ka hupung ya pele mme o di kenye ka hara hupu ya bobedi, o siye hupu ya pele e se na letho.

- ★ Ho na le dibolo tse kae ka hara hupu ka nngwe?

- ★ Ho etsahala eng ha o tlosa dibolo tsohle ka hupung e nngwe mme o di kenya ka hara hupu e nngwe?

4. **Tafole ya mmetse:** Bea hupu e se nang letho hodima tafole ya mmetse ho emela nomoro ya 0.

Dipotso tse tataisang:

- ★ Ho na le dibolo tse kae ka hara hupu?

Bontsha baithuti karete ya matheba e se nang letho.

- ★ Ho na le matheba a makae karete eo ya matheba?

Moithuti a le mong o bea karete e se nang letho, karete ya letshwao le ya lentswe bakeng sa ziro hodima tafole ya mmetse pela sejana se sa tshelang letho.

Baithuti ba tsamaya ba ntse ba bala mme ba supa lenane le bitswang la dintho (ho kenyeletsa ziro).

Dipotso tse tataisang:

- ★ Na o bona:
 - Bese? E na le mabidi a makae?
 - Ngwananyana ya nang le moriri o fasitsweng diphonitheili tse pedi?
 - Ntlo? E na le marulelo a makae?
 - Sebaka sa ho paka dikoloi se se nang dikoloi?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

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.

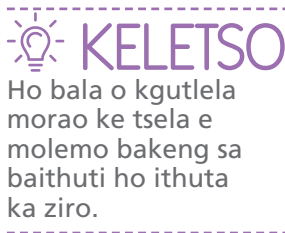
Guiding questions:

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

Letsatsi la 3

Tseo o di hlokang

- Pina: *Dibotlolo tse tala tse leshome* (leqephe la 193)
- Dikarete tsa matheba tsa dinomoro 1–10 (*Khiti ya Disebediswa*)
- Dikarete tsa matheba e se nang letho
- Dikarete tsa matshwao a dinomoro 0–10
- Dithupo tsa ho bala tse 55



1. **Pina:** Binang pina, *Dibotlolo tse tala tse leshome*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Ba fana sebaka sa ho nka karete paketeng. Baithuti bohle ba bontsha menwana e lekanang le lenane la matheba a karete, ba bala mmoho. Haeba karete e bontsha 0, baithuti ba bontsha setebele ho emela menwana e 0.
4. **Dikarete tsa matheba le ho bea dinomoro ka tatelano 0–10:** Bontsha baithuti dikarete tsa matheba 1–10. Phahamisa karete ya matheba e se nang letho e emetseng 0.

Dipotso tse tataisang:

- ★ Ho na le matheba a makae karete ena ya matheba?

Manamisa karete ya matheba ho tloha ho 0 ho isa ho 10 ka ntle ho setshelo ka seng mme o kenye letshwao le tsamaelanang le nomoro eo ka hare ho setshelo ka seng. Bea ditshelo hodima mmata ka tatelano e lobokaneng. Baithuti ba fana sebaka sa ho kenya dithupa tsa ho bala ka hara ditshelo ho ya ka lenane la matheba.

Bea ditshelo tse 7, 4, 9 le 0 hodima mmata. Baithuti ba fpanyetsana ho hlophisa ditshelo ho tloha ho tse nyane ka ho fetisisa ho isa ho tse ngata ka ho fetisisa.

- ★ Re ka bea jwang ditshelo tsena ka tatelano ho tloha ho tse nyane ka ho fetisisa ho isa ho tse ngata ka ho fetisisa?

- ★ Ke nomoro efe e nyane/kgolo ka ho fetisisa?

Phetang hape le sebedisa metswako e meng esitana le ho hlahlamanya ho tloha ho nomoro e kgolo ka ho fetisisa ho ya ho e nyane ka ho fetisisa.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Dibotlolo tse tala tse leshome* (leqephe la 193)
- Lesela
- Dikarete tsa matshwao a dinomoro 0–10
- Dithwantsho tse 10 tsa dintho tse kgolo

1. **Pina:** Binang pina, *Dibotlolo tse tala tse leshome*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Bea ditshwantsho tse 10 tsa dintho leboteng mme o di kwahela ka lesela. Kwaholla ditshwantsho.

Dipotso tse tataisang:

- ★ Ho na le ditshwantsho tsa dintho tse kae leboteng?

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.

Tlosa setshwantsho se le seng/tse pedi/tse tharo mme o phete ketsahalo eo. Tswelang pele ho fihlela ho se ho se na setshwantsho hohang.

★ Ho na le ditshwantsho tse kae leboteng jwale?

4. **Ho ikwetlisa le ho bea dinomoro ka tatelano 0–10:** Tlosa dikarete tsa dinomoro moleng wa ho aneha wa dinomoro ntle feela ho 3 le 7. Efa baithuti dikarete tse robong tseo o di tlositseng. Baithuti ba fana sebaka ho konopela dinomoro ka diphekse moleng wa ho aneha wa dinomoro ka tatelano e nepahetseng.

Dipotso tse tataisang:

- ★ Re lokela ho bea nomoro ya 1/5/10 hokae? O tseba jwang?
- ★ Ke nomoro efe e tlang pele ho/kamora ____?
- ★ Re lokela ho bea nomoro ya 0 hokae? Hobaneng?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Pina: *Dikokonyana di hwanta ka bobedi ka bobedi* (leqephe la 189)
- Masking theipi/tjhoko
- Phoustara ya 6
- Dikarete tsa matshwao a dinomoro 0–10

1. **Pina:** Binang pina, *Dikokonyana di hwanta ka bobedi ka bobedi*, kenya le diketso
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba ema ka lehlakoreng le le leng la phaposi ya borutelo. Moithuti a le mong o bontsha karate ya nomoro. Baithuti ba bang ba qothoma makgetlo a bontshitsweng kareting mme ba balla hodimo. Haeba 0 e bontshitswe, baithuti ba ema moo ba leng teng ba sa qothome.
4. **Tsela ya ho tlola:** Sebedisa masking theipi kapa tjhoko ho etsa tsela ya ho tlola ya dinomoro ho tloha ho 0–10 hodima mmata. Baithuti ba fana sebaka sa ho ema ka hara boloko ba 'ziro' mme ba tlola ho ya kamoo ba laetsweng.

Dipotso tse tataisang:

- ★ Na o ka tlolela ho nomoro ya 6/4/7, jwalojwalo? (Bontsha baithuti matshwao a dinomoro.)
- ★ O lokela ho tlola makgetlo a makae hore o fihle ho nomoro ena? (Bontsha letshwao la nomoro ya 0.)
- ★ Hobaneng o sa ka wa tlola?

5. **Ho ikwetlisa ka 0–10:** Buisanang ka Phoustara ya 6. Buang ka seo baithuti ba se bonang.

Dipotso tse tataisang:

- ★ Kgoho/letata/nonyana e na le mapheo a makae?
- ★ Pere e na le mapheo a makae?
- ★ O bona dinonyana/diapole tse ka sefateng?



KELETSO

Ho ena le ho qothoma baithuti ba ka opa matsoho.



- ★ 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.

- ✦ Na o ka fumana phoofolo e nang le matheba/e se nang matheba?
- ✦ Ho na le diphoofolo tse kae tseo o di bonang tse nang le mehatla?
- ✦ Malusi o na le mehatla e mekae?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Mamela le ho arabela ho ditaello tse bonolo, ho bopa tlotlontswe e bonolo.

Bokgoni ho tsa Bophelo: Ho rarolla bothata le ho fana ka mabaka a ditharollo, ho tshwaratshwara dintho tse nang le mebala, boholo le dibopeho tse fapaneng.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Karete ya letshwao le karete ya lentswe bakeng sa 0 – para e le nngwe ho moithuti ka mong
- Ditshelo tsa mahe (dikopi tse 12) tse nang le dibadi ho tse ding tsa dikopi – 1 ho moithuti ka mong
- Tsela ya dinomoro 0–10
- Diboloko tse 55 tsa *Unifix*
- Dibadi tse mebala tse 50–60
- Hlama ya ho bapala le mmata ho moithuti ka mong
- Setshelo se nang le dibadi tse 10 tsa diphoofolo – 1 ho moithuti ka mong

KELETSO

Baithuti ba ka sebedisa dibadi kapa menwana ya bona ho emela dinotshi. Sena se ba thusa ho itokisetsa ho sebetsa ka mathata a maemong a dintho tse sa tshwareheng.

1. **Dipalo tsa mantswe:** Baithuti ba bea ditshelo tsa bona ka pela bona mme ba bala dibadi tse 10 ba ntse ba di ntsha.

Dipotso tse tataisang:

- ✦ Ho na le dinotshi tse tharo hodima palesa e bolou le dinotshi tse tshelatseng hodima palesa e kgubedu. Ke dinotshi tse kae kaofela?
- ✦ Tse pedi tsa dinotshi tse hodima palesa e bolou di kgutletse sehlaheng. Ke dinotshi tse kae tse setseng hodima palesa e bolou jwale?
- ✦ Dinotshi tse tharo tse paleseng e kgubedu tsa fofela morao sehlaheng. Ho se ho setse dinotshi tse kae hodima palesa e kgubedu jwale?

2. **Ho bala dintho:** Baithuti ba shebella ha o bea dibadi tse hlano letsohong le le leng le dibadi tse nne letsohong le leng. Ba bontshe matsoho a kwetsweng mme o re, 'Ke na le dibadi tse hlano ka hara letsoho lena le dibadi tse nne ka hara letsoho le leng.'

Dipotso tse tataisang:

- ✦ O nahana hore ke na le dibadi tse kae kaofela?
- ✦ (Bula letsoho le le leng. Baithuti ba bala dibadi ka hara letsoho leo.)
Ho na le dibadi tse kae ka moo?
- ✦ (Bula letsoho le leng. Baithuti ba bala dibadi ka hara letsoho leo.)
Ho na le dibadi tse kae ka moo?
- ✦ Ho na le dibadi tse kae kaofela?

Phetang hape le sebedisa metswako e meng e fihlang ho 10, e kenyeletsang letsoho le se nang letho.

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. **Ho nyalanya sete e se nang letho le karete ya letshwao le ya lentšwe la 0:** Bea dibadi tse 1–10 ka hara tse ding tsa dikopi tsa ditshelo tsa mahe, o siye dikopi tse mmalwa di se na letho. Baithuti ba bea letshwao la nomoro le lentšwe la nomoro ya 0 pela dikopi tse sa tshelang letho.



Dipotso tse tataisang:

- ★ Ke kopi efe eo o nahanang hore e na le dibadi tse ngata/mmalwa ka ho fetisisa? Hobaneng o nahana jwalo?
- ★ Ke dikopi dife tse sa tshelang letho? Ho na le dibadi tse kae ka hara dikopi tseo?
- ★ Ho na le dikopi tse kae tse sa tshelang letho?

4. **Ho kopanaya le ho tlosa:** Baithuti ba bea dibadi tsa bona hodima mmata mme ba kubuta ditshelo tsa bona. Ba bea dibadi tse hlano ka tlasa setshelo sa bona.

Dipotso tse tataisang:

- ★ Ho na le dibadi tse kae ka tlasa setshelo sa hao? Baithuti ba nka dibadi tse pedi ka tlasa ditshelo tsa bona mme ba di bea ka hodima ditshelo tsa bona.
- ★ Jwale ho na le dibadi tse kae ka tlasa setshelo sa hao? Ho na le tse kae ka hodimo? Ho na le tse kae ha di le mmoho?

Pheta hape o sebedisa metšwako e fapaneng ho fihla ho 10.

Baithuti ba bea dibadi tsohle tsa bona ka hodima ditshelo tsa bona.

- ★ Ho na le dibadi tse kae ka tlasa setshelo sa hao? (Ha di yo)

5. **Ditora tsa ditsela tsa dinomoro:** Bea ditsela tsa dinomoro le diboloko tsa *Unifix* hodima mmata. Baithuti ba fana sebaka sa ho bolela nomoro e ho kgutlonnetsepa ka nngwe ya tsela mme ba bea tora e ahilweng ka lenane le nepahetseng la diboloko tsa *Unifix* hodima kgutlonnetsepa eo.

Dipotso tse tataisang:

- ★ O sebedisitse diboloko tsa *Unifix* tse kae bakeng sa tora e hodima kgutlonnetsepa ya nomoro ela?
- ★ Ke sehlopha sefe se nang le diboloko tse ngata/mmalwa?
- ★ Ho na le diboloko tse kae ho ziro?

6. **Ho ikwetlisa ka nomoro ya 0 o sebedisa hlama ya ho bapala:** Baithuti ba etsa letshwao la nomoro ya 0 ka hlama ya ho bapala. Tshehetsa baithuti ba seng ba loketse ho ngola 0.

KELETšo
Kenyeletsa mehlala ya ho eketsa le ho tlosa ziro, ho etsa mohlala: 'Bea dibadi tse ziro hodima setshelo sa hao.'



Lekola hore baithuti ba kgona ho:

- bala dihlopha tsa dintho 1–10
- rarolla mathata a dinomoro ka molomo 0–10
- heletsa le ho aha dinomoro 0–10
- bapisa dinomoro letotong la 0–10
- lemoha, nyalanya le ho bolela matšwao a dinomoro le mantšwe a dinomoro bakeng sa ziro

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.



Seteishene sa tshebetso sa 1



Tseo o di hlokang

- Hlama ya ho bapala
- Thempleiti ya hlama ya ho bapala: Nomoro ya 0 (leqephe la 215) – 1 ho moithuti ka mong

Baithuti ba sebedisa hlama ya ho bapala ho qetella thempleiti. Ba etsa diroto, mabokoso, dihlahla, jwalojwalo, tse se nang letho ka hare.

Seteishene sa tshebetso sa 2



Tseo o di hlokang

- Terei ya leqhwa e le 1
- Dibadi tse 200 tse mebala (*Khiti ya Disebediswa*)
- Letaese moo lehlakore la matheba a 6 le kwahetsweng ka setikara mme ho ngotswe '0'

Moithuti wa pele o lahlela letaese mme o bea lenane la dibadi ka hara e nngwe ya dikarolwana tsa terei ya leqhwa. Moithuti ya latelang o etsa seo le yena, a kenya lenane leo la dibadi ka hara karolwana e latelang. Phetang hape.

Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Setshelo se nang le dibadi tse 10 tsa ditholwana – 1 ho moithuti ka mong
- Letaese

Baithuti ba bea dibadi tsa bona ka mola. Ba fapanyetsana ka ho lahlela letaese le ho tlosa moleng wa bona lenane la dibadi le tshwanang le nomoro e hlakileng letaeseng mme ba di kenye ka hara ditshelo tsa bona. Moithuti wa pele wa ho kenya dibadi tsa hae kaofela ka setshelong ke yena mohlodi.

Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Dibolo tsa tenese tse 6
- Rempe (ho etsa mohlala, lepolanka le sephara)
- Ditshelo tse 4 tse kwahetsweng ka pampiri ya mebala e fapaneng

Bea rempe ka kgutlo e phahameng e ka bang 20 cm ho tloha fatshe. Bea ditshelo fatshe lehlakoreng le phahameng la rempe. Baithuti ba fana sebaka sa ho theta dibolo tsa bona ho nyolosa rempe mme ba leke hore dibolo tsa bona di wele ka hara ditshelo. Ba bala palo yohle ya dibolo tse wetseng ka hara ditshelo.



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

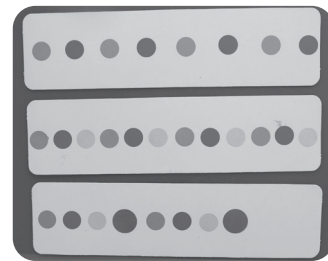
sequence

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).

Tsepamiso ho Karolo ya Dikahare: Dipaterone, Ditshebetso le Aljebra

Dihlooho

- Dipaterone tsa jeometri: etsa, kopolla le ho atolosa dipaterone

Tsebo e ntjha

- Bopa, kopolla le ho atolosa paterone ya kutlo
- Taka dipaterone ka dintho

Ho etsa

- Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Ho bopa, ho kopolla le ho atolosa dipaterone o sebedisa dintho tse tshwarehang

Tlotlontswa e ntjha ya mmetse

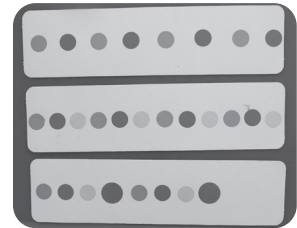
tatellano

etsa paterone

Ho itokisetsa

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

- dikarete tse 3 tse kgolo tsa dipaterone tse mebala:
 - tala le kgubedu
 - tala, kgubedu le tshehla
 - tala, kgubedu, tshehla le bolou
- diletswa tsa morethetho tse 30 tse ka hlophiswang ka dihlopha tse 4 (sehlopha se le seng se lokela ho ba le diletswa tse 10)
- setshelo sa seroto/se bonaletsang se nang le dintho tse 10, tse ding di na le dipaterone tse iphetang mme tse ding di na le dipaterone tse sa ipheteng, ho etsa mohlala, pampiri ya ho phuthela, ditikara, dikgetjhana tsa masela, dithaele, difaha tsa molaleng, diboreiselete, dikhouno tsa phaene, dipalesa, dikausu, dikgetla, jwalojwalo
- pampiri e sehilweng ka sebopeho sa T-shirt – 1 ho moithuti ka mong
- dikarete tse 8 tsa dipaterone tsa dinomoro, ho etsa 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

- dibopeho tsa jeometri tsa pampiri: sedikadikwe, kgutlonnetsepa, kgutlonne, kgutlotharo – tse 6 tsa se le seng ho moithuti ka mong
- dikarete tse 8 tsa dipaterone (sheba Seteishene sa tshebetso sa 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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Raeme: *Ke nako ya dipaterone (Tataiso ya Diketsahalo: Kotara ya 3, leqephe la 191)*
- Tafole/lebokoso le lenyane
- Dikarete tse 3 tsa dipaterone:
 - Tala le kgubedu
 - Tala, kgubedu le tshehla
 - Tala, kgubedu, tshehla le bolou
- Thupa ya ho bala e le 1 e kgubedu, e tala, e bolou le e tshehla ho moithuti ka mong

1. **Raeme:** Etsa raeme, *Ke nako ya dipaterone*, kenya le diketso.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Bea dithupa tsa ho bala tse 10 tse tala, tse 5 tse kgubedu, tse 2 tse bolou le tse 10 tse tshehla ka diqubu tse arohaneng hodima tafole e nyane kapa lebokoso moo baithuti bohle ba ka di bonang.

Dipotso tse tataisang:

★ O nahana hore ho na le dithupa tse kae tse tala/kgubedu/ bolou/tshehla?

★ Ke mebala efe eo dithupa tse 0 di nang le yona?

Kgetha moithuti ho bala le ho tshwara qubu ka nngwe ha tlelase e ntse e bala mmoho.

★ Ho setse dithupa tse kae hodima tafole/lebokoso?

KELETSO

Haeba baithuti ba se ba tseba bokgoni bona ba dipaterone, atolosa ketsahalo o sebedisa makgetha a mabedi, jwaloka mmala le sebopeliso kapa bohlo.

4. Ho atolosa dipaterone:

Baithuti ba dula ba entse sedikadikwe. Bea dithupa tse 30 tse tala le tse 30 tse kgubedu bohareng ba mmata. Moithuti ka mong o nka thupa e le nngwe e tala le e nngwe e kgubedu. Bontsha karete ya paterone e nang le mebala e mmedi. Moithuti a le mong o qala ka ho bea thupa ya



mmala o nepahetseng hodima mmata. Baithuti ba fana sebaka sa ho ntshetsa paterone pele ho fihlela bohle ba fumane sebaka – paterone e tla tswela pele ho potoloha sedikadikwe sa baithuti.

Dipotso tse tataisang:

★ Ke mang ya ka mpoellang hore paterone ke efe?

★ Ke thupa ya mmala ofe e tlang ho latela pateroneng ena?

★ Ke mmala ofe oo re lokelang ho o kenya kamora moo ho atolosa paterone eo?

Efa moithuti ka mong thupa e tshehla. Ba bontshe karete ya paterone e nang le mebala e meraro mme le phete ketsahalo hape.

★ Na o ka etsa paterone ka mebala e meraro?

Efa moithuti ka mong thupa e bolou mme le phete ka mebala e mene.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

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.

Letsatsi la 2

Tseo o di hlokang

- Pina: *Opa, twanyatsa mme o tile* (leqephe la 195)

KELETSO

Ha ba bala ho feta ka hodimo ho 20, thusa baithuti ho utlwisisa hore dinomoro di latela paterone e tshwanang le ya pele. Hopola hore baithuti ba bang ba ka hloka boikwetliso bo fetang ba ba bang.

1. **Pina:** Binang pina, *Opa, twanyatsa mme o tile* ka dipaterone tse latelang: opa, twanyatsa menwana, tila ka leoto; opa, twanyatsa menwana, tila ka leoto, jwalojwalo.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba ema moleng. Ba tila ka maoto a bona ha ba ntse ba bala ho tloha ho 1–10 mme ba phahamisa matsoho a bona moyeng ha ba fihla ho 10. Ba fetohela lehlakoreng le leng mme ba pheta ketso eo ka metsamao e meng ya mmele, ho etsa mohlala, ho opa matsoho.
4. **Ho kopolla le ho atolosa dipaterone tsa modumo:** Baithuti ba ema ka sedikadikwe. Etsa paterone ka pina ena, *Opa, twanyatsa mme o tile*: Opa, opa, twanyatsa menwana, twanyatsa menwana, tila ka leoto, tila ka leoto (AABBCC). Moithuti ka mong o fumana sebaka sa ho pheta paterone ho fihlela bohle ba fumane sebaka.

Dipotso tse tataisang:

- ★ Ke eng e lokelang ho tla pele/ho latela pateroneng ena?

Pheta hape ka metsamao wa ABC, ho etsa mohlala, tlola, hatela ho le letona mme o potolohe; tlola, hatela ho le letona mme o potolohe.

- ★ Na o ka kopolla metsamao ena ka mmele wa hao?
- ★ Na o kgona ho bona paterone? Paterone ke efe?
- ★ Tatelano ya paterone ke efe?
- ★ O ka atolosa paterone ena jwang?

Pheta hape ka paterone ya ABAB o kenya le diketso, ho etsa mohlala, qhoma, takalatsa; qhoma, takalatsa.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlokang

- Pina: *Opa, twanyatsa mme o tile* (leqephe la 195)
- Tjhoko/dipene tsa dikoki
- Pampiri ya A3
- Dikarete tsa matshwao a dinomoro le mantswa a dinomoro tsa 0–10
- Leqephe la pampiri la A4

1. **Pina:** Binang pina, *Opa, twanyatsa mme o tile* ka paterone ya ABBABB (opa, twanyatsa menwana, twanyatsa menwana; opa, twanyatsa menwana, twanyatsa menwana).
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba opa matsoho, ba twanyatsa menwana kapa ba tila ka maoto makgetlo a bontshwang kareting ya letshwao la nomoro. Ha '0' e bontshwa, baithuti ha ba etse ketso efe kapa efe.



TIP

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

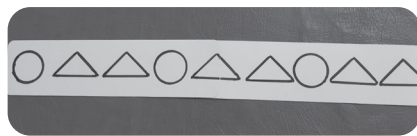
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

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?

KELETSO

Thusa baithuti ho hlalosa molawana bakeng sa dipaterone tseo ba di kopolang kapa ba di bopang. Sena se thusa ho ntshetsa pele bokgoni ba bona ba ho nahana.



4. **Hlwaya molawana wa paterone:** Moithuti a le mong o iketsetsa paterone ya hae ya modumo, ho etsa mohlala, opa, opa, twanyatsa menwana, twanyatsa menwana; opa, opa, twanyatsa menwana, twanyatsa menwana. Baithuti ba bang ba bua hore paterone eo ke eng mme ba e pheta hape.

Ka bobedi, baithuti ba iketsetsa dipaterone tsa bona tsa medumo. Moithuti a le mong o iqapela paterone ya modumo mme mphato wa hae o hlalosa seo paterone e leng sona mme o a e pheta. Jwale ba a fapanyetsana.

Dipotso tse tataisang:

- ★ O ka mpoella eng mabapi le paterone?
- ★ Na o ka etsa paterone e tshwanang le eo?

5. **Dipaterone tsa jeometri:** Taka paterone ya sebopeho hodima boto kapa sekgetjhana sa pampiri, ho etsa mohlala, sedikadikwe, kgutlotharo, kgutlotharo; sedikadikwe, kgutlotharo, kgutlotharo. Etsa bonyane diphetapheto tse tharo tsa paterone.

Dipotso tse tataisang:

- ★ Le ka mpoella eng mabapi le paterone eo?
- ★ Ke sebopeho sefe se tlang pele ho/kamora sedikadikwe sa pele/kgutlotharo ya bobedi?
- ★ Sebopeho sa boraro ke sefe pateroneng?
- ★ Ke sebopeho sefe sa pele/ho qetela?

Kwahela dibopeho tse tharo tsa ho qetela ka leqephe la pampiri.

- ★ Ke sebopeho sefe se latelang ho tatelano eo?
- ★ Na ho na le motho ya ka takang se tlang kamora moo pateroneng eo? Baithuti ba mmalwa ba taka dibopeho tse tharo tse patehileng leqepheng ho ya ka tatelano.

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Opa, twanyatsa mme o tile* (leqephe la 195)
- Dikarete tsa dipaterone tse nang le matheba a mebala ho tswa ho Letsatsi la 1
- Diletswa tse 30 tsa morethetho ho bopa dihlopha tse 4 tsa diletswa (sehlopha se le seng se lokela ho ba le diletswa tse 10)

1. **Pina:** Binang pina, *Opa, twanyatsa mme o tile* ka paterone ya AABAAB (opa, opa, twanyatsa menwana; opa, opa, twanyatsa menwana).
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba bala mmoho ha baithuti ba bane ba hlophisa diletswa tsa mmimo ka diqubu ho ya ka mofuta wa seletswa.

Dipotso tse tataisang:

- ★ Ho na le dithamborini/meropa/disimbala/dikgutlotharo/dishwehleshwehle tse kae?
- ★ Na ho na le meropa kapa dishwehleshwehle tse ngata/mmalwa? Ke tse kae tse ngata/mmalwa?
- ★ Ke sehlopha sefe se nang le diletswa tse 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?

KELETSO
Baithuti ba ka sibolla dipaterone tse fapaneng ka diletswa tsa bona, ho etsa mohlala, AB, AAB, ABB, ABC.



4. **Dipaterone tsa mmimo:** Bapala paterone ya mmimo ho seletswa sa mmimo, ho etsa mohlala, modumo o tlase, o tlase, o hodimo, o hodimo; o tlase, o tlase, o hodimo, o hodimo.

Dipotso tse tataisang:

- ★ O ka mpoellela eng mabapi le paterone eo?
- ★ Na o ka sebedisa matsoho le maoto a hao ho bopa paterone e tshwanang le eo?

Fetola paterone, ho etsa mohlala, modumo o tlase, o hodimo, o hodimo; o tlase, o hodimo, o hodimo, mme o phete hape.

- ★ Paterone e fetohile jwang?

Abela dihlopha tse nne diletswa tsa morethetho. Dihlopha di fana sebaka sa ho pheta dipaterone tse pedi tsa mmimo.

- ★ Na o ka pheta/atolosa paterone eo?

Bontsha baithuti karete ya paterone ya matheba a mebala mme le buisane ka paterone eo. Dihlopha di fana sebaka sa ho kopolla le ho atolosa paterone di sebedisa diletswa tsa bona tsa mmimo. Dihlopha di sebedisa paterone eo ho iketsetsa dipaterone tsa tsona tsa modumo, ho etsa mohlala, modumo o hodimo bakeng sa kgubedu, o tlase bakeng sa tshela; o potlakileng bakeng sa kgubedu, o lenama bakeng sa tshela.

- ★ Mpoellele ka paterone eo.
- ★ Na o ka etsa paterone e jwalo?
- ★ E utlwahala jwang?

Dihlopha tse ding di pheta paterone ya modumo ya sehlopha ka seng ka diletswa tsa bona. Dihlopha di fana sebaka sa ho bopa le ho bontsha dipaterone tsa tsona tsa modumo ka diletswa tsa bona. Dihlopha tse ding le tsona di a kenella.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Pina: *Opa, twanyatsa mme o tile* (leqephe la 195) dipaterone tse iphetang le tse sa ipheteng
- Seroto/setshelo se hlakileng se nang le dintho tse 10 ka • Phoustara ya 4

1. **Pina:** Binang pina, *Opa, twanyatsa mme o tile*. Baithuti ba etsa tlhahiso ka ditatelano tsa dipaterone tsa bona.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Bea seroto sa dintho tse bokeletsweng pontsheng.

Dipotso tse tataisang:

- ★ Ke dintho tse kae tseo o nahanang hore di ka hara seroto sa ka?
- ★ Na ke na le dintho tse lekaneng hore nka fa e mong le e mong le nngwe ka phaposing ya borutelo?
- ★ Re ka fumana karabo jwang?

Bala dintho ha o ntse o fana ka ntho ka nngwe ho moithuti ya fapaneng.

- ★ Na ho bile le dintho tse lekaneng?
- ★ Na ho na le dintho tse ngata kapa baithuti ba bangata?

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. **Ho hlwaya dipaterone:** Bea hantle dintho tse bokeletsweng hodima mmata. Buisanang ka hore ntho ka nngwe e shebeha jwang le hore ke dipaterone dife tseo baithuti ba di bonang.

Dipotso tse tataisang:

- ★ Na o bona ntho e nang le paterone? Hobaneng o nahana hore ke paterone?
- ★ Ke karolo efe ya paterone e iphetang?
- ★ Ke eng e latelang pateroneng?
- ★ Paterone e ipheta makgetlo a makae?
- ★ Na ho na le ntho e itseng eo o e bonang e se nang paterone?



5. **Ho buisana ka dipaterone:** Buisanang ka Phoustara ya 4.

Dipotso tse tataisang:

- ★ Ke dipaterone dife tseo le di bonang setshwantshong?
- ★ Hobaneng le nahana hore ke paterone/ha se paterone?
- ★ Ke hokae hape moo re ka fumanang dipaterone tse kang tseo?
- ★ Na o ka nahana ka dipaterone tse ho diphoofole/tlhahong? Na o ka hlalosa e le nngwe?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Ho hlahlamanya diketsahalo tsa letsatsi le letsatsi le dikarolo tsa pale.

Bokgoni ho tsa Bophelo: Ho hlwaya le ho hlalosa dipaterone tikolohong ya bona, ntshetsopele ya bokgoni ba ho taka (ntshetsopele ya mesifa e menyane), bokgoni ba ho rarolla bothata le ba phedisano, ho ba le kutlo ya morethetho (mmimo).

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Dithupa tsa ho bala tse kgubedu tse 10
- Setshelo sa dithupa ho moithuti ka mong: tse kgubedu tse 4, tse bolou tse 4, tse tala tse 4, tse tshehla tse 4, tse mmala wa lamunu tse 4
- Diboloko tsa makgetha (*Khiti ya Disebediswa*)
- Leqephe la pampiri ho moithuti ka mong
- Dikerayone

1. **Ho bala dintho 1–10:** Bea qubu ya dithupa tse kgubedu tse 10 hodima mmata.

Dipotso tse tataisang:

- ★ Ho na le baithuti ba bakae sehlopheng sa rona? Balang mmoho.
- ★ Haeba ke batla ho fa e mong le e mong thupa e le nngwe, ke hloka dithupa tse kae?
- ★ Na ho na le dithupa tse kgubedu tse lekaneng bakeng sa hore motho e mong le e mong a fumane thupa?
- ★ Na ho na le tse lekaneng hore bohle ba fumane dithupa tse 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 moithuti ho aba dithupa ele hore moithuti ka mong a fumane palo e lekanang ya dithupa.

- ★ Re hloka dithupa tse ding hape tse kae hore moithuti ka mong a fumane palo e lekanang ya dithupa?

2. **Palo ya mantswe:** Baithuti ba ka sebedisa dibadi kapa menwana ya bona ho rarolla bothata.

Dipotso tse tataisang:

- ★ Malusi o tshwasa ditlhapi. Ho na le ditlhapi tse robong ka hara noka e haufi le yena. Ditlhapi tse nne di sesetsa hole di a tsamaya. Ho setse ditlhapi tse kae tseo Malusi a ka di tshwasang?

3. **Ho etsa, ho kopolla le ho atolosa dipaterone:** Etsang paterone le sebedisa dithupa tsa ho bala, ho etsa mohlala, bolou, tshela; bolou, tshela; bolou, tshela. Baithuti ba kopolla paterone.

Dipotso tse tataisang:

- ★ Na o ka etsa mola wa dithupa o tshwanang le wa ka?
- ★ Mpoelle ka mola wa hao wa dithupa.

Etsang paterone e fapaneng mmoho le baithuti le sebedisa dithupa tsa mebala tse tharo moleng, ho etsa mohlala, kgubedu, bolou, tala; kgubedu, bolou, tala.

- ★ Ke thupa efe e latelang/e tlang kamorao/pele? O tseba jwang?
- ★ Na o ka mpontsha karolo ya paterone e iphetang?
- ★ Re ka atolosa paterone jwang?

Baithuti ba sebetsa ka bobedi. Ba etsa paterone ka dithupa tsa bona mme mphato o kopolla le ho atolosa paterone eo.

- ★ Na o ka hlalosa paterone ya lona?
- ★ Ke eng se etsang hore e be paterone?

Etsang paterone le sebedisa diboloko tsa makgetha, bonyane ka diphetapheto tse tharo tsa paterone, ho etsa mohlala, sedikadikwe, sedikadikwe, kgutlonne; sedikadikwe, sedikadikwe, kgutlonne; sedikadikwe, sedikadikwe; kgutlonne.



KELETSO

Ha o sebedisa diboloko tsa makgetha bakeng sa diketsahalo tsa dipaterone, tsepama ho kamoo di shebahalang, ho etsa mohlala, mmala, sebopeho le boholo eseng makgetha a tsona, ho etsa mohlala, mahlakore le dihuku.

- ★ O ka mpoelle eng mabapi le paterone ena?

Baithuti ba taka tatelano ya paterone leqepheng la pampiri, ba e pheta habedi kapa hararo.

4. **Ho bopa, ho kopolla le ho atolosa dipaterone tsa modumo:**

Opa ka paterone ya ABB: opa, phathatsa, phathatsa; opa, phathatsa, phathatsa. Baithuti ba pheta paterone mme ba e atolosa ka makgetlo a mang a mabedi kapa a mararo.

Dipotso tse tataisang:

- ★ Na o ka etsa paterone ena?
- ★ O ka atolosa paterone ena jwang?

Baithuti ba etsa paterone e tshwanang ka dithupa tsa bona, ho etsa mohlala, mmala wa lamunu, tala, tala. Pheta hape ka dipaterone tsa AAB le 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. **Ho etsa le ho kopolla dipaterone tsa mmele:** Moithuti a le mong o furalla sehlopha kaofela. Baithuti ba itlhophisa ho etsa paterone, ho etsa mohlala, matsoho moyeng, matsoho mangweleng; matsoho moyeng, matsoho mangweleng.



KELETSO

Baithuti ba ka bopa dipaterone ba sebedisa disebediswa tse fapaneng, ho etsa mohlala, dikhiubu, dinotlolo, dibapadiswa tse nyane le diboloko tsa makgetha.

Dipotso tse tataisang:

- ★ Sehlopha seo se entse paterone efe?

Baithuti ba hlalosa paterone eo ba e bopileng.



Lekola hore baithuti ba kgona ho:

- kopolla paterone e fanweng, ho kenyeletsa paterone ya kutlo
- hlalosa paterone
- atolosa paterone ka ho o bolella hore ho tla latela eng
- taka paterone e tshwanang le e fanweng

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Dibopeho tsa pampiri tsa jeometri
- Sekgomaretsi
- Pampiri
- Dikerayone

Baithuti ba qala paterone ka mebala kapa dibopeho tse pedi kapa tse tharo. Ba di kgomaretsa maphethelong a leqephe mme ebe ba atolosa paterone ho potoloha leqephe leo ho fihlela foreime ya bona e phethahetse.

Ngola mabitso a baithuti maqepheng a bona mme o re ba take kapa ba pente setshwantsho ka hara foreime ya bona nakong ya papadi ya bolokolohi.



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.

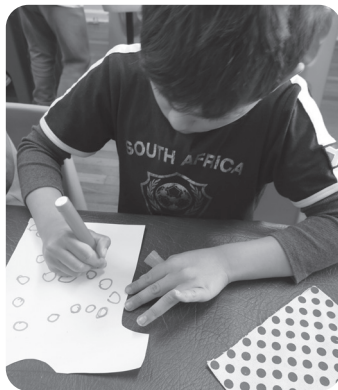


Workstation 3

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.

Seteishene sa tshebetso sa 2

Tseo o di hlokang

- Ditshelo tsa mahe tse nang le dikopi tse 6 – 1 ho moithuti ka mong
 - Dikarete tse 8 tsa dipaterone
 - Ditshelo tse nang le disebediswa tse fapaneng tse nyalanang
- le mebala ya dikarete tsa dipaterone, ho etsa mohlala, diboloko tsa *Unifix*, dibadi tsa ditholwana, dibadi tse mebala

Baithuti ba kgetha karete ya paterone mme ba kopolla paterone ka ho kenya dintho ka moleng wa sekgetjhana sa setshelo sa mahe.

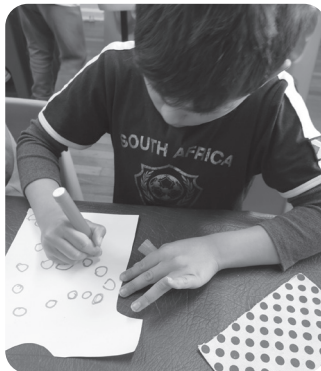


Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Pampiri e sehilweng ya etswa sebopeho sa T-shirt – 1 ho moithuti ka mong
- Dikgetjhana tsa masela a diaparo
- Dikerayone kapa pente

Baithuti ba sheba meralo e maseleng mme ba kopollela paterone ho thempleiti ya T-shirt.



Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Dikarete tsa dipaterone tsa nomoro
- Diboloko tsa *Unifix*

Baithuti ba kgetha karete ya paterone ya dinomoro mme ba aha ditora ho emela dipaterone ka diboloko tsa *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

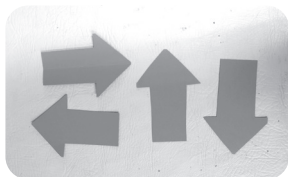
away from
turn

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.

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

Dihlooho

- Boemo, tlwaetso le ditjhebo
- Ho latela ditshupiso

Tsebo e ntjha

- Boemo ba dintho kamanong le dintho tse ding esitana le baithuti
- Diphazele tsa dikoto tse mashome a mabedi a metso e mene

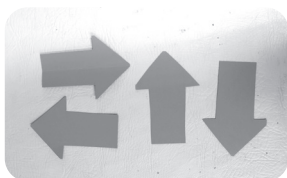
Ho etsa

- Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Boemo ba dintho kamanong le dintho tse ding
- Molahare
- Tshupiso: marungwana
- Tshupiso: le letshehadi, le letona

Tlotlontswe e ntjha ya mmetse

hole, hojana haufi, haufinyana	hole le thinya	pela/haufi le tlase	hodimo ka mahlakoreng	haufi/pela
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Ho itokisetsa



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

- dintho tsa kamehla tse nang le molahare, ho etsa mohlala, diborele tsa letsatsi/diborele, sekere, lehlaku, palesa, bolompoto, kgaba
- dikarete tse 4 tsa marungwana a tshupiso: le letshehadi, le letona, hodimo, tlase
- diphazele tsa dikoto tse mashome a mabedi a metso e mene (leqephe la 223).

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Raeme: *Re ilo tsoma ditau* (*Tataiso ya Diketsahalo: Kotara ya 3, leqephe la 199*)
- Dihlopha tsa dintho tsa letsatsi le letsatsi tse ka phaposing ya borutelo (1–10)
- Lebokoso la khateboto
- Mokotlana wa dinawa
- Ditulo – 1 ho baithuti ka bobedi

KELETSO
Batla maemo a fapaneng bakeng sa dintho mme o etsise/ bontshe mantswa a mangata a boemo kamoo o ka kgonang.

1. **Raeme:** Etsang raeme, *Re ilo tsoma ditau*, kenya le diketso. (Mareo a boemo a, ka hodima, ka tlasa le ho feta, ke seo raeme ena e tsepameng ho sona.)
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Bea dihlopha tsa dintho (1–10) dibakeng tse fapaneng ka phaposing ya borutelo. Bapala 'Ke bona ka ihlwana la ka ...'. Baithuti ba fana sebaka ho ya batla dintho mme ba di tliisa mmateng.

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
- Poster 2
- Props for dramatisation, for example, cushions, chair, table, rope, blanket

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?

Dipotso tse tataisang:

- ★ O bona diboloko/diborosolo tsa pente/dibolo tse kae tse ka hodima shelofa/ka tlasa setulo/hodima fensterebanka/pela lemati?

4. **Boemo:** Mmoho le wa mphato, baithuti ba ema maemong a fapaneng jwaloka ha ba laetswe.

Ditaelo tse tataisang:

- ★ Emang e mong kamora e mong ele hore ya molelele a eme ka pele/ka morao.

- ★ Emang le shebane/le furallane.

Ka bobedi, baithuti ba ema pela setulo.

- ★ Emang/dulang kamora/hodima setulo sa lona.

- ★ Dulang hodima/kenang tlasa setulo sa lona.

- ★ Bea leoto/letsoho la hao ka tlasa/hodima setulo sa lona.

- ★ Bea letsoho leo o ngolang ka lona hodima setulo. Na ke letsoho le letshehadi kapa le letona?

Baithuti ba fapanyetsana ka ho akgela mokotla wa dinawa ka hara lebokoso. Ba hlalosa moo mokotla wa dinawa o wetseng teng, ho etsa mohlala, kahara/kantle ho/pela/ka pela/hole le/pela lebokoso.

- ★ Mokotla wa dinawa o wetse hokae?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlokang

- Raeme: *Re ilo tsoma ditau* (Tataiso ya Diketsahalo: Kotara ya 3, leqephe la 199)
- Disebediswa bakeng sa ho tshwantshisa, ho etsa mohlala, mesangwana, setulo, tafole, thapo, kobo
- Dikarete tsa matshwao a dinomoro 0–10
- Phoustara ya 2

1. **Raeme:** Etsang raeme, *Re ilo tsoma ditau*.

2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.

3. **Ho bala dintho 1–10:** Foka karete ya letshwao la nomoro. Baithuti ba bala ba ntse ba isa mmele kwana le kwana ho ya ka nomoro e kareteng. Ha o bontsha karete ya letshwao la nomoro ya '0', baithuti ba ema tlekelele.

4. **Boemo ba dintho:** Bea disebediswa hantle mme le tshwantshise *Re ilo tsoma ditau*. Ha ho ba le taelo e reng 'ema', baithuti ba emisa mme ba bolele moo ba leng teng, ho etsa mohlala, kamora tau, ka hara noka, kantle ho lehaha, ka pela moru, pela sefate, ka hodimo ditepising.



Dipotso tse tataisang:

- ★ O eme hokae? Sefate/tau/noka e hokae?

- ★ Ke eng e kamora/ka pela/pela hao?

- ★ O ka tsamaela hokae ele hore o be moo tau e kekeng ya o fihlela?



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.

KELETSO

Ha baithuti ba ka arabela ka ho re feela 'mona' kapa 'mane', botsa dipotso mme o ba bontshe mantswe a boemo ho ba kgothaletsa ho hlalosa moo ba leng kapa moo dintho di leng teng.

Buisanang ka Phoustara ya 2. Baithuti ba hlwaya dintho ho ya ka boemo ba tsona kamanong le dintho tse ding le batho.



- ★ Malusi o hokae?
- ★ Ke eng e ka hodima/tlasa/ kamora Malusi?
- ★ Ke eng e haufi le Malusi: leri kapa lebokoso la lehlbathe/santa?
- ★ Emere e metsero e pinki le bosweu e hokae?
- ★ Na o ka mpontsha dipara tse tharo tsa dieta? Ke dieta dife tse haufinyana/hole?
- ★ Taere e bohareng ke efe?
- ★ Moshanyana ya leng pela taere eo o etsa eng?
- ★ Dinonyana di hokae? Ke nonyana efe e fofang hodimo ka hodima difate?
- ★ Ke eng eo o e bonang ka tlasa/hodima banka?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlokang

- Pina: *Pina ya ditshupiso* (leqephe la 195)
- Dibolo tse 5
- Direkere/ulu – 1 ho moithuti ka mong
- Sekotwana sa thapo

1. **Pina:** Bina, *Pina ya ditshupiso*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba leshome ba ema ka bobedi ba shebane. Baithuti ba fapanyetsana ka ho qhomisetsana dibolo ha ba bang ba ntse ba bala. Baithuti ba leka ho fihla ho makgetlo a 10. Phetang le dihlopha tse ding ho fihlela bohle ba fumane monyetla.
4. **Le letshehadi le le letona:** Furalla baithuti. Phahamisa letsoho la hao le letshehadi mme o boelle baithuti ho etsa jwalo le bona. Pheta hape ka letsoho la hao le letona.

Dipotso tse tataisang:

- ★ Ke letsoho lefe lena?
 - ★ Na o ka mpontsha letsoho la hao le letshehadi/letona?
- Kenya rekere/ulu e sa tiyang letsohong le letona la moithuti ka mong.
- ★ Na rekere e letsohong la hao le letshehadi kapa le letona?
 - ★ Na ke letsoho leo o ngolang ka lona leo?
- Bapalang 'Sizwe o re':
- ★ Bea letsoho la hao le letona ka hodima hlooho ya hao.
 - ★ Qhomela hodimo ka leoto la hao le letshehadi.

KELETSO

Etsang ketsahalo ena ka ntle mmoho le baithuti bohle, ha ho kgoneha.

KELETSO

Ha baithuti ba rwala dieta tsa bona, sebedisa mantswe ana 'le letshehadi' le 'le letona' ha o ba tataisa ho rwala dieta tsa bona ka maotong a nepahetseng.

- ★ 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: <i>The directions song</i> (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.

- ★ Tlola habedi o leba ka ho le letona.
- ★ Bea letsoho la hao le letshehadi lehetleng la hao le letona.
- ★ Bea leoto la hao le letona ka pela hao.
- ★ Bea matsoho a hao ka mora hao.
- ★ Tlolela hodimo.

Tlohela direkere di le matsohong a baithuti beke eo kaofela.

5. **Latela ditshupiso:** Bea thapo o e otlolotse fatshe ka phaposing ya borutelo. Baithuti ba ema ka mola ka lehlakoreng le leng la thapo eo ba shebile pele mme ba latela ditaello tse kenyeletsang ditshupiso.



Ditaello tse tataisang:

- ★ Tlolela ho le letshehadi/letona ka hodima thapo.

Ba ntse ba le moleng, baithuti ba latela ditaello ha ba ya ka ntle ho otlolla maoto, ho etsa mohlala:

- ★ Eyang pele ho fihlela le fihla lemating.
- ★ Thinyetsa ho le letshehadi mme o tsamaye mehato e 10.
- ★ Emisa. Sheba hodimo. Sheba tlase. Sheba ho le letshehadi. Sheba ho le letona.
- ★ Thinyetsa ho le letona mme o ye pele ho fihlela o fihla ka ntle.
- ★ Qhomela pele makgetlo a mane.
- ★ Tjhetjhella morao/eya ka lehlakoreng ka mehato e meraro.

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Pina ya ditshupiso* (leqephe la 195)
- Diletswa tsa mmimo tse 3 tse tshwanang, ho etsa mohlala, meropa
- Sekhafo

1. **Pina:** Bina, *Pina ya ditshupiso*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Bapala merethetho makgetlo a itseng (1–10) ka seletswa sa mmimo. Baithuti ba bala ba ntse ba tlola. Ha mmimo o emisa, ba a ema mme ba bolela hore ba tlotse makgetlo a makae kaofela. Pheta hape ka baithuti ba fapanyetsana ho bapala seletswa.
4. **Modumo o tswa hokae?** Baithuti ba dula ba entse sedikadikwe hodima mmata. Moithuti o kwahelwa mahlo ka sekhafo mme o dula bohareng. Supa moithuti a le mong ya reng, 'Ke hokae?' Moithuti ya bohareng o supa lehlakoreng leo lentswe le tswang ho lona.



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?

KELETSO
 Eketsa palo ya baithuti ba emeng maamong a fapaneng ka phaposing ya borutelo mme ba papala seletswa bakeng sa ho etsa hore ketsahalo e be boimanyana.

Dipotso tse tataisang:

- ★ Na o ka supa lehlakoreng leo moithuti a leng ho lona?
 - ★ Ke mang eo _____ a supileng ho yena?
 - ★ Bolella _____ moo _____ a dutseng teng kaha a sa kgone ho mmona. (ho etsa mohlala, ka pela deske/haufi le tafole e bolou)
- Pheta ketsahalo.

Efa ba bararo ba baithuti diletswa ha baithuti bohle ba bang ba kwetse mahlo. Sebela ditaelo ho baithuti ba bararo ba nang le diletswa mabapi le hore ba eme hokae ka phaposing ya borutelo. Moithuti ka mong o nka sebaka sa ho papala seletswa sa hae. Baithuti ba bang ba supa moo modumo o hlahang teng.

Dipotso tse tataisang:

- ★ Modumo o tswa hokae?
- ★ Na o ka supa ka lehlakoreng la modumo?
- ★ Na modumo o hlaha ka ho le letshehadi/letona la hao/bohareng ba phaposi/morao mane?

Pheta hape le baithuti ba bang ba fapanyetsana ho papala diletswa.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Raeme: *Re ilo tsoma ditau* (Tataiso ya *Diketsahalo: Kotara ya 3*, leqephe la 199)
- Dintho tsa letsatsi le letsatsi tse nang le molahare
- Dikarete tsa matshwao, matheba le mantswa a dinomoro (0–10)
- Masking theipi
- Mokotla wa dinawa
- Diboloko tsa makgetha (*Khiti ya Disebediswa*)
- Dimakasine

1. **Raeme:** Etsa raeme, *Re ilo tsoma ditau*, kenya le diketso.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Moithuti ka mong o fuwa karete ya letshwao, letheba kapa lentsewe la nomoro. Moithuti a le mong o akgela mokotla wa dinawa ho moithuti e mong. Moithuti ya akgetseng mokotlo wa dinawa o lokela ho opa matsoho mme a bale nomoro e karete ya motho ya o kolang. Phetang hape ho fihlela moithuti ka mong a fumane monyetla.
4. **Molahare:** Baithuti ba dula hodima mmata. Ba bontshe dintho tse nang le molahare, e le nngwe ka nako.



Dipotso tse tataisang:

- ★ O lemoha eng mabapi le dintho tsena?
- ★ Ke dintho dife kapa diphoofolo dife tse ding tse shebahalang di tshwana hantle ka mhlakoreng ka bobedi?

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.

Etsa mola o theosang (mola wa molahare) hodima mmata ka masking theipi. Kopa baithuti ho bea ntho ka nngwe hodima mola wa molahare ele hore mahlakore a mabedi a shebehe ka ho tshwana hantle.



★ Na mahlakore ka bobedi a tshwana hantle? O bona jwang?

Tlosa dintho. Bea sebopeho sa kgutlotharo moleng ka lehlakoreng le le leng.

★ Ke sebopeho sefe sena?

Ere moithuti a behe kgutlotharo e tshwanang lehlakoreng le leng la mola hantle boemong bona boo.

★ Na o nahana hore mahlakore a mabedi a mola a tshwana hantle? Re tseba jwang?

Bea sebopeho se seng ka lehlakoreng le leng la mola. Moithuti o kgetha sebopeho sona seo mme o se bea ka lehlakoreng le leng la mola boemong bona boo ele hore mahlakore a mabedi a tshwane hantle (a be le molahare). Pheta hape ka baithuti ba bang.



Baithuti ba iketsa dihlotshwana.

Sehlotshwana ka seng se batlana le mehlala ya molahare ditshwantshong tse makasineng. Ba bontsha tlelase.

★ Ke eng e etsang hore mahlakore ka bobedi a setshwantsho a tshwane hantle?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Ho mamela le ho arabela (morethetho, diraeme le dipina), tlotlontswe bakeng sa boemo, Ho Bala le ho Ngola ho Holang (tshupiso: le letshehadi ho isa ho le letona).

Bokgoni ho tsa Bophelo: Tshupiso ya mmele, tlwaetso ya sebaka le tsebo ya tshupiso (ho etsa mehlala, dipapadi tsa ka ntle le ho tsamaya ho tloha sebakeng se seng ho ya ho se seng), ho arabela ka mmele ho ditaello.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Dikarete tsa marungwana a tshupiso
- Tjhoko
- Dikarete tsa matshwao a dinomoro (0–10)
- Mokotla wa dinawa
- Boto ho moithuti ka mong (ho hatella hodima yona)
- Setshelo ho moithuti ka mong se nang le:
 - Sebadi se le 1 sa phoofolo
 - Dikerayone le pampiri

1. **Dipalo tsa mantswe:** Baithuti ba ka sebedisa dibadi kapa menwana ya bona ho rarolla mathata.

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?



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

Dipotso tse tataisang:

- ★ Baithuti ba tsheletseng ba bapalla ka ntle ka bolo mme baithuti ba babedi ba bapala sekotjhe. Ke baithuti ba bakae ba bapallang ka ntle?
- ★ Haeba ba bararo ba baithuti ba bapalang ka bolo ba kena ka hare, ho tla sala baithuti ba bakae ka ntle?
- ★ Haeba baithuti ba babedi ba bapalang sekotjhe ba kena ka hare, ho tla sala baithuti ba bakae ka ntle?



2. **Ho bala dintho 1–10:** Taka keriti ya sekotjhe (0 –10) ka tjhoko. Baithuti ba fana sebaka sa ho kgetha karete ya letshwao la nomoro. Ba ema ho kgutlonnetsepa ya 0, ba bitsa nomoro e karete mme ba akgela mokotlana wa dinawa ho kgutlonnetsepa e nyallanang e keriting ya sekotjhe. Baithuti ba qhomela ho kgutlonnetsepa ya bona ba bitsa nomoro ka nngwe eo ba tlolelang ho yona, tseleng e yang moo.

3. **Le letshehadi le le letona:** Baithuti ba bea matsoho a bona ho le letshehadi/letona dikarolong tse fapaneng tsa mmele ya bona.

Dipotso tse tataisang:

- ★ Na o ka bea letsoho la hao le letshehadi/letona hloohong ya hao/ka mokokotlong/dipakeng tsa mangwele?
- ★ Na o ka bea letsoho la hao le letshehadi/letona tsebeng/leotong/lengweleng le letshehadi/letona?

Baithuti ba tsamaisa mahlo a bona ho kamoo ba laelwang: ho le letshehadi, le letona, hodimo, tlase, ka mahlakoreng.

4. **Boemo le tshupiso:** Bontsha baithuti dikarete tsa marungwana a tshupiso e le nngwe ka nako. Baithuti ba tsamaisetsa dibadi tsa bona tsa diphoofolo ka lehlakoreng le bontshitsweng.

Baithuti ba taka setshwantsho ho latela ditaello tseo o di buang:

- ★ Taka letsatsi hodimo leqephe.
- ★ Taka ntlo bohareng ba leqephe, tlase.
- ★ Taka sefate ka ho le letshehadi la ntlo.
- ★ Taka bana ba babedi ba emeng pela sefate.
- ★ Taka ntho e nngwe e hole le ntlo.

Dipotso tse tataisang:

- ★ Ntlo/letsatsi/sefate se hokae?
- ★ Ke eng e ka hodima/ka tlasa/pela ntlo?
- ★ Ha o sheba setshwantsho sa hao, ke eng e leng ka ho le letshehadi la ntlo?
- ★ Bana ba eme hokae?
- ★ Ke eng e bohareng ba setshwantsho sa hao?
- ★ O takile eng e hole kwana?

 **KELETSO**
 Ere baithuti ba o bolelle moo dintho di leng kahare le kantle ho phaposi ya borutelo letsatsi kaofela.



Lekola hore baithuti ba kgona ho:

- bala dintho (ho qhoma) ho tloha ho 1–10
- rarolla mathata a dinomoro ka molomo 0–10
- latela ditaello tsa tshupiso ya le letshehadi/letona
- sebedisa puo ya boemo le ya tshupiso



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.

 **KELETSO**

Sebedisa papadi ena, 'Twister' bakeng sa ketsahalo ya kgetho ya bolokolohi kapa nakong ya papadi ya ka ntle.



Seteishene sa tshebetso sa 1

Tseo o di hlohang

- Hlama ya ho bapala
- Diboto tsa hlama ya ho bapala

Baithuti ba sebedisa hlama ya ho bapala ho bopa dintho, ho etsa mohlala, sehlahla, lebokoso, seroto, ntlo, koloi, mokotla le dintho tse mmalwa tse ding tse ka kenang kahare, tsa ba kante, pela, ka tlasa, hodima ntho ya pele. Ba bolellana pale e mabapi le dintho tseo ba di entseng ba sebedisa tlontlontswe ya 'boemo'.

Seteishene sa tshebetso sa 2

Tseo o di hlohang

- Terei e 1 ya leqhwa
- Dibadi tse 200 tse mebala
- Letaese moo lehlakore la matheba a 6 le kwahetsweng ka setikara mme ha kenngwa '0'

Moithuti wa pele o lahlela letaese mme o bea palo eo ya dibadi kahara e nngwe ya dikarolwana tsa terei ya leqhwa. Moithuti ya latelang o etsa jwalo le yena, a bea palo eo ya dibadi ka hara karolwana e latelang ya terei ya leqhwa. Phetang hape.

Seteishene sa tshebetso sa 3

Tseo o di hlohang

- Mahlaku – a 3 ho moithuti ka mong
- Sekgomaretsi
- Dikerayone
- Dikere
- Pampiri



Baithuti ba seha lehlaku ka halofo mme ba manamisa halofo e le nngwe leqepheng la bona. Ba taka halofo e nngwe.

 **KELETSO**

Haeba le sa kgone ho fumana mahlaku a nang le molahare, sehang ditshwantsho tse nang le molahare dimakasineng.

Seteishene sa tshebetso sa 4

Tseo o di hlohang

- Diphazele tsa dikotwana tse mashome a mabedi a metso e mene (leqephe la 223)
- Mefuta e fapaneng ya diphazele tse ding

Baithuti ba aha diphazele.

Content Area Focus: Measurement

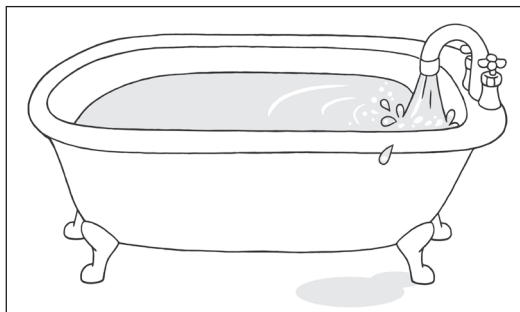
Topics	New knowledge	Practise
<ul style="list-style-type: none"> Capacity and volume 	<ul style="list-style-type: none"> Capacity Volume 	<ul style="list-style-type: none"> Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 1–10 Length and time – height chart

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	
<ul style="list-style-type: none"> Rhyme: <i>Five elephants in the bathtub</i> (page 194) Story: <i>The Elephant's bath</i> (page 196) 	<ul style="list-style-type: none"> Pictures: elephant frieze card, bathtub Containers: bucket, jug, plastic containers of different sizes

- Rhyme:** Say the rhyme, *Five elephants in the bathtub*.
- Oral counting:** 0–20 and beyond, 10–0.

Tsepamiso ho Karolo ya Dikahare: Mometho

Dihlooho

- Mothamo le volumo

Tsebo e ntjha

- Mothamo
- Volumo

Ho etsa

- Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–10
- Bolelele le nako – tjhate ya bophahamo

Tlotlontswe e ntjha ya mmetse

tshela
tlatsa

batlile e tlala
batlile e se na letho

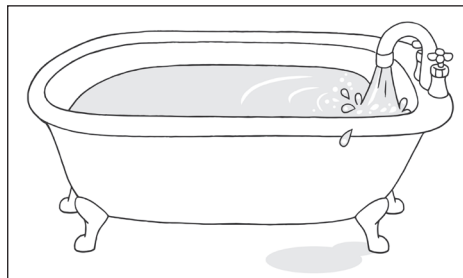
batsi/sephara
tshesane

_____ e tshela hakae?

Ho itokisetša

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

- setshwantsho sa bate



- ditshelo: emere, jeke, ditshelo tsa polastiki tsa boholo bo fapaneng
- disete tse 8 tsa dikarete tse 6 tsa ditshwantsho tsa dikopi tse nang le bophahamo bo fapaneng ba lehlabathe/santa ka hare (sheba Seteishene sa tshebetso sa 3).

Diketsahalo tsa tselase yohle

Letsatsi la 1

Tseo o di hlokang

- Raeme: *Ditlou tse hlano ka bateng* (leqephe la 195)
- Pale: *Ho tola ha Tlou* (leqephe la 197)
- Ditshwantsho: karete ya frizi ya tlou, bate
- Ditshelo: emere, jeke, ditshelo tsa polastiki tsa boholo bo fapaneng

1. **Raeme:** Etsa raeme, *Ditlou tse hlano ka bateng*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.

- 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.
- 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?

- 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

- Song:** Sing the song, *There's a hole in my bucket* verses 1 and 2.
- Oral counting:** 0–20 and beyond, 10–0.
- 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?

- Ho bala dintho 1–10:** Baithuti ba fana sebaka sa ho thetsa dintho tse mmalwa ka phaposing ya borutelo jwaloka ha ba laelwa, ho etsa mohlala, baithuti ba babedi ba thetsa dibuka tse nne; moithuti a le mong o thetsa dikerayone tse 10, jwalojwalo.
- Ho sibolla mothamo le volumo:** Pheta pale, *Ho tola ha Tlou*. Kamora Karolo ya 1 ya pale ena, bontsha ditshwantsho tsa tlou e le ka bateng mme le buisane ka pale.

Dipotso tse tataisang:

- ★ Na le nahana hore tlou e ka fella ka hara bate?
- ★ Na ho ka ba le sebaka se lekaneng? Hobaneng ho le jwalo/ho se jwalo?
- ★ O nahana hore ho tla etsahala eng ka metsi ha a kena ka bateng? Pheta Karolo ya 2 ya pale. Bontsha ditshelo tse boholo bo fapaneng mme le buisane ka tsela e ntle ka ho fetisisa ya ho tima mollo.
- ★ Re ka tima mollo jwang?
- ★ Ke setshelo sefe seo re lokelang ho se sebedisa? Hobaneng?
- ★ Ke eng hape eo re ka e sebedisang?

Pheta Karolo ya 3 ya pale. Bontsha ditshelo tse boholo bo fapaneng mme le buisane ka tsona.

- ★ Tlou e ka sebedisa eng ho tlatsa letangwana la ho sesa? Baithuti ba bea ditshelo ka tatelano ho tloha ho tse tshelang metsi a manyane ka ho fetisisa ho isa ho tse tshelang metsi a mangata ka ho fetisisa (mothamo o monyane ka ho fetisisa ho isa ho o moholo ka ho fetisisa).

 **KELETSO**

Botsa dipotso ho etsa bonnete ba hore baithuti ba utlwisisa hore emere e ka tshela haholo ho feta dikopi kapa dijeke kahoo ba keke ba hloka diemere tse ngata tse tletseng bakeng sa metsi a lekanang.

 **KELETSO**

Kgetho ya hao ya ditshelo e lokela ho bontsha ka ho hlaka hore ke sefe se tshelang metsi a mangata/manyane.

- ★ Ke setshelo sefe seo o nahanang hore se tla tshela metsi a mangata/manyane?
- ★ Re ka fumana taba eo jwang?
- ★ Na o ka bea ditshelo ka tatelano ya boholo? Ke sefe se tlang pele/ sa bobedi, jwalojwalo?

- Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlohang

- Pina: *Ho na le lesoba emereng ya ka* (leqephe la 197)
- Jeke e bonaletsang, majwe a manyane a 10, majwe a maholo a 10
- Ditshelo tsa polastiki tsa boholo bo fapaneng
- Ditshelo tse kgolo tse 3 tsa metsi
- Dimmata tse 3 tsa polastiki

- Pina:** Binang pina, *Ho na le lesoba emereng ya ka* temana ya 1 le 2.
- Ho bala ka molomo:** 0–20 le ho feta, 10–0.
- Ho bala dintho 1–10:** Kenya majwe a manyane a 10 ka hara jeke.

Dipotso tse tataisang:

- ★ O nahana hore ho na le majwe a makae ka jekeng?
- ★ Ke mang eo kakanyo ya hae e atametseng ho feta?

Remove the stones and place 10 larger stones in the jug.

- ★ How many stones do you think there are in the jug now?
- ★ Do you think there are more or fewer than before?

4. **Measuring capacity and volume:** Show learners the assortment of containers. Discuss what they are used for.

Guiding questions:

- ★ Where have you seen containers like these before at school/at home?

Hold up individual containers.

- ★ What is this called?
- ★ What do we use it for?

Learners predict how many smaller containers are needed to fill a larger container.

- ★ How many spoons/cups/bowls of water do you think it will take to fill the bowl/bucket/jug?
- ★ How can we find out?
- ★ How will we know when it is full?

Set up three stations with different containers and water, and divide learners into three groups. Learners in each group explore filling the different containers with water.

- ★ How many spoons/cups/bowls did you use?
- ★ Did you use more spoons or more cups?



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

Day 3

What you need

- Song: *There's a hole in my bucket* (page 196)
- 1 large blue and 1 small red plastic cup
- Plastic containers of different sizes (from Day 2)
- 3 large containers of water (from Day 2)
- 10 stones
- Jug
- Basin of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 3 and 4.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10; problem solving:** Learners count eight stones as you put them into the jug.

Guiding questions:

- ★ How many stones will there be if I put two more stones into the jug?
- ★ How many stones will be left if I take out three stones?
- ★ How many more/fewer stones do I need to put into/take out of the jug to make ten/four/six stones in the jug?

Ntsha majwe mme o kenye majwe a maholo a 10 ka jekeng.

- ★ O nahana hore ho se ho ena le majwe a makae ka jekeng jwale?
- ★ Na o nahana hore ho na le a mangata kapa a mmalwa ho feta pele?

4. **Ho metha mothamo le volumo:** Bontsha baithuti mefuta e fapaneng ya ditshelo. Buisanang ka hore di sebedisetswa eng.

Dipotso tse tataisang:

- ★ Ke hokae moo o kileng wa bona ditshelo tse kang tse na sekolong/lapeng? Phahamisa ditshelo ka bonngwe.

- ★ Sena se bitswa eng?
- ★ Re se sebedisetsa eng?

Baithuti ba noha hore ke ditshelo tse kae tse nyane tse hlokehang ho tlatsa setshelo se seholo.

- ★ O nahana hore ho ka nka dikgaba/dikopi/dikotlolo tse kae tsa metsi ho tlatsa sekotlolo/emere/jeke?

- ★ Re ka fumana karabo jwang?
- ★ Re tla tseba jwang ha e tletse?

Lokisa diteishene tse tharo tse nang le ditshelo tse fapaneng le metsi mme o arole baithuti ka dihlopha tse tharo. Baithuti ba sehlopheng ka seng ba sibolla ho tlatsa ditshelo tse fapaneng ka metsi.

- ★ Ke dikgaba/dikopi/dikotlolo tse kae tseo le di sebedisitseng?
- ★ Na le sebedisitse dikgaba tse ngata kapa dikopi tse ngata?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



Letsatsi la 3

Tseo o di hlokang

- Pina: *Ho na le lesoba emereng ya ka* (leqephe la 197)
- Kopi ya polastiki e 1 e kgolo e bolou le e 1 e nyane e kgubedu
- Ditshelo tsa polastiki tsa boholo bo fapaneng (ho tswa ho Letsatsi la 2)
- Ditshelo tse 3 tse kgolo tsa metsi (ho tswa ho Letsatsi la 2)
- Majwe a 10
- Jeke
- Sejana sa metsi
- Dimmata tse 3 tsa polastiki

1. **Pina:** Binang pina, *Ho na le lesoba emereng ya ka* temana ya 3 le 4.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10; ho rarolla bothata:** Baithuti ba bala majwe a robedi ha o ntse o a kenya ka jekeng.

Dipotso tse tataisang:

- ★ Ho tla ba le majwe a makae ha nka kenya majwe a mang hape a mabedi ka jekeng?
- ★ Ho tla sala majwe a makae ha nka ntsha majwe a mararo?
- ★ Ke hloka ho kenya/ntsha majwe a makae a mangata/manyane ka jekeng ho etsa majwe a leshome/mane/tsheletseng?

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: *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:** 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. **Ngata, nyane, lekanang:** Bontsha baithuti kopi e kgolo (e bolou) le kopi e nyane (e kgubedu).



Dipotso tse tataisang:

- ★ Na o nahana hore kopi e bolou e tla tshela metsi a mangata/manyane/lekanang le a kopi e kgubedu?
- ★ Re ka lekola seo jwang?

Kgothaletsa baithuti ho hlahisa mehopolo bakeng sa ho etsa diteko ho ditlhahiso tsa bona.

Moithuti a le mong o tlatsa kopi e nyane (kgubedu) ka metsi mme o tshela dikahare tsa yona ka hara kopi e kgolo (bolou).

- ★ Le lemohile eng kaofela ha lona?
- ★ _____ o sebedisitse dikopi tse kae tse kgubedu bakeng sa ho tlatsa kopi e bolou?
- ★ Na _____ a ka tshela metsi kaofela a kopong e bolou ka hara kopi e kgubedu? Ho tla etsahala eng?

Moithuti e mong o tlatsa kopi e kgolo (bolou) mme o tshela dikahare tsa yona ka kopong e nyane (kgubedu).

- ★ Ho bolela eng haeba metsi kaofela a ka hara kopi e bolou a sa lekane ka hara kopi e kgubedu?
- ★ Re fumane jwang hore ke kopi efe e tshelang metsi a mangata/manyane?

Pheta hape ketsahalo ya Letsatsi la 2 le diteishene tse tharo. Dihlopha di sibolla kamoo di ka tlatsang le ho tshela metsi ho tloha setshelong se seng ho ya ho se seng.

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

 **KELETSO**

Etsa bonnete ba hore baithuti ba tlatsa ditshelo tswete. O ka sebedisa lehlabathe/santa ho ena le metsi. Haeba o sebedisa metsi, botsa baithuti hore metsi a ka sebedisetswa eng kamora moo ele hore a se ke a senyeha.

 **KELETSO**

Baithuti ba bang ba tla bala hore ke dikopi/dikgaba 'tse kae', jwalojwalo, tse ka tlatsang setshelo ka seng. Sena se amana le Dinomoro, Matshwao le Dikamano.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Di telele di kgutshwane* (Tataiso ya *Diketsahalo: Kotara ya 2*, leqephe la 205)
- Bolo ya kgwele
- Tjhate ya bophahamo ho tswa ho Kotara ya 1 le 2
- Theipi e methang
- Ditikara/dileibole
- Koki
- Prestik

1. **Pina:** Binang pina, *Di telele di kgutshwane*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Mmoho balang baithuti ba 10 hore ba eme moleng ka pela tlelase. Efa baithuti ba bane sekotwana se selelele sa kgwele moithuti ka mong. Efa baithuti ba tshelatseng e mong le e mong sekotwana se sekgutshwane sa kgwele.

Dipotso tse tataisang:

- ★ Ho na le dikotwana tse kae tse telele/kgutshwane tsa kgwele? Baithuti ba di bala mmoho.

Pheta hape ka baithuti ba bang ba 10 le bolelele bo fapaneng ba kgwele.

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. **Ho metha bophahamo:** Sheba tjhate ya bophahamo ho tswa ho Kotara ya 1 le ya 2 mme le buisane ka yona.

Dipotso tse tataisang:

- ✦ Ke mang ya leng/neng a le motelele/mokgutshwane ho fetisisa ka phaposing ya borutelo?
- ✦ Re ka fumana jwang hore ebe o se o le motelele jwale?

Baithuti ba sebedisa kgwele ho metha bophahamo ba halofo ya tlelase mme ba ngola memetho ya bona tjhateng ya bophahamo.

- ✦ Na ho na le tsela e nngwe eo re ka methang bophahamo ba lona ka yona?


Bontsha baithuti theipi ya ho metha.

- ✦ Re ka sebedisa theipi ya ho metha jwang?

Metha bophahamo ba baithuti ba mmalwa o sebedisa theipi ya ho metha. Ngola disentimitara pela sekotwana ka seng sa kgwele.

- ✦ O motelele hakae?
- ✦ Na o mokgutshwane/motelele ho feta kapa o lekana le nako e fetileng ha re ne re o metha?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

 **KELETSO**
Baithuti ba ka sebedisa theipi ya ho metha bakeng sa ho methana nakong ya ketso ya kgetho ya bolokolohi.

Letsatsi la 5

Tseo o di hlokang

- Pina: *Di telele di kgutshwane (Tataiso ya Diketsahalo: Kotara ya 2, leqephe la 205)*
- Bolo ya kgwele
- Tjhate ya bophahamo ho tswa ho Kotara ya 1 le 2
- Theipi ya ho metha
- Ditikara/dileibole
- Koki
- Prestik

1. **Pina:** Binang pina, *Di telele di kgutshwane*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Phetang ketsahalo ya ho bala dintho e tswang ho Letsatsi la 4. Bokella dikotwana tsohle tsa kgwele.

Dipotso tse tataisang:

- ✦ Ho ne ho ena le dikotwana tse kae tse telele/kgutshwane tsa kgwele?

4. **Ho metha bophahamo:** Sheba tjhateng ya bophahamo. Lekanyetsa hore ke mang ya halofong e setseng ya tlelase ya tlang ho ba mokgutshwane kapa motelele ho feta baithuti ba methilweng ka Letsatsi la 4.

Dipotso tse tataisang:

- ✦ Ke mang eo o nahanang hore o tla ba motelele/mokgutshwane ka ho fetisisa kajeno?
 - ✦ Re methile jwang bophahamo ba baithuti maobane?
- Baithuti ba metha halofo ya bobedi ya tlelase ba sebedisa kgwele.
- ✦ Na o mokgutshwane/motelele ho feta kapa o lekana le nako e fetileng ha re ne re o metha?
 - ✦ Jwale ke mang ya seng a le motelele/mokgutshwane ka ho fetisisa tlaseng kaofela? Ke mang wa bobedi ho ba batelele/bakgutshwane?
 - ✦ Ke titjhere ofe ya mokgutshwane/motelele ho mpheta?

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. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Bapisa le ho buisana ka ho rarolla mathata.

Bokgoni ho tsa Bophelo: Ho akanya le ho metha (ho etsa mohlala, ka nako ya seneke), papadi ya lehlatheng/santeng le papadi ya metsing.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- | | |
|--|--|
| <ul style="list-style-type: none"> • Setshelo ho moithuti ka mong: <ul style="list-style-type: none"> – Diboloko tse 10 tsa <i>Unifix</i> – Dikarete tsa matshwao a dinomoro 0–10 – Kopi e 1 ya polastiki/pampiri – Pampiri le kerayone • Dikarete tsa matheba 1–10 • Karete ya matheba e se nang letho • Dikopi/digalase tsa ho nwa tse 3 tsa polastiki tsa boholo | <ul style="list-style-type: none"> bo fapaneng: e 1 e kgolo le e tshesane, e 1 e nyane le e tshesane, e 1 e mahareng le e sephara • Botlolo ya metsi/senomaphodi • Ditshelo tsa polastiki tsa dijo, ho etsa mohlala, diskhafthini – 1 ho moithuti ka mong • Setshelo se seholo sa lehlathathe/santa • Jeke e kgolo ya metsi |
|--|--|

1. **Palo ya mantswe:** Baithuti ba rarolla palo ya mantswe ba sebedisa menwana ya bona kapa dibadi le/kapa pampiri le dikerayone kapa diboto tse tshweu tse nyane.

Dipotso tse tataisang:

- ★ Diphoofole tse supileng di sesa nokeng. Diphoofole tse tharo ke dikubu. Diphoofole tse ding kaofela ke ditlou. Ke ditlou tse kae tse sesang nokeng?

2. **Ho bala dintho:** Phahamisa ditora tse pedi tsa *Unifix*: e le nngwe e nang le diboloko tse tshetseng mme e nngwe e ena le diboloko tse nne.

Dipotso tse tataisang:

- ★ Ke tora efe e nang le diboloko tse ngata/mmalwa ho feta?

Baithuti ba sebedisa diboloko tsa *Unifix* ka hara ditshelo tsa bona:

- ★ O hloka diboloko tse kae ho etsa tora e nang le palo ya diboloko e lekanang le ena? (diboloko tse tshetseng)

- ★ Ena yona? (diboloko tse nne)

- ★ Ho tla ba le diboloko tse kae ha o ka kopanya ditora tseo di le pedi?

Baithuti ba etsa tora e nang le diboloko tse mmalwa ka tse hlano.

- ★ Tora ya hao jwale e se e ena le diboloko tse kae?

3. **Ho bea dinomoro ka tatelano 0–10:** Mmoho hlophisang dikarete tsa matheba 0–10. Baithuti ba bala diboloko tsa *Unifix* ho di nyalanya le palo ya matheba. Moithuti ka mong o hlophisa dikarete tsa hae tsa matshwao a dinomoro 0–10.

Dipotso tse tataisang:

- ★ Ke karete efe e tlang pele/e latelang?

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. **Ho metha mothamo:** Bontsha baithuti dikopi/digalase tse nyane le tse kgolo ka ho fetisisa. Ere ba nahane eka ba nyorilwe haholo.



Dipotso tse tataisang:

★ Ke kopi efe eo o ka e tlatsang ka metsi?

Tlosa kopi e nyane mme bakeng sa yona o behe kopi ya boraro.

★ Ke kopi efe eo o nahanang hore e tshela metsi a mangata/manyane?

★ Re ka fumana seo jwang?

Baithuti ba fana sebaka sa ho leka ho rarolla bothata, ho etsa mohlala, ka ho tshela metsi a ka dikoping tse pedi ka hara kopi ya boraro mme ba bapise diphetho.

★ Ke kopi efe e tshelang a mangata?

★ O tseba jwang?

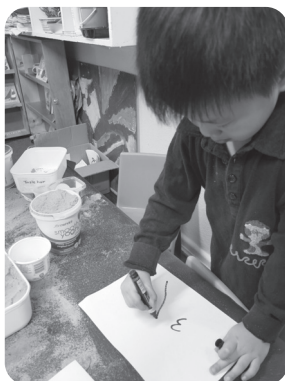
Efa moithuti ka mong kopi le setshelo sa dijo. Sebedisa lehlabathe/santa.

★ O nahana hore ke dikopi tse kae tsa lehlabathe/santa tse tlang ho tlatsa setshelo sa hao?

Baithuti ba bala makgetlo ao ka ona ba tlatsang dikopi tsa bona mme ba tshela lehlabathe/santa ka hara ditshelo tsa bona ho fihlela di tla. Ba ngola palo eo sekgetjhaneng sa pampiri.

★ Ke dikopi tse kae tsa lehlabathe/santa tse tlatsitseng setshelo sa hao?

★ Na di ne di le ngata ho feta kapa di le mmalwa ho feta kamoo o neng o lekanyeditse?



Lekola hore baithuti ba kgona ho:

- rarolla mathata a dinomoro ka molomo 0–10
- hlophisa dipokello tsa dintho ho tloha ho e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa ho fihlela ho 10
- metha bongata ho fumana hore ke setshelo sefe se nang le mothamo o moholo le volumo e kgolo
- sebedisa mantswe a jwaloka ngata ho feta, nyane ho feta, ha e na letho, tletse, tlatsa

Seteishene sa tshebetso sa 1

KELETSO

Baithuti ba una molemo ka ho etsa diketsahalo maemong a fapaneng. Sena se ka etswa fatshe kapa ba eme pela tafole.

Tseo o di hlokang

- Bate e kgolo/setshelo sa metsi
- Ditshelo tsa ho metha: dikgaba, dikopi, dijeke, ditshelo tsa polastiki, dibotlolo tsa boholo bo fapaneng
- Mekotla ya polastiki (bakeng sa diforesekoto)

Baithuti ba sibolla dikgopolo tsa ngata ho feta, nyane, tletse le ha e a tshela letho ha ba ntse ba tlatsa ditshelo tse fapaneng ka metsi mme ba bapisa bongata.

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.



Seteishene sa tshebetso sa 2



Tseo o di hlohang

- Ditshelo tse kgolo – 1 ho moithuti ka mong
- Ditshelo tse nyane tse fapaneng, ho etsa mohlala, dikopi tsa
- yokate, dikgaba, ditshelo tsa polastiki
- Pampiri le dikerayone
- Lehlabathe/Santa

Baithuti ba kgetha setshelo mme ba bala makgetlo ao ba se tlatsang ka lehlabathe/santa ho tlasa setshelo se seholo. Ba taka setshwantsho sa setshelo sa bona mme ba ngola letshwao la nomoro ho emela nomoro ya diyuniti tsa ho metha tse sa hlophiswang tse sebedisitsweng. Phetang hape ka ditshelo tse fapaneng.

Seteishene sa tshebetso sa 3



Tseo o di hlohang

- Disete tse 8 tsa dikarete tsa ditshwantsho tse 6 tsa dikopi tse nang le bophahamo bo fapaneng ba lehlabathe/santa
- Dikopi tse 6 tsa pampiri ho moithuti ka mong
- Lehlabathe/Santa

Baithuti ba hlophisa dikarete ho tloha ho e sa tshelang ho isa ho e tletseng kapa ho tloha ho e tletseng ho isa ho e sa tshelang. Ba tlatsa dikopi tsa pampiri ka lehlabathe/santa ho di nyalanya le dikarete.

Seteishene sa tshebetso sa 4

Tseo o di hlohang

- Dibotlolo tsa metsi tse kgolo tse bonaletsang, rekere/setshwai – 1 ho moithuti ka mong
- Ditshelo tse nyane tse fapaneng
- Emere ya metsi
- Difanele bakeng sa ho tshela

Baithuti ba akanya moo bophahamo ba metsi bo tla fihlang ka hara setshelo se seholo ha ho tshelwa metsi a tswang setshelong se senyane ka hara se seholo. Ba bontsha dikakanyo tsa bona ka ho bea rekere kapa ba take mola ka setshwai bophahamong boo ba bo akanyang. Jwale ba etsa teko ho netefatsa 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

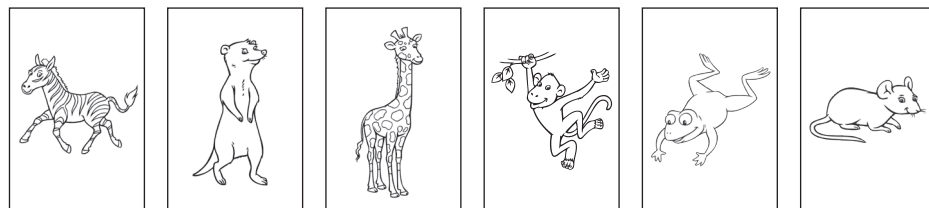
share between/among
share one
share more than one

how many left over

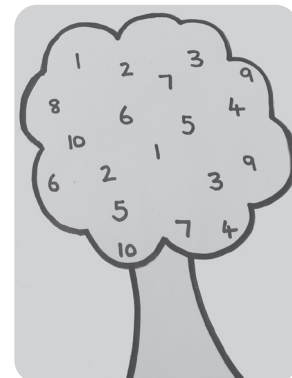
Getting ready

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.



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Ho lemoha matshwao a dinomoro le mantswa a dinomoro
- Ho hlalosa, ho bapisa le ho bea dinomoro ka tatelano
- Dikamano tsa dinomoro
- Ho rarolla mathata ho ya ka boemo/tikoloho

Tsebo e ntjha

- Dinomoro tsa boemo: -botshelela
- Ho arola ntle le e salang
- Habedi

Ho etsa

- Ho bala ka molomo: Ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 0–10
- Dinomoro tsa boemo: -pele ho isa ho -bohlano
- Ho bala ka bopedi
- Kopanya, tlosa
- Halofo

Tlotlontswa e ntjha ya mmetse

habedi
bala ho ya pele
arola ka ho lekana

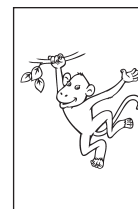
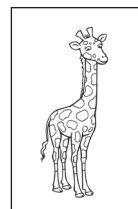
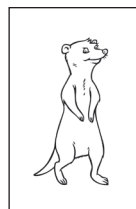
arola pakeng tsa/mahareng a
arola e le nngwe
arola tse fetang e le nngwe

ho setse tse kae

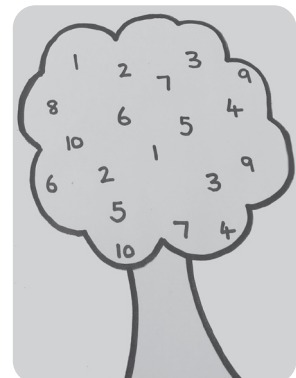
Ho itokisetsa

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

- setshwantsho sa phoofolo ka nngwe e tswang ditshwantshong tse latelang tsa frizi ka nngwe ya dinomoro: qwaha, mosha, thuhlo, tshwene, senqanqane, tweba



- dikwahelo tsa polastiki/diterei tsa polistirini tse 5 ho moithuti ka mong (ho etsa mohlala, tse tswang ho ditshelo tsa yokate)
- buka ya dinomoro e nang le sehlooho sena, *Buka ya ka ya dinomoro* – e 1 ho moithuti ka mong (sheba *Tataiso ya Diketsahalo: Kotara ya 3*, leqephe la 217 bakeng sa tsela ya ho etsa buka)
- sekgetjhana tsa pampiri ya A3 – se 1 ho moithuti ka mong
- leqephe la A4 la pampiri le nang le sefate le dinomoro 1–10 tse takilweng ho sona – le 1 ho moithuti ka mong.



Whole class activities

Day 1

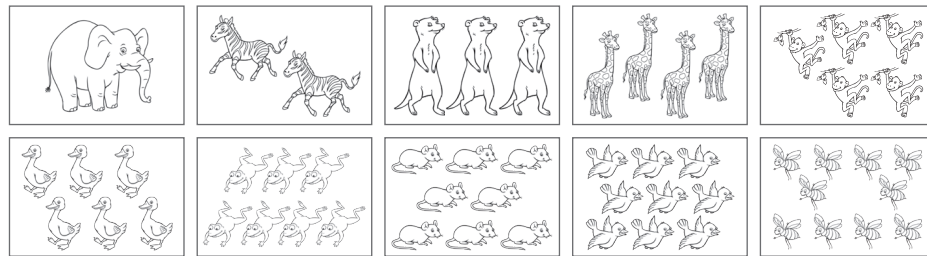
What you need

- 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*.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

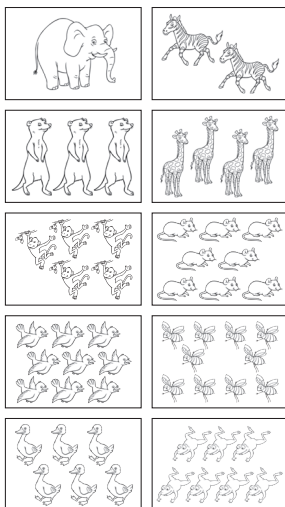
Tseo o di hlohang

- Pale: *Lebelo la diphoofolo* (leqephe la 199)
- Dikarete tsa ditshwantsho le matshwao a frizi ya dinomoro 1–10
- Ditshwantsho tsa diphoofolo ka bomong tsa difrizi tsa dinomoro (qwaha, mosh, thuhlo, tshwene, senqanqane, tweba)

1. **Pina/raeme:** Baithuti ba bina pina kapa ba etsa raeme eo ba ikgethetseng yona.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba dula ka bobedi ba shebane. Ba fapanyetsana ka ho balana manala a matsoho ho tloha ho 1–10.

Dipotso tse tataisang:

- ★ O na le manala a makae menwaneng ya maoto/ditsebeng/molomong?
- ★ Ke lenala lefe la monwana leo o ka le tshwarang haeba o bala ho tloha ho ziro?



4. **Dinomoro tsa boemo -pele ho isa ho -botshelela (pale):** Baithuti ba dula ba entse sedikadikwe. Pheta pale, *Lebelo la diphoofolo* o sebedisa dikarete tsa ditshwantsho tsa frizi ya dinomoro (tse nang le diphoofolo tsohle ho tsona) bakeng sa karolo ya pele ya pale le ditshwantsho tsa diphoofolo ka bonngwe bakeng sa lebelo.

Dipotso tse tataisang:

- ★ Ke phoofolo efe eo o nahanang hore e tla ba ya pele/ya ho qetela/ya bone lebelong? Hobaneng?

Phahamisa dikarete tsa diphoofolo ha baithuti ba ntse ba hlalosa hore ke efe e tlang ho ba ya pele, ya bobedi, jwalojwalo. Fetola dikarete ho ya ka ditlhahiso tsa bona le mabaka. Buisanang kamoo diphoofolo tse fapaneng di tsamayang esitana le boholo ba mmele ya tsona, le hore ebe sena se ka etsa hore di potlake kapa di be lenama ho feta mme se ame tatelano eo di tlang ho qeta lebelo ka yona.

5. **Dinomoro tsa boemo -pele ho isa ho -botshelela (mabelo):** Baithuti ba matha mabelo ka ntle, ba tsheletseng ka nako. Baithuti ba bang ba tsheletseng ba fana ka dikarete tsa matshwao a dinomoro 1–6 ho baithuti ka tatelano eo ba tswileng ka yona lebelong ho tloha ho wa pele ho isa ho wa botshelela. Phetang hape ka baithuti ba fapaneng.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlohang

- Pina: *Ntate Sandile o ne a ena le polasi* (leqephe la 199)
- Phoustara ya 1
- Thamborini

1. **Pina:** Tsebisa pina ena, *Ntate Sandile o ne a ena le polasi*.

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?



Dipotso tse tataisang:

- ★ Ke dimmuu/dikoyi, jwalojwalo, tse kae tseo re di binneng nako le nako? Baithuti ba bala ka menwana ya bona ha o ntse o supa moleng wa ho aneha wa dinomoro.
- 2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
- 3. **Ho bala dintho 1–10:** Buisanang ka Phoustara ya 1. Baithuti ba bala dintho phoustareng.



Dipotso tse tataisang:

- ★ Na o bona ho itseng setshwantshong ho nang le tse 10/9/2 tsa hona? Bala dintho tseo ba di bitsang mmoho.
- 4. **Ho ikwetlisa ka 0–10; tse ngata ho feta/tse mmalwa ho feta:** Ha o ntse o bapala thamborini, baithuti ba ipeha ka dihlotshwana tsa bona tsa tshebetso mme ba dula hodima mmata.

Dipotso tse tataisang:

- ★ Ke sehlopha sefe se nang le a le mong ka tlase/ho feta, ba babedi/ bararo ba mmalwa/bangta ho feta sehlopha sa _____?
- ★ O fihleletse karabo eo jwang?
- ★ Ha re ka tlosa moithuti a le mong ho sehlopha sa _____ hore a kene ho sehlopha sa _____, ho tla ba le baithuti ba bakae ba fetang ba sehlopha sa _____?
- ★ Ke tla lokela ho etsa eng hore sehlopha sa _____ le sehlopha sa _____ di be le palo e lekanang ya baithuti?
- ★ Ha sehlopha sa _____ se ka ya tafoleng mme sa fumana hore ho na le ditulo tse nne moo, ba tla be ba hloka ditulo tse kae hape?
- 5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlokang

- Pina: *Ntate Sandile o ne a ena le polasi* (leqephe la 199)
- Dikarete tsa matheba le matshwao a dinomoro 0–10 (*Khiti ya Disebediswa*)
- Dihulahupu tse 5



- 1. **Pina:** Binang pina, *Ntate Sandile o ne a ena le polasi*.
- 2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
- 3. **Ho bala dintho 1–10:** Baithuti ba dula ka bobedi mme ba a shebana. Ba kopanya matsoho a bona a le letona.

Dipotso tse tataisang:

- ★ Ho na le manala a makae kaofela ha le kopanya matsoho a lona a le letona/letshehadi mmoho?
- 4. **Ho fokotsa ka halofo:** Buisanang ka palo ya diphoofolo tse pineng, *Ntate Sandile o ne a ena le polasi*.

Dipotso tse tataisang:

- ★ Na o ka sebedisa menwana ya hao ho mpontsha hore ho na le dinku/dikgomo, jwalojwalo, tse kae tseo re binneng ka tsona?

- ★ 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: <i>Old Sandile had a farm</i> (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.

- ★ Ke diphoofole dife tseo re binneng ka tsona pele ho/kamora dipodi/qetellong, jwalojwalo?

Kgetha baithuti ba babedi hore e be dipere, ba bane e be dikgomo, ba tshelatseng e be dikgoho, ba robedi e be makgansi mme ba leshome e be dinoha. Sehlopha ka seng sa diphoofole se ema ka hara hulahupu.

- ★ Na halofo ya dinku/makgansi e ka tlo ema pela ka mona?
- ★ Re tseba jwang hore ena ke halofo ya dinku/makgansi?
- ★ Haeba tse pedi tsa dikgomo di eme ka ntle ho dihupu, ho tla sala dikgomo tse kae ka hara hupu?

5. **Dikarete tsa matheba 1–10; ho kopanya:** Bontsha karete ya matheba dipakeng tsa 1 le 10. Baithuti ba bitsa palo ya matheba e hlokehang ho fihla ho 10. Ba sebedisa menwana ya bona hore e ba tshetse ha ba bala.

Dipotso tse tataisang:

- ★ O qetile jwang hore re ne re hloka matheba a mang a ____ ho fihla ho matheba a 10?

Pheta ketsahalo ka dikarete tsa matshwao a dinomoro tse fapaneng pakeng tsa 1 le 10.

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

KELETSO

Kgothaletsa baithuti ba sa arabeng kapele hore ba nke nako ha ba hlalosa dikarabo tsa bona. Etsa bonnete ba hore ho bua ka pela sehlopha ha ho ba tshose.

Letsatsi la 4

Tseo o di hlohang

- Pina: *Ntate Sandile o ne a ena le polasi* (leqephe la 199)
- Mola wa ho aneha wa dinomoro le matshwao a dinomoro 1–10
- Diphekse tse 5 tse mebala

1. **Pina:** Binang pina, *Ntate Sandile o ne a ena le polasi* mme le e tshwantshise.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba dula ka bobedi ba shebane, ba bala ho tloha ho 0 ho isa ho 10 ka mokgwa wa papadi ya ho opa. Ha ba re 'ziro', ba iphathatsa mangwele; ha ba re 'nngwe', ba opa matsoho a le letona mmoho; ha ba re 'pedi' ba opa matsoho a le letshehadi mmoho, jwalojwalo, tswelang pele ho fihlela ba fihla ho 10. Phetang ketsahalo.
4. **Ho bala ka bopedi:** Baithuti bao e neng e le dipere le dikgomo ka Letsatsi la 3 ba ema dihlopheng tsona tseno tse pedi. Balang hore ho na le mahlo a makae sehlopheng ka seng sa baithuti. Kgetha moithuti hore a supe ho mahlo ka bobedi a moithuti ha bohle ba ntse ba bala mmoho ka bopedi, k.h.r., 'dipere' tse pedi di na le mahlo a 2, 4; 'dikgomo' tse nne di na le mahlo a 2, 4, 6, 8.

Baithuti ba bahlano bao e neng e le dinku nakong ya tshwantshiso ya pina ba a ema.

Dipotso tse tataisang:

- ★ Ha re bala palo ya mahlo a 'dinku' tse hlano, ho tla ba le mahlo a makae kaofela?

Balang mmoho ha moithuti e mong a supa bobedi ka bong ba 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. **Ho ikwetlisa le ho bea dinomoro ka tatelano 1–10:** Supa moleng wa ho aneha wa dinomoro mme o bontshe baithuti diphekse tse mebalabala. Hlalosa hore mmoho le tla bala ka bopedi.

Dipotso tse tataisang:

- ★ Re batla ho bala ka bopedi, kahoo ha re qaleng ka nomoro ya 2. (Fetolela karete ya nomoro ya 1 e le hore '1' e se ke ya bonahala.)
- ★ Haeba re bala ka bopedi, ke nomoro efe eo re lokelang ho e bitsa kamora moo? (Karabo: 4. Fetola karete ya nomoro ya 3 e le hore '3' e se ke ya bonahala.)

Phetang ho fihlela baithuti ba fihla ho 10.

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Raeme: 1 /e 1 (leqephe la 201)
- Phoustara ya 6
- Karete ya nomoro ya 0
- Masking theipi/tjhoko

1. **Raeme:** Tsebisa raeme, 1 /e 1. Baithuti ba o sala morao ha o bontsha menwana ya hao e tswa ka mokokotlong o ntse o etsa raeme.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba rola dieta le dikausu tsa bona. Ba ema ka leoto le letshehadi mme ba bala manala a maoto leotong le hatileng fatshe.

Dipotso tse tataisang:

- ★ Ho na le manala a maoto a makae leotong la hao le hatileng fatshe?
- ★ O lokela ho etsa eng hore o be le manala a 10 fatshe?

Baithuti ba bala manala a bona a maoto a 10.

Pheta ketsahalo eo ka matsoho/manala a matsoho.

4. **Tsela ya ho tlola:** Sebedisa masking theipi kapa tjhoko ho etsa tsela ya ho tlola ya diboloko tse 10 mme o ngole dinomoro 1 ho isa ho 10 ka hara diboloko. Moithuti o a tlola ha tlelase e ntse e bala.

Dipotso tse tataisang:

- ★ Na o ka tlolela ho dinomoro tsa 2, 4, 6 ha bohle re ntse re bala ka bopedi?
- ★ Ke nomoro efe ya ho qetela eo o wetseng ho yona ha re ne re bala ka bopedi?
- ★ Ho na le diboloko tse kae tseo o fihlang ho tsona ho tloha ho 2 ho isa ho 4, 4 ho isa ho 6, jwalojwalo?

5. **Ho rarolla bothata:** Buisanang ka Phoustara ya 6 mmoho le baithuti. Buang ka seo ba se bonang setshwantshong.

Dipotso tse tataisang:

- ★ Le bona dinku tse kae setshwantshong?
- ★ Ke letshwao la nomoro lefe leo re tlang ho le sebedisa ho bontsha hore ha ho na nku hohang?

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?



Bontsha karete ya letshwao la nomoro '0'.

- ★ Ke diphoofole dife tse ding tse tswang pineng, *Ntate Sandile o ne a ena le polasi* tseo di leng siyo?
- ★ Laylah o jele samentjhise e le nngwe. Ntate o jele palo e habedi ya seo. Ke disamentjhise tse kae tseo a di jeleng?
- ★ Laylah o file podi e fatshe diapole tse pedi. O file podi e hodima furu palo eo ya diapole habedi. Podi e hodima furu e fumane diapole tse kae?
- ★ Ho na le dipere tse kae moo? Laylah o na le dihwete tse robedi. A ka di arola jwang ka ho lekana pakeng tsa dipere tseo?
- ★ Na a ka arola dihwete tse 10 ka ho lekana pakeng tsa dipere tse nne? A ka etsa seo jwang?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Phetang mme le tshwantshise dipale, kenyeletsang dinomoro dipaleng, nkang seabo diketsahalong tsa dipotso-le-dikarabo.

Bokgoni ho tsa Bophelo: Etsang metantsho le dipapadi tse kenyeletsang dinomoro, bokgoni ba tsa pono, bokgoni ba ho rarolla mathata.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Phoustara ya 7 – Dibadi tse mebala tse 10
- Setshelo ho moithuti ka mong se nang le: – Dikwahelo tsa polastiki tse 5
- Dibadi tsa diphoofole tse 10

1. **Ho bala dintho 1–10:** Baithuti ka bomong ba bala dibadi tsa bona 1–10.
2. **Palo ya mantswa:** Baithuti ba sebedisa dibadi tsa bona kapa menwana ya bona ho rarolla bothata.

Dipotso tse tataisang:

- ★ Diphoofole tse leshome di lokela ho nwa metsi diforong tse pedi tsa metsi. Ho na le palo e lekanang ya diphoofole forong ka nngwe. Ho na le diphoofole tse kae forong ka nngwe?

3. **Dinomoro tsa boemo, -pele ho isa ho -botshelela:** Baithuti ba bea se le seng sa dikwahelo tsa bona tsa polastiki hodima mmata ka pela bona mme ba bea diphoofole tsa bona ka mola di salane morao di shebile ka 'forong ya metsi'.

Dipotso tse tataisang:

- ★ Bokapele/bokamorao ba mola bo hokae?
- ★ Na o ka mpontsha phoofole ya pele/ya bobedi/ya bohlanole/ya botshelela e tlang ho fumana sebaka sa ho nwa metsi ka forong?



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. **Ho arola ka ho lekana:** Baithuti ba bea sekwahelo se seng ka pela bona ele hore ba be le 'diforo tsa metsi' tse pedi.

Dipotso tse tataisang:

- ✦ Na o ka arola diphoofole tsa hao ka ho lekana pakeng tsa diforo tsa metsi tse pedi tseo?
- ✦ Ho na le diphoofole tse kae forong ka nngwe?

Baithuti ba bea dikwahelo tsohle tse hlano ka pela bona.

- ✦ Ho tla ba le diphoofole tse kae forong ka nngwe haeba o arola diphoofole ka ho lekana pakeng tsa diforo tse hlano?
- ✦ Ha o ka tlosa phoofole e le nngwe forong e le nngwe ho tla sala diphoofole tse kae ka pela hao?



5. **Ho arola:** Baithuti ba sebedisa dibadi ho rarolla mathata mabapi le Phoustara ya 7.



Dipotso tse tataisang:

- ✦ Ntate o reka mekotla e meraro ya dilamunu. O kenya dilamunu tse ding tse pedi ka mokotleng. O hloka ho lefella dilamunu tse kae?
- ✦ Thami o shebile diphoofole tse nne tsa patsi. Phoofole e le nngwe e wele. Ke tse kae tse emeng?
- ✦ Ntate o reka dilamunu tse tsheletseng. Haeba a ka di arola ka ho lekana pakeng tsa ba lelapa la hae mmarakeng, ba tla fumana dilamunu tse kae motho ka mong?
- ✦ Mme o reka diroto tse pedi. O kopa Ntate hore a arole dilamunu tse tsheletseng ka ho lekana pakeng tsa diroto tse pedi. Ntate o kenya dilamunu tse kae ka hara seroto ka seng?



Lekola hore baithuti ba kgona ho:

- bala dintho 1–10
- rarolla mathata a nang le dinomoro 0–10
- arola dibadi ka ho lekana
- arola dibadi dipakeng tsa dihlopha tse pedi
- hlwaya -pele ho isa ho -botshelela



TIP
Numbers 6–10 will be done in Week 8.

Workstation 1

What you need

- Number book – 1 per learner
- Crayons

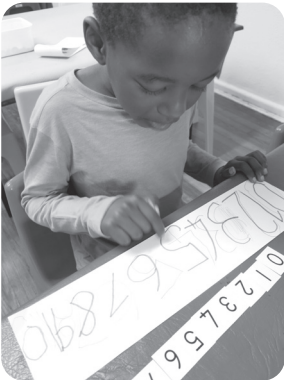
Learners write the number symbol 1 and draw one object on the first page, 2 on the second page, and so on, up to 5.

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.

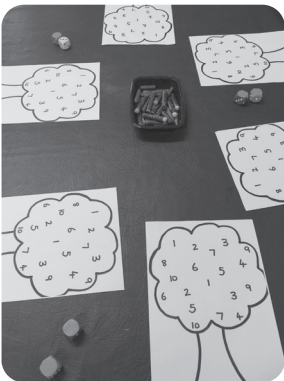


Workstation 3

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.



KELETSO
Dinomoro 6–10 di tla
etswa ka Beke ya 8.

Seteishene sa tshebetso sa 1

Tseo o di hlohang

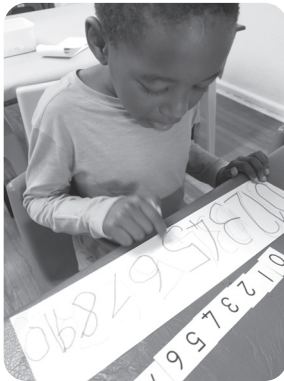
- Buka ya dinomoro – e 1 ho moithuti ka mong
- Dikerayone

Baithuti ba ngola letshwao la nomoro 1 mme ba taka ntho e le nngwe leqepheng la pele, tse 2 leqepheng la bobedi, jwalojwalo, ho fihlela ho tse 5.

Seteishene sa tshebetso sa 2

Tseo o di hlohang

- Matshwao a dinomoro 0–10, sete e 1 ho moithuti ka mong (*Khiti ya Disebediswa*)
- Sekgetjhana sa A3 sa pampiri/khateboto – se 1 ho moithuti ka mong
- Dikerayone/dipentshele

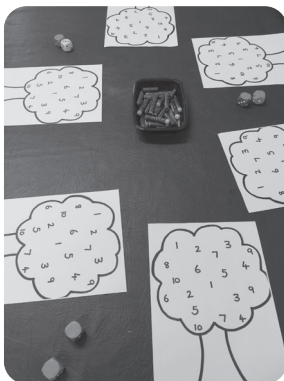


Baithuti ba hlophisa dikarete tsa matshwao a dinomoro ka tatelano ho tloha ho 0–10 ka hodima sekgetjhana sa pampiri. Ba hopotse ho ala matshwao a dinomoro hodima bokahodimo ba sekgetjhana sa pampiri ele hore ho be le sebaka se lekaneng hore ba ngole dinomoro. Ba ngola dinomoro hodima sekgetjhana sa pampiri ka tlasa letshwao ka leng.

Seteishene sa tshebetso sa 3

Tseo o di hlohang

- Leqephe la pampiri ya A4 le nang le sefate se nang le dinomoro 1–10 tse takilweng ho lona – 1 ho moithuti ka mong
- Mataese a 2 ho baithuti ba babedi (letaeseng le le leng kwahela '5' le '6' ka setikara/pampiri)



Ka bobedi, baithuti ba fapanyetsana ka ho lahlela mataese a mabedi. Ba bala palo ya matheba a letaeseng. Ba fumana nomoro e tsamaelanang sefateng, ba e dikanyetsa mme ba e kenya mebala. Hang ha dinomoro tsohle tse sefateng di kentswe mebala, baithuti ba etsa paterone ya kgetho ya bona ka ho ngola matshwao a dinomoro maphethelong a leqephe.



Seteishene sa tshebetso sa 4

Tseo o di hlohang

- Dibopeho tsa diboloko sebakeng sa diboloko – 1 ho moithuti ka mong
- Diboloko



Ahang dibopeho tsa diboloko sebakeng sa diboloko kapa hodima mmata. Baithuti ba kopolla sebopeho se le seng moithuti ka mong mme ba fapanyetsana ho fihlela ba kopollotse sebopeho ka seng. Ba fana sebaka sa ho bopelana dibopeho tseo ba ka di kopollang.

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.

Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Ho lemoha matshwao a dinomoro le mantswa a dinomoro
- Ho hlalosa, ho bapisa le ho bea dinomoro ka tatelano
- Dikamano tsa dinomoro
- Ho rarolla mathata ho ya ka boemo/tikoloho

Tsebo e ntjha

- Ho arola mme ho eba le ho salang

Ho etsa

- Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 0–10
- Ho hatella kgopolo ya dinomoro 0–10
- Ho rarolla bothata 1–10
- Ho arola mme ho se ho salang
- Halofo, habedi

Tlotlontswa e ntjha ya mmetse

_____ e feta _____ ka bokae
dihlopha tsa ba babedi, ba bararo, _____

_____ hodimo ho feta
_____ tlase ho feta

Ho itokisetša

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

- tsela ya dinomoro 0–10 – 1 ho moithuti ka mong
- diapole tse sehilweng pampiring – 3 ho moithuti ka mong



- 'terata' e ntsweng ka sekgetjhana sa khateboto se sehilweng bohareng (sheba leqephe la 147).

Diketsahalo tsa tselase yohle

Letsatsi la 1

Tseo o di hlohang

- Raeme: 1 le 1 (leqephe la 201)
- Ditshelo tse 15 tse nang le:
 - Diboloko tsa *Unifix*
 - Dikarete tse 2 tsa matshwao/ ditshwantsho kapa matheba a dinomoro 0–10 (*Khiti ya Disebediswa*)

1. **Raeme:** Etsa raeme, 1 le 1.
2. **Ho bala ka molomo:** 0–20 le ho 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.

KELETSO
 Kenyeletsa baithuti bohle ketsahalong ya ho bala hang ha le se le hlwaile seo le se balang mmoho.

3. **Ho bala dintho 1–10:** Baithuti ba kgetha hore ke dintho dife tseo ba ka ratang ho di bala.

Dipotso tse tataisang:

★ Na o bona sehlopha sa dintho tse itseng ka phaposing ya borutelo se bonahalang eka ke sehlopha sa dintho tse 10?

Balang dintho tseo mmoho.

★ Na ho ne ho ena le tse mmalwa haholo/tse ngata haholo/tse fetang tse 10, jwalojwalo?

4. **Ho bapisa dinomoro:** Bapalang papadi, 'Aha mme o bapise'. Baithuti ba dula ba shebane le wa mphato. Efa baithuti ka bobedi setshelo sa diboloko tsa *Unifix* le dikarete tse pedi tsa dinomoro. Ka bongwe ba ntsha karete ntle le ho sheba nomoro. Ha ba fetola dikarete tsa bona tsa dinomoro, mmoho ba re, 'Nngwe, pedi, tharo bapisa.'

Moithuti ka mong o bitsa nomoro ya hae ho mphato wa hae, 'Ke na le ____.' Moithuti ka mong o sebedisa diboloko tsa *Unifix* ho aha tora e emetseng nomoro ya hae. Ba bapisa ditara tsa bona le dinomoro tsa bona ba sebedisa tlotlontswe e latelang: *ngata, tlase, mmalwa, lekana/tshwana* (ho etsa mohlala, 'tshela e ngata ho feta nne').

Baithuti ba fapanyetsana ditshelo le bobedi bo bong ba baithuti mme ba pheta ketsahalo eo.



Dipotso tse tataisang:

★ Ke mang ya tshwereng nomoro e fetang (kgolo ho, ka hodimo ho)/ ka tlase (nyane ho, ka tlase ho) nomoro ya mphato wa hae?

★ Ho na le diboloko tse kae toreng ya hao?

★ Ke mang ya nang le diboloko tse mmalwa/ngata toreng ya hae ho feta mphato wa hae?

★ Ke mang ya nang le diboloko tse ziro toreng ya hae?

★ Ke mang ya nang le nomoro e lekanang le ya motho e mong ka phaposing ya borutelo? O tseba jwang?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlokanang

- Raeme: 1 le 1 (leqephe la 201)
- Dikarete tsa matheba, matshwao le ditshwantsho tsa dinomoro 0–10 (*Khiti ya Disebediswa*)
- Ditshelo tse 2 tse bataletseng

1. **Raeme:** Etsa raeme, 1 le 1.

2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.

3. **Ho bala dintho 1–10:** Phetang ketsahalo e tswang ho Letsatsi 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?

KELETSO
Sebedisa dikarete tsa mantswe a dinomoro bakeng sa baithuti ba kgonang ho bala/lemoha mantswe.

4. **Ho rarolla bothata 1–10:** Baithuti ba dula ba entse sedikadikwe. Efa moithuti ka mong karete ya matheba, setshwantsho kapa letshwao la nomoro.

Dipotso tse tataisang:

- ★ Na o ka mpontsha monwana o le mong/e mmedi/e meraro ho feta/ka tlase ho nomoro e kareteeng ya hao?
- ★ Nomoro ya _____ e feta/ka tlase ho nomoro ya _____ ka bokae?
- ★ Ke mang ya nang le dinotshi tse 10 kareteeng ya hae? Ke mang ya nang le nomoro e ka tlase ho ena ka hlano?
- ★ Ke karete ya mang ya nomoro e nang le ditshwene tse hlano? Ditshwene tse hlano di na le matsoho a makae kaofela?
- ★ Ke mang ya nang le dinomoro tse nyane ho 6/kgolo ho 3?



5. **Ho arola ho ena le ho salang kapa ho sena ho salang:** Bea ditshelo tse pedi bohareng ba mmata. Baithuti ba ema ka bobedi ka nako e le nngwe ho ya kenya dikarete tsa bona tsa dinomoro ka hara ditshelo tse pedi.

Dipotso tse tataisang:

- ★ Na ho tla ba le lenane la dikarete tse lekanang ka hara setshelo ka seng?
- ★ Re tla fumana karabo jwang?
- ★ Re keke ra seha dikarete ka halofo, kahoo re lokela ho etsa eng haeba ho ena le karete e le nngwe e setseng?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlohang

- Dikarete tsa dinomoro 0–10 (Khiti ya Disebediswa)
- Phekse
- Mola wa ho aneha wa dinomoro

1. **Pina/raeme:** Baithuti ba bina pina kapa ba etsa raeme eo ba ikgethetseng yona.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Bala ho tloha ho 1–10 ha o ntse o potoloha sedikadikwe.

Dipotso tse tataisang:

- ★ Ke moithuti ofe ya tlang ho ba nomoro ya 10 e latelang?
- ★ Ke mang ya tlang ho ba nomoro ya 7 kamora moo?
- ★ Re ho nomoro ya 4. Ha re ka bala tse pedi ho feta, e tla ba nomoro efe?
- ★ O sebeditse palo eo jwang?
- ★ Baithuti ba neng ba le dinomoro tsa 10, ka kopo emang bohareng ba sedikadikwe mme ba neng ba le nomoro ya 4 ba ema ka ntle ho sedikadikwe.
- ★ Na ke dinomoro tsa 10 kapa dinomoro tsa 4 tse ngata/mmalwa?

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?

4. **Ho ikwetlisa ka 0–10:** Bapalang papadi, 'Ho haka nomoro ka phekse'. Haka nomoro ka phekse dipakeng tsa 0 le 10 mokokotlong wa moithuti. Baithuti ba bang ba fana ka mehlala ha moithuti eo a leka ho noha hore ke nomoro efe e ka mokokotlong wa hae, ho etsa mohlala: 'Nomoro ya hao e feta tharo ka pedi', jwalojwalo. Ha moithuti a ntse a araba, mo tataisetse nomorong eo. Kgothaletsa baithuti ho sheba moleng wa ho aneha wa dinomoro. Phetang ketsahalo eo makgetlo a mmalwa ka baithuti ba fapaneng.
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hlokang

- Dikarete tsa matheba, matshwao le ditshwantsho tsa dinomoro 1–10 (*Khiti ya Disebediswa*)

1. **Pina/raeme:** Baithuti ba bina pina kapa ba etsa raeme eo ba ikgethetseng yona.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Phetang ketsahalo e tswang ho Letsatsi la 3.

4. **Ho ikwetlisa ka dinomoro 1–10:**

Bapalang papadi, 'Dinomoro tse kgolo ho/nyane ho'. Baithuti ba ema ka sedikadikwe. Efa moithuti ka mong karete ya nomoro mme o bue ditaello, ho etsa mohlala; 'Dula fatshe haeba o ena le nomoro e kgolo ho 4/nyane ho 2.' Baithuti ba sheba hore ebe bomphato ba bona ba nepile na. Tswelang pele ho fihlela baithuti bohle ba dutse fatshe.



Dipotso tse tataisang:

- ★ Na o na le nomoro e fetang 3 ka pedi/e ka tlase ho 6 ka tharo/e leng halofo ya robedi/e leng 2 habedi, jwalojwalo?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Phoustara ya 3

1. **Pina/raeme:** Baithuti ba bina pina kapa ba etsa raeme eo ba ikgethetseng yona.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Buisanang ka Phoustara ya 3. Balang palo ya matsatsi a nang le moya, ao letsatsi le tjabheng, a nang le maru kapa ao pula e nang ka ona tjabheng ya maemo a lehodimo setshwantshong.

Dipotso tse tataisang:

- ★ Ho na le matsatsi a mararo a tjabheng ke letsatsi. Re hloka matsatsi a mang a makae a nang le letsatsi le tjabheng hore re fihle ho a leshome?

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. **Ho ikwetlisa ka 0–10:** Botsa dipotso mabapi le Phoustara ya 3. Baithuti ba ka sebedisa menwana ya bona kapa dibadi ho rarolla mathata ha ho hlokeha.

Dipotso tse tataisang:

- ★ O bona baithuti ba bakae ka phaposing ya borutelo?
- ★ Ha baithuti ba bane ba ka tswela ka ntle, ke baithuti ba bakae ba tla sala ka phaposing ya borutelo?
- ★ Ho na le banana ba bakae ka phaposing ya borutelo? Ha ho ka tla banana ba bang ba bararo, ho tla be ho ena le banana ba bakae?
- ★ Banana ba tshelletseng ba ka phaposing ya borutelo. Banana ba bang ba bararo ba a kena. Ho se ho ena le banana ba bakae jwale?
- ★ Titjhere o na le diboloko tse tshelletseng tseo a di arolang ka ho lekana dipakeng tsa banana ba bararo. Ngwanana ka mong o tla fumana diboloko tse kae?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Ho nahanisisa ka botebo le ho hlahisa maikutlo.

Bokgoni ho tsa Bophelo: Rarolla mathata nakong ya lenaneo la letsatsi le letsatsi le ho hlalosa mabaka.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

Setshelo ho moithuti ka mong se nang le:

- Dibadi tse 10 tsa diphoofole
- Diapole tse 3 tse sehilweng pampiring

- 'Terata' e entsweng ka sekgetjhana sa khateboto e sehilweng ha ntshuwa bohare ba yona
- Sekere
- Difaha tsa sebopoho

1. **Dipalo tsa mantswe ka ho sebedisa dibadi:** Baithuti ba bala dibadi tsa bona tsa diphoofole. Botsa dipalo tsa mantswe mabapi le diphoofole.

Dipotso tse tataisang:

- ★ Sandile o na le diphoofole tse 10. O kenya diphoofole tse tharo ka lesakeng bosiuung boo. O hloka ho kenya tse ding hape tse kae ele hore diphoofole tsohle di be kahare?

2. **Ho arola ho ena le ho salang:** Baithuti ba dula ka bobedi ba shebane. Ba bea diphoofole tsa bona tse 10 di shebile ka ho bona.

Dipotso tse tataisang:

- ★ Na wena le mphato wa hao le na le palo e lekanang ya diphoofole? O tseba jwang?
- ★ Sandile o batla diphoofole tsa hao hore di kene ka lesakeng la hae ka bobedi ka bobedi. Bontsha kamoo a ka di hlophisang.
- ★ Le 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.



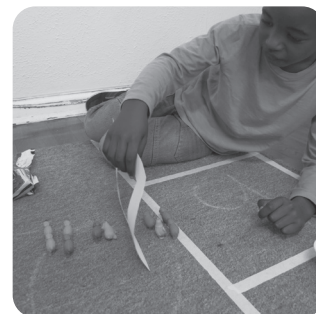
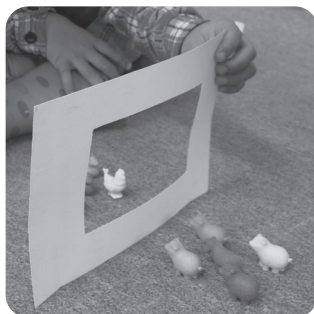
3. **Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

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.

 **KELETSO**

Lemosa baithuti taba ya hore dintho tse ding, jwaloka diapole, di ka sehwa hore di arolwe, empa dintho tse ding, tse kang diphoofolo, di keke tsa sehwa hore di arolwe.

★ O lemoha eng? Re ka etsa eng ka phoofolo e setseng ka ntle? Iphe nako ya ho mamela ditlhaliso tsa baithuti kamoo ba ka rarolang bothata ba phoofolo e setseng.

Baithuti ba kenya diphoofolo tse robedi ka ditsheelong tsa bona mme ba ntshe diapole tse tharo tse sehilweng.

★ O ka arola jwang diapole tseo tse tharo ka ho lekana pakeng tsa diphoofolo tsa hao tse pedi?

Baithuti ba leka ho rarolla bothata boo. Ha ba eellwa hore ho na le apole e le nngwe e setseng, buisanang kamoo ho ka sehlang apole eo ka halofo hore e arolwe ka ho lekana.



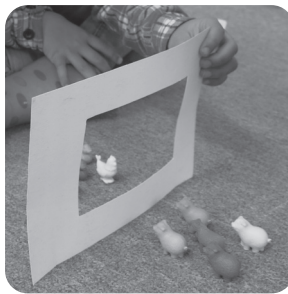
3. **Metswako ya 10 ba sebedisa dibadi tsa diphoofolo:** Baithuti ba hlophisa diphoofolo tsa bona ka mola o theosang. Ba sebedisa 'diterata' tsa bona, ba sibolla hore ke ditsela tse kae tse fapaneng tseo ba ka arolang diphoofolo ka dihlopha tse pedi.

Dipotso tse tataisang:

★ Na o ka bea 'terata' hore ho be le diphoofolo tse nne ka lehlakoreng le leng la terata?

Baithuti ba 'kampela' diphoofolo tse nne mme ba di bale.

Baithuti ba nyarela ka nqane ho terata ya bona.



★ Ho na le diphoofolo tse kae ka lehlakoreng le leng la terata?

★ Ho na le diphoofolo tse kae kaofela?

Baithuti ba bala diphoofolo tse ka lehlakoreng le leng la terata mme ba pheta ketsahalo eo ka metswako e meng e etsang 10.

★ Na o ka bea terata ka tsela eo ka yona ho nang le lenane le lekanang hantle lehlakoreng ka leng?

4. **Metswako ya 10 ba sebedisa difaha tsa sebopelo:** Kopa baithuti ho bontsha difaha tse hlano. Ba kgothaletse ho etsa sena ntle le ho di bala ka bongwe. Baithuti ba tshwara difaha tse hlano mme ba qala ho bala ho tloha ho 5.

Bala o tswela pele ho tloha ho 5 ho isa ho 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.



Dipotso tse tataisang:

★ O badile difaha tse kae tse ding hape?

Tshwara difaha tse nne/tsheletseng/tharo. Bala ho tswela pele ho tloha ho 4 ho isa ho 7/10/8, jwalojwalo.

★ O se o ena le difaha tse kae jwale?



Lekola hore baithuti ba kgona ho:

- rarolla mathata a dinomoro 0–10
- bala ho tswela pele ho tloha nomorong e fanweng – ho isa ho 10
- arola dibadi ka ho lekana ho ena le ho salang
- hlwaya dihlopha tse kopanang ho etsa 10

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Pampiri ya A4 – sekgetjhana se 1 ho moithuti ka mong
- Dipontjhe/boya/boya ba ka ditsebang
- Pente ka hara ditshelo tse sa tebang
- Dikerayone

Baithuti ba mena maqephe a bona ka halofo. Ba ngola nomoro e dipakeng tsa 1 le 5 hodimo lehlakoreng le le leng la leqephe. Ba qopetsa sepontjhe/boya/boya ba ditsebe/ menwana ya bona ka hara pente mme ba etsa lenane la matheba le lekanang le nomoro eo ba e ngotseng. Ba mena leqephe leo mme ba le hatelle ho etsa lenane leo ka lehlakoreng le leng la leqephe. Ba bala hore ba na le matheba a makae jwale mme ba ngola nomoro eo.



Seteishene sa tshebetso sa 2

Tseo o di hlokang

- Hlama ya ho bapala le dimmata
- Tsela ya dinomoro 0–10 – 1 ho moithuti ka mong

Baithuti ba bopa 'ditene/diboloko' ka hlama ya ho bapala mme ba aha ditora tse nyalanang le dinomoro tse ho tsela ya dinomoro 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.

Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Matshwao a dinomoro 0–10 (*Khiti ya Disebediswa*) – 8 ho baithuti ba bang le ba bang ba babedi
- Diboloko tsa *Unifix*

Baithuti ba sebetsa ka bobedi ho bapala, 'Aha mme o bapise'. Moithuti ka mong o na le matshwao a dinomoro a mane qubung. Ha ba ntse ba phethola letshwao la nomoro ka leng, mmoho ba re, 'Nngwe, pedi, tharo bapisa.' Moithuti ka mong o bua nomoro ya hae ho mphato wa hae, 'Ke na le ____.' Moithuti ka mong o sebedisa diboloko tsa *Unifix* ho aha tora e emelang nomoro ya hae. Ba bapisa ditora tsa bona le dinomoro tsa bona ba sebedisa tlotswe e latelang: *ngata, nyane, mmalwa, lekana/tshwana* (ho etsa mohlala, 'tshela e ngata ho feta nne').

Ba pheta sena makgetlo a mang a mararo ka matshwao a mang a fapaneng a dinomoro. Ba fpanyetsana disete tsa bona tsa matshwao a dinomoro le baithuti ba bang mme ba bapala papadi eo hape.



Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Dibuka tsa dinomoro ho tswa ho Beke ya 7
- Pampiri ya A4
- Steipolarane
- Dikoki/dikerayone

Baithuti ba qetella maqephe bakeng sa 6–10 dibukeng tsa bona tsa dinomoro. Ba etsa dienfolopo bakeng sa dibuka tsa bona (ka ho mena le ho steipola maqephe a A4). Ba ngola mabitso a bona le nomoro ya ntlo ya habo bona ka pele enfolopong ya bona.



KELETSO

Baithuti ba iketsetsa ditshwantsho tsa bona tsa 'nomoro' ha ba qetile.

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

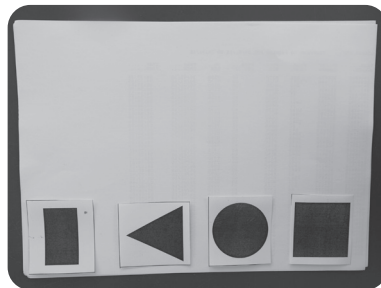
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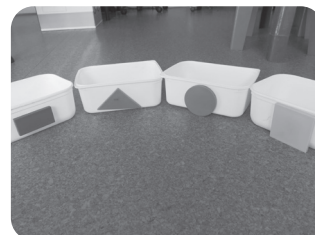
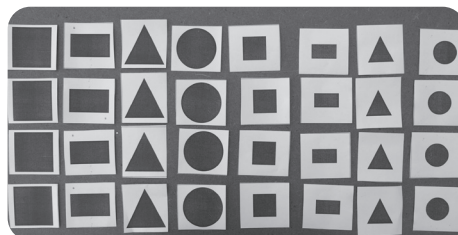
Getting ready

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)

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

Dihlooho

- Makgetha a dibopeho

Tsebo e ntjha

- Hlophisa dibopeho ho ya ka boholo, mmala le sebopeho
- Puisano ka dibopeho

Ho etsa

- Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne
- Kgopolo ya setshwantsho se radilweng

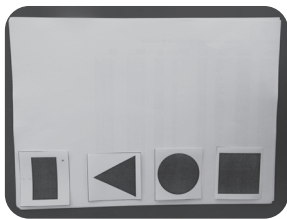
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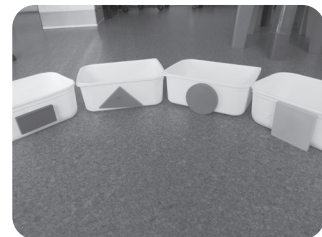
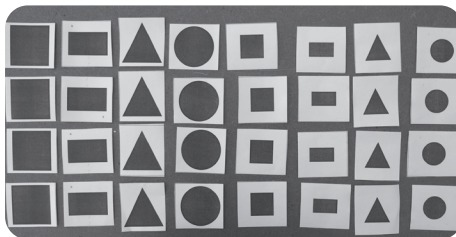
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Ho itokisetsa

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

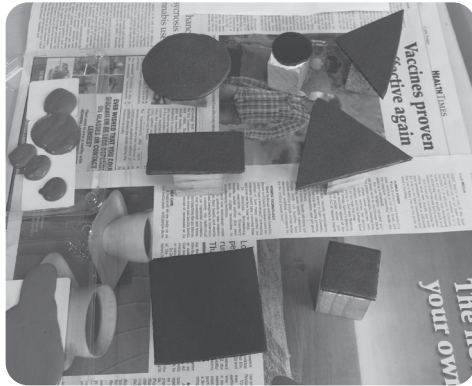


- phoustara ya khateboto e dibopeho di sehilweng (kgutlonne, kgutlotharo, sedikadikwe le kgutlonnetsepa, tsohle ka mmala o tshwanang)
- ditshwantsho tse 6 tsa dintho tsa kamehla tse nang le dibopeho tsa sedikadikwe, kgutlotharo, kgutlonnetsepa le kgutlonne ho tsona (sheba leqephe la 157)
- dikarete tse 32 tsa dibopeho ka tsela e latelang:
 - dibopeho tse tshehla tse 8: sedikadikwe, kgutlonnetsepa, kgutlonne le kgutlotharo, e 1 e kgolo le e 1 e nyane
 - dibopeho tse bolou tse 8: sedikadikwe, kgutlonnetsepa, kgutlonne le kgutlotharo, e 1 e kgolo le e 1 e nyane
 - dibopeho tse kgubedu tse 8: sedikadikwe, kgutlonnetsepa, kgutlonne le kgutlotharo, e 1 e kgolo le e 1 e nyane
 - dibopeho tse tala tse 8: sedikadikwe, kgutlonnetsepa, kgutlonne le kgutlotharo, e 1 e kgolo le e 1 e nyane

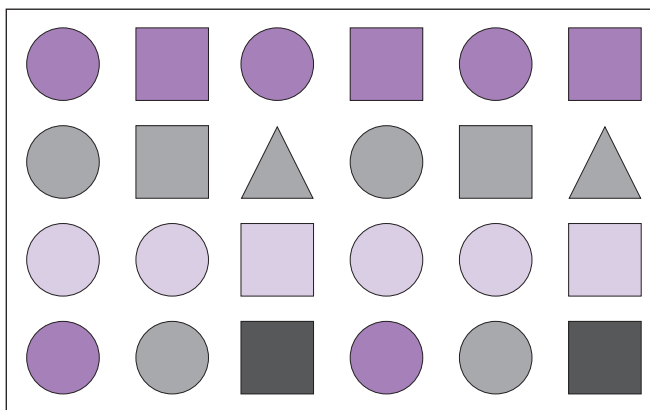


- mabokoso a 4 le bokoso ka leng le leibotswe ka sebopeho se fapaneng (kgutlonnetsepa, sedikadikwe, kgutlotharo, kgutlonne)

- 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

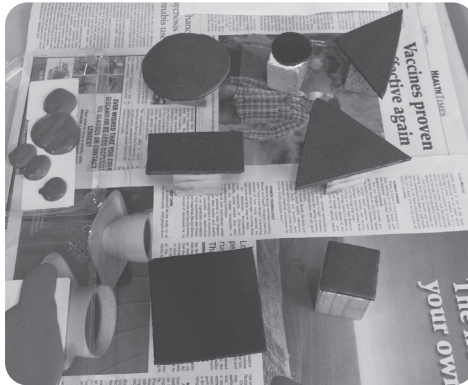
Day 1

What you need

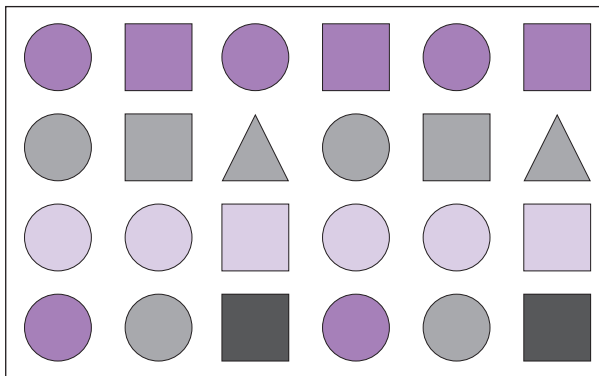
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

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 tse 4 tsa dibopeho tsa Bingo (*Tataiso ya Diketsahalo: Kotara ya 3*, leqephe la 218)
- dibopeho tsa pampiri tsa boholo le mebala e fapaneng (sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne)
- dithempleiti tsa dibopeho (tse sehilweng sepontjheng kapa ho Styrofoam) bakeng sa kgatiso



- dikarete tsa dipaterone tse nang le dipaterone tsa dibopeho tse fapaneng ho tsona – 1 ho moithuti ka mong



- diphazele tsa dikotwana tse mashome a mabedi a metso e mene (leqephe la 223).

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Pina: *Haeba o tshwere kgutlonnetsepa* (leqephe la 201)
- Dintho tse sebopeho sa sedikadikwe, kgutlonnetsepa, kgutlotharo le kgutlonne ka mokotleng
- Phoustara ya khateboto e nang le dibopeho tse sehilweng
- Tjhoko
- Dikarete tse 4 tsa dibopeho (sedikadikwe, kgutlonne, kgutlonnetsepa, kgutlotharo)
- Mmino o rekotilweng (kapa seletswa sa mmino)

1. **Pina:** Binang pina, *Haeba o tshwere kgutlonnetsepa*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Ka bobedi, moithuti wa pele o kgetha nomoro e ka tlase ho 10, ho etsa mohlala, 6, mme ebe o tlola makgetlo a makalo a ntsa a bala. Moithuti e mong o bolela hore o nahana hore ke makgetlo a makae a setseng a ho tlola hore a fihle ho 10 mme o lekola ka ho tlola le ho bala. Ba fapanyetsana sebaka.

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. **Ho tloha ho 3-D ho isa ho 2-D:** Baithuti ba dula ba entse sedikadikwe. Bea phoustara ya dibopeho bohareng ba sedikadikwe. Fetisa mokotlana wa dintho o potolohe. Baithuti ba fana sebaka sa ho hlwaya sebopeho se phoustareng mme ba phopholetse ntho e ka hara mokotlana e nyalanang le sona. Ntho eo e bewa hodima sebopeho seo.

Dipotso tse tataisang:

- ✦ Na o ka utlwa ntho e nang le sebopeho sa sedikadikwe/kgutlonnetsepa/kgutlonne/kgutlotharo?
- ✦ Na o ka nyalanya ntho le sebopeho se hodima boto?
- ✦ Ntho eo e utlwahala jwaloka eng?
- ✦ Ke eng e tshwanang ho ntho eo le sebopeho se phoustareng?
- ✦ Sebopeho seo se bitswa eng?

5. **Makgetha a dibopeho:** Sebedisa tjhoko ho taka sedikadikwe, kgutlonnetsepa, kgutlotharo le kgutlonne e le nngwe e kgolo fatshe. Ha mmimo o ntse o bapala, baithuti ba tsamaya jwalo ho potoloha phaposi ya borutelo. Ha mmimo o emisa, phahamisa karete ya sebopeho. Baithuti ba ema pela sebopeho se takilweng fatshe.

Dipotso tse tataisang:

- ✦ Sebopeho sena se bitswa eng?
- ✦ Se na le mahlakore/dihuku/mahlakore a otlohileng/mahlakore a kgopameng a makae?

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlokang

- Pina: *Sedikadikwe se tshwana le bolo* (leqephe la 201)
- Dikarete tse 32 tsa dibopeho
- Ditshwantsho tsa dintho tsa letsatsi le letsatsi tse nang le dibopeho
- Prestik

1. **Pina:** Binang pina, *Sedikadikwe se tshwana le bolo*, kenya le diketso.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba ema ka dihlopha mme ba bala ba araba potso e ka tlase mona.

Dipotso tse tataisang:

- ✦ Ke baithuti ba bakae ba apereng dijeresi/rwetseng dieta tse nang le marapo/ba yang sekolong ka maoto, jwalojwalo?

4. **Ho ikwetlisa ka dibopeho:** Hlophisa dikarete tsa sebopeho ka diqubu tse arohaneng ho ya ka sebopeho. Bea pontsheng se seng sa ditshwantsho tsa dintho tsa kamehla. Mema baithuti hore ba behe karete ya sebopeho hodima sebopeho se tsamaelanang le yona setshwantshong. Buisanang ka dibopeho le baithuti.

Dipotso tse tataisang:

- ✦ Na o ka nyalanya se seng sa dibopeho tsena le ntho e setshwantshong sena? Ke sebopeho sefe?
- ✦ O tseba jwang hore ke kgutlonnetsepa/kgutlonne/sedikadikwe/kgutlotharo?
- ✦ Hobaneng e se kgutlonnetsepa/kgutlonne, jwalojwalo?



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

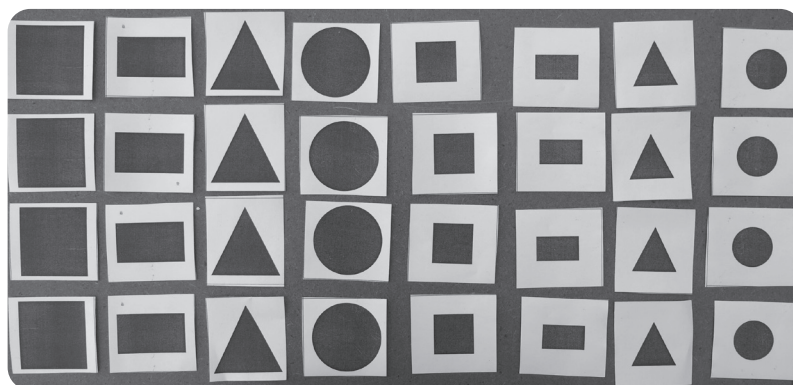
1. **Song:** Sing the song, *Shape Hokey Pokey*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Use chalk to draw a large circle, square, triangle and rectangle on the floor. Invite a few learners to stand inside the circle.

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.

Buisanang ka dibopeho tse ding tse ka phaposing ya borutelo.

★ Na ho na le tse ding tsa dibopeho tsena tseo o di bonang ka phaposing ya borutelo?

Baithuti ba tswela ka ntle ho ya tsamaya jwaloka dibopeho.

★ Shebang ditaere/ditene/difenster. Ke dibopeho dife tseo le di bonang?

★ Na o bona marulelo a sebopeliso sa kgutlotharo?

★ Na ho na le ntho eo o e bonang e kang sedikadikwe?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlohang

- Pina: *Sebopeliso sa Hokey Pokey* (leqephe la 201)
- Tjhoko
- Dikarete tse 32 tsa dibopeho

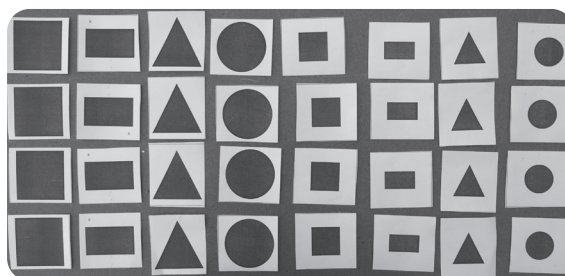
1. **Pina:** Binang pina, *Sebopeliso sa Hokey Pokey*, kenya le diketso.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Sebedisa tjhoko ho taka sedikadikwe se seholo, kgutlonnetsepa, kgutlotharo le kgutlonne e kgolo fatshe. Mema baithuti ba mmalwa ho tla ema ka hara sedikadikwe.

Dipotso tse tataisang:

- ★ Ho na le maoto a makae ka hara sedikadikwe?
- ★ Ho na le matsoho a makae ka hara sedikadikwe?
- ★ Ho na le _____ ba bakae ka hara sedikadikwe?

Pheta hape ka dibopeho tse ding.

4. **Mmala, boholo le sebopeliso:** Efa moithuti ka mong karete ya sebopeliso. Bitsa lebitso la sebopeliso. Baithuti ba nang le sebopeliso seo ba ya sebopeliso se nyalanang le seo se takilweng fatshe. Ba bina le ho tantsha ka pina ya *Sebopeliso sa Hokey Pokey* bakeng sa sebopeliso sa bona. Bitsa lebitso la sebopeliso se seng mme le phete ketsahalo eo hape. Bokella dikarete tsa dibopeho mme o di hlophise fatshe ka dikholomo ho ya ka sebopeliso, boholo le mmala ele hore o be le dikarete tse nne ka hara kholomo ka nngwe ya tse robedi. Baithuti ba fana sebaka sa ho batlana le dibopeho ho ya ka makgetha ao o a bitsang (mmala, boholo le sebopeliso).



Ditaelo tse tataisang:

- ★ Batla sedikadikwe se seholo se bolou, jwalojwalo.
 - ★ Thetsa dibopeho tsohle tse kgubedu/dikgutlotharo tse nyane.
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

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.

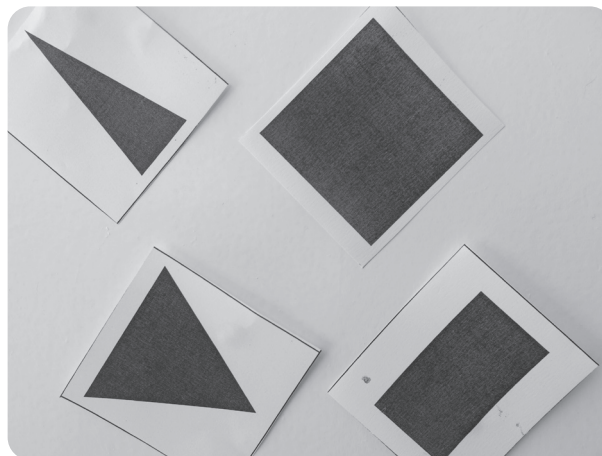
- ★ It has 4 equal sides and 4 corners. What is it?
- ★ It has 2 long sides and 2 short sides. What is it?

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.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Sedikadikwe se tshwana le bolo* (leqephe la 201)
- Matshwao a dinomoro 1–10
- Dikarete tse 32 tsa dibopeho
- Diboloko tsa makgetha (*Khiti ya Disebediswa*)
- Dikarete tsa matheba 1–10 (*Khiti ya Disebediswa*)

1. **Pina:** Binang pina, *Sedikadikwe se tshwana le bolo*, kenya le diketso.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Phahamisa matshwao a dinomoro 1–10 hohle ka phaposing. Phahamisa karete ya matheba mme baithuti ba tsamaye/ba tlole/qhome ho ya ka letshwao la nomoro le nepahetseng.
4. **Ho ikwetlisa ka makgetha a dibopeho:** Baithuti ba dula ba furallane ka bobedi. Efa moithuti ka mong boloko ba makgetha, boo a sa lokelang ho bo bontsha mphato wa hae. E mong wa ba babedi o botsa dipotso mabapi le sebopeliso sa mphato ho fihlela a kgona ho noha hore ke sefe.

Dipotso tse tataisang:

- ★ Na e na le mahlakore a otlohileng?
- ★ E na le mahlakore/dihuku tse kae?

Pata boloko ba makgetha kamora hao. Hlalosa sebopeliso sa bona mme o re baithuti ba nohe hore ke eng.

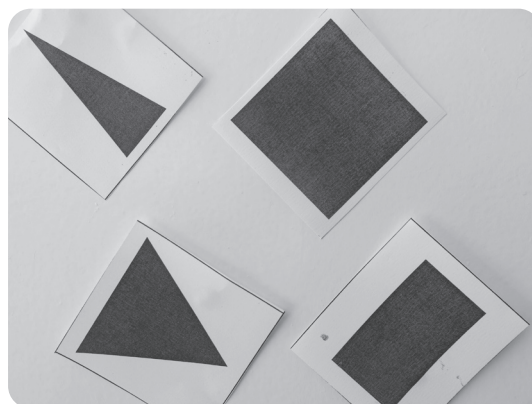
- ★ Se na le mahlakore a 4 a lekanang le dihuku tse 4. Ke eng?
- ★ Se na le mahlakore a 2 a malelele le mahlakore a 2 a makgutshwane. Ke eng?

Kgetha tse mmalwa tsa dikarete tsa sebopeliso mme o di behe leboteng dibakeng tse fapaneng, ho etsa mohlala, di shebile fatshe, di tshekaletse. Kopa baithuti ho hlwaya dibopeho.



KELETSO

Ho bontsha ditshwantsho ka maemo a fapaneng ho thusa baithuti ho hlwaya dibopeho esitana le ha di behilwe ka tsela e fapaneng.



Dipotso tse tataisang:

- ★ O bona sebopeliso sefe? O tseba jwang?
 - ★ Na o ka fumana kgutlotharo? O tsebile jwang hore ke kgutlotharo?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

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.)



Letsatsi la 5

Tseo o di hlokang

- Mabokoso a 4 a leibotsweng ka dibopeho tse fapaneng
- Dikarete tse 32 tsa sebopeho
- Phoustara ya 9

1. **Pina:** Baithuti ba kgetha pina ya dibopeho eo ba ka e binang.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba ema ba bapile ka bobedi. Mmoho, ba bala ba ntse ba qhomela pele ka mehato e mmedi, mme ba lebe lehlakoreng le leng ebe ba bala ba qhomela pele ka mehato e meng e mmedi. Ba tswela pele jwalo ho fihlela ba fihla ho 10.
4. **Ho ikwetlisa ka dibopeho:** Ala dikarete tsa dibopeho hodima mmata mme o behe mabokoso a leibotsweng ka dibopeho tse fapaneng. Baithuti ba fana sebaka sa ho kgetha karete ya sebopeho mme ba e kenye ka lebokosong le nepahetseng.

Dipotso tse tataisang:

- ★ Ke lebokoso lefe le tshwanelang sebopeho sa hao?
 - ★ Sebopeho sa hao se tshwana jwang le se leng ka ntle ho lebokoso?
5. **Ho elellwa dibopeho:** Buisanang ka Phoustara ya 9. Buang ka seo baithuti ba se bonang setshwantshong.

Dipotso tse tataisang:

- ★ Ke dibopeho dife tseo o ka di bonang moahong o mmala wa lamunu? O ka bala dikgutlonnetsepa/dikgutlonne tse kae? O tseba jwang hore ke kgutlonnetsepa/kgutlonne?
 - ★ Na o ka fumana dibopeho dife kapa dife leboteng kamora Malusi? Ke sebopeho sefe? Ke hokae hape moo o ka bonang sebopeho seo setshwantshong?
 - ★ Ke dibopeho tse kae tsa sedikadikwe tseo o di bonang? Di hokae? Ke sedikadikwe sefe se seholo ho fetisisa/senyane ho fetisisa? O kgona ho fumana didikadikwe tse kae?
 - ★ Ke dibopeho dife tseo o di bonang leboteng la moaho wa lebenkele? Kgutlotharo/kgutlonne e na le mahlakore/dihuku tse kae?
 - ★ Ke hokae moo o bonang dikgutlotharo tse nyane ntlong ya Malusi le Nkgono?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Ntshetsopele ya tlotlontswe, 'bontsha o phete', ho lemoha mantswa a dibopeho.

Bokgoni ho tsa Bophelo: Ho lemoha le ho hlalosa dibopeho kahare le kantle ho phaposi ya borutelo; sekotjhe sa dibopeho. (Taka keriti ya sekotjhe sa dibopeho ka ntle. Baithuti ba fana sebaka sa ho lahlela mekotla ya dinawa ka hara sebopeho, ba qhomela ka hodima sebopeho seo mokotla wa dinawa o wetseng ho sona mme ba qhomele kahara dibopeho tse ding.)



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

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Phoustara ya 7
- Setshelo ho moithuti ka mong se nang le:
 - Dithupa tse 20 tsa ho bala
 - Bolo e nyane ya hlama ya ho bapala
- Dikarete tse 32 tsa dibopeho
- Mmata wa hlama ya ho bapala – 1 ho moithuti ka mong
- Diboto tse 4 tsa dibopeho tsa Bingo (tse entsweng ho Kotara ya 3)
- Diboloko tse 10 tsa makgetha (*Khiti ya Disebediswa*) tse nang le sebopeho se tshwanang (tse kgolo le tse nyane) ho baithuti ka bobedi

1. **Dipalo tsa mantswe:** Kopa baithuti ho sheba ho Phoustara ya 7. Ba ka sebedisa dibadi tsa bona kapa menwana ya bona ho rarolla mathata.

Dipotso tse tataisang:

- ★ Ho na le ditlou tse pedi tsa patsi le dithuhlo tse pedi tsa patsi tse rekiswang mmarakeng. Ke diphoofole tse kae tsa patsi tse rekiswang?
- ★ Monna o pheha disoseije tse hlano. Haeba batho ba supileng ba batla soseije, ke disoseije tse kae hape tseo a lokelang ho di pheha?
- ★ Ke diapole tse kae tseo morekisi wa ditholwana a nang le tsona tafoleng ya hae? Morekisi wa ditholwana o batla ho kenya diapole ka hara mekotla, ka diapole tse tharo ka hara mekotla ka mong. A ka tlatsa mekotla e mekae?

2. **Ho bala dintho 1–10:** Baithuti ka bonngwe ba bala dithupa tsa ho bala tse 10 ho tswa ditshelong tsa bona.

Dipotso tse tataisang:

- ★ Ke tse kae tsa dithupa tsa hao tse kgubedu/tshehla/tala, jwalojwalo?

3. **Ho aha sebopeho:** Efa baithuti dikarete tsa dibopeho tse fapaneng: kgutlotharo, kgutlonnetsepa le kgutlonne. Baithuti ba sebedisa dithupa tsa bona ho kopolla sebopeho se kareting ya bona. Bontsha baithuti ho sebedisa hlama ya ho bapala bakeng sa ho tshwara dintlha tsa dithupa hore di tiye.

Dipotso tse tataisang:

- ★ O na le sebopeho sefe?
- ★ O hloka dithupa tse kae ho etsa sebopeho seo?
- ★ Na o ka fetola sebopeho sa hao hore e be kgutlotharo/kgutlonne/kgutlonnetsepa?

4. **Bingo ya dibopeho:** Baithuti ba sebetsa ka bobedi. Efa para ka nngwe ya baithuti boto ya Bingo le dikarete tse itseng tsa sebopeho. Bolela lebitso le boholo ba sebopeho sa boto ya Bingo, ho etsa mohlala, sedikadikwe se seholo, kgutlotharo e nyane. Haeba baithuti ba ena le sebopeho sa boholo bona ka hara dikarete tseo ba di filweng, ba se bea hodima boloko bo tsamaelanang ba boto ya Bingo.



Lekola hore baithuti ba kgona ho:

- bala dintho 1–10
- rarolla mathata a dinomoro ka molomo 0–10
- hlwaya makgetha a mmalwa a sebopeho – mmala, sebopeho, boholo
- nyalanya dibopeho
- kopolla dibopeho



TIP

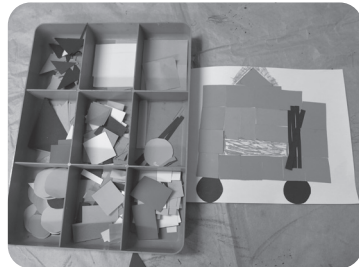
Link this activity to the theme for the week.

Workstation 1

What you need

- Different coloured paper shapes (circle, square, triangle, rectangle) in different sizes
- Paper
- Glue
- Crayons
- A4 page per learner

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.

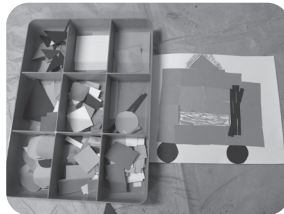
KELETSO
Hokela ketsahalo ena le mookotaba wa beke eo.

Seteishene sa tshebetso sa 1

Tseo o di hlohang

- Dibopeho tse fapaneng tsa pampiri tse mebala (sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne) ka boholo bo fapaneng
- Dikerayone
- Pampiri
- Sekgomaretsi
- Leqephe la A4 ho moithuti ka mong

Baithuti ba kgomaretsa dibopeho pampiring ho etsa ditshwantsho/meralo.



Seteishene sa tshebetso sa 2

Tseo o di hlohang

- Dithempleiti tsa sebopelo tse sehilweng sepontjheng kapa ho Styrofoam
- Pente ka hara dijana tse sa tebang
- Pampiri – sekgetjhana se 1 ho moithuti ka mong
- Mmata wa polastiki
- Diforesekoto

Baithuti ba qopetsa dithempleiti tsa dibopeho ka hara pente mme ba di hatelle hodima pampiri ho etsa meralo ya dibopeho.



Seteishene sa tshebetso sa 3

Tseo o di hlohang

- Dikarete tsa dipaterone tsa sebopelo – 1 ho moithuti ka mong
- Diboloko tsa makgetha (*Khiti ya Disebediswa*)

Baithuti ba kgetha karete ya paterone ya sebopelo mme ba sebedisa diboloko tsa makgetha ho kopolla dipaterone.

Seteishene sa tshebetso sa 4

Tseo o di hlohang

- Diphazele tsa dikotwana tse mashome a mabedi a metso e mene (leqephe la 223)
- Metswako ya diphazele tse ding

Baithuti ba phethela diphazele ho ya ka bokgoni ba 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).

Tsepamiso ho Karolo ya Dikahare: Ho Sebetisa ka Datha

Dihlooho

- Bokella le ho hlophisa dintho
- Bontsha dipokello tse hlophisitsweng tsa dintho
- Buisanang le ho tlaleha ka dipokello tse hlophisitsweng tsa dintho

Tsebo e ntjha

- Kerafo ya ditshwantsho ho sebediswa sete e ekeditsweng ya datha

Ho etsa

- Ho bala ka molomo: ho ya pele 0–20 le ho feta, ho kgutlela morao 10–0
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–10
- Ho rarolla bothata 1–10
- Ngata, mmalwa, lekanang
- Ho lekanyetsa
- Bokella, hlophisa le ho emela pokello ya dintho
- Hlopholla le ho tlaleha mabapi le datha

Tlotlontswa e ntjha ya mmetse

mohlomong

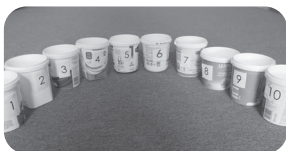
ho ka kgoneha

ka nnete

Ho itokisetsa

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

- dikarete tsa mabitso bakeng sa dikgwedi tsa selemo ho tloha ho Pherekong ho isa ho Tshitwe (8 cm ka bophara)
- dikarete tsa mabitso a baithuti le matsatsi a tswalo (8 cm ka bophara)
- diterei tse 2: e le nngwe e leibotsweng ka 'thata' le setshwantsho sa pentshele; e nngwe e leibotswe ka 'bonolo' le setshwantsho sa thishu
- leqephe la boholo ba phoustara le arotsweng ka diboloko tse 4. Leibola boloko ka bong ka ho taka bokantle bo bonolo ba setshwantso sa koloi, motho, sejalo kapa phoofolo hukung e le nngwe (sheba leqephe la 183) – phoustara e 1 ho sehlopha ka seng
- ditshelo tse 11 (ho etsa mohlala, dikopi tsa yokate) setshelo ka seng se leibotswe ka nomoro ho tloha ho 0 ho isa ho 10
- mebala e 4 ya hlama ya ho bapala
- dipokello tsa mefuta e mene e fapaneng ya dintho tse nyane, ho etsa mohlala, dikgetla, dithupa, mahlaku, majwe a manyane
- sekgetjhana se nang le ditshwantsho tsa ditholwana tse 6 – 1 ho moithuti ka mong
- keriti ya ditholwana ya A4 e nang le ditshwantsho tsa ditholwana tse 6 le mela e 5 – 1 ho moithuti ka mong (leqephe 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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Pina: *Dikgwedi tsa selemo* (leqephe la 201)
- Tjhate ya matsatsi a tswalo
- Tjhate ya dihla
- Ditjhate tsa maemo a lehodimo

 **KELETSO**
Kopa baithuti ho tla le mabokoso a sesepa sa meno mme ba a behe hodima tafole ya mmetse ho a hlophisa.

 **KELETSO**
Ere baithuti ba hlahise dipotso tseo ba ka lakatsang ho di botsa.

1. **Pina:** Binang pina, *Dikgwedi tsa selemo*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Baithuti ba ema ka sedikadikwe. Ba tlolela kahara sedikadikwe haeba ba borosotse meno a bona ka sesepa sa meno se boletsweng lebitso.

Dipotso tse tataisang:

- ★ Tlolela ka hara sedikadikwe haeba o borosotse meno ka Colgate/ Aquafresh/Mentadent P kajeno hoseng.
- ★ Na o nahana hore ho na le baithuti ba fetang/ka tlase ho 10 ka hara sedikadikwe?

Bala baithuti ba ka hara sedikadikwe.

- ★ Na kakanyo ya hao e ne e atametse?

4. **Ho bokella le ho hlophisa datha:** Mmoho shebang tjhate ya matsatsi a tswalo.

Dipotso tse tataisang:

- ★ Ho na le dikgwedi tse kae selemong?
 - ★ Ke dikgwedi tse kae tse batang/tjhesang/nang le pula? O tseba jwang?
 - ★ Re tseba jwang hore ke kgwedi efe eo re leng ho yona jwale?
 - ★ Ho na le matsatsi a makae a tswalo tjhateng ya rona? O tseba jwang?
- Supa dikgweding tse fapaneng mme o kope baithuti hore ba bolele mabitso a tsona.
- ★ Le tseba jwang lebitso la kgwedi ena?
 - ★ Ke kgwedi efe e tlang kamora/pele ho _____?

Binang pina, *Dikgwedi tsa selemo* hape mme o kope baithuti ho phahamisa matsoho a mabedi ha ba utlwa kgwedi eo ba hlahileng ka yona.

Kopa moithuti ho supa kgwedi ka nngwe. Baithuti ba a ema haeba letsatsi la tswalo la bona le le kgweding e supilweng.

- ★ Ke kgwedi efe eo o nahanang hore e na le matsatsi a tswalo a mangata? O tseba jwang?

5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 2

Tseo o di hlokang

- Pina: *Nka hlophisa* (leqephe la 201)
- Dikarete tsa mabitso tsa dikgwedi tse 12 tsa selemo

1. **Pina:** Binang pina, *Nka hlophisa*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.



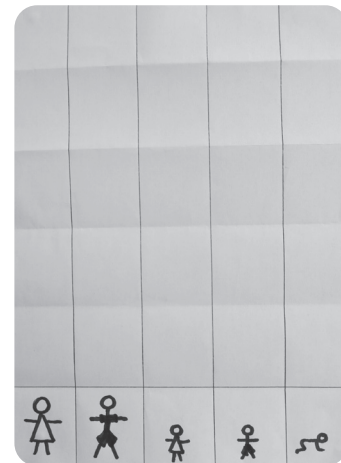
TIP

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.

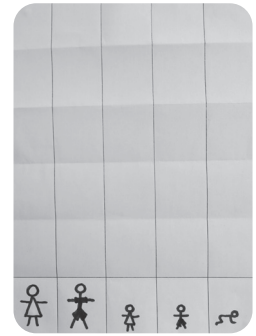
KELETSO

Rala le ho bontsha leqephe bakeng sa baithuti hore ba ye le lona lapeng bakeng sa ho ya bokella datha e mabapi le ba malapa a bona.

- Ho bala dintho 1–10:** Phetang ketsahalo e tswang ho Letsatsi la 1, empa le tsepamisitse maikutlo ho ba malapa a baithuti.

Dipotso tse tataisang:

- ★ Tlolela ka hara sedikadikwe haeba o ena le dikgaitsemi/baholwane/baena ba baholo/banyane ho wena/bonkgono/borakgadi ba dulang le wena.
- ★ Na o nahana hore ho tla ba le baithuti ba bangata sehlopheng se nang le bomotswala ba dulang le bona ho feta sehlopheng sa baithuti ba se nang bona?
- ★ Na kakanyo ya hao e ne e atametse?



- Ho hlophisa dikgwedi:** Baithuti ba dula ba entse sedikadikwe. Ala dikarete tsa dikgwedi tse 12 tsa selemo bohareng. Kgetha moithuti ya nang le letsatsi la tswalo kgwedeng ya pele ya selemo. A supe kgwedi eo tihateng ya matsatsi a tswalo. Kopa baithuti ba fapaneng hore ba late dikgwedi tse supilweng. Hlahisa hore ba behe dikgwedi tseo ka tatelano.

Dipotso tse tataisang:

- ★ Ke kgwedi efe e tlang pele?
- Moithuti ya tshwereng karete eo o ema pele.
- ★ Ke kgwedi efe e lokelang ho latela/ho ba qetellong?
- ★ Ke kgwedi efe e tlang pele ho/kamora kgwedi eo letsatsi la hao la tswalo le leng ho yona?

Pheta hape ka baithuti ba bang.

- Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlokang

- Pina: *Nka hlophisa* (leqephe la 201)
- Moropa
- Dikarete tsa dikgwedi tse 12 tsa selemo
- Prestik

- Pina:** Binang pina, *Nka hlophisa*.
- Ho bala ka molomo:** 0–20 le ho feta, 10–0.
- Ho bala dintho 1–10:** Pheta ketsahalo ho tswa ho Letsatsi la 1.

Ditaelo tse tataisang:

- ★ Tlolela ka hara sedikadikwe haeba o ena le ntja/katse/kgoho/tlhapi lapeng.
- ★ Bala baithuti ba tloletseng ka hara sedikadikwe mme o botse dipotso tse tsamaelanang le bona.



- Ho bokella, ho hlophisa le ho emela datha:** Bea dikarete tsa dikgwedi tse 12 tsa selemo ka tatelano o siye sebaka dipakeng hore baithuti ba ithlophise ka mola pela tsona. Bapalla baithuti moropa hore ba tsamaye ka bolokolohi. Ha mmimo o emisa, baithuti ba ema moleng pela kgwedi eo ba tswetsweng ka yona. Ba dula moleng ba shebile karete ya bona.

KELETSO

Buisanang ka tsela ya ho rekota le ho bontsha hore ke diphoofolo dife tseo baithuti ba nang le tsona lapeng.

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.



Dipotso tse tataisang:

- ★ Ke baithuti ba bakae ba hlahileng ka kgwedi eo le wena o hlahileng ka yona?
 - ★ Ke kgwedi/dikgwedi dife tseo baithuti ba bangata/mmalwa ho feta ba hlahileng ka tsona?
 - ★ O tseba jwang?
 - ★ Ke kgwedi efe e nang le matsatsi a mangata a tswalo? O tseba jwang?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 4

Tseo o di hlokang

- Pina: *Nka hlophisa* (leqephe la 201)
- Dikarete tsa dikgwedi tse 12 tsa selemo tse beilweng leboteng ho ena le sebaka dipakeng
- Dikarete tsa mabitso a baithuti tse nang le matsatsi a tswalo

1. **Pina:** Binang pina, *Nka hlophisa*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Phetang ketsahalo ho tswa ho Letsatsi la 1.

Ditaelo tse tataisang:

- ★ Tlolela ka hara sedikadikwe haeba o tsohile hoseng kajeno pele letsatsi le tjhaba.
- ★ Tlolela ka hara sedikadikwe haeba maobane bosiu o robetse pele batho ba baholo heno ba robala.


Bala baithuti ba tloletseng ka hara sedikadikwe mme o botse dipotso tse tsamaelanang le bona.

4. **Ho bokella, ho hlophisa le ho hlopha datha:** Baithuti ba dula ba entse sedikadikwe. Bea dikarete tsa mabitso a bona bohareng. Baithuti ba mmalwa ka nako ba lata mabitso a bona. Hang ha baithuti bohle ba ena le dikarete tsa mabitso a bona ba dula ka dihlopha le ba bang ba nang le matsatsi a tswalo a kgwedi e le nngwe.

Dipotso tse tataisang:

- ★ Na le ka dula ka tatelano ya hore ke mang ya nang le letsatsi la tswalo wa pele, wa bobedi, jwalojwalo, kgweding eo?

Baithuti ba fpanyetsana ka ho bea dikarete tsa mabitso a bona ka tatelano ho ya ka matsatsi a bona a tswalo. Dikarete tsa mabitso a baithuti di lokela ho bewa di palamane ntle le sebaka dipakeng tsa tsona.

 **KELETSO**
Baithuti ba taka difahleho tsa bona pela mabitso a 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. **Ho bala, ho hlalosa le ho tlaleha ka datha:** Buang ka kerafo ya ditshwantsho.



KELETSO

Tjhate ya matsatsi a tswalo e lokela ho ba leboteng la phaposi ya borutelo ele hore baithuti ba ka dula ba e sekaseka.

Dipotso tse tataisang:

- ★ O ka mpoella eng mabapi le kerafo ena?
 - ★ Phapang e tla ba efe ha nka kenya lebitso la ka tjhateng kgweding ya _____?
 - ★ Ke eng e tshwanang/fapaneng mabapi le kerafo ena le tjhate ya matsatsi a tswalo?
 - ★ Na ho na le kgwedi e se nang matsatsi a tswalo? Ke efe?
 - ★ Ke kgwedi efe e nang le matsatsi a tswalo a mmalwa ka ho fetisisa/a lekanang/a mangata ka ho fetisisa? O tseba jwang?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlohang

- Pina: *Nka hlophisa* (leqephe la 201)
- Phoustara ya 3
- Kerafo ya ditshwantsho
- Mabokoso a sesepa sa meno (a tlišeng le baithuti)

1. **Pina:** Binang pina, *Nka hlophisa*.
2. **Ho bala ka molomo:** 0–20 le ho feta, 10–0.
3. **Ho bala dintho 1–10:** Pheta ketsahalo ho tswa ho Letsatsi la 1.

Dipotso tse tataisang:

- ★ Tlolela ka hara sedikadikwe haeba o robala o le mong/le motho e mong betheng/le motho e mong ka kamoreng.
- Bala baithuti ba tloletseng ka hara sedikadikwe mme le buisane ka seo. Sheba mme o hlwaye mabokoso a sesepa sa meno tafoleng ya mmetse.
- ★ O nahana hore ho na le mabokoso a makae a Colgate/Aquafresh, jwalojwalo?
- Balang sehlopha ka seng mmoho.
- ★ Le ne le atameditse hakae kakanyong ya lona?
 - ★ Ke sehlopha sefe se nang le mabokoso a mangata/mmalwa?
4. **Ho bala, ho hlalosa le ho tlaleha ka datha:** Buisanang ka khalendara ya matsatsi a tswalo a ho Phoustara ya 3.



KELETSO

Sheba tjhate ya dihla le ditjhate tsa boemo ba lehodimo tsa khalendara ya dikgwedi tse 12 (haeba o di bolokile). Di hlophise ho ya ka dihla.

Dipotso tse tataisang:

- ★ Na o bona dikgwedi dife kapa dife tse nang le palo e lekanang ya mabitso jwaloka kerafong ya rona?
- ★ Ke dikgwedi tse kae tse nang le letsatsi la tswalo le le leng/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 tse kae kerafong ya rona tse nang le letsatsi la tswalo le le leng/a mabedi?
 - ★ Ke kgwedi efe e nang le matsatsi a tswalo a mangata ho fetisisa? O tseba jwang?
5. **Ho rarolla bothata:** Shebang kerafo ya ditshwantsho mmoho mme le botse dipotso.
- Dipotso tse tataisang:**
- ★ Ho na le baithuti ba _____ ba tswetsweng ka Tlhakubele. Haeba baithuti ba bararo ba batjha ba ka tla ka phaposing ya rona ya borutelo ba hlahileng ka Tlhakubele ho tla ba le mabitsa a makae kgwedeng ya Tlhakubele?
 - ★ Baithuti ba _____ ba tswetswe ka Motsheanong. Ba babedi ba baithuti bana ha ba a tla sekolong kajeno. Ke baithuti ba bakae ba tswetsweng ka Motsheanong ba tlleng sekolong kajeno?
 - ★ Dikgwedi tse tharo e nngwe le e nngwe e na le matsatsi a tswalo a mabedi. Dikgwedi tseo ha di kopane di na le matsatsi a tswalo a makae?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Ho bua le ho Mamela: ho abelana ka mehopolo, ho rarolla mathata le ho hlalosa ditharollo; Ho Bala le ho Ngola ho Holang: ho utlwisisa hore letshwao le emela ho hong.

Bokgoni ho tsa Bophelo: Ho hlophisa dintho, ho bokella tlhahisoleseding le ho rarolla mathata.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhare

Tseo o di hlokang

- Setshelo ho moithuti ka mong se nang le:
 - Dibadi tse 10 tsa ditholwana (motswako o fapaneng bakeng sa moithuti ka mong o nang le tse sa feteng 5 tsa mefuta efe kapa efe ya ditholwana)
 - Kerayone e kgubedu, bolou, tala, perese, tshehla, le e mmala wa lamunu
- Sekgetjhana se nang le ditshwantsho tsa ditholwana tse 6 – 1 ho moithuti ka mong
- Setshelo sa diboloko tsa *Unifix*
- Keriti ya A4 ya ditholwana e nang le ditshwantsho tsa ditholwana tse 6 le mela e 5 – 1 ho moithuti ka mong (leqephe la 222)

1. **Ho rarolla bothata:** Buisanang ka dipalo tsa mantswa le baithuti.
- Dipotso tse tataisang:**
- ★ Kamehla Thami o ja panana e le nngwe. Malusi le Laylah ba ja dipanana tse pedi motho ka mong. Ntate o hloka ho reka dipanana tse kae kamehla bakeng sa bana lelapeng?
2. **Ho bala dintho 1–10:** Baithuti ba sheba dibadi tsa bona tsa ditholwana.
- Dipotso tse tataisang:**
- ★ O nahana hore o na le ditholwana tse kae?
 - ★ O nahana hore motho ka mong o na le palo e lekanang ya ditholwana? Moithuti ka mong o a lekanyetsa ebe o bala ditholwana tsa hae.
3. **Ho hlophisa dintho:** Baithuti ba bea dibadi tsa bona ka dihlopha tsa mefuta e fapaneng tsa ditholwana.

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.

Dipotso tse tataisang:

- ★ O na le mefuta e fapaneng e mekae ya ditholwana?
- ★ Na kaofela ha lona le na le palo e lekanang ya tholwana ka nngwe? O tseba jwang?

Baithuti ba bea ditholwana tsa bona ka hodima setshwantsho sa tholwana se nyalanang se sekgetjhaneng sa bona.

- ★ Ke tholwana efe eo o nang le tse ngata/mmalwa ho feta tsa yona?
- ★ Ke mang ya nang le palo e lekanang ya dipanana?
- ★ Ke tholwana efe e kgolo ka ho fetisisa le e nkang sebaka se sehlo ka ho fetisisa?
- ★ Morara o moholo ho feta dipanana. Re hloka ho etsa eng ha re bea tseo moleng ho etsa bonnete ba hore re kgone ho bona hore ke sehlopha sefe se nang le tse ngata/mmalwa ho fetisisa?
- ★ Ke eng hape eo re neng re ka e sebedisa ho bontsha hore re na le tse kae tsa tholwana ka nngwe?

Baithuti ba etsa ditora ka diboloko tsa *Unifix* ka hodima ditshwantsho tsa ditholwana ho emela dihlopha tsa bona tsa ditholwana.

Bapisang le ho buisana ka ditora tsa baithuti tsa *Unifix*.

4. **Papadi – ho bontsha dihlopha le ho di manolla:** Baithuti ba nka ditholwana tse tlang seatla ho tswa qubung ya bona. Ba di hlophisa ho ya ka mmala ka hara diboloko dikeriting tsa bona ho ya ka lenane la tholwana ka nngwe. Papadi e fela ha moithuti a phethela kholomo.

Dipotso tse tataisang:

- ★ Ke diboloko tse kae tseo o di kentseng mmala o mosehla bakeng sa dipanana?
- ★ Na ho na le ya nang le diboloko tse ngata/mmalwa tse kentsweng mmala bakeng sa dipanana tsa hae?
- ★ Haeba o ne o ka nka panana e le nngwe hape, ke diboloko tse kae tseo o neng o tla tlameha ho di kenya mmala o mosehla?



Lekola hore baithuti ba kgona ho:

- bontsha datha ka ho hlophisa dintho hore di nyalane le ditshwantsho
- bontsha datha ka ho kenya mebala ho diboloko
- tseba hore 'ke tse kae' ho ya ka datha e fanweng
- bapisa datha le ho araba dipotso tse amanang le yona

Seteishene sa tshebetso sa 1



Tseo o di hlokang

- Pokello ya dintho tse thata le tse bonolo
- Diterei tse 2: e le nngwe e leibotswe 'thata'; e nngwe e leibotswe 'bonolo'
- Pampiri le dikerayone
- Dikere

Baithuti ba hlophisa dintho ho ya ka tse thata le tse bonolo. Ba buisana ka ditsela tse ding tseo ba ka di hlophisang ka tsona. Ba taka ditshwantsho tsa dintho tse thata le tse bonolo mme ebe ba a di seha mme ba di behe hodima diterei.



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.



Seteishene sa tshebetso sa 2

KELETSO

Eketsa dikarete tse nyane le dikoki bakeng sa baithuti ho ngola matshwao a dinomoro a tlang ho eketswa ka ditshelong.

Tseo o di hlohang

- Ditshelo tse 11, ho etsa mohlala, dikopi tsa yokate tse leibotsweng ka dinomoro
- Disete tse 8 tsa matshwao a dinomoro 0–10 (*Khiti ya Disebediswa*)

Bea matshwao a dinomoro qubung hodima terei. Baithuti ba di hlophisa ka ho di kenya ditshelong tse nyalanang. Jwale ba bala ho lekola hore setshelo ka seng se na le matshwao a robedi a dinomoro.

Seteishene sa tshebetso sa 3



Tseo o di hlohang

- Leqephe la boholo ba phoustara le arotsweng ka diboloko tse 4 tse leibotsweng
- Dikere – se le 1 ho moithuti ka mong
- Dimakazine
- Sekgomaretsi

Baithuti ba seha le ho ntsha ditshwantsho tse fapaneng tsa dikoloi, batho, dijalo le diphoofolo mme ba di manamisa ka hara boloko bo tshwanelang phoustareng.

Seteishene sa tshebetso sa 4

KELETSO

Baithuti ba ka etsa dikuku tse ding mme ba di kgabisa ho ya ka ditlhaloso tsa bona tsa pokello ya bona ya dintho. Sena ho ka buisanwa ka sona nakong ya seneke.

Tseo o di hlohang

- Mebala e 4 ya hlama ya ho bapala
- Dipokello tsa mefuta e mene e fapaneng ya dintho tse nyane, ho etsa mohlala, dikgetla, dithupa, mahlaku, majwe a manyane
- Diterei tse 4 tsa polastiki kapa polisterini

Bea dintho tsohle tse nyane ka qubu e le nngwe mme o kope baithuti ho di hlophisa ka diterei tse nne. Ba sebedisa hlama ya ho bapala ho etsa dikhapokheiki mme ba kgetha dintho tse ditereing ho kgabisa dikhapokheiki tsa bona. Khapokeiki ka nngwe e lokela ho kgabiswa ka dintho tse tswang ho e nngwe ya diterei.



Assessment

Term 4: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding																
Key ✓ = competent ● = partially competent ✗ = not yet competent	Counts objects: 1–10	Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Distinguishes between more than, fewer than and equal to Orally adds and subtracts using concrete objects: 0–10 Solves problems using concrete objects or number ladder: 0–10 Explains own thinking in words and through drawings or concrete objects Understands ordinal numbers: first, second, third, fourth, fifth, sixth Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10 Compares numbers: more than – less than – equal to, most – least; many – fewer Identifies and describes whole numbers 0–10 Recognises numbers in familiar contexts Knows number pictures and dot cards 0–10 Identifies number symbol and number word: 0 Identifies number symbol and number word: 10 Identifies number symbol and number word: 9 Counts in twos Counts backwards: 10–0 Oral counting forwards: 0–20 and beyond Counts objects: 1–10																	
	Counts objects: 1–10																		
	Counts backwards: 10–0																		
	Oral counting forwards: 0–20 and beyond																		
	Counts in twos																		
	Identifies number symbol and number word: 9																		
	Identifies number symbol and number word: 10																		
	Identifies number symbol and number word: 0																		
	Knows number pictures and dot cards 0–10																		
	Recognises numbers in familiar contexts																		
	Identifies and describes whole numbers 0–10																		
	Compares numbers: more than – less than – equal to, most – least; many – fewer																		
	Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10																		
	Understands ordinal numbers: first, second, third, fourth, fifth, sixth																		
	Explains own thinking in words and through drawings or concrete objects																		
	Solves problems using concrete objects or number ladder: 0–10																		
Orally adds and subtracts using concrete objects: 0–10																			
Distinguishes between more than, fewer than and equal to																			
Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200																			
Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200																			

Tekanyetso

Kotara ya 4: Mohlala wa Rekoto ya Ditekanyetso tse Tswellang

Senotlolo	DINOMORO, MATSHWAO LE DIKAMAANO	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = bokgoni bo sa fellang</p> <p>✗ = ha a eso be le bokgoni</p>	<p>O bala dintlo: 1-10</p> <p>O bala ka molomo a eya pele: 1-20 le ho feta</p> <p>O bala a kgutlela morao: 10-0</p> <p>O bala ka bopedi</p> <p>O hlwaya letshwao la nomoro le lentse la nomoro: 9</p> <p>O hlwaya letshwao la nomoro le lentse la nomoro: 10</p> <p>O hlwaya letshwao la nomoro le lentse la nomoro: 0</p> <p>O tseba dikarete tsa ditshwantsho tsa dinomoro le tsa mathaba a dinomoro 0-10</p> <p>O lemoha dinomoro maemong a tlwalehleng</p> <p>O hlwaya le ho hlalosa dinomoro tse fellelseng 0-10</p> <p>O bapisa dinomoro: ngata ho – nyane ho – lekana le; ngata ho fetisisa – nyane ho fetisisa; ngata – mmalwa</p> <p>O hlophisa dinomoro (diratellano) ho toha ho e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa le e kgolo ka ho fetisisa ho isa ho e nyane ka ho fetisisa 1-10</p> <p>O utlwisisa dinomoro tsa boemo: -pele, -bopedi, -boraro, -bone, -bohano, -botshelela</p> <p>O hlalosa monahano wa hae ka mantswa le ka metako kapa dintlo tse tshwarehang</p> <p>O rarolla mathata a sebedisa dintlo tse tshwarehang kapa leri ya dinomoro: 0-10</p> <p>O kopanya le ho tosa ka molomo dintlo tse tshwarehang: 0-10</p> <p>Lemoha phapang pakeng tsa ngata ho feta, mmalwa ho feta, le lekana le</p> <p>O lemoha dikhoine le ditjhelete tsa pampiri tsa Afrika Borwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>O hlwaya dikhoine le ditjhelete tsa pampiri tsa Afrika Borwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p>	<p>Khoutu ya ho getela ya matswao</p>
<p>Mabitso a baitluti</p> <p>Letsatsi</p>		

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>				

Senotlolo	DIPATERONE, DITSHEBETSO LE ALJEBRA	SEBAKA LE SEBOPEHO (JEOMETRI)	MOMETHO	HO SEBETSA KA DATHA	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = bokgoni bo sa fellang</p> <p>✗ = ha a eso be le bokgoni</p>	<p>O hlwaya dipaterone tse bobebe tse iphetang</p> <p>O kopolla le ho atolosa dipaterone tse bobebe tse iphetang</p> <p>O kopolla, o atolosa le ho bopa dipaterone tsa hae tsa kutlo</p> <p>O bopa dipaterone tsa hae</p> <p>O utlwisisa papadi, 'sekotjhe'</p>	<p>O kgona ho aha bonyane phazele ya dikotwana tse mashome a mabedi a metso e mene</p> <p>O eellwa molahare dithong</p> <p>O laela ditshupiso: pele le morao; hodimo le tlase; ho ya hodima le ho ya tlase; le letshehadi le le letona</p> <p>O eellwa le ho hlwaya sedikadikwe, kgutlotharo, kgutlonnetsepa le kgutlone</p> <p>O hlalosa, o hliphisa le ho bapisa dintso tsa 2-D ho ya ka ditshwane le dipapano</p> <p>O hlalosa, o hliphisa le ho bapisa dintso tsa 3-D ho ya ka ditshwane le dipapano</p>	<p>O metha le ho bapisa dintso ho ya ka botelele, boima le mothamo le volume</p> <p>O bona phapang pakeng tsa kgolo, kgolo ho feta, kgolo ka ho fetisisa le nyane, nyane ho feta, nyane ka ho fetisisa (Bolelele) O utlwisisa hore dintso le tsona di methwa ka ho sebedisa theipi!</p>	<p>O bokella dintso ho ya ka boholo</p> <p>O hliphisa dipokeletso tsa dintso</p> <p>O bontsha dipokeletso tsa dintso</p> <p>O bokella, o hliphisa le ho bontsha datha ho ya ka lekgetha le le leng</p> <p>O manolla datha a sebedisa dipots</p> <p>O buisana le ho tlaleha ka pokello e hliphisitsweng ya dintso</p>	<p>Khoutu ya ho qetela ya matshwao</p>
Mabitso a baithuti	Letsatsi				

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!

Disebediswa

Dipina, diraeme le dipale

Beke ya 1

Pale: Pale ya nomoro ya 9 (ka thempleiti ya frizi ya Nomoro ya 9)

Kamora moo ha tla Dinonyana tse robong. Tsa fofa moyeng ka matsatsi a mangata di batlana le lehae le nepahetseng hantle, le bolokehileng le le mofuthu. Tsa phukalatsa mapheo a tsona letsheare lohle, di sheba hodimo di sheba tlase ho fumana sebaka seo di ka se bitsang lehae.

Qetellong tsa fumana ntlo e shebehang e le ntle e phodile. Dinonyana tse robong tsa dula hodima fensterebanka mme tsa nyarela kahare. Ha ho motho ya dulang ka tlung eo!

Dinonyana tsa sebedisa melomo ya tsona ho bokella disebediswa tsa ho etsa letshwao la nomoro ya 9 le lentšwe la nomoro ya robong, tseo ba tlang ho di manamisa lemating le ka pele. Nonyana ka nngwe e etsa tshepe ya monyako bakeng sa lemati la ka pele.

Ho na le phaposi ya ho robala e le nngwe feela ntlong eo, empa ka lehlohonolo dinonyana ha di hloke dibethe. Di rata ho robala di ntse di dutse!

Dinonyana tse tharo di fumana fensterebanka, Dinonyana tse tharo di dula setulong mme Dinonyana tse tharo di dula hodima bate. Kaofela ha tsona di hlohlora masiba a tsona ho etsa dikobo tse mofuthu. Di kgathetse haholo hoo ho se nang le ho tswibila kapa tswii – Dinonyana tse robong di robala bosiu bohle mme ha di tsohe ka meso letsatsing le hlahlamang ho ya tshwasa diboko bakeng sa dijo tsa hoseng.

Ka lehlohonolo ditshepe tsa monyako tse robong di lla hang ha Dinonyana di utlwa di lapile. Baahisane ba tsona ba lokileng ba eme monyakong o ka pele ka diboko tse kgolo, tse nonneng, tse hlabosang ho amohela Dinonyana: Tlou e le nngwe ho tswa ntlong ya nomoro ya 1, Diqwaha tse pedi ho tswa ntlong ya nomoro ya 2, Mesha e meraro ho tswa ntlong ya nomoro ya 3, Dithuhlo tse nne ho tswa ntlong ya nomoro ya 4, Ditshwene tse hlano ho tswa ntlong ya nomoro ya 5, Matata a tshelatseng ho tswa ntlong ya nomoro ya 6, Dinqanqane tse supileng ho tswa ntlong ya nomoro ya 7 le Ditweba tse robedi ho tswa ntlong ya nomoro ya 8.

Raeme: Ditsuonyana tse pedi

Ditsuonyana tse pedi di fetela ka nqane
Ha fihla tse ding tse pedi mme tsa eba nne
Mathelang furung, mathelang serobeng
Mathang ditsuonyana, kgutlelang lapeng.

Ditsuonyana tse nne ke tseo di qakeha
Ha fihla tse ding tse pedi mme tsa eba tshelela
Mathelang furung, mathelang serobeng
Mathang ditsuonyana, kgutlelang lapeng.

Ditsuonyana tse tshelatseng di ne di batla lesedi
Ha fihla tse ding tse pedi mme tsa eba robedi
Mathelang furung, mathelang serobeng
Mathang ditsuonyana, kgutlelang lapeng.

Ditsuonyana tse robedi tsa mathela ho mme
Ha fihla tse ding tse pedi mme tsa eba leshome
Mathelang furung, mathelang serobeng
Mathang ditsuonyana, kgutlelang lapeng.

Pina: Dikokonyana di hwanta ka bobedi ka bobedi

Dikokonyana di hwanta ka bobedi ka bobedi.
Hoorah! Hoorah!

Dikokonyana di hwanta ka bobedi ka bobedi.
Hoorah! Hoorah!

Dikokonyana di hwanta ka bobedi ka bobedi;
E nyane ya ema ho fasa dieta,
Mme tsohle tsa hwanta mmoho

Ho baleha pula.
Fahla, fahla, fahla, fahla!

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

Pale: Pale ya nomoro ya 10 (ka thempleiti ya frizi ya Nomoro ya 10)

Dinotshi tse leshome di ntse di bobola hohle mona letsatsi lohle di enwa lero – le bitswang nektha – ho tswa dipaleseng tse ntle tse hara motse. Nako le nako ha Notshi e le nngwe e fumana palesa e nang le nektha e monate, e tantsha hanyane ho bolella Dinotshi tse ding hore ho na le dijo haufi le moo.

Dinotshi di tlameha ho fumana lehae kapele ele hore di tle di kgone ho etsa manyepe ho tswa ho nektha eo di e bokelletseng. Di sheba ntlong ya ho qetela moleng mme di qeta ka hore e tla ba sehlaha sa dinotshi se lokileng – mona ke moo dinotshi di reng ke lehae la tsona.

Dinotshi ke basebetsi ba sebetsang ka thata haholo mme di etsa mosebetsi wa tsona hantle, kahoo di qalella mosebetsi di ntse di bobola ho lokisa sehlaha sa tsona hore se be lehae. Di etsa monyako wa ka pele ka dithupa tse tswang difateng. Letshwao la nomoro ya 10 le lentswe la nomoro ya leshome di bewa lemating la ka pele ka ditshepe tsa monyako tse 10. Dinotshi di etsa dikgaretene tsa difenstero ka mahlaku a matala, di etsa dikerese ka wakse ya dinotshi mme di etsa manyepe bakeng sa masiu a lefifi. Mofumahadi wa dinotshi o phomola ka sehlaheng, ha Dinotshi tse ding tse robong tsa basebetsi di fetola nektha eo di e bokelletseng ho ba manyepe mme di a tshela ka hara dipitsa tsa manyepe tse robong. Ka matjeke letsatsing le latelang Dinotshi tsohle tse leshome di apara dijeresi tsa tsona tse metsero e mesehla le e metsho mme di rwala dieta tse ntsho ebe di isa pitsa ya manyepe e le nngwe ho moahisane ka mong e motjha: Tlou e le nngwe ho ntlo ya nomoro ya 1, Diqwaha tse pedi ho ntlo ya nomoro ya 2, Mesha e meraro ho ntlo ya nomoro ya 3, Dithuhlo tse nne ho ntlo ya nomoro ya 4, Ditshwene tse hlano ho ntlo ya nomoro ya 5, Matata a tsheletseng ho ntlo ya nomoro ya 6, Dingqanqane tse supileng ho ntlo ya nomoro ya 7, Ditweba tse robedi ho ntlo ya nomoro ya 8 le Dinonyana tse robong ho ntlo ya nomoro ya 9.

Pina: Dinotshi tse nyane tse leshome

Dinotshi tse nyane tse leshome di bobola hohle
E le nngwe ya ya sehlaheng
E le nngwe ya ya paleseng
Ho na le dinotshi tse kae tse bobolang hohle?
Dinotshi tse setseng di robedi jwale.

Dinotshi tse nyane tse robedi di bobola hohle
E le nngwe ya ya sehlaheng
E le nngwe ya ya paleseng
Ke dinotshi tse kae tse bobolang hohle?
Dinotshi tse setseng di tsheletse jwale.

Dinotshi tse nyane tse tsheletseng di bobola hohle
E le nngwe ya ya sehlaheng
E le nngwe ya ya paleseng
Ke dinotshi tse kae tse bobolang hohle?
Dinotshi tse setseng di nne jwale.

Dinotshi tse nyane tse nne di bobola hohle
E le nngwe ya ya sehlaheng
E le nngwe ya ya paleseng
Ke dinotshi tse kae tse bobolang hohle?
Dinotshi tse setseng di pedi jwale.

Dinotshi tse nyane tse pedi di bobola hohle
E le nngwe ya ya sehlaheng
E le nngwe ya ya paleseng
Ke dinotshi tse kae tse bobolang hohle?
Ha ho sa na dinotshi tse setseng jwale.

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'.

Pale: Dihlaha tsa dinotshi

Kamehla Dinotshi tse leshome di ne di tloha dihlaheng tsa tsona mme di fofe hohle di batlana le dipalesa. Ka tsatsi le leng tsa fofela hojana ka hara moru moo ho nang le difate tse telele. Di ne di utlwa modumo wa ho bobola ha dinotshi tse ding mme eitse ha di ntse di atamela tsa bona dihlaha tse ngata tse leketlang difateng. Tsa bona dinotshi tse ngatangata di kena di etswa sehlaheng ka seng. Ho ne ho ena le dinotshi tse ngata haholo ho ka balwa.

Ha re etseng eka dibadi tse na ke dinotshi mme dikwahelo tsa lona ke dihlaha.

Beke ya 3

Pina: Dibotlolo tse tala tse leshome

Dibotlolo tse tala tse leshome di

fanyehilwe leboteng

Dibotlolo tse tala tse leshome di

fanyehilwe leboteng

Mme ha botlolo e tala e le nngwe e ka wa

ka tshohanyetso

Ho tla ba le dibotlolo tse tala tse robong tse

fanyehilweng leboteng.

(Phetang bakeng sa robong, robedi, supa, tshelela, hlano, nne, tharo, pedi)

Botlolo e tala e le nngwe e fanyehilwe leboteng

Botlolo e tala e le nngwe e fanyehilwe leboteng

Mme ha botlolo e tala e le nngwe e ka wa

ka tshohanyetso

Ha ho tlo ba le dibotlolo tse tala tse

fanyehilweng leboteng.

Pale: Pale ya nomoro ya 0 (ka thempleiti ya frizi ya Nomoro ya 0)

Diphoofolo tsohle jwale tsa phela ka thabo mmoho di ahisane matlong a tsona. Tsa leka ka hohle ho ba metswalle le ho thusana ka dinako tsohle.

Ka letsatsi le leng yare ha Tlou a sheba ka ntle ka fenstere ya hae a bona motjhine o tjhekan mokoti fatshe pela ntlo ya hae. Matsatsing le dibekeng tse latelang diphoofolo tsohle tsa shebella ha ntlo e ntjha e ahuwa hantle pela bona mona ba shebile. Ho dujwa samente, ho bewa ditene, ho rulelwa mme mamati le difensetere di kenngwa. Qetellong ntlo e ne e eme e fedile. E ne e le ntlo e ntle, e matla e ahilweng hantle.

‘Ke mang ya tlo dula ntlong e ntle e ntjha eo?’ diphoofolo tsa ipotsa. Kaofela ha tsona tsa bokana ka ntle pela ntlo eo, di thabetse ho kopana le baahisane ba tsona ba batjha. Ho ne ho se tshepe e letswang monyako, empa Dithuhlo tse nne tsa bona hore lemati le butswa mme tsa kenya melala ya tsona e melelele lemating tsa nyarela. ‘Na ho na le motho mona lapeng?’ tsa hoeletsa. Ho ne ho se motho.

Diphoofolo kaofela tsa kena kahare. Ntlo e ne e se na motho. Dinonyana tsa fofa hohle ka dikamoreng, empa ho ne ho se fenetjhara – ho se bethe, ho se tafole le ditulo. Ho ne ho se letho ... ziro.

Ho fihlela kajeno, ha ho motho ya dulang ntlong eo e ntjha. Haesale e dula jwalo e se na letho ka hare. Diphoofolo di e bitsa ntlo ya ziro hobane lena ke lebitso le bolelang ‘ha ho letho’.

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

Pina: *Opa, twanyatsa mme o tile*

(Ka molodi wa *Twinkle, twinkle, little star*)

Dipaterone, dipaterone hohle

Re di etsa ka medumo yohle

Twanyatsa, opa, kapele le butle

Itokiseng, lokang, ha re yeng he,

Kaofela le ntshale morao

Etsang paterone ena ka hloko ...

Opang, twanyatsang menwana, tilang ka

maoto; opang, tswanyatsang menwana, tilang

ka maoto (paterone ya ABC)

(Hlahisa tatellano ya paterone e ntjha letsatsi le letsatsi)

Beke ya 5

Pina: *Pina ya ditshupiso*

(Ka molodi wa *This is the way ...*)

Potoloha o thetse lefatshe,

Thinyetsa ho le letshehadi mme o thinyetse ho
le letona.

Potoloha o thetse lefatshe,

Thinyetsa ho le letshehadi mme o thinyetse ho
le letona.

Khorase:

Tlolela ho le letshehadi mme o tlolele ho le letona,
Tlolela pele mme o tlolele morao.

Tlolela ho le letshehadi mme o tlolele ho le letona,
Tlolela pele mme o tlolele morao.

Dula fatshe mme o eme hodimo,

Tlolela hodimo le tlase mme o ope matsoho.

Dula fatshe mme o eme hodimo,

Tlolela hodimo le tlase mme o ope matsoho.

Beke ya 6

Raeme: *Ditlou tse hlano ka bateng*

Tlou e le nngwe e ilo sesa,

Koko, koko,

Phakga, phakga,

Kena le wena.

Ditlou tse pedi di ilo sesa,

Koko, koko,

Phakga, phakga,

Kena le wena.

Ditlou tse tharo di ilo sesa,

Koko, koko,

Phakga, phakga,

Kena le wena.

Ditlou tse nne di ilo sesa,

Koko, koko,

Phakga, phakga,

Kena le wena.

Ditlou tse hlano di ilo sesa,

Koko, koko,

Phakga, phakga,

Kaofela tsa wela ka hare.

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!

Pale: Ho tola ha Tlou

Karolo ya 1

Ka tsatsi le leng Tlou a tloha ha hae a ya tlase nokeng. 'Helang, Tlou,' ha rialo baahisane ba hae, Ditshwene, 'o ya hokae?'

Tlou a araba, 'Ke sa otlolla maoto ho ya batla sebaka sa ho ya tola.'

'Hmmm,' ha rialo Ditshwene. 'Ke tsela e telele eo. Re na le bate ya ho tola. Hobaneng o sa tlo tolla ntlong ya rona?'

Karolo ya 2

Tlou a hlalosa hore o tla theohela ka nokeng ho ya tola teng. A ema ka pela ntlo ya Dithuhlo. 'Helang, Tlou,' ha rialo Dithuhlo, 'hobaneng o tshwere emere?'

Tlou a araba, 'Ke nkile emere ena ele hore ha ke fihla nokeng ke tle ke e tlatse metsi mme ke be le metsi a monate a maphodi a ho nwa.'

Yare ha a ntse a atamela nokeng, moshanyana e mong a matha a feta Tlou mme a theohela nokeng moo a fihlileng a tlatse jeke le dikopi tse itseng ka metsi.

Yare ha moshanyana eo a feta a matha, a bolella Tlou hore ho na le mollo kampong.

Tlou a kenya nko ya hae kahara metsi, a tlatse emere ka metsi a noka mme a latela moshanyana eo ho ya moo ho tjang. Tlou le moshanyana ba tshela metsi hodima mollo ho o tima.

Karolo ya 3

Ho ne ho se ho tjhesa jwale mme Tlou o ne a hlile a batla ho ya kena kahara metsi a phodileng. Eitse ha a ntse a pitika a phakgatsa metsi mme a entse lerata ka thabo a nahana kamoo a ka iketsetsang letangwana la ho sesa kamora ntlo ya hae. O ne a bone matangwana a tlatswang moya lebenkeleng. O ne a tla tlameha ho ya batla letangwana la ho sesa le leholo haholo mme a be a nahane le kamoo a tlang ho le tlatse metsi ka teng.

Pina: Ho na le lesoba emereng ya ka

Ho na le lesoba emereng ya ka, Sindi weso,
Sindi weso

Ho na le lesoba emereng ya ka, Sindi weso, lesoba.
Le kwale he, Vuyo weso, Vuyo weso, Vuyo weso
Le kwale he, Vuyo weso, Vuyo weso, le lokise.

Ke tla le kwala ka eng, Sindi weso, Sindi weso?

Ke tla le kwala ka eng, Sindi weso, ka eng?

Ka lehlakana, Vuyo weso, Vuyo weso, Vuyo weso

Ka lehlakana, Vuyo weso, Vuyo weso, ka lehlakana.

Lehlakana le lelelele haholo ...

Le kgaole he ...

Ke tla le kgaola ka eng? ...

Ka thipa ...

Thipa e nthithi haholo ...

E leotse he ...

Ke tla e leotsa ka eng? ...

Ka lejwe ...

Lejwe le omme haholo ...

Le kolobise he ...

Ke tla le kolobisa ka eng? ...

Ka metsinyana ...

Ke tla a kga ka eng? ...

Ka emere ...

EMPA HO NA LE LESOBA EMERENG YA KA!

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

Pina: Ntate Sandile o ne a ena le polasi le polasi

Ntate Sandile o ne a ena le polasi

IYA- IYA-YO

Polasing ya hae o ne a ena le kolobe

IYA-IYA-YO

Ke koyi-koyi ka mona

Ke koyi-koyi ka mane

Ke koyi ka mona, koyi ka mane

Hohle ho lla fela koyi-koyi

Ntate Sandile o ne a ena le polasi

IYA-IYA-YO.

Ntate Sandile o ne a ena le polasi

IYA-IYA-YO

Mme polasing ya hae o ne a ena le dipere tse pedi

IYA-IYA-YO

Di didietsa mona

Di didietsa mane

Didietsa mona, didietsa mane

Hohle di a didietsa

Ntate Sandile o ne a ena le polasi

IYA-IYA-YO.

Tswela pele ka:

matata a mararo (kwaa-kwaa mona, kwaa-kwaa mane)

dikgomo tse nne (muu-muu mona, muu-muu mane)

dinku tse hlano (mee-mee mona, mee-mee mane)

dikgoho tse tshelentseng (koo-koo mona, koo-koo mane)

dipodi tse supileng (mme-mme mona, mme-mme mane)

dikalakunu tse robedi (guu-guu mona, guu-guu mane)

diesele tse robong (oyi-oyi mona, oyi-oyi mane)

Ntate Sandile o ne a ena le polasi

IYA-IYA-YO

Mme polasing ya hae o ne a ena le dinoha tse leshome

IYA-IYA-YO

Ho na le sss-sss mona

Le sss-sss mane

Mona ke sss, mane ke sss

Hohle ke sss-sss

Ke koyi-koyi ka mona

Ke koyi-koyi ka mane

Koyi ka mona, koyi ka mane

Hohle e le koyi-koyi

Di didietsa mona

Di didietsa mane

Mona di didietsa, mane di didietsa

Hohle di a didietsa

Kwaa-kwaa mona

Le kwaa-kwaa mane

Kwaa mona, kwaa mane

Hohle ke kwaa-kwaa

Muu-muu mona

Le muu-muu mane

Mona ke muu, mane ke muu

Hohle ke muu-muu

(Tswela pele tjena bakeng sa diphoofolo tse ding)

Ntate Sandile o ne a ena le polasi

IYA-IYA-YO.

Pale: Lebelo la diphoofolo

Ka tsatsi le leng diphoofolo tsa tsoha di bona marothodi a phoka difenstere bankeng tsa tsona. Lehodimo le ne le kwahetse mme ho phodile. Tlou a butswela terompeta ya hae ho bitsa diphoofolo tsohle ho kgobokana. Di ne di tseba hore di lokela ho kopana tshimong e kgolo e kamora matlo a tsona ha di utlwa pitso ya hae. A hlahisa hore ba tshware tlhodisano ya mabelo ho potoloha tshimo, ho theosetsa ka nokeng le ho kgutla. A kopa Matata ho fofela hodimo mme a dule difateng ho ya lekola dimathi hore di dula tseleng mme Dinonyana le Dinotshi di fofe ka hodima dimathi ho bona hore di bolokehile nakong ya lebelo.

Ho ne ho se na sebaka se sengata tseleng kahoo ho ne ho tla matha dimathi tse tshelentseng feela lebelong. Ho ne ho tletse menyaka ha ba ntse ba kgetha hore ke ofe ho Diqwaha, Mesha, Dithuhlo, Ditshwene, Dinqanqane le Ditweba ya tlang ho kena lebelong.

Qetellong ha dimathi di se di kgethilwe, diphoofolo tse tshelentseng tsa ema ka mola. Yaba Tlou o butswela terompeta ya hae mme tsa thakgoha.

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.

Raeme: 1 le 1

1 le 1 ke 2, pheta 1 habedi, pheta 1 habedi,
(*Bontsha monwana o le mong letsohong ka leng*)
1 le 1 ke 2.
2 le 2 ke 4, pheta 2 habedi, pheta 2 habedi,
(*Bontsha menwana e mmedi letsohong ka leng*)
2 le 2 ke 4.
3 le 3 ke 6, pheta 3 habedi, pheta 3 habedi,
(*Bontsha menwana e meraro letsohong ka leng*)
3 le 3 ke 6.
(*Tswelang pele ho fihla ho 5 mme ebe le a pheta*)

Beke ya 9

Pina ya sebopelo: Haeba o tshwere kgutlonnetsepa

(Ka molodi wa *If you're happy and you know it*)
Haeba o tshwere kgutlonnetsepa, ema!
Haeba o tshwere kgutlonnetsepa, ema!
Haeba o tshwere kgutlonnetsepa, haeba o
tshwere kgutlonnetsepa,
Haeba o tshwere kgutlonnetsepa, ema!
(*Pheta ka dibopelo tse ding*)

Pina ya sebopelo: Sedikadikwe se tshwana le bolo

(Ka molodi wa *The farmer's in the dell*)
Sedikadikwe se tshwana le bolo,
Sedikadikwe se tshwana le bolo,
Se tshitja se tshitja,
Ha ho moo se fellang.
Sedikadikwe se tshwana le bolo!
Kgutlonnetsepa e tshwana le lebokoso,
Kgutlonnetsepa e tshwana le lebokoso,
E na le mhlakore a mane,
A lekana kaofela.
Kgutlonnetsepa e tshwana le lebokoso!
Kgutlotharo e na le mhlakore a mararo,
Kgutlotharo e na le mhlakore a mararo,
Ho nyolosa thaba,
Ho theosa, ho kgutlela morao,
Kgutlotharo e na le mhlakore a mararo!
Kgutlonne e na le mhlakore a mane,
Kgutlonne e na le mhlakore a mane,
A mabedi a malelele, mme
A mabedi a makgutshwane.
Kgutlonne e na le mhlakore a mane!

Pina: Sebopelo sa Hokey Pokey

O kenya sedikadikwe ka hare,
O kenya sedikadikwe ka ntle,
O kenya sedikadikwe ka hare,
Ebe o se sisinya hohle.
O etsa Hokey Pokey
Mme wena o a potoloha.
Ho etsuwa jwalo he!
O kenya kgutlonne ka hare ...
O kenya kgutlonnetsepa ka hare ...
O kenya kgutlotharo ka hare ...

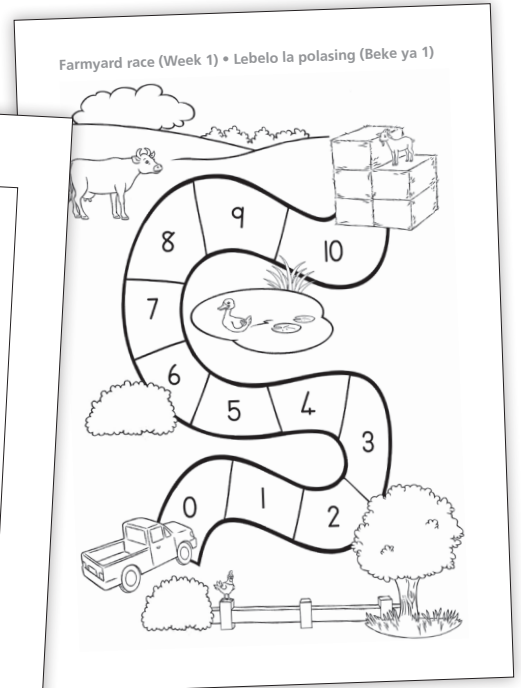
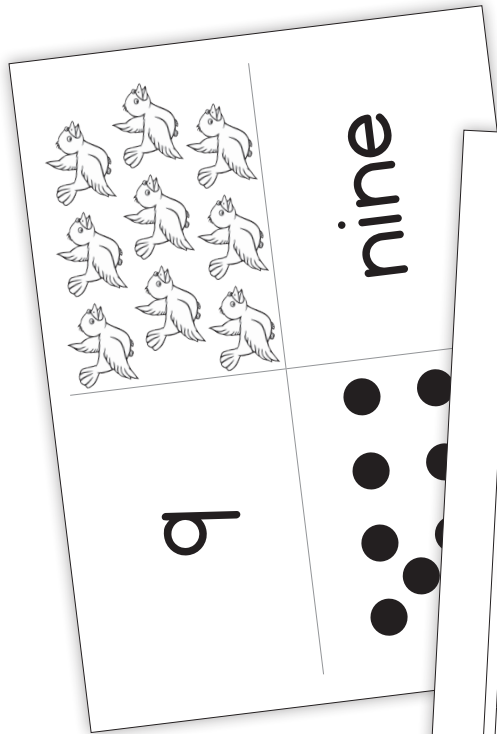
Beke ya 10

Pina: Dikgwedi tsa selemo

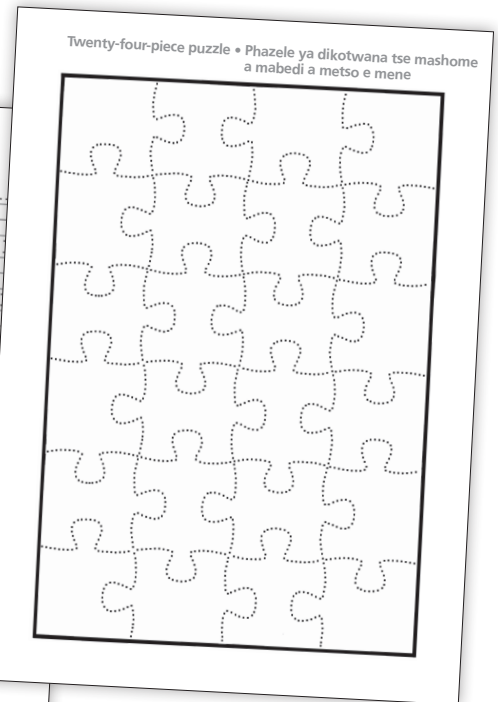
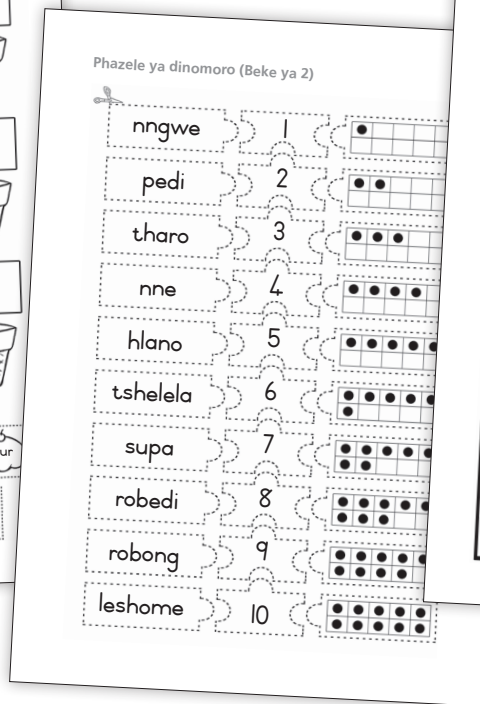
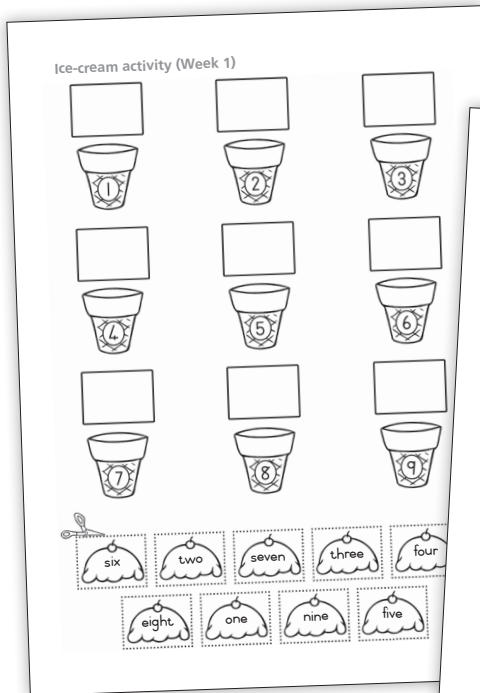
Pherekgong, Tlhakola, Tlhakubele, Mmesa,
Motsheanong, Phupjane, Phupu
Phato, Loetse, Mphalane, Pudungwana,
Tshitwe (x2)
Pherekgong, Tlhakola, Tlhakubele, Mmesa,
Motsheanong, Phupjane, Phupu.

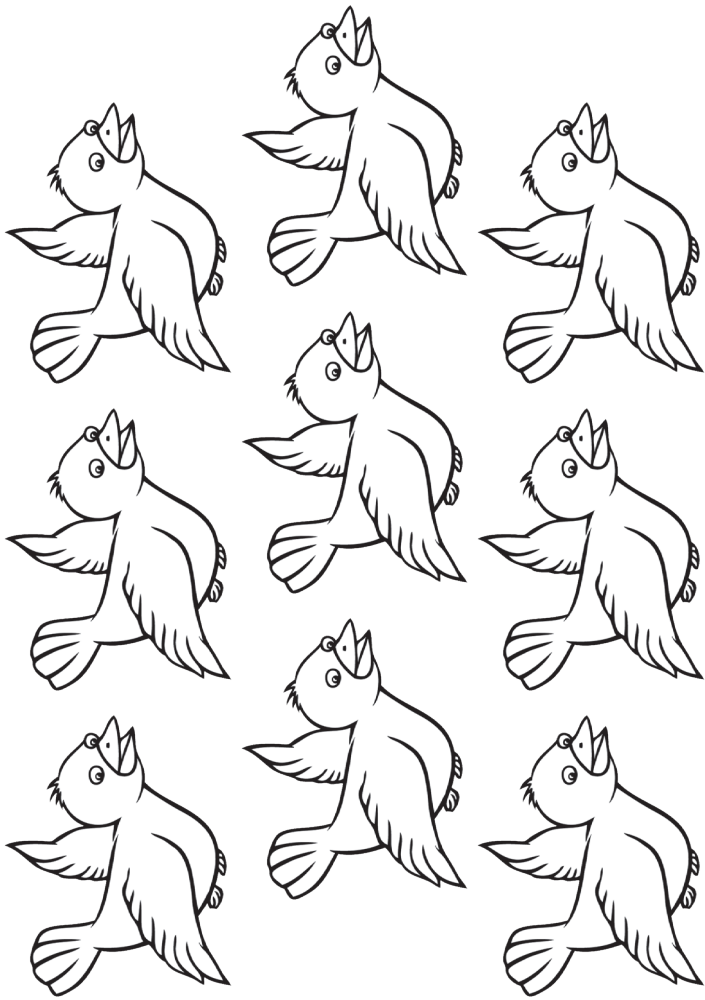
Pina: Nka hlophisa

Nka hlophisa, nka hlophisa, nka hlophisa,
hlophisa, hlophisa.
Nka bea dintho ka dihlotshwana, mme nka
hlophisa, hlophisa, hlophisa.
Nka hlophisa ka mmala, nka hlophisa ka boholo.
Nka hlophisa ka sebopelo, mohlomong nka
hapa moputso.
Nka hlophisa, nka hlophisa, nka hlophisa,
hlophisa, hlophisa.
Nka bea dintho ka dihlotshwana, mme ka
hlophisa, hlophisa, hlophisa.
Nka hlophisa ka boamo, nka hlophisa ka mabitso.
Nka o bolella hobaneng ke nahana hore dintho
tsa ka di a tshwana.
Nka hlophisa, nka hlophisa, nka hlophisa,
hlophisa, hlophisa.
Nka bea dintho ka dihlotshwana mme ka
hlophisa, hlophisa, hlophisa.



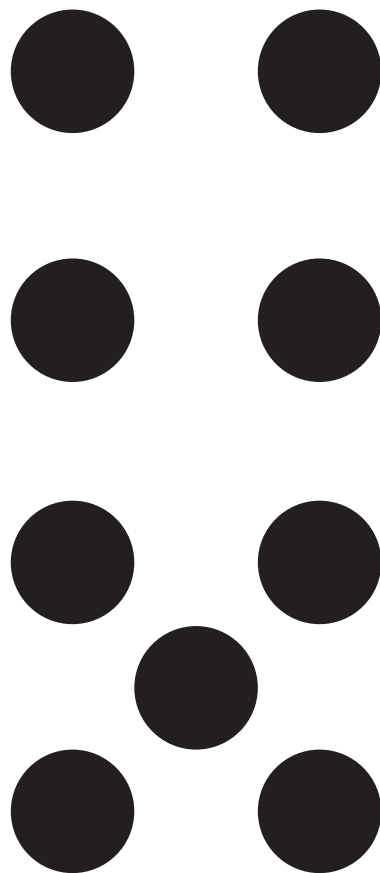
Templates • Dithempleiti

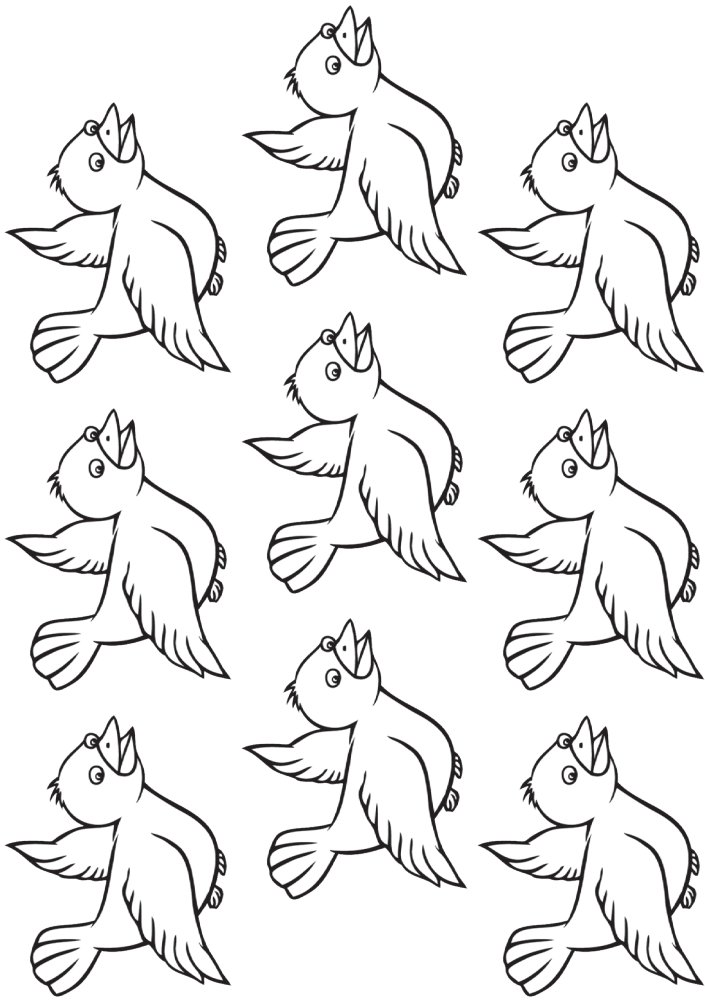




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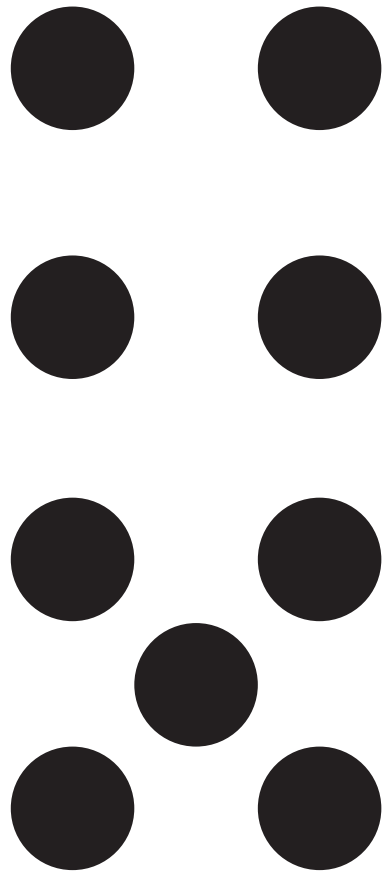
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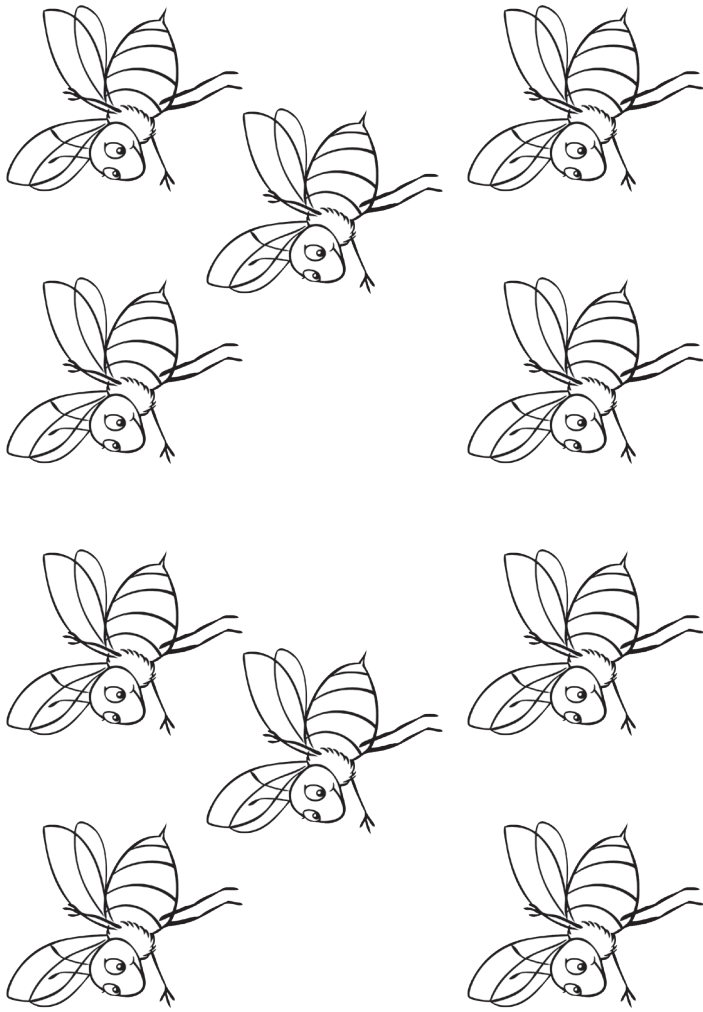




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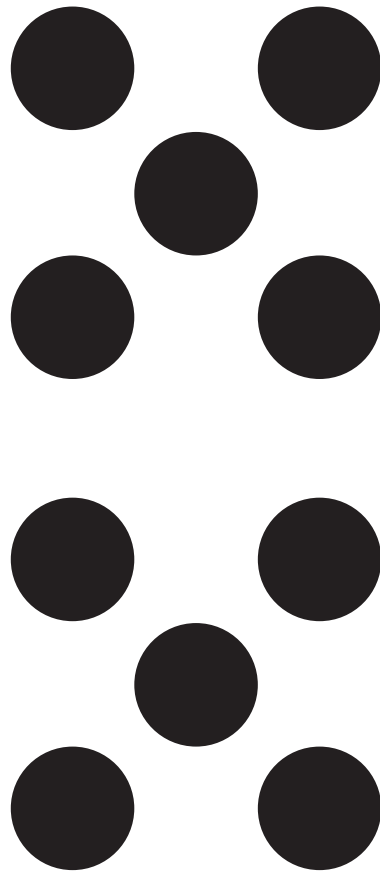
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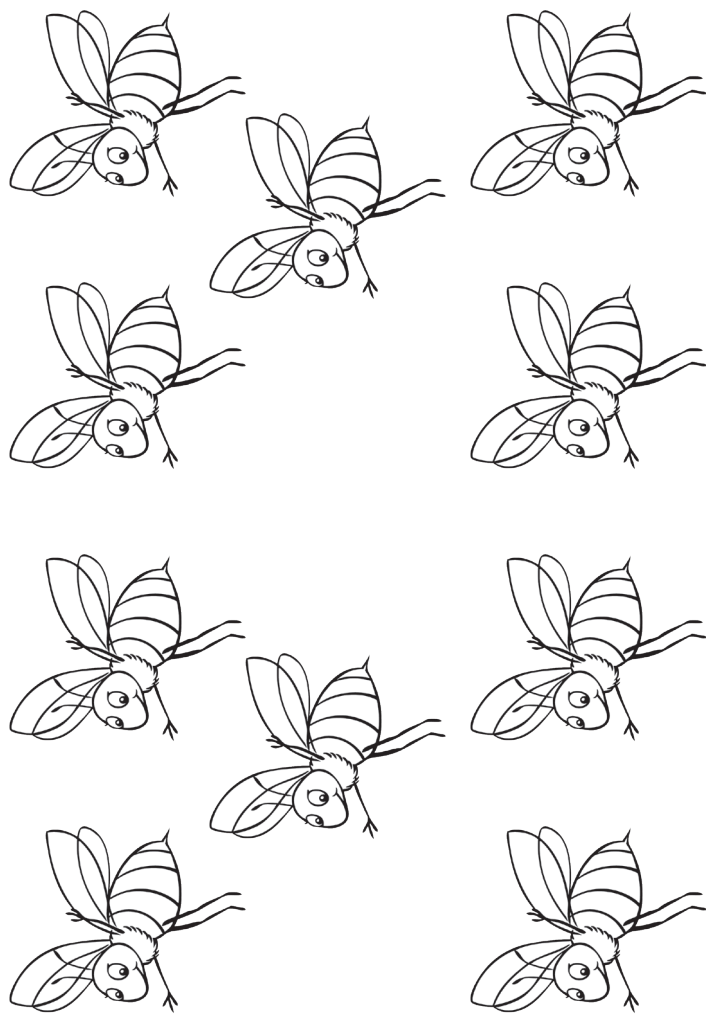




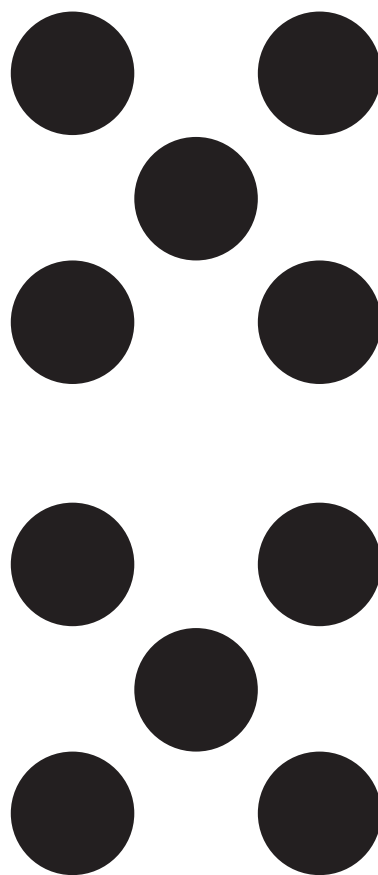
ten

10





10



leshome

O

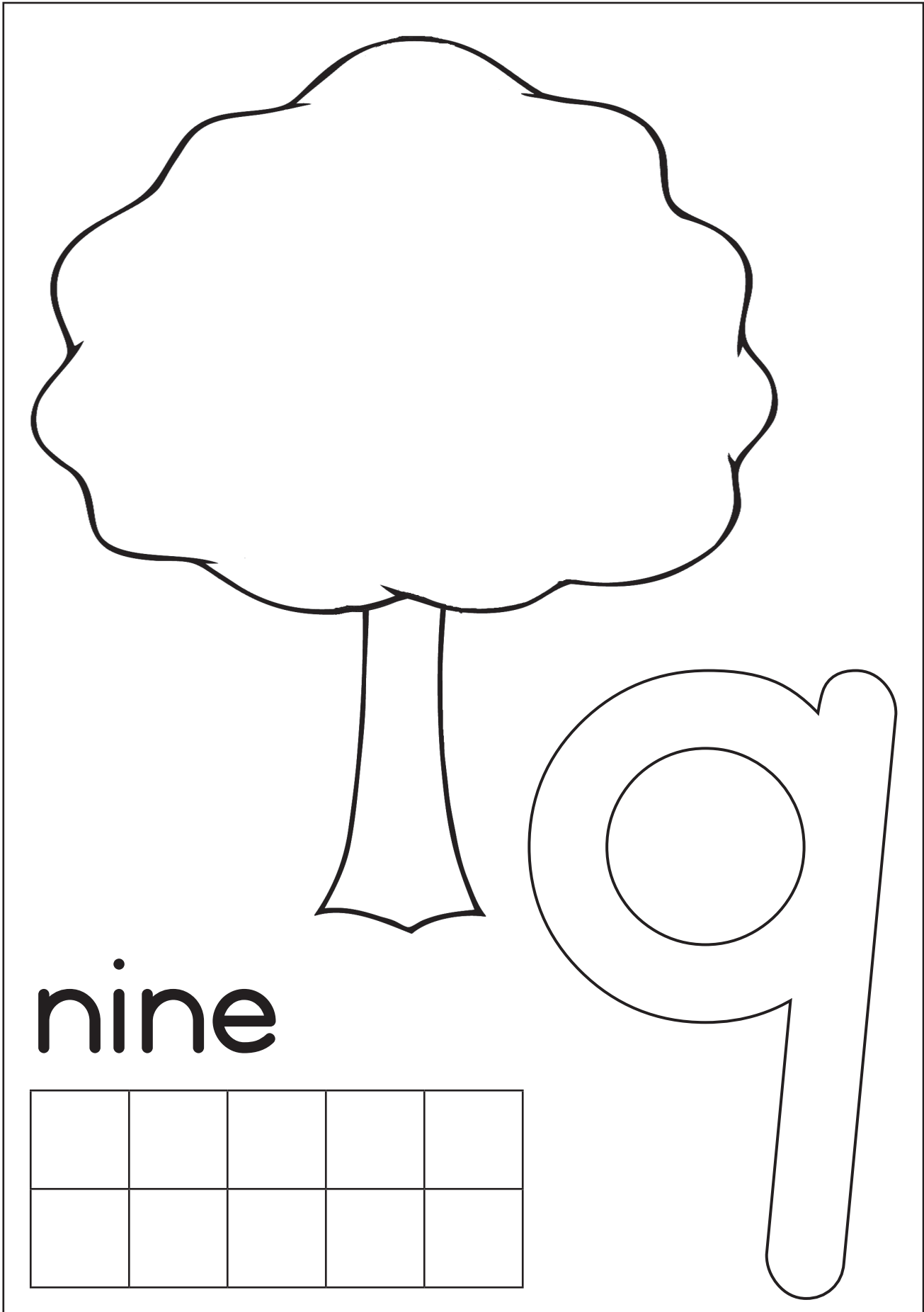
zero

O

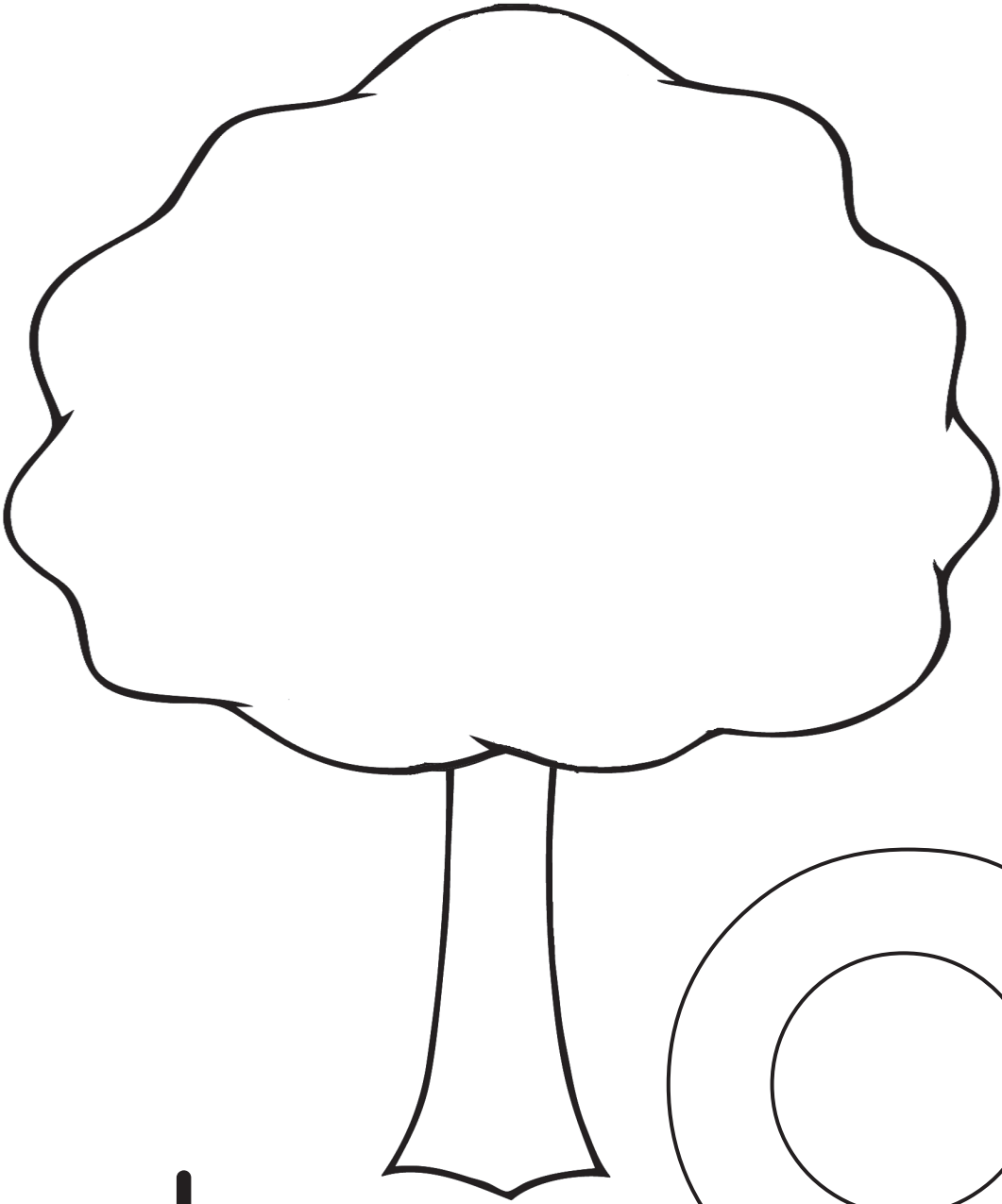
ha ho

let ho

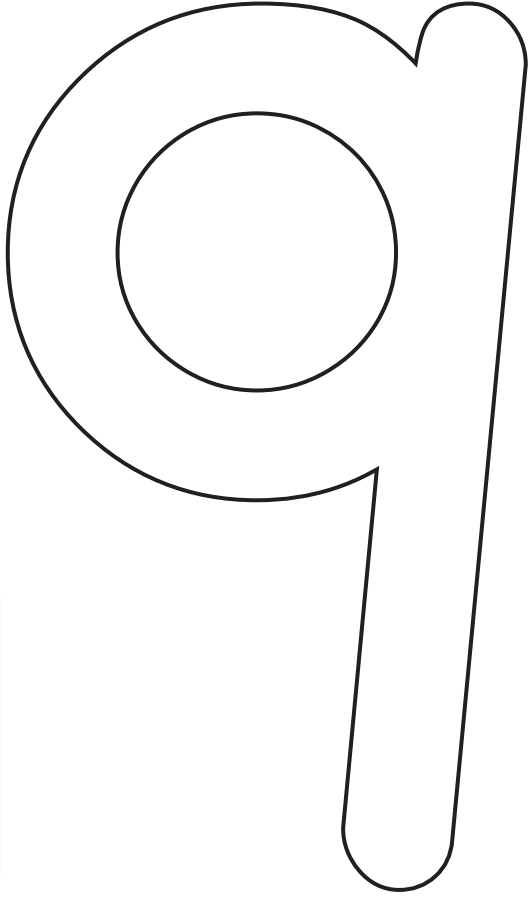
Playdough template: Number 9



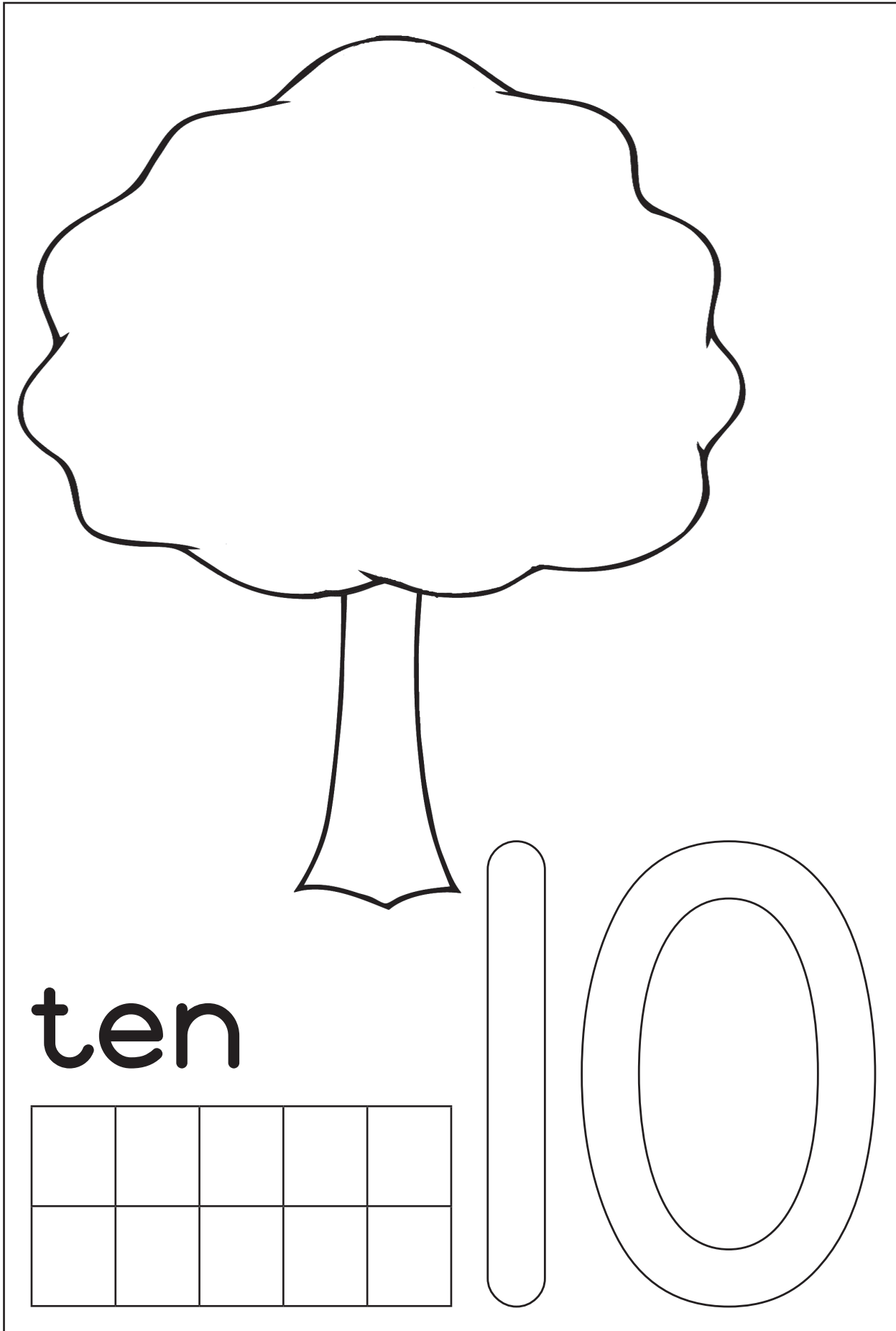
Thempleiti ya hlama ya ho bapala: Nomoro ya 9



robong



Playdough template: Number 10



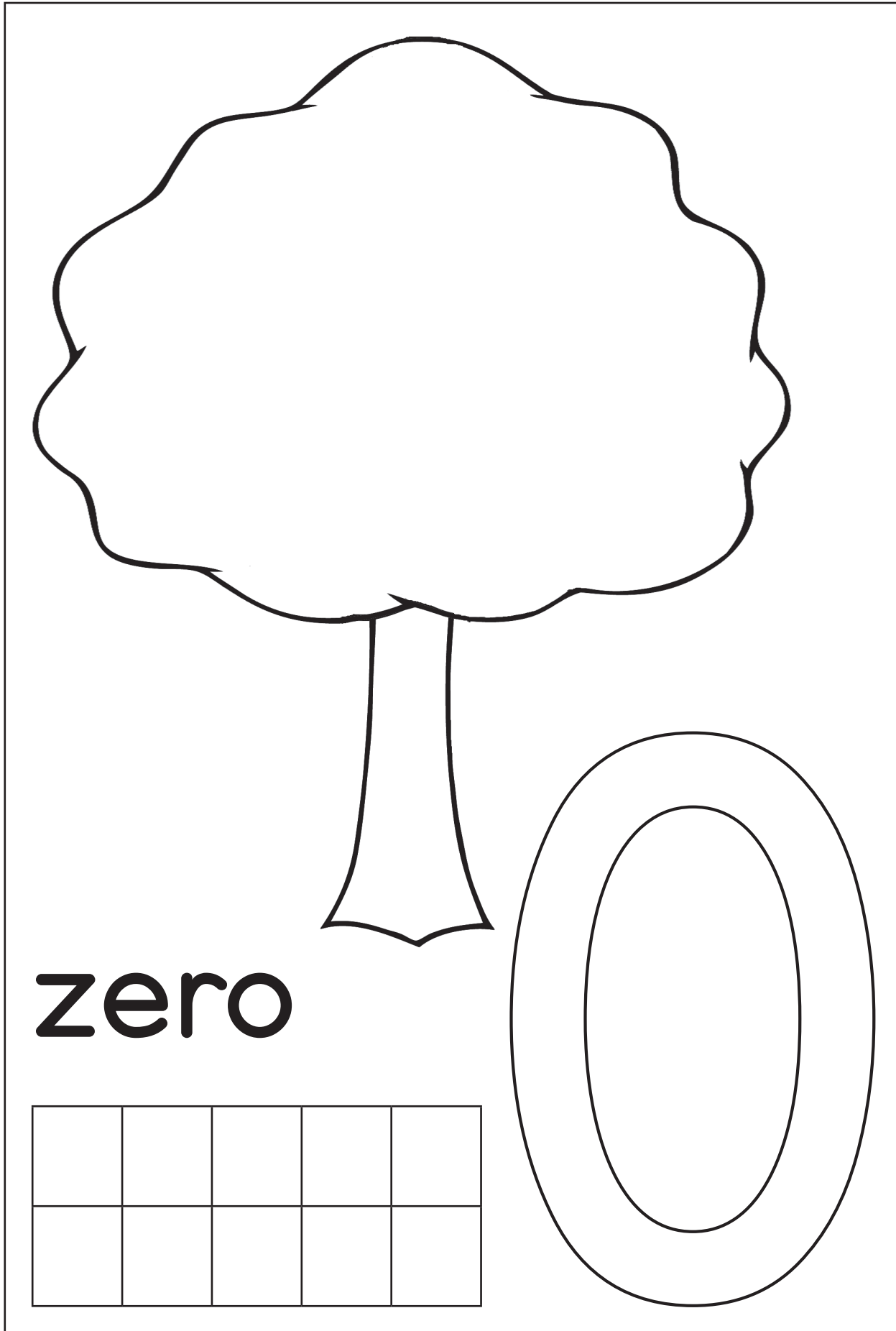
Thempleiti ya hlama ya ho bapala: Nomoro ya 10



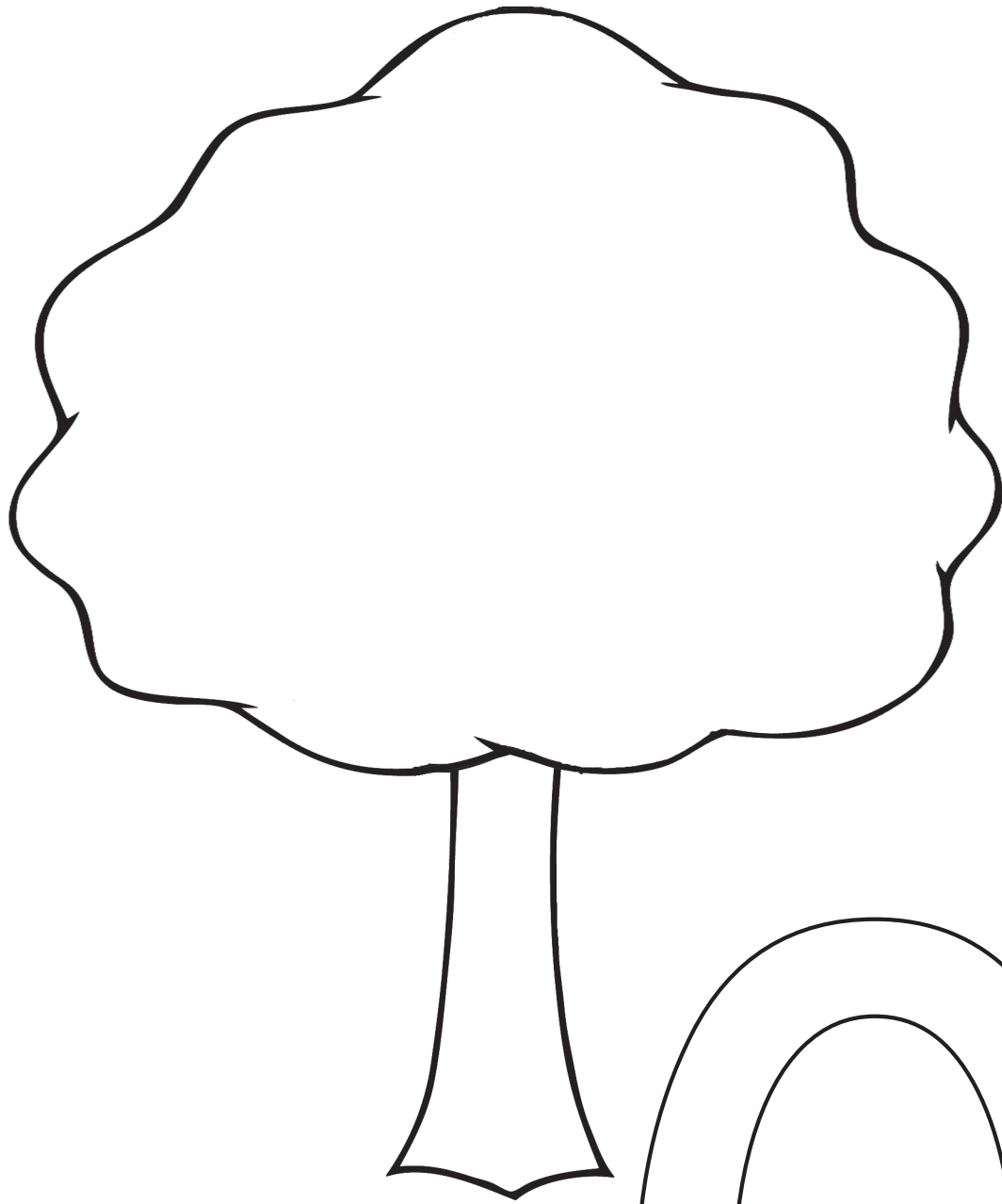
leshome



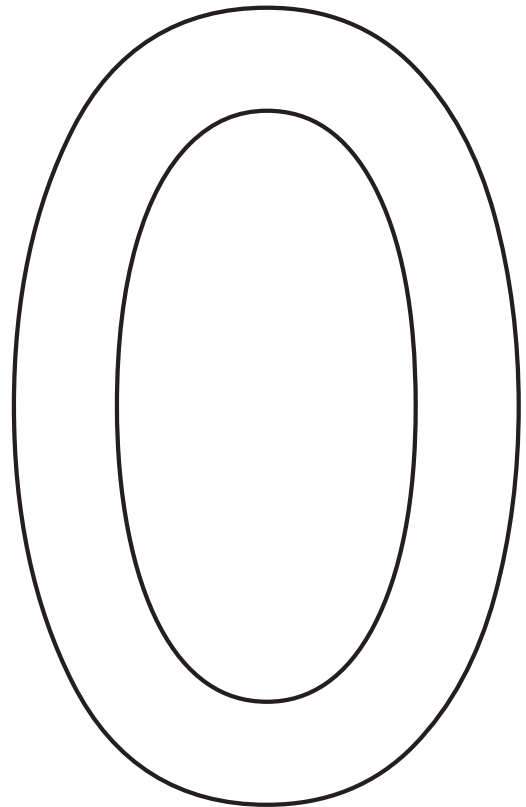
Playdough template: Number 0



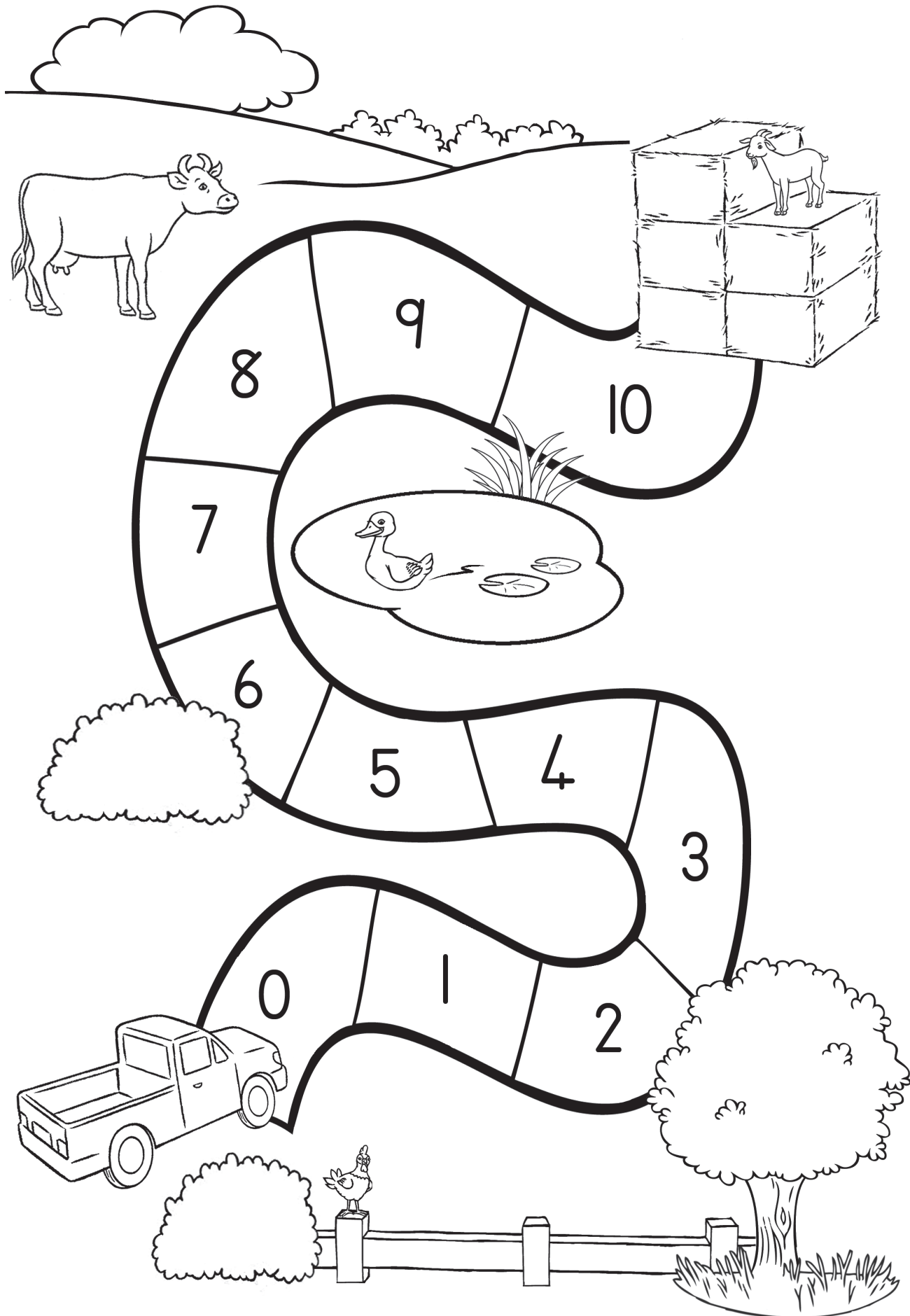
Thempleiti ya hlama ya ho bapala: Nomoro ya 0



ha ho letho



Farmyard race (Week 1) • Lebelo la polasing (Beke ya 1)



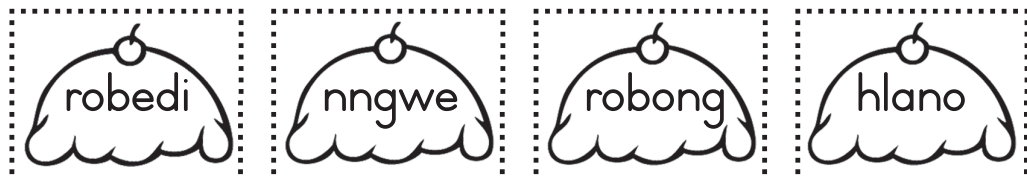
Connect-the-dots (Week 1) • Hokela matheba (Beke ya 1)



Ice-cream activity (Week 1)



Ketsahalo ya aesekerime (Beke ya 1)



Number puzzle (Week 2)



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Phazele ya dinomoro (Beke ya 2)



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Fruit grid (Week 10) • Keriti ya ditholwana (Beke ya 10)

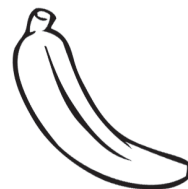
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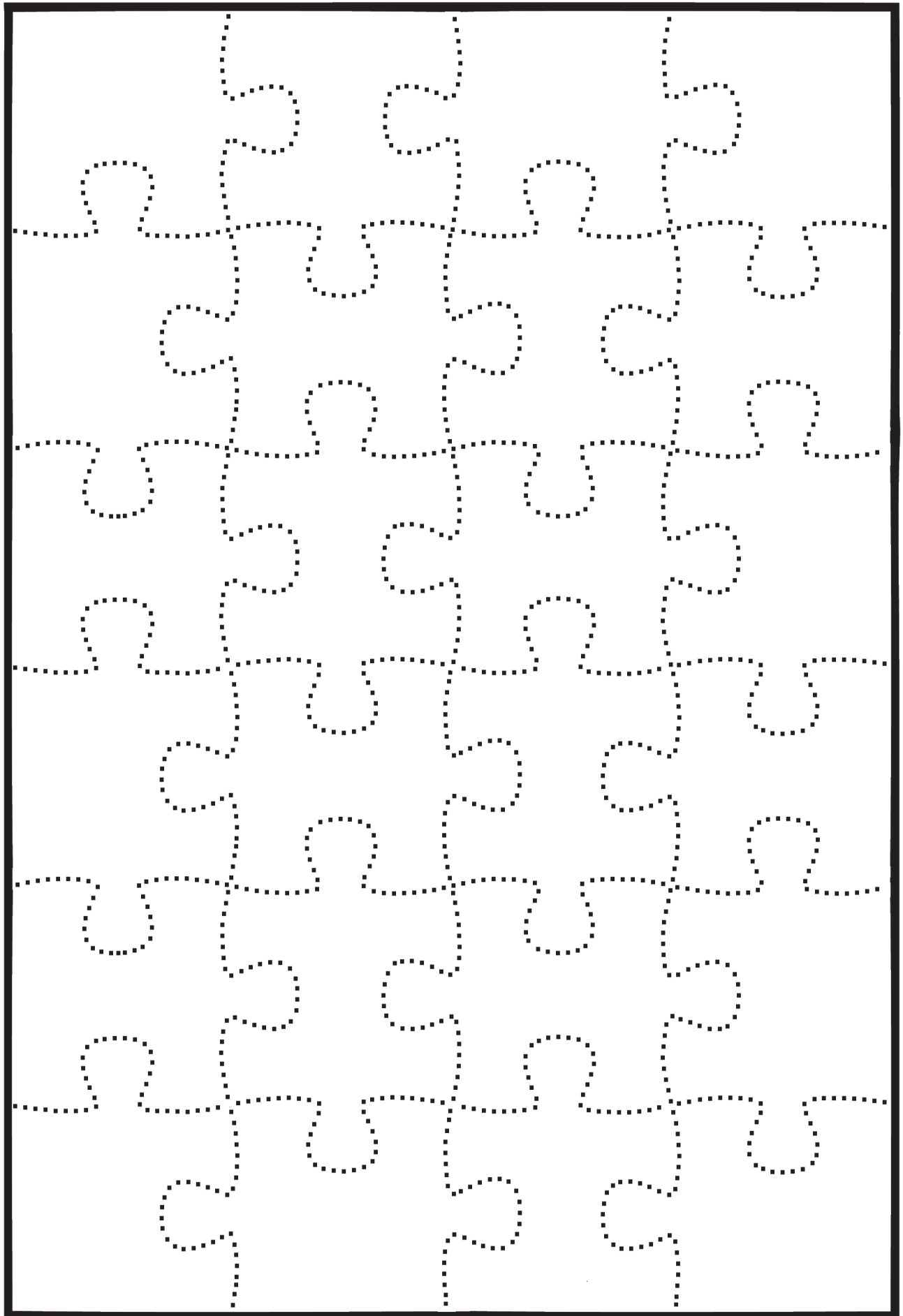
3

2

1



Twenty-four-piece puzzle • Phazele ya dikotwana tse mashome
a mabedi a metso e mene



Notes • Dinoutsu

A series of horizontal dashed lines for writing notes.

