

Lenaneotokafatso la Dipalo tsa Mophato R

Grade R Mathematics Improvement Programme

Kaedi ya Ditirwana: Kgweditharo 4 Activity Guide: Term 4



Setswana | 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.

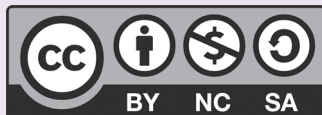
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Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R ke itshimololelo ya **Lefapha la Thuto la Gauteng (Gauteng Department of Education)** mmogo le badirisani ba bona ba bothokwa, **Gauteng Education Development Trust**.

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

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

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

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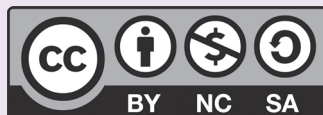
DITEBOGO

Ditebogo di lebiswa segolobogolo go:

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

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

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Introduction

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

The Grade R Maths *Activity Guide: Term 4* offers a structure for teaching maths in the fourth term of Grade R by:

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

Features of Activity Guide: Term 4

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

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

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

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

Grade R Maths in the daily programme

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

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

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

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



Matseno

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

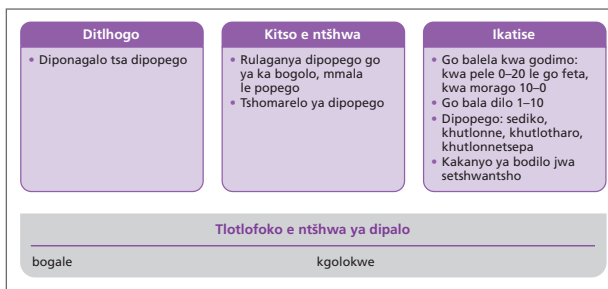
Kaedi ya Ditirwana ya Grade R Maths: Kgweditharo 4 di neela letlhomiso la go ruta dipalo mo kgweditharong ya bone ya Mophato R ka go:

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

Dipopego tsa Kaedi ya Ditirwana: Kgweditharo 4

Dipopego tse di latelang ke karolo ya *Kaedi ya Ditirwana: Kgweditharo 4*:

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



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

Grade R Maths mo lenaneong la letsatsi le letsatsi

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

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

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



Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

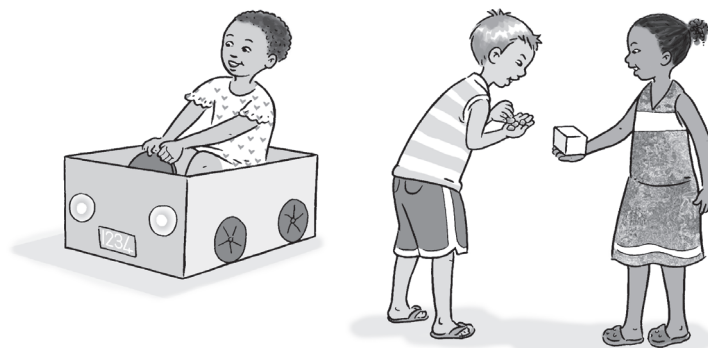
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Ditirwana tsa phaposiborutelo yotlhe ka letsatsi

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

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



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

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

Ditirwana tsa ditlhopha tse dinnye

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

Nako ya phepafatso

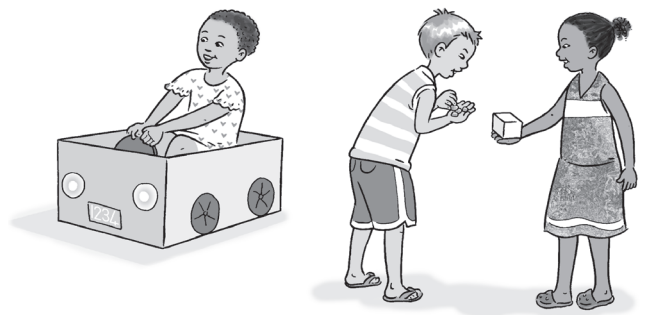
Barutwana ba tshwanetse go itse gore didiriswa di nna kae. Shelofa kgotsa tafola e e leng ya didiriswa tsa dipalo fela e tlaa thusa gore barutwana ba nne le thulaganyo. Rotloetsa barutwana go thusana ka nako ya phepafatso. Kwa tshimologong, barutwana ba tlaa tlhoka thuso mme e bile o tlaa tlhoka go ba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

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

Ditirwana tsa go itlhophela ka tokologo

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

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



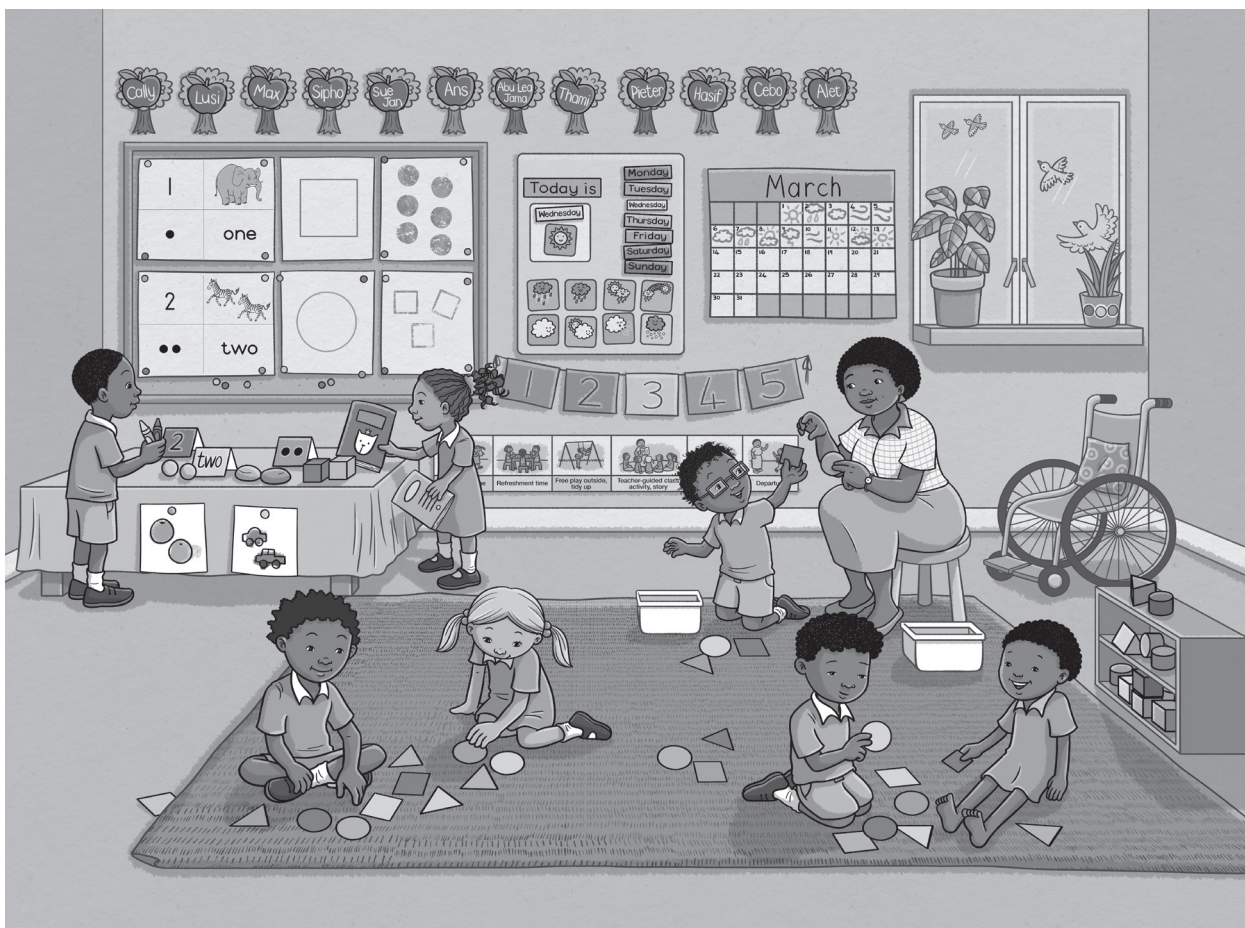
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 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.



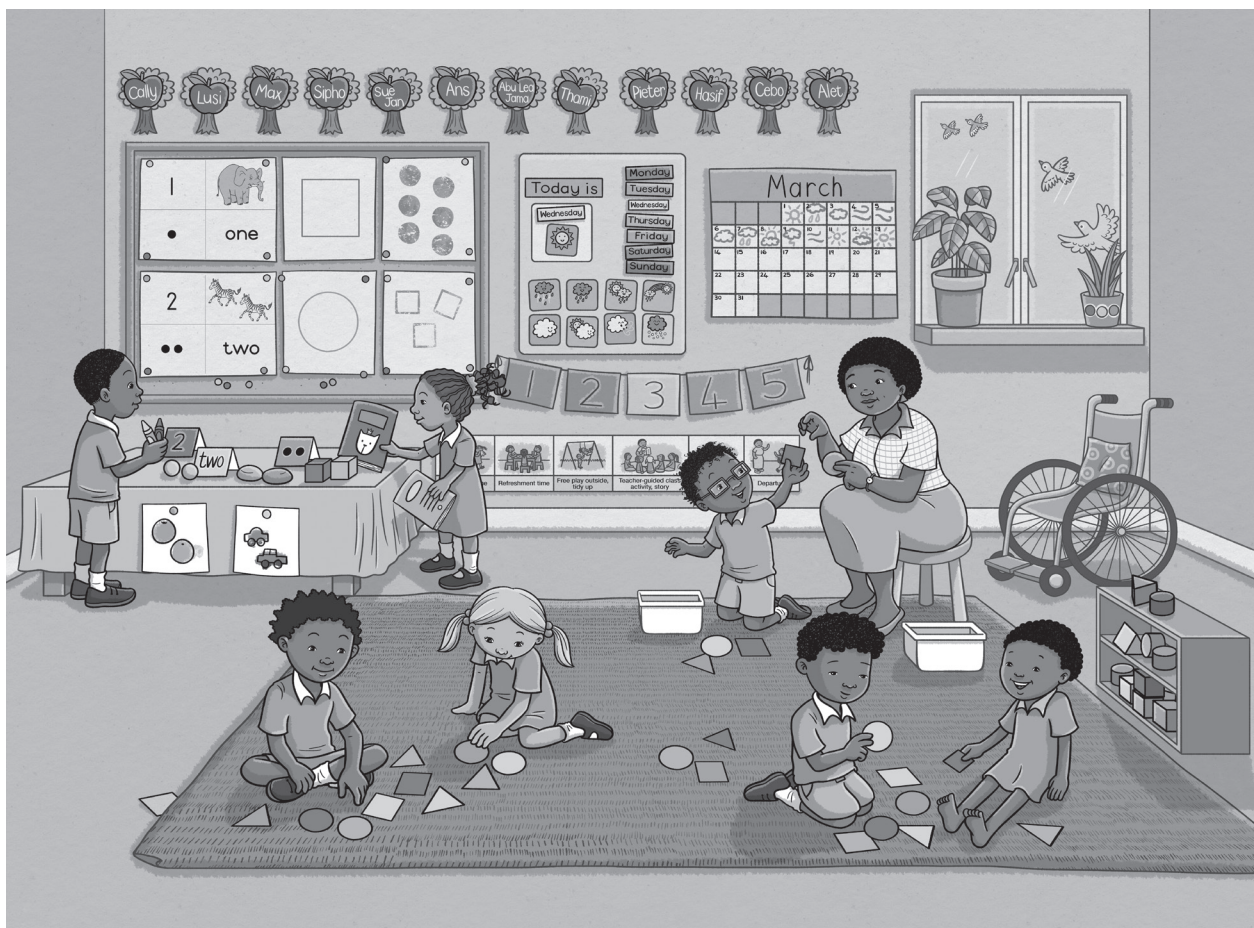
Tlathhobo

Kelotlhoko le tlathhobotsweledi ka nako ya ditirwana tse di mo kaelong ya morutabana mmogo le tsa phaposiborutelo yotlhe di neelana ka ditshono tsa go lemoga le go thadisa tswelelopele ya morutwana mongwe le mongwe. Tshedimosetso eno e botlhokwa go ka kaela thuto mmogo le ditseleganyo tsa morutwana ka nosi. Lenanenetefatso la tlathhobotsweledi mo ditsebenj 185 le 187 ya kaedi eno le ikaegile ka diteng tse di rutilweng mo Kgweditharong ya 4. Thempoleiti eno e ka dirisiwa go rekota tswelelopele ya morutwana mongwe le mongwe mo kgweditharong.

Grade R Maths mo phaposiborutelong

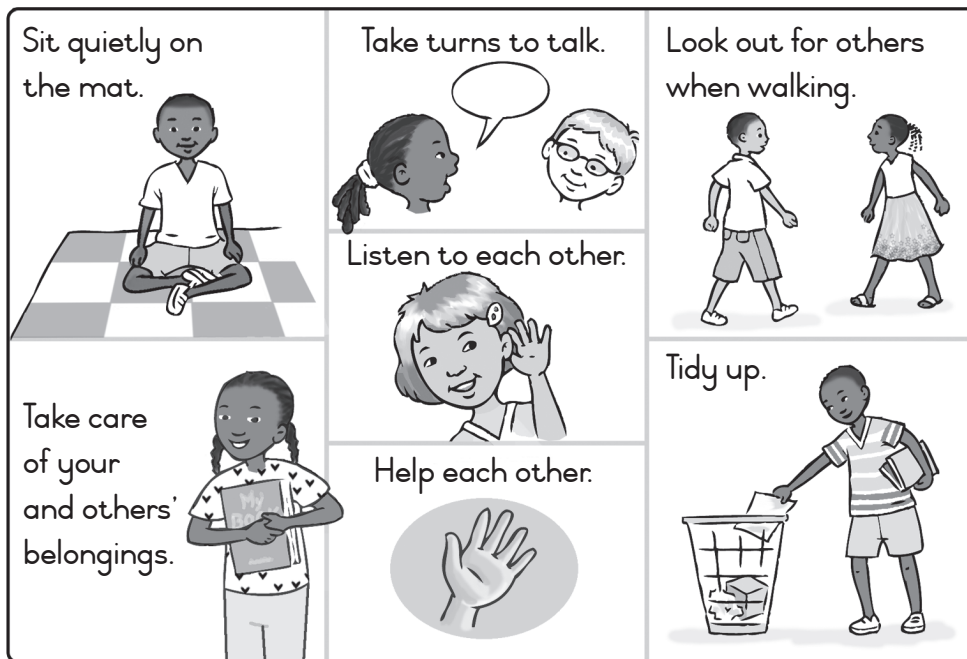
Baakanyetsa thuto ya dipalo lefelo mo phaposiborutelong mme e bile le le gaufi le mmetshe. Seno ke sebaka se se dirisiwang mmogo moo barutwana ba ka inakanyang le setlhogo se ba ithutang ka ga sona mmogo le go nna le seabe. Sebaka sa dipalo se tlaa akaretsa:

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



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

Our classroom rules

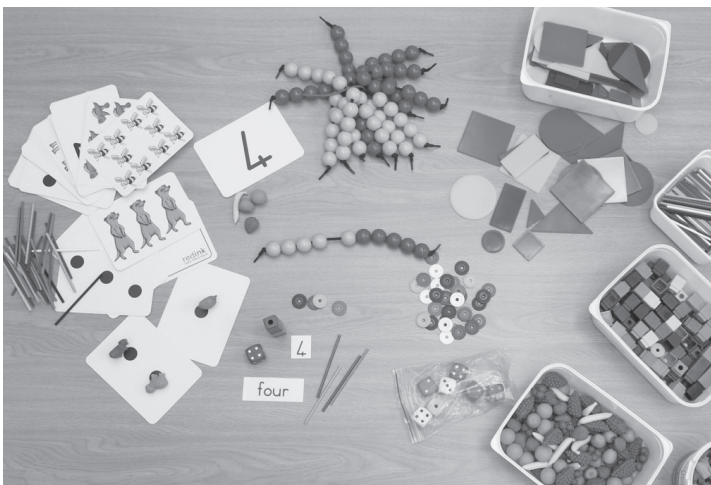


Resources for Grade R Maths

Grade R Maths Resource Kit

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

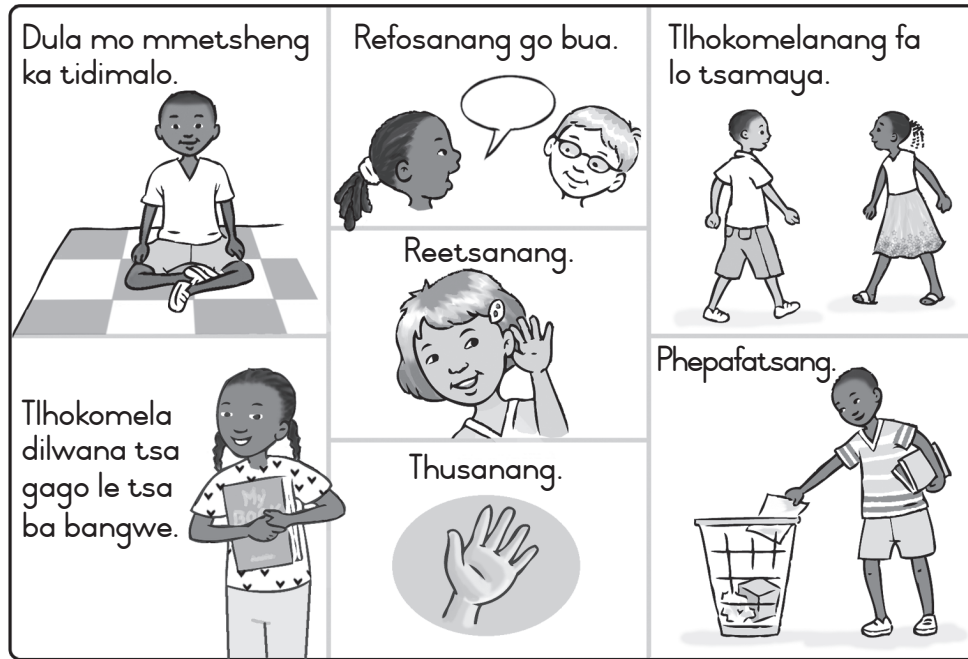
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Melawana ya phaposiborutelo ya rona

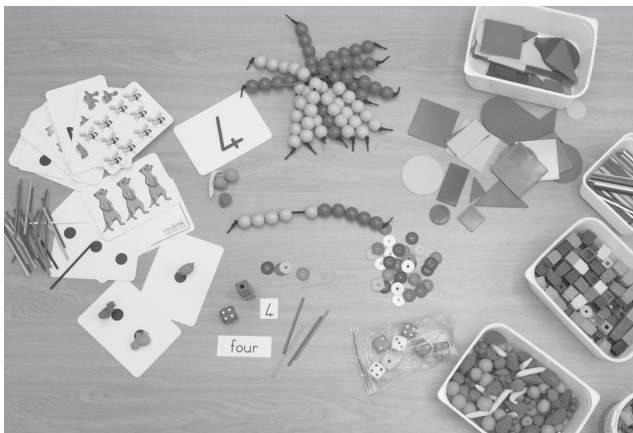


Didiriswa tsa *Grade R Maths*

Kgetsana ya Didiriswa tsa *Grade R Maths*

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Dilo tse di dirisiwang gape

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

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



Didiriswa tse dingwe

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

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

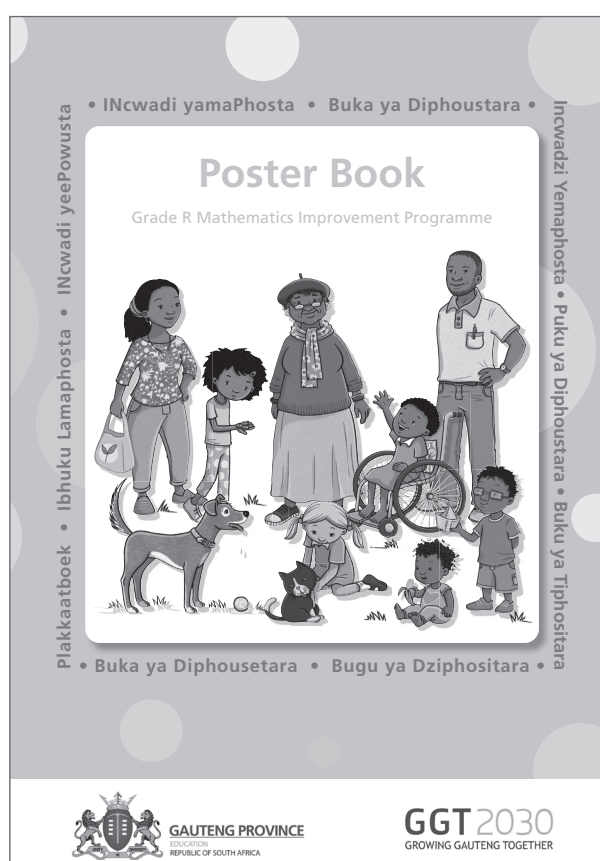
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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

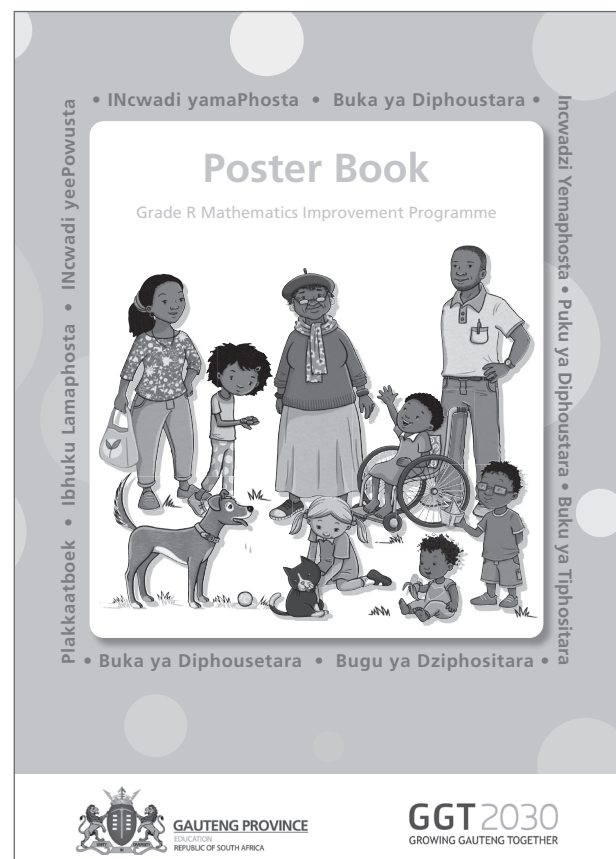


- tšhate ya bogodimo
- dikarata tsa go tshameka jambo
- sekamadi: madi a ditshipi le a dipampiri (go a dirisa mo lebenkeleng la mantlwane)
- tshupanako e kgolo ya lenaka ya lebota
- sekalamaleka
- dibaga tsa go rulaganya, go loga le go dira dipaterone
- didiriswa tsa go tshameka ka metsi le motlhaba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

Buka ya Diphousetara tsa *Grade R Maths*

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

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



Content overview: Term 4

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

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

Thadiso ya diteng: Kgweditsharo 4

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

Karoloteng e e Lebeleletsweng	Beke 1	Beke 2	Beke 3	Beke 4	Beke 5
1. Dinomore, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Nomere 9 Go bala ka bobedi Go balela kwa godimo: go ya kwa pele 1–20 le go feta, kwa morago 10–1 Go bala dilo 1–10 Go latedisanya dinomore 1–8 Dipalokemotatelano ya ntlha go ya go ya botlhano Gatelela mogopolopalo 1–8	Nomere 10 Tlhakanya, ka kakaretso Ntsha/tlosa Go balela kwa godimo: go ya kwa pele 1–20 le go feta, kwa morago 10–1 Go bala dilo 1–10 Go latedisanya dinomore 1–9 Gatelela mogopolopalo 1–9 Go bala ka bobedi	Nomere 0 Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1 Go bala dilo 1–10 Go latedisanya dinomore 1–10 Gatelela mogopolopalo 1–10 Go bala ka bobedi Tlhakanya, ntsha	Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10	Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiriso le Alejebera')				Tlhama, kopolola le go atolosa paterone ya kutlo Thala dipaterone go tswa mo dilong Tlhama, kopolola le go atolosa dipaterone ka go dirisa dilo tse di tshwaregang	
3. Boalo le Popego (Jeometeri)					Maemo a dilo go latela ka moo di amanang ka teng le ka moo di amanang le barutwana Diphazele tsa dikarolo tse masomepedinne Maemo a dilo go latela ka moo di amanang ka teng Tekano Ntlhakaelo: metsu Ntlhakaelo: molema, moja
4. Tekanyo					
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	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

Karoloteng e e Lebeleletsweng	Beke 6	Beke 7	Beke 8	Beke 9	Beke 10
1. Dinomore, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10 Go latedisanya dinomore 1–10	Dipalokemotatelano: ya borataro Go arogana go na le masaledi Gabedi Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10 Go latedisanya dinomore 0–10 Dipalokemotatelano: ya ntlha go ya go ya botlhano Go bala ka bobedi Tlhakanya, ntsha Halofa	Go aragona le go nna le masaledi Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10 Go latedisanya dinomore 0–10 Gatelela mogopolopalo 0–10 Tharabololo ya dipalo 1–10 Go abelana go bo go se nne le masaledi Halofa, gabedi	Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10	Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0 Go bala dilo 1–10 Go latedisanya dinomore 1–10 Tharabololo ya dipalo 1–10 Ntshi, mmalwanyana, lekana Lekanyetsa
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiriso le Alejebera')					
3. Boalo le Popego (Jeometeri)				Rulaganya dipopego go ya ka bogolo, mmala le popego Tshomarelo ya dipopego Dipopego: sediko, khutlonne, khutlotharo, khutlonnetsepa Kakanyo ya bodilo jwa setshwantsho	
4. Tekanyo	Mothamo Volumo Boleele le nako – tšhate ya bogodimo				
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')					Kerafotshwantsho ka go dirisa sete e e okeditsweng ya tshedimosetso Kokoanya, rulaganya le go tlhagisa dilo tse di kokoantsweng Sekaseka le go bega ka ga tshedimosetso

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

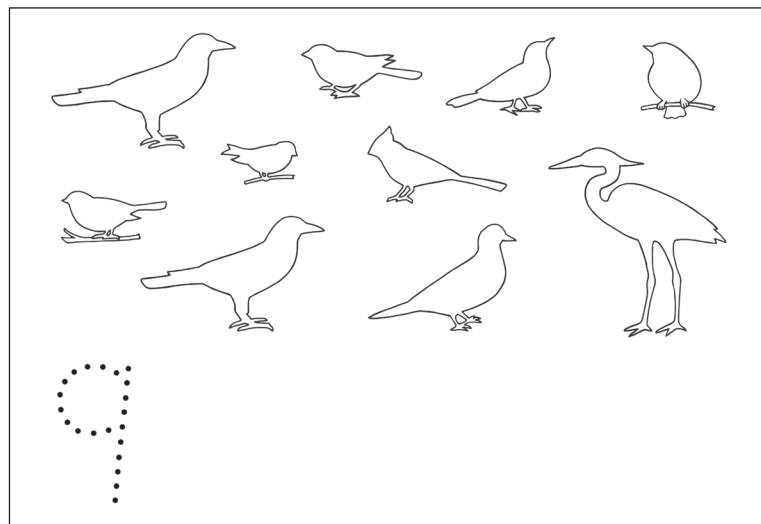
nine

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.



Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

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

Kitso e ntšhwa

- Nomore 9
- Go bala ka bobedi

Ikatise

- Go balela kwa godimo: go ya kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Go latedisanya dinomore 1–8
- Dipalokemotatelano ya ntlha go ya go ya bothano
- Gatelela mogopolopalo 1–8

Tlotlofoko e ntšhwa ya dipalo

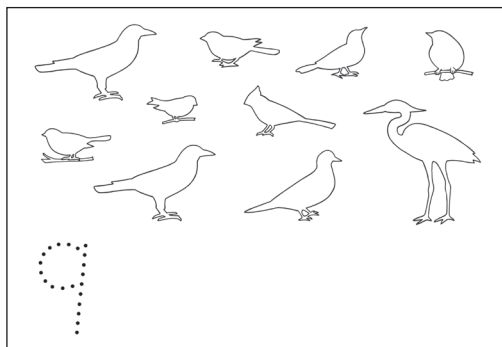
robongwe

bala ka bobedi

Ipaakanye

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

- dinomorekgabisi le thempoleiti ya ntlo ya nomore 9 (tsebe 205)
- lebokoso la dilo tsa phaposiborutelo 1–10 la mofuta mongwe, sekao, mpopi o le 1, diboloko tse 2, dikgwele tse 3, dibuka tse 4, diphensele tse 5, jalo le jalo
- dikaratarontho, dikaratatshwao le dikaratafoko tsa nomore 9
- karata ya letshwaopalo 9 (ya mogala wa dinomore)
- thempoleite ya tege ya go tshameka: Nomore 9 (tsebe 211) – e le 1 ya morutwana mongwe le mongwe
- diboto tsa motshameko wa lebelo la jarata ya polasa di le 8 (tsebe 216)
- matlhare a tirwana ya kopanyo ya marontho (tsebe 217) – le le 1 la morutwana mongwe le mongwe
- tirwana ya bebetsididi (tsebe 219) – e le 1 ya morutwana mongwe le mongwe
- matlhare a tirwana ya dinonyane – le le 1 la morutwana mongwe le mongwe.



Whole class activities

Day 1

What you need

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



TIP

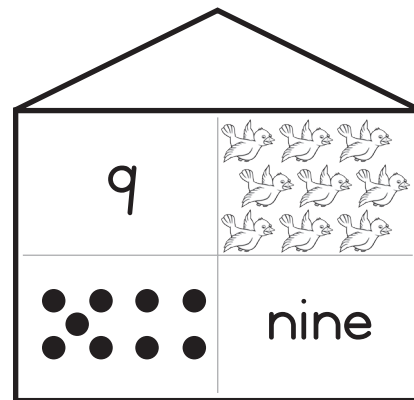
Remember to talk about the daily programme. Remember to do the calendar, days of the week, months of the year and birthday chart each day.

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

Guiding questions:

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

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



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

Learners dramatise the story.

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

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



TIP


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

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Dinomorekgabisi 1–8
- *Kanelo ya nomore 9* (tsebe 189)
- Nomorekgabisi le thempoleite ya ntlo ya nomore 9 (tsebe 205)

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

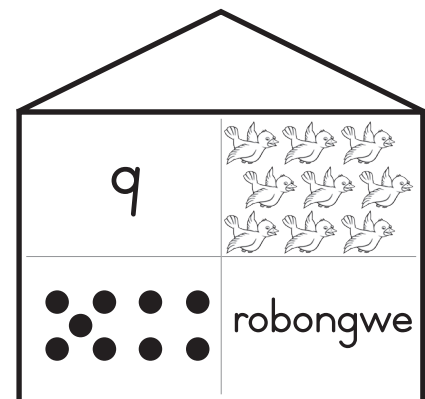
1. **Pina/morumo:** A barutwana ba opele kgotsa ba bue morumo o ba o itlhophetseng go tswa mo dikgweditarong tse di fetileng.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba beye diatla tsa bona kwa morago. A ba bitse nomore. A barutwana ba tsholetse palo e e nepagetseng ya menwana go emela nomore eo.
4. **Go tlhagisa nomore 9:** Supa go dinomorekgabisi 1–8.

Dipotso tse di kaelang:

★ O akanya gore go ya go dula diphologolo di le kae mo ntlong e e latelang?

★ A di tlaa bo di feta kgotsa di le ka fa tlase ga robedi?

Anaanela ka ga *Kanelo ya nomore 9*. Bontsha dikarolo tsa nomorekgabisi fa o ntse o aga kanelo ya dinonyane le ditshwantsho tsa ntlo: ditlhagiso tse di farologaneng tsa nomore 9 – setshwantsho, marontho, letshwao le lefoko. Bontsha dikarolo tsa kgabisi mo ntlong ya diphologolo mo thoko ga nomore 8 mo loboteng mo lefelong la dipalo. Balang dinonyane mmogo. A barutwana ba ikatisetse nomore 9 ka go e kwala mo moweng kgotsa mo mmetsheng ka menwana.



★ O kgona go bala dinonyane di le kae?

★ Nonyane nngwe le nngwe e na le diphuka/melomo/maoto a le kae?

★ Go na le dinonyane di le kae go feta magotlo/dikgabo, jalo le jalo?


A barutwana ba diragatse kanelo.

★ Dinonyane di ne tsa fofa jang?

★ Di ne tsa dirang fa di fitlha kwa ntlong?

★ A o ka re bontsha gore di robetse jang mo bosigong joo jwa ntlha?

5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. Seteišenetiro 4 ke motshameko wa boto o o dirisang letaese. Bontsha barutwana gore letaese le latlhelwa jang o bo o sutise dibadi tsa bona tsa diphologolo dibaka tse di tsamaelanang mo botong.

 **MAELE** Supa gore motshameko wa boto o tshamekiwa jang go netefatsa gore barutwana ba tlhaloganya melawana ya motshameko mongwe le mongwe.

Day 2

What you need

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

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

Guiding questions:

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

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

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

Day 3

What you need

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

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



TIP

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

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

Letsatsi 2

Se o se tlhokang

- Morumo: *Dikokwana tse pedi* (tsebe 189)
- Lebokoso la dilo tsa phaposiborutelo, 1–10 la mefuta, sekao, mpopi o le 1, diboloko di le 2, dikgwele di le 3, dibuka di le 4, diphensele di le 5
- Dikarataronho, tshwao le foko tsa nomore 9

1. **Morumo:** Tlhagisa morumo, *Dikokwana tse pedi*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Phatlhalatsa dilo go tswa mo lebokosong mo phaposiborutelong. A barutwana ba refosane go batla dilo le go di tsenya mo lebokosong fa ba bangwe botlhe ba bala.


Dipotso tse di kaelang:

- ★ O bone diboloko/dimpopi/dikherayone di le kae, jalo le jalo?
 - ★ Ke mang yo o boneng diboloko di le robedi/dimpopo di le pedi/dikherayone di le lesome, jalo le jalo?
4. **Tafole ya dipalo:** A ditlhophha tse tharo tsa barutwana di kokoanye dilo tse dinnye tse di tshwanang, sekao, matlhare, matlapa, dikherayone kgotsa diboloko. A barutwana ba boele kwa mmetsheng go dula ka ditlhophha tsa bona. A setlhophha sengwe le sengwe se bue gore se boneng le gore ba bone di le kae. Neela setlhophha sengwe le sengwe karataronho, tshwao kgotsa foko ya nomore 9. A setlhophha se le sengwe ka nako se beye dilo tsa sona le karata ya nomore 9 mo tafoleng ya dipalo. A barutwana ba ope diatla, ba tlole, ba tlole mme ba gatele kwa pele le kwa morago garobongwe.
 5. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Letsatsi 3

Se o se tlhokang

- Morumo: *Dikokwana tse pedi* (tsebe 189)
- Dikarataronho 1–9 (*Kgetsana ya Didiriswa*)

 **MAELE**
Batla kgotsa itlhamele dipina tse dingwe kgotsa merumo ka morero o o tshwanang gore o akaretse dipina le merumo mo dipuogaeng tsa barutwana botlhe. Sekao, tlhama dipina tsa repe go latela mosito wa mmimo.

1. **Morumo:** Bua morumo, *Dikokwana tse pedi*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba le batlhano ba eme fa pele ga phaposiborutelo mo moleng mme ba phatlhalatse diatla tsa bona. Mmogo balang diatla tsa bona ka bobedi fa o kgoma seatla sengwe le sengwe sa mongwe le mongwe wa ba le batlhano, k.g.r. diatla tse pedi, diatla tse nne, diatla tse thataro, jalo jalo. Boeletsa ka go kopa barutwana go bala 2, 4, 6, 8, 10 fa o kgoma diatla tsa bona. Boeletsa ka ditlhophha tse dingwe tsa barutwana ba le batlhano o bala ditsebe, matlho, dinao, maoto, dikgono, jalo le jalo.
4. **Dikarataronho le go rulaganya 1–9:** A barutwana ba dule fatshe mo sedikong. Ba bontshe dikarataronho 1–9 ka bongwe ka bongwe. A ba bue palo ya maronho mo karateng nngwe le nngwe. Tsholeletsa dikarata kwa godimo gore barutwana ba di bone.

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

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

Guiding questions:

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

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

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

Day 4

What you need

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

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

Guiding questions:

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

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

Day 5

What you need

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

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

Bontsha karata e e nang le marontho a le robedi kgotsa a le mmalwanyana. E re, 'Ke eletsa e kete nka bo ke na le marontho a le robongwe.' A morutwana a le mongwe a batle karatarontho e e tlhokegang go dira 9. Boeletsa ka dikaratarontho tse dingwe.

A barutwana ba refosanele go nyalanya dikaratarontho le dinomore tse di mo dikgabising le go di baya ka thulaganyo e e nepagetseng mo loboteng.

Dipotso tse di kaelang:

- ★ O bona marontho a le makae?
- ★ Re tlhoka marontho a le kae gape go dira 9?

A barutwana ba refosanele go batla letshwaopalo le lefokopalo go di nyalanya le karatarontho e nngwe le e nngwe.

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

Letsatsi 4

Se o se tlhokang

- Pina: *Ditshoswane di gwanta bobedi ka bobedi* (tsebe 189)
- Karata ya nomore 9 go tlaelelsa mogala wa dinomore
- Tšhoko/theipi e e sireletsang

1. **Pina:** Opela pina, *Ditshoswane di gwanta bobedi ka bobedi*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Dira sediko mo mmetsheng ka tšhoko kgotsa theipi e e sireletsang go emela mosima mo fatshe. A barutwana ba le barataro ba tlhomagane bobedi ka bobedi mme ba diragatse pina ya *Ditshoswane di gwanta bobedi ka bobedi*. Fa bobedi bongwe le bongwe bo tsema mo sedikong – 'tsamaya go gwantela kwa tlase' – barutwana ba bangwe ba a ba bala bobedi ka bobedi.
4. **Go ikatisetsa le go rulaganya dinomore 1–9:** Ntsha dikarata tsa dinomore mo mogaleng wa dinomore. Akaretsa karata ya nomore 9 mme o di neye barutwana ba le robongwe. A barutwana ba ithulaganye ka thulaganyo ya go simolola ka 1 go ya go 9.

Dipotso tse di kaelang:

- ★ Ke nomore efe ya ntlha/bobedi/botlhano?
- ★ Ke nomore efe e e tlang pele ga 3/morago ga 7/magareng ga 3 le 5, jalo le jalo?

A barutwana ba phekesa dikarata tsa bona tsa matshwaopalo le mafokopalo ka thulaganyo go simolola ka 1 go ya go 9 mo mogaleng wa dinomore.

- ★ Ke nomore efe e e tlang ya ntlha/pele/morago/magareng/e e latelang?

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

Letsatsi 5

Se o se tlhokang

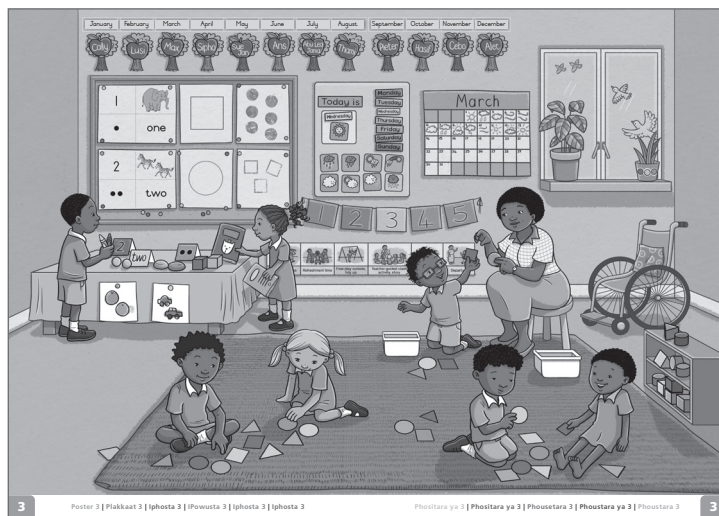
- Pina: *Ditshoswane di gwanta bobedi ka bobedi* (tsebe 189)
- Binibeke
- Theipi e e sireletsang/tšhoko
- Phousetara 3

1. **Pina:** Opela pina, *Ditshoswane di gwanta bobedi ka bobedi* le go e diragatsa.

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

Guiding questions:

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



Guiding questions:

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

Integration

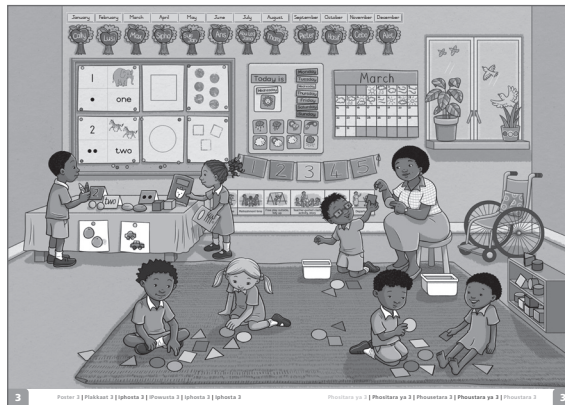
Home Language: Language development through rhymes, Emergent Writing (reading number word cards), using vocabulary for quantity (more/less).

Life Skills: Physical development, for example, hopscotch.

2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Dirisa theipi e e sireletsang kgotsa tšhoko go tlhama mola wa dinomere tse di tloang tsa diboloko tse 10. Kwala dinomere go simolola ka 1 go ya go 10 mo dibolokong. A morutwana a latlhele binibeke mme a tlolele go nomere eo fa barutwana ba bangwe ba bala. A morutwana a eme mo nomoreng, a latlhele binibeke gape mme a tlole fa barutwana ba bangwe ba bala gape.

Dipotso tse di kaelang:

- ★ O tshwanetse go dira metlolo e le mekae go fitlha kwa nomoreng _____?
 - ★ O eme mo nomoreng efe?
 - ★ A o ka tlole go tswa mo go 6 go ya go _____?
 - ★ Ke metlolo e le mekae go tswa mo go 6 go ya go _____?
4. **Go ikatisetsa 1–9:** Buisanelang Phousetara 3. Buang ka ga se barutwana ba se bonang mo setshwantshong.



Dipotso tse di kaelang:

- ★ Ke barutwana ba le bakae ba ba rweleng/ba ba sa rwalang ditlhako? Go na le palogotlhe ya bobedi jo bo kae jwa ditlhako?
 - ★ O kgona go bona dipitse tse ditilodi/ditlhako/dikhutlotharo/ditlhare di le kae?
 - ★ Go na le dididko di le kae mo mmetsheng?
 - ★ O kgona go bona dinonyane di le kae? A o kgona go bona dinonyane tse dingwe? Go na le palogotlhe ya tse kae?
 - ★ Go na le diphuka/melomo e le kae mo dinonyaneng tse nne?
 - ★ Malusi o na le dipopego tse thataro mo lebokosong. O fa morutabana wa gagwe dipopego tse pedi. Go setse dipopego di le kae mo lebokosong?
 - ★ O kgona go bonang mo tafoleng? O kgona go bona dikgwele/ matlapa/diboloko di le kae? Go na le palogotlhe ya di le kae?
5. **Dirirwana tsa ditlhophu tse dinnye:** Tlhalosa dirirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Tomagano

Puogae: Kgolo ya puo ka go dirisa merumo, Go Kwala ka Tshoganyetso (go buisa dikarata tsa mafokopalo), ka go dirisa tlotlofoko mo bokaakang (ntsi/mmalwa).

Dikgono tsa Botshelo: Kgolo ya mmele, sekao, sekotšhe.

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?

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dibaga tsa dikago
 - Dikhurumelo tse 3
 - Sebadi sa diphologolo se le 1 (sa mmala/mofuta o o farologaneng sa morutwana mongwe le mongwe)
- Dibadi tse di mmalafaditsweng di le 80
- Boto ya motshameko wa jarata ya polasa (tsebe 216)
- Letaese
- Tege ya go tshameka le mmetshe wa morutwana mongwe le mongwe
- Thempoleite ya tege ya go tshameka: Nomore 9 (tsebe 211) – e le 1 ya morutwana mongwe le mongwe

1. **Go bala dilo 1–10:** A barutwana ba tseye dibadi di le mmalwa go tswa mo ngataneng e e mo mmetsheng.

Dipotso tse di kaelang:

- ★ O akanya gore go na le dibadi di le kae mo seatleng sa gago?
- ★ Jaanong bala dibadi tse di mo seatleng sa gago. O na le tse kae?
- ★ Phopholetso ya gago e gaufi go le kae?
- ★ O tlhoka go ntsha kgotsa go oketsa ka di le kae mo seatleng sa gago gore dibadi di nne 10?

2. **Dipalofoko:** A barutwana ba dirise dibadi kgotsa ba lebe ditlhako tsa balekane ba bona go ba thusa go rarabolola dipalofoko.

Dipotso tse di kaelang:

- ★ Go na le barutwana ba le babedi/bararo/bane. Morutwana mongwe le mongwe o na le ditlhako di le pedi. Go na le palogotlhe ya ditlhako di le kae?
- ★ Fa go na le ditlhako di le thataro, ke barutwana ba le kae ba ba ka rwalang ditlhako?

3. **Dibaga tsa dikago:** Morutwana mongwe le mongwe o tshwara dibaga di le thataro.

Dipotso tse di kaelang:

- ★ A o ka mpontsha dibaga tse di fetang thataro ka nngwe?
 - ★ O na le dibaga di le kae?
- A mongwe le mongwe wa barutwana a tshware dibaga di le supa.
- ★ O tlhoka dibaga di le kae gape go fitlha go 9?
 - ★ A o ka mpontsha dibaga di le ka fa tlase ga robongwe ka nne?
 - ★ O na le dibaga di le kae?

A mongwe le mongwe wa barutwana a tshware dibaga di le tlhano.

4. **Tshikhinya o bo o thube:** A barutwana ba beye dikhurumelo tsa bona tse pedi fa pele ga bona. A mongwe le mongwe wa bona a bale dibadi di le robongwe. A ba tshikinye dibadi tsa bona mme ba di tthatlhamolole ka ditlhopha tse pedi. A ba di beye mo dikhurumelong tsa bona ka jaana ba di thubile.

Dipotso tse di kaelang:

- ★ O tthatlhamolotse jang dibadi tsa gago?
- ★ O na le palogotlhe ya dibadi di le kae mo dikhurumelong tsotlhe?

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)
- Number 9 symbol card (*Resource Kit*)
- Crayons

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.

Boeletsa tirwana. A barutwana ba beye sekhurumelo se sengwe fa pele ga bona. A ba rulaganye dibadi tsa bona ka ditlhophha di le tharo mo dikhurumelong.

- ★ O rulagantse jang dibadi tsa gago?
- ★ Ke sekhurumelo sefe se se nang le dibadi di le dintsi/mmalwanyana?
- ★ O na le palogotlhe ya dibadi di le kae?
- ★ A o ka rulaganya dibadi tsa gago ka tsela e e farologaneng?

5. **Go ikatisetsa nomore 9 ka go dirisa tege ya go tshameka:**

A barutwana ba dirise tege ya go tshameka go tlatsa thempoleite ya tege ya go tshameka ya nomore 9.

6. **Motshameko wa lebelo wa jarata ya polasa:**

A mongwe le mongwe wa barutwana a ntshe sebadi sa gagwe sa diphologolo mme a se beye mo bolokong jwa lefela mo botong. A mongwe le mongwe wa bona a latlhele letaese. Morutwana wa nomore e e kwa godimo o tlaa tshameka wa ntlha mme morutwana wa palo e e kwa godingwana a tshameke wa bobedi, jalo jalo. Barutwana ba latlhela letaese mme ba tsamaise dibadi tsa bona tsa diphologolo mo botong dibaka tse di lekanang le nomore e e tthagisitsweng ya letaese. Ba a refosana mme ba tswellele go tshameka go fitlhelela botlhe ba fitlha mo ngataneng ya furu/10. Ba tlhoka gore letaese le we ka nomore e e tlhokegang go ka tsena mo ngataeng ya furu go wetsa motshameko.

Dipotso tse di kaelang:

- ★ Ke mang wa ntlha/bobedi/boraro/a latelang go tshameka?
- ★ Phologolo ya gago e tlhoka go tsamaya dibaka di le kae?
- ★ Phologolo ya gago e tlhoka go tsamaya dibaka di le kae gape go tswa mo e leng go fitlha kwa bokhutlong?



Netefatsa gore barutwana ba kgona go:

- bala dilo 1–10
- rarabolola dipalo ka go bua ka molomo tse di nang le dinomere 1–9
- tthatlhamolola le go aga dinomere 1–9
- bapisa dinomere tsa mefuta ya 1–9
- bala o simolola ka nomore nngwe le nngwe ntle le 1

Setešenetiro 1

Se o se tlhokang

- Letlhare la tirwana ya dinonyane la morutwana mongwe le mongwe (bona tsebe 23)
- Dikherayone
- Karatatschwao ya nomore 9 (Kgetsana ya Didiriswa)

A barutwana ba sekele dinonyane tse robongwe mme ba ikatisetse go kwala nomore 9.



MAELE

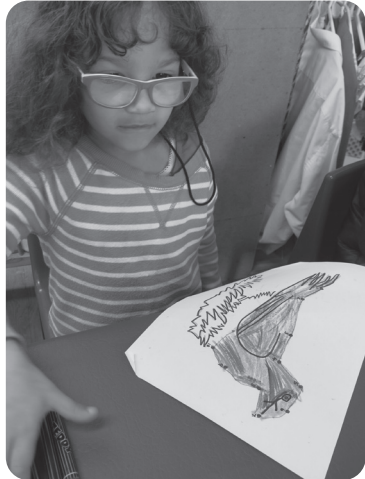
Batla ditirwana mo bukatirong ya DBE e e tlamelang barutwana ka ditšhono go ka nyalanya le go kwala matshwaopalo le mafoko. Dira gore barutwana ba kgone go ka di tlhophha jaaka karolo ya ditirwana tsa boitlhophelo.

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.

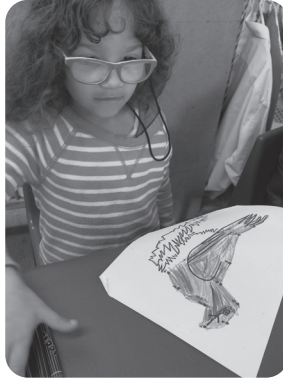


Seteišenetiro 2

Se o se tlhokang

- Tsebe ya kopanya-marontho ya morutwana mongwe le mongwe (tsebe 217)
- Dikherayone/pente
- Pampiri
- Khotenewulu
- Sekgomaretsi

A barutwana ba kopanye marontho ka tatelano e e nepagetseng mme ba kgabise dinonyane tsa bona ka khotenewulu le ka pente kgotsa dikherayone.



Seteišenetiro 3

Se o se tlhokang

- Letlhare la tirwana ya bebetsididi la morutwana mongwe le mongwe (tsebe 219)
- Mafokopalo a bebetsididi a a segolotsweng a morutwana mongwe le mongwe (tsebe 219)
- Sekgomaretsi

A barutwana ba segolole dipopego tsa dikupu tsa bebetsididi, ba nyalanye mafokopalo le matshwaopalo mme ba di kgomaretse mo dibakeng tse di neetsweng.

Seteišenetiro 4

Se o se tlhokang

- Boto ya motshameko wa lebelo la jarata ya polasa (tsebe 216) – e le 1 ya morutwana mongwe le mongwe
- Mataese a le 8
- Dibadi tsa diphologolo di le 8

A barutwana ba latlhele mataese a bona mme ba tsamaise dibadi tsa bona tsa diphologolo mo botong dibaka tse di bontshitsweng mo letaeseng. A ba tswelile pele ka tsela eno go fitlhelela ba fitlha kwa ngataneng ya furu. Ba tlhoka go latlhela palo e go tlhokagalang gore letaese le we ka yona go ka tsena mo ngataneng ya furu go wetsa motshameko. Fa ba sa bone palo e e nepagetseng, ba emela sebaka sa bona mme ba leke gape.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

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

Practise

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

New maths vocabulary

ten

make the number

How many to get to ...?

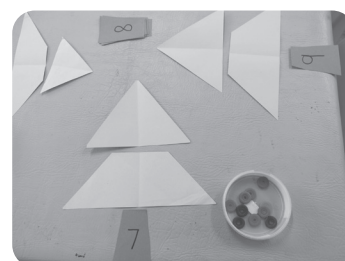
Getting ready

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

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



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



Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

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

Kitso e ntšhwa

- Nomore 10
- Tlhakanya, ka kakaretso
- Ntsha/tlosa

Ikatise

- Go balela kwa godimo: go ya kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Go latedisanya dinomore 1–9
- Gatelela mogopolopalo 1–9
- Go bala ka bobedi

Tlotlofoko e ntšhwa ya dipalo

lesome

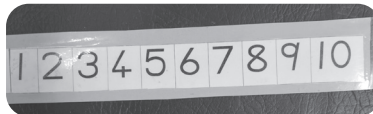
dira nomore

Di le kae go fitlha kwa ...?

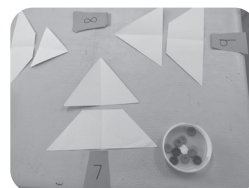
Ipaakanye

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

- nomorekgabisi le thempoleite ya ntlo ya nomore 10 (tsebe 207)
- dikaratarontho, tshwao le foko tsa nomore 10
- karata ya letshwaopalo 10 (ya mogala wa dinomore)
- seporo sa dinomore 1–10



- motshameko wa lebelo la jarata ya polasa (go tswa kwa Beke 1): diboto tsa motshameko, letaese, dibadi tsa diphologolo di le 8
- diphazele tsa dinomore 1–10 (tsebe 221) – e le 1 ya morutwana mongwe le mongwe
- thempoleite ya tege ya go tshameka: Nomore 10 (tsebe 213) – e le 1 ya morutwana mongwe le mongwe
- sete ya dikaratarontho 1–10 – ya bobedi jwa barutwana
- khateboto ya dinotshe di le 10 e e segolotsweng
- phalo ya dinotshe e e dirilweng ka khateboto ka setshwantsho sa phalo mo sekhurumelong le lebatlhi le le segolotsweng
- matlhare a ditlhare a khateboto – a le 2 a morutwana mongwe le mongwe
- dithito tsa setlhare tsa khateboto tse di tshwailweng 1–10 – sete e le 1 ya morutwana mongwe le mongwe.



Whole class activities

Day 1

What you need

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

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



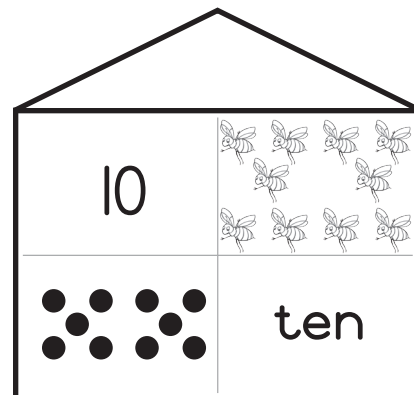
Guiding questions:

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

Guiding questions:

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

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



Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Pina: *Dinotshenyana tsa mamepe di le lesome* (tsebe 191)
- Tšhoko
- Dinomorekgabisi 1–9
- Nomorekgabisi le thempoleite ya ntlo ya nomore 10 (tsebe 207)
- *Kanelo ya nomore 10* (tsebe 191)

1. **Pina:** Opela pina, *Dinotshenyana tsa mamepe di le lesome*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Thala dipopego tsa lelomo di le 10 fa fatshe. Letsa mmino mme barutwana ba tsamaye ba duma jaaka dinotshe mo phaposiborutelong. Fa mmino o ema, bitsa nomore go simolola ka 1 go ya go 10. A barutwana ba ikokoanye jaaka dinotshe mo lelomong go ya ka gore go biditswe nomore efe. Barutwana ba ba sa kgonang go tseno mo setlhopheng mo lelomong ba a tswa. Boeletsa.



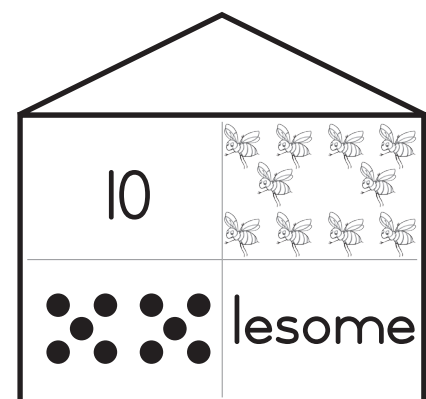
Dipotso tse di kaelang:

- ★ Go na le malomo a le makae?
 - ★ Go na le dinotshe di le kae mo lelomong le?
 - ★ Ke dinotshe di le kae di se nang lelomo?
4. **Go itsise nomore 10:** Supa go dinomorekgabisi 1–9.

Dipotso tse di kaelang:

- ★ O akanya gore ke diphologolo di le kae tse di tlaa dulang mo ntlong e e latelang? Goreng o akanya jalo?
- ★ A go tlaa nna le tse di fetang kgotsa tse di ka fa tlase ga robongwe?

Anaanela ka ga *Kanelo ya nomore 10*. Bontsha dikarolo tsa nomorekgabisi fa o ntse o aga kanelo ka ga dinotshe le ditshwantsho tsa ntlo, le ditlhagiso tse di farologaneng tsa nomore 10 – setshwantsho, marontho, letshwao le lefoko. Bontsha dikarolo tsa kgabisi mo ntlong mo loboteng mo lefelong la dipalo. Balang dinotshe mmogo.



TIP

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

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

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

Learners dramatise the story.

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

Day 2

What you need

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

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

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

Guiding questions:

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



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

Guiding questions:

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

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

Add two bees to the hive.

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

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

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

TIP

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

MAELE

Botsa dipotso tse di rotloetsang barutwana go abelana dikakanyo, jaaka:

- Goreng o akanya jalo?
- O itse jang?

- ★ Go na le dinotshe di le kae?
- ★ Notshe e na le diphuka/maoto a le makae?
- ★ Go na le dinotshe tsa batlhanka/dikhumagadi di le kae?
- ★ Ke ntlo efe e e nang le diphologolo tse mmalwanyana go na le ya dinotshe?
- ★ Ke ntlo efe e e tlang pele/morago ga ya dithutlwa?

A barutwana ba diragatse kanelo.

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

Letsatsi 2

Se o se tlhokang

- Pina: *Dinotshenyana tsa mamepe di le lesome* (tsebe 191)
- Phalo ya dinotshe
- Dikarataronho, tshwao le foko tsa nomore 10
- Nomorekgabisi ya 10
- Dikhateboto tsa dinotshe tse di segolotsweng di le 10

1. **Pina:** Opela pina, *Dinotshenyana tsa mamepe di le lesome*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Bontsha dinotshe mo loboteng. A barutwana ba lekanyetse gore di kae. Balang mmogo fa lo baya notshe mo phalong ka bongwe ka bongwe.



Dipotso tse di kaelang:

- ★ A o ka mpontsha ka menwana gore go na le dinotshe di le kae mo phalong?

4. **Go tlhakanya le go ntsha:** Ntsha dinotshe tse pedi mo lebokosong.

Dipotso tse di kaelang:

- ★ Ke dinotshe di le kae tse di fofileng go tswa mo phalong?
- ★ A o ka mpontsha ka menwana gore ke dinotshe di le kae tse o akanyang gore di setse mo phalong gajaana?

Bontsha barutwana dinotshe tse di setseng mo lebokosong mme lo bale mmogo go bona gore a ba nepile.

Oketsa ka dinotshe di le pedi mo phalong.

- ★ Gajaana o akanya gore go na le dinotshe di le kae mo phalong?

Bontsha barutwana dinotshe tse di setseng mo lebokosong. Balang mmogo go bona gore a ba nepile. Boeletsa.

5. **Tafole ya dipalo:** Ditlhopho tse tharo tsa barutwana di kokoanya dilo tse di tshwanang di le 10 kwa ntle. A setlhopho sengwe le sengwe se kae gore dilo tseo ke eng le gore ba bone di le kae. Neela setlhopho se sengwe le se sengwe karataronho, tshwao le foko ya nomore 10. A setlhopho sengwe le sengwe ka nako se beye dilo tsa sona le dikarata tsa nomore 10 mo tafoleng ya dipalo.

MAELE

Letla barutwana go lekanyetsa palo ya dilo mo setlhopheng sa dilo pele ga ba ka di bala, mme o tlhole ditekanyetso tsa bona. Seno se ba thusa go nna le temosi ya 'bogolo' jwa dipalo tse 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

A barutwana ba ikatisetse nomore 10 ka go e kwala mo moweng kgotsa mo mmetsheng ka menwana.

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

Letsatsi 3

Se o se tlhokang

- Pina: *Dinotshenyana tsa mamepe di le lesome* (tsebe 191)
- Phalo ya dinotshe le dinotshe tsa khateboto di le 10
- Dikarataronho 1–5
- Dikarataronho tsa nomore 1–10

1. **Pina:** Opela pina, *Dinotshenyana tsa mamepe di le lesome*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Baya dinotshe tse di segolotsweng di le 10 mo loboteng. A barutwana ba le robedi ba eme.

Dipotso tse di kaelang:

- ★ O akanya gore go eme barutwana ba le bakae?
- ★ A re ba bale.
- ★ A go na le notshe ya morutwana mongwe le mongwe?
- ★ Re tlhoka barutwana ba le bakae gape gore morutwana mongwe le mongwe a nne le notshe?

4. **Dikopano go ya go 10; feta/mmalwa:** Tlhophha bobedi jwa barutwana. A morutwana go tswa mo bobeding bongwe le bongwe a tlhophe karataronho. A botlhe ba bale mmogo. A morutwana go tswa mo bobeding bongwe le bongwe ba tle ka palo e e tshwanang ya dinotshe e le maronho mo karateng go tswa mo phalong. Balang mmogo palogotlhe ya dinotshe tse di kokoantsweng ke barutwana ba babedi. Boeletsa ka barutwana ba bangwe.

Dipotso tse di kaelang:

- ★ Go na le maronho a le kae? O tshwanetse go tla ka dinotshe di le kae?
- ★ Go na le palogotlhe ya maronho/dinotshe di le kae?
- ★ Lebelela dinotshe. _____ e na le dinotshe di le dintsi ka bokae mo go _____?

5. **Go ikatisetisa dikaratapalo tsa maronho, matshwao le mafoko:** Baya dikarataronho moo barutwana ba ka di bonang, sekao, mo loboteng. A barutwana ba refosanele go tlhophha dikarata tse pedi tse di dirang nomore jaaka ba kaetswe.

Dipotso tse di kaelang:

- ★ A o ka mpontsha dikarata tse pedi tse di dirang nomore 10/8/4/3? A barutwana ba refosanele go nyalanya dikarataronho le matshwaopalo le dikarata tsa mafokopalo mo kgabising.

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

Letsatsi 4

Se o se tlhokang

- Pina: *Dinotshenyana tsa mamepe di le lesome* (tsebe 191)
- Mogala wa dinomore le matshwaopalo 1–10
- Phalo ya dinotshe le dinotshe tsa dikhateboto di le 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:** Opela pina, *Dinotshenyana tsa mamepe di le lesome.*
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bontsha barutwana phalo ya dinotshe e e senang sepe. A barutwana ba bale go fitlha ka 10 fa o baya dinotshe di le lesome mo phalong ka bongwe ka bongwe. Ntsha dinotshe. Tsenya dinotshe tse pedi mo phalong. Bala gape ka go baya dinotshe ka ditlhopha bobedi ka bobedi fa o ntse o bala.

Dipotso tse di kaelang:

- ✦ Go na le dinotshe di le kae mo phalong ya dinotshe?
 - ✦ Fa dinotshe tse dingwe tse pedi di tsena mo phalong di tlaa bo di le kae jaanong? Tse dingwe gape tse pedi?
4. **Mogala wa dinomore:** Kopa barutwana go go thusa go phekesa dikarata tsa matshwaopalo ka thulaganyo go simolola ka 1 go ya 10 mo mogaleng wa dinomore.

Dipotso tse di kaelang:

 - ✦ Ke karata efe e e tshwanetseng go tla pele/go latela?
 - ✦ Re tshwanetse go baya kae nomore 9/10 mo mogaleng wa dinomore?
 - ✦ Ke nomore efe e kgolwane/nnyenyana mo go 3/4/5?
 - ✦ Ke nomore efe e e tlang pele/morago/magareng ga _____?
 5. **Dirirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Letsatsi 5

Se o se tlhokang

- Pina: *Ditshoswane di gwanta bobedi ka bobedi* (tsebe 189)
- Theipi e e sireletsang/tšhoko
- Phousetara 5

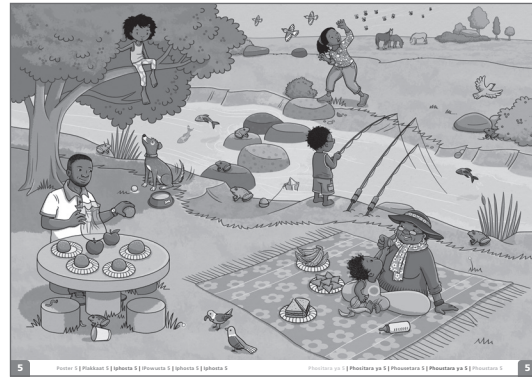
1. **Pina:** Opela pina, *Ditshoswane di gwanta bobedi ka bobedi* mme lo tshameke go tswa mo Beke 1, lo bala ka bobedi.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba ope diatla ga 10, ba tsamaele kwa pele dikgato di le 10, ba tlola tlole ga 10. Balang ka bobedi: opelang diatla kwa tlase mo go nngwe, kwa godimo mo go pedi, kwa tlase mo go tharo, kwa godimo mo go nne. Boeletsa go fitlha ka 10.
4. **Mola wa go tlola:** Dirisa theipi e e sireletsang kgotsa tšhoko go tlhama mola wa go tlola wa dinomore tse dikgolo tsa diboloko di le 10 le go kwala dinomore 1 go ya go 10 mo dibolokong. A barutwana bangwe ba tlole mo dibolokong fa phaposiborutelo e balela kwa pele le kwa morago.

Dipotso tse di kaelang:

- ✦ A o ka tlola go ya go 2?
- ✦ Fa o dira metlolo e mengwe e mebedi/meraro/mene, ke nomore efe e o ka welang mo go yona?
- ✦ Ke metlolo e le mekae go fitlha go _____?
- ✦ Fa o tlolela morago gangwe/gabedi/gararo, o tlaa wela mo nomoreng efe?



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



Guiding questions:

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

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

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:

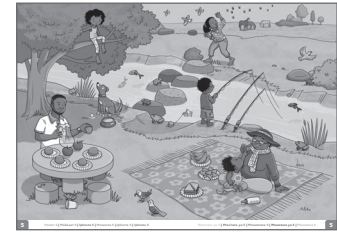
- ★ The bees find four blue flowers and three red flowers. How many flowers did they find?
- ★ Ten bees live in the beehive. Four bees fly out looking for flowers. How many bees are left in the beehive?



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?

5. **Go ikatisetsa 1–10:** Buisanelang Phousetara 5. Buang ka se barutwana ba se bonang mo setshwantshong.



Dipotso tse di kaelang:

- ★ O kgona go bona dinotshe/disamusa/ digwagwa/dinonyane tse di fofang/ ditlhapi/diboko di le kae?
- ★ A o kgona go bona dinonyane tse dingwe gape?
- ★ Go na le palogotlhe ya dinonyane di le kae?
- ★ Go na le dirolo di le nne mo tafoleng. Rre o na le rolo e le nngwe mo seatleng sa gagwe. Go na le dirolo di le kae?
- ★ Go na le dipanana di le tlhano mo poleiteng. Fa Laylah a ja dipanana tse pedi, go setse dipanana di le kae mo poleiteng?
- ★ Fa go ne go na le batho ba le 10 kwa pikiniking, re ya go tlhoka gape dipanana di le kae gore mongwe le mongwe a nne le panana?
- ★ Fa Malusi a ka tshwara tlhapi e le nosi ka thobane nngwe le nngwe, re ya go nna le ditlhapi di le kae?

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

Tomagano

Puogae: Go Reetsa le go Bua: go ranola le go tsibogela ditaelo tsa molomo, go anaanela dikgang.

Dikgono tsa Botshelo: Tiragatso ka nako ya mmimo le dithuto tsa metsamao (a barutwana ba fofe go sena le go tswa mo phalong ya maitlhommo).

MAELE

Dirisa ditšhono tse di runyang mo letsatsing go godisa bokgoni jwa barutwana jwa go rarabolola dipalo, sekao: Go na le dikgamelwana di le robedi tsa pente le maboratše a le marataro fela. Re tlhoka maboratše a le makae gape a go penta?

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Mogala wa dinomere ka dinomere 1–10
- Diphekese tse dikhibidu di le 5 go di mametlelela mo dinomoreng 2, 4, 6, 8, 10
- Dikota tse 200 tsa go bala
- Dikhurumelo tsa polasetiki di le 20
- Kanelo: *Diphalo tsa dinotshe* (tsebe 193)
- Diporo tsa dinomere di le 5 (tsebe 39)
- Dibolokokgogedi di le 55
- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dibadi tse di mmalafaditsweng di le 10
 - Dibaga tsa dikago
- Tege ya go tshameka le mmetshe wa morutwana mongwe le mongwe

1. **Dipalofoko:** A barutwana ba dirise dibadi tsa bona kgotsa menwana go rarabolola dipalo.

Dipotso tse di kaelang:

- ★ Dinotshe di bona malomo a botala jwa legodimo a le mane le malomo a mahibidu a le mararo. Di bone malomo a le kae?
- ★ Dinotshe di le lesome di nna mo phalong ya dinotshe. Dinotshe di le nne di a fofa go tswana le malomo. Go setse dinotshe di le kae mo phalong ya dinotshe?



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



MAELE
Gopola go ntsha diphekese tsa mebala morago ga tirwana go baakanyetsa setlhopha se se latelang.

2. **Go bala ka bobedi:** Bala ka bobedi mo mogaleng wa dinomore. Emisetsa diphekese ka diphekese tse di mmalafaditsweng mo palong e nngwe le e nngwe, sekao, mo go 2, 4, 6, 8 le 10.

3. **Ditlhopha tsa 10:** Anaanela ka ga kgang ya, *Diphalo tsa dinotshe*. A barutwana ba dire bobedi ka bobedi. Bobedi bongwe le bongwe bo newe dibadi di le 50 (dinotshe) le dikhurumelo di le 5 (diphalo tsa dinotshe). A ba beye 'dinotshe' tsa bona (dibadi) ka ditlhopha tsa 10 mo 'diphalong tsa dinotshe' (dikhurumelo).

Dipotso tse di kaelang:

- ★ O na le diphalo di le kae tsa dinotshe?
- ★ Go na le dinotshe di le kae mo phalong e nngwe le e nngwe ya dinotshe?

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



MAELE

Dibaga tsa dikago di thusa barutwana go thaloganya gore nomore e le nngwe e ka tswa e dirilwe ka kopanyo ya dinomore tse pedi kgotsa go feta.

Dipotso tse di kaelang:

- ★ Mpontshe dibaga di le robongwe. Jaanong mpontshe dibaga di le thataro. Dibaga tseno di ka fa tlase ga 9 ka bokae?
- ★ Mpontshe dibaga di le tlhano. A re dire dibaga di le 10. O tlhoka dibaga di le kae gape?
- ★ Tshwara dibaga di le tlhano ka seatla. Oketsa ka dibaga tse tharo gape. O na le dibaga di le kae?
- ★ Tshwara dibaga di le supa ka seatla. Jaanong mpontshe dibaga di le 10. Gore o nne le tse 10, o ne o tlhoka go oketsa ka di le kae?
- ★ Tshwara dibaga di le 10 ka seatla. Gore o nne le di le nne, o tlhoka go ntsha di le kae?

5. **Ditora tsa diporo tsa dinomore:** Baya diporo tsa dinomore le dibolokokgogedi mo mmetsheng. A barutwana ba refosanele go bitsa nomore le go baya tora e e agilweng ka nomore e e nepagetseng ya dibolokokgogedi mo khutlonneng e nngwe le e nngwe.

Dipotso tse di kaelang:

- ★ O dirisitse dibolokokgogedi di le kae mo toreng mo khutlonneng eo ya nomore?
- ★ Ke tora efe e e nang le diboloko di le dintsi/mmalwanyana?
- ★ Nomore 3 e na le diboloko di le dintsi/mmalwa ka bokae go na le nomore 4, jalo le jalo?
- ★ Ke nomore efe e kgolo go gaisa/nnye go gaisa? O itse jang?

6. **Go ikatisetsa nomore 10 ka go dirisa tege ya go tshameka:** A barutwana ba dire letshwaopalo 10 ka tege ya go tshameka. Tshegetsa barutwana ba ba iketleeditseng go kwala 10.



Netefatsa gore barutwana ba kgona go:

- rarabolola dipalo tsa go tlhakanya le go ntsha tse di akaretsang dinomore 1–10
- bala ka bobedi
- dira le go tlhalosa bobedi jo bo farologaneng jwa dinomore tse di kopanang go dira nomore
- nyalanya matshwaopalo le dibolokokgogedi

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.

Seteišenetiro 1

Se o se tlhokang

- Tege ya go tshameka
- Thempoleite ya tege ya go tshameka: Nomore 10 (tsebe 213) – e le 1 ya morutwana mongwe le mongwe

A barutwana ba dirise tege ya go tshameka go tlatsa thempoleite.

Seteišenetiro 2

Se o se tlhokang

- Sa morutwana mongwe le mongwe:
- Letaese
 - Boto ya motshameko wa lebelo la jarata ya polasa (tsebe 216)
 - Sebadi sa diphologolo

A barutwana ba lathele letaese mme ba tsamaisa dibadi tsa bona tsa diphologolo mo botong dikgato tse di bontshitsweng mo letaeseng. A ba tswelile fela jalo go fitlhelela ba fitlha kwa ngataneng ya furu. Ba tlhoka go latlhela nomore e e nepagetseng go tlhelele, gore ba goroge mo ngataneng ya furu go fetsa motshameko. Fa ba sa dire jalo, ba tswelile pele go latlhela go fitlhelela letaese le wa ka nomore e e tlhokagalang.



MAELE
 Fa o kopa barutwana go tlhalosa gore motshameko o tshamekiwa jang, go tlaa go baya mo leseding la gore a ba tlhaloganya melawana.

Seteišenetiro 3

Se o se tlhokang

- Dikarolo tse 2 tsa setlhare tse di segolotsweng mo khatebotong tsa morutwana mongwe le mongwe
- Dikutu di le 10 tsa setlhare ka matshwaopalo 1–10
- Dibadi tsa mebala di le 10 tsa morutwana mongwe le mongwe

A barutwana ba tlhophe kutu e le nngwe ya setlhare go e baya ka fa tlase ga setlhare mme ba kgabise setlhare ka palo eo ya dibadi, sekao, 2 le 4. Boeletsa ka dikutu tse dingwe tsa ditlhare.



Seteišenetiro 4

Se o se tlhokang

- Diphazele tsa dinomere 1–10 (tsebe 221)

A barutwana ba feletse diphazele bobedi 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).



Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

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

Kitso e ntšhwa

- Nomore 0

Ikatise

- Go balela kwa godimo: kwa pele 1–20 le go feta, kwa morago 10–1
- Go bala dilo 1–10
- Go latedisanya dinomore 1–10
- Gatelela mogopolopalo 1–10
- Go bala ka bobedi
- Tlhakanya, ntsha

Tlotlofoko e ntšhwa ya dipalo

lefela

nnoto

sepe

Ipaakanye

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

- dinomorekgabisi 1–10
- nomorekgabisi le thempoleite ya ntlo ya nomore 0 (tsebe 209)
- dikarata tsa matshwaopalo le mafokopalo 0–10
- karata ya letshwaopalo 0 (ya mogala wa dinomore)
- karatarontho e e lolea
- ditshwantsho di le 10 tsa dilo tse dikgolo
- thempoleite ya tege ya go tshameka: Nomore 0 (tsebe 215) – e le 1 ya morutwana mongwe le mongwe
- sethego (rempe) le dikgwele (lebelela Seteišenetiro 4)
- seporo sa dinomore 0–10



- seporo sa dinomore tse di tloang go simolola ka 0–10 (mo sebopegong 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.

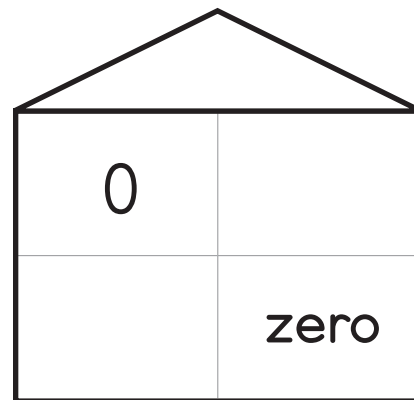
Guiding questions:

- ★ 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'.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1



Sutisetsa dinomore tse di mo mogaleng wa dinomore kwa godimo gore go nne le sebaka sa karata ya letshwaopalo 0.

Se o se tlhokang

- Pina: *Mabotlolo a matala a le lesome* (tsebe 193)
- Dinomorekgabisi 1–10
- Nomorekgabisi le thempoleite ya ntlo ya nomore 0 (tsebe 209)
- *Kanelo ya nomore 0* (tsebe 193)
- Karata ya letshwaopalo 0 (mogala wa dinomore)
- Lebokoso la khateboto

1. **Pina:** Opela pina, *Mabotlolo a matala a le lesome*.
2. **Go balela kwa godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** A barutwana ba refosanele go bala dilwana mo phaposiborutelong, sekao, matlhabaphefo, mabati, dikgetsana tsa sekolo di le 8, diphensele di le 10.

Dipotso tse di kaelang:

- ★ O akanya gore go na le diphensele di le kae mo motemeng ono?
- ★ A o akanya gore go na le dikgetsana tsa sekolo di feta 10 kgotsa di le ka fa tlase ga lesome?

4. **Go tlhagisa 0:** Supa go dinomorekgabisi 1–10.

Dipotso tse di kaelang:

- ★ A o akanya fa go ka tswa go na le matlo a mangwe gape? Goreng/goreng go se jalo?
- ★ Re ka baya kae matlo a mo kgabising fa re ne re ka nna le matlo a mangwe gape?

Anaanela ka ga *Kanelo ya nomore 0*. Bontsha ntlo ya diphologolo e e nang le letshwaopalo le lefokopalo *pele ga nomorekgabisi 1* mo loboteng mo lefelong la dipalo.

A barutwana ba diragatse kanelo. Dirisa lebokoso le le senang sepe la khateboto go emela ntlo e e lolea. Tlhopha barutwana go tshameka karolo ya tlou, dithutlwa, dinonyane le diphologolo tse dingwe.

A barutwana ba ikatisetse nomore 0 ka go e kwala mo moweng kgotsa mo mmetsheng ka menwana.

5. **Go tsenya 0 mo mogaleng wa dinomore:** Bontsha barutwana karatapalo ya 0. Ba botse gore ba akanya gore e tshwanetse go tsena kae mo mogaleng wa dinomore. Kopa morutwana go tla go e tsenya mo mogaleng wa dinomore.

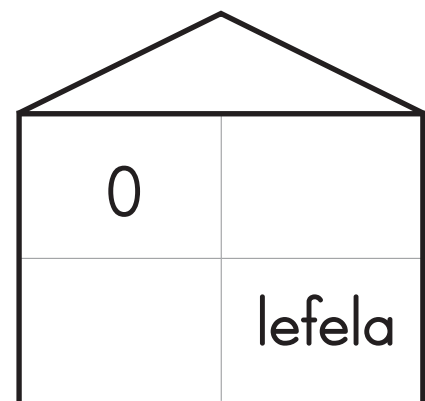
Dipotso tse di kaelang:

- ★ Goreng o tsentse nomore ya lefela foo?
- ★ Go latela nomore efe morago ga lefela?
- ★ Ke mang yo o ka ntlelang lefela la dibuka?

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



Dirisa lefoko 'lefela' gantsi fa o kaya letshwao '0' mme o dirise 'nnoto' mo tsamaong ya letsatsi fa o bua ka ga 'sepe' kgotsa 'selo se se seyong'.



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 2

Se o se tlhokang

- Pina: *Mabotlolo a matala a le lesome* (tsebe 193)
- Dikgwele di le 10
- Dihulahupu tse 2
- Dikarata tsa letshwaopalo le lefokopalo 0 (*Kgetsana ya Didiriswa*)
- Sejana se se lolea sa tafole ya dipalo
- Karatarontho e e lolea

MAELE

Bala go simolola ka 0 go ya go 20 fa barutwana ba ya kwa diteišeneng tsa bona tsa tiro le fa ba ya kwa ntlwaneng ya boithusetso.

1. **Pina:** Opela pina, *Mabotlolo a matala a le lesome* mme o diragatse ka barutwana ba le 10.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0. Supa kwa mogaleng wa dinomere fa o ntse o bala.
3. **Go bala dilo 1–10:** Baya dihulahupu tse pedi mo mmetsheng. Tsenya dikgwele di le 10 ka fa teng ga hupu mme o tlogele hupu ya bobedi e le lolea.

Dipotso tse di kaelang:

- ★ O akanya gore go na le dikgwele di le kae mo teng ga hupu eno?

A barutwana ba bale dikgwele tse di mo hupung. Ntsha dikgwele di le supa go tswa mo hupung ya ntlha mme o di tsenye mo hupung ya bobedi.

- ★ Fa re ntsha dikgwele di le supa go tswa mo hupung eno mme re di tsenya mo hupung e e lolea, go ya go sala dikgwele di le kae mo hupung eno?

A barutwana ba bale dikgwele mo hupung e nngwe le e nngwe. Ntsha dikgwele tse tharo go tswa mo hupung ya ntlha mme o di tsenye mo hupung ya bobedi, o tlogetse ya ntlha e le lolea.

- ★ Go na le dikgwele di le kae mo hupung e nngwe le e nngwe?

- ★ Go ya go diragalang fa o ntsha dikgwele tsotlhe go tswa mo hupung e nngwe mme o di tsenya mo go e nngwe?

4. **Tafole ya dipalo:** Baya hupu e e lolea mo tafoleng ya dipalo go emela nomere 0.

Dipotso tse di kaelang:

- ★ Go na le dikgwele di le kae mo teng ga hupu?

Bontsha barutwana karatarontho e e lolea.

- ★ Go na le marontho a le makae mo karataronthong eno?

A morutwana a le mongwe a beye karata e e lolea, karatatshwao le karatafoko ya lefela mo tafoleng ya dipalo gaufi le sejana se se lolea.

A barutwana ba tsene mo mosepeleng wa go bala mme ba supe palo e e rileng ya dilo (go akaretsa lefela).

Dipotso tse di kaelang:

- ★ A o kgona go bona:
 - Bese? E na le maoto a le makae?
 - Mosetsana wa mologo wa maphondo a mabedi?
 - Ntlo? E na le marulelo a le makae?
 - Lefelo la mabothelo le le senang dikoloi?

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

MAELE

Go na le mafoko a le mantši a a nang le bokao jwa lefela, sekao, *nnoto, sepe, lolea*. Agelela mo mafokong ano fa barutwana ba a dirisa, sekao, ba botse gore ke lefoko lefe gape le ba le dirisang boemong jwa 'sepe'. Supa gore mafoko ano a kaya lefela.

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.

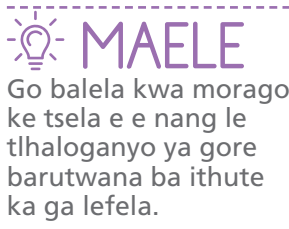
Guiding questions:

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

Letsatsi 3

Se o se tlhokang

- Pina: *Mabotlolo a matala a le lesome* (tsebe 193)
- Dikarataronho tsa dinomore 1–10 (*Kgetsana ya Didiriswa*)
- Dikarataronho e e lolea
- Dikarata tsa matshwaopalo 0–10
- Ditshodi di le 11
- Dikota tsa go bala di le 55



1. **Pina:** Opela pina, *Mabotlolo a matala a le lesome*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. A ba refosanele go tsaya karata mo ngataneng. A barutwana botlhe ba bontshe menwana e mentsi fela jaaka maronho mo karateng, ba bala mmogo. Fa karata e bontsha 0, a barutwana ba supe lebole go emela menwana 0.
4. **Dikarataronho le go rulaganya dinomore 0–10:** Bontsha barutwana dikarataronho 1–10. Tsholetsa karataronho e e senang sepe go emela 0.

Dipotso tse di kaelang:

- ★ Go na le maronho a le makae mo karataronthong eno?

Mamaretsa karataronho ya go simolola ka 0 go ya go 10 mo lentleng la setshodi se sengwe le se sengwe mme o tsenye letshwaopalo le le nyalanang mo gare ga setshodi se sengwe le se sengwe. Baya ditshodi mo mmetsheng ntle le go latela thulaganyo epe. A barutwana ba refosanele go baya dikota tsa go bala go ya ka palo ya moronho.

Baya ditshodi tsa 7, 4, 9 le 0 mo mmetsheng. A barutwana ba refosanele go rulaganya ditshodi go simolola ka palo e nnye go gaisa go ya go e kgolo go gaisa.

- ★ Re ka baya jang ditshodi tseno ka thulaganyo ya go simolola ka se sennye go gaisa go ya go se segolo go gaisa?

- ★ Ke nomore efe e nnye/kgolo go gaisa?

Boeletsa ka go dirisa dikopano tse dingwe mmogo le go rulaganya go simolola ka nomore e kgolo go gaisa go ya go e nnye go gaisa.

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

Letsatsi 4

Se o se tlhokang

- Pina: *Mabotlolo a matala a le lesome* (tsebe 193)
- Lesela
- Mogala wa dinomore le dikaratapalo 0–10
- Ditshwantsho tsa dilo tse dikgolo di le 10

1. **Pina:** Opela pina, *Mabotlolo a matala a le lesome*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Baya ditshwantsho tsa dilo di le 10 mo loboteng mme o di apese ka lesela. Senola ditshwantsho.

Dipotso tse di kaelang:

- ★ Go na le ditshwantsho di le kae tsa dilo mo loboteng?

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.

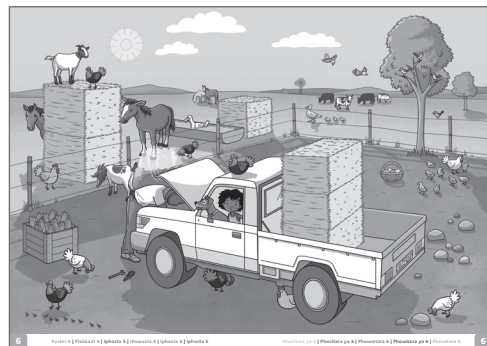
Guiding questions:

- ★ 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 e le nngwe/tse pedi/tse tharo tsa ditshwantsho mme o boeletse mokgwa o. Tswelela go fitlhelela go sa tlhole go na le ditshwantsho.

★ Jaanong go na le ditshwantsho di le kae mo loboteng?

4. **Go ikatisetsa le go rulaganya dinomere 0–10:** Ntsha dikaratapalo mo mogaleng wa dinomere kwa ntle ga 3 le 7. Neela barutwana dikarata di le robongwe tse o di ntshitseng. A barutwana ba refosanele go phekesa dinomere tse di mo mogaleng wa dinomere ka thulaganyo e e nepagetseng.

Dipotso tse di kaelang:

★ Re tshwanetse go baya kae nomore 1/5/10? O itse jang?

★ Ke nomore efe e e tlang pele/morago ga ____?

★ Re tshwanetse go baya kae nomore 0? Goreng?

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

Letsatsi 5

Se o se tlhokang

- Pina: *Ditshoswane di gwanta bobedi ka bobedi* (tsebe 189)
- Theipi e e sireletsang/tšhoko
- Phousetara 6
- Dikarata tsa matshwaopalo 0–10

1. **Pina:** Opela pina, *Ditshoswane di gwanta bobedi ka bobedi*, ka ditiragatso.

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

3. **Go bala dilo 1–10:** A barutwana ba eme mo letlhakoreng le lengwe la phaposiborutelo. A morutwana a le mongwe a bontshe karatapalo. A barutwana ba bangwe ba tlola tlole go latela nomore e e bontshitsweng mo karateng mme ba balele kwa godimo. Fa go bontshitswe 0, barutwana ba ema fela fa ba gone ba sa tlola tlole.

4. **Seporo sa motlolo:** Dirisa theipi e e sireletsang kgotsa tšhoko go tlhama seporo sa motlolo sa dinomere go simolola ka 0–10 mo mmetsheng. A barutwana ba refosanele go ema mo bolokong jwa 'lefela' mme ba tlole jaaka ba kaelwa.

Dipotso tse di kaelang:

★ A o ka tlolela go nomore 6/4/7, jalo le jalo? (Bontsha barutwana matshwaopalo.)

★ O tshwanetse go tlola ga kae go fitlha kwa nomoreng eno? (Bontsha letshwaopalo la 0.)

★ Goreng o ne o sa tlole?

5. **Go ikatisetsa 0–10:** Buisanang ka ga Phousetara 6. Buang ka ga se barutwana ba kgonang go se bona.

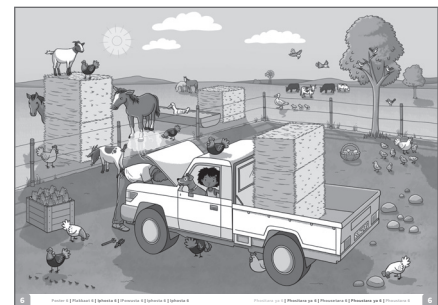
Dipotso tse di kaelang:

★ Koko/pidipidi/nonyane e na le diphuka di le kae?

★ Pitse e na le diphuka di le kae?

★ O bona dinonyane/diapole di le kae mo setlhareng?

 **MAELE**
Go na le go tlola tlola, barutwana ba ka opa diatla.



- ★ 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.

- ★ A o bona phologolo e e nang/senang marontho?
- ★ O bona diphologolo di le kae tse di nang le megatla?
- ★ Malusi o na le megatla e le mekae?

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

Tomagano

Puogae: Reetsa le go tsibogela ditaello tse di bonolo, kago ya tlotlofoko.
Dikgono tsa Botshelo: Tharabololo ya dipalo le go arogana mabaka a ditharabololo, taolo ya dilo tse di farologaneng ka mebala, bogolo le dipopego.

Ditirwana tsa ditlhophha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Karatatshwao le karatafoko ya 0 – bobedi bo le bongwe jwa morutwana mongwe le mongwe
- Mabokoso a mae (dikopi di le 12) go na le dibadi mo dingweng tsa dikopi – le le 1 la morutwana mongwe le mongwe
- Seporo sa dinomere 0–10
- Dibolokokgogedi di le 55
- Dibadi tse di mmalafaditsweng di le 50–60
- Tege ya go tshameka le mmetshe wa morutwana mongwe le mongwe
- Setshodi se na le dibadi tsa diphologolo di le 10 – se le 1 sa morutwana mongwe le mongwe



Barutwana ba ka dirisa dibadi kgotsa menwana go emela dinotshe. Seno se ba thusa go ipaakanyetsa go dira ka dipalo mo maemong a a sa tshwaregeng.

1. **Dipalofoko:** A barutwana ba beye ditshodi tsa bona fa pele ga bona mme ba bale dibadi di le 10.

Dipotso tse di kaelang:

- ★ Go na le dinotshe di le tharo mo lelomong le le pududu le dinotshe di le thataro mo lelomong le lehibidu. Go na le palogotlhe ya dinotshe di le kae?
- ★ Tse pedi tsa dinotshe tse di mo lelomong le le pududu di boetse kwa phalong. Jaanong go setse dinotshe di le kae mo lelomong le le pududu?
- ★ Dinotshe tse tharo go tswa mo lelomong le lehibidu di fofetse kwa phalong. Jaanong go setse dinotshe di le kae mo lelomong le lehibidu?

2. **Go bala dilo:** A barutwana ba lebe fa o baya dibadi di le tlhano mo seatleng se sengwe le dibadi di le nne mo go se sengwe. Ba bontshe seatla sa gago se se tswetsweng mme o re, 'Ke na le dibadi di le tlhano mo seatleng se le di le nne mo go se sengwe.'

Dipotso tse di kaelang:

- ★ O akanya gore ke na le palogotlhe ya dibadi di le kae?
- ★ (Bula seatla se sengwe. A barutwana ba bale dibadi mo seatleng sele.) Go na le dibadi di le kae?
- ★ (Bula seatla se sengwe. A barutwana ba bale dibadi tse di mo seatleng sele.) Go na le palogotlhe ya dibadi di le kae?
- ★ Go na le dibadi di le kae gotlhe?

Boeletsa ka go dirisa dikopano tse dingwe go fitlha mo go 10, go akaretsa seatla se sengwe se se lolea.

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

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



Guiding questions:

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

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

Guiding questions:

- ★ How many counters are under your tub?

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

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

Repeat using different combinations to 10.

Learners place all their counters on top of their tubs.

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

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



Guiding questions:

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

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



TIP

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



Check that learners are able to:

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

3. **Go nyalanya sete e e senang sepe le dikaratatshwao le foko tsa 0:**

Baya dibadi tsa 1–10 mo dingweng tsa dikopi tsa diphuthelwana tsa mae, ka go tlogela dikopi di le mmalwa di le lolea. A barutwana ba beye letshwao la nomore 0 le nomore ya lefoko mo thoko ga dikopi tse di lolea.



Dipotso tse di kaelang:

- ★ O akanya gore ke kopi efe e e nang le dibadi tse dintsi/dinnye thata? Goreng o akanya jalo?
- ★ Ke dikopi dife tse di lolea? Go na le dibadi di le kae mo dikoping tseo?
- ★ Go na le palogotlhe ya dikopi tse di lolea di le kana kang?

4. **Go tlhakanya le go ntsha:** A barutwana ba beye dibadi tsa bona mo mmetsheng le go ribega ditshodi tsa bona. A ba beye dibadi tsa bona tse tlhano mo tlase ga setshodi.

Dipotso tse di kaelang:

- ★ Go na le dibadi di le kae ka fa tlase ga setshodi sa gago? A barutwana ba tseye dibadi tse pedi go tswa mo tlase ga ditshodi tsa bona mme ba di beye mo godimo ga ditshodi tsa bona.
- ★ Jaanong go na le dibadi di le kae mo tlase ga setshodi sa gago? Go na le di le kae mo godimo? Go na le palogotlhe ya di le kae? Boeletsa ka go dirisa dikopano tse di farologaneng tsa 10. A barutwana ba beye dibadi tsotlhe tsa bona mo godimo ga ditshodi tsa bona.
- ★ Go na le dibadi di le kae mo tlase ga setshodi sa gago? (Ga go sepe)

5. **Ditora tsa seporo sa dinomore:** Baya seporo sa dinomore le dibolokokgogedi mo mmetsheng. A barutwana ba refosanele go bua nomore mo khutlonneng e nngwe le e nngwe ya seporo le go baya tora e e agilweng ka palo e e nepagetseng ya dibolokokgogedi mo khutlonneng.

Dipotso tse di kaelang:

- ★ O dirisitse dibolokokgogedi di le kae mo toreng mo nomoreng eo ya khutlonne?
- ★ Ke setlhophha sefe se se nang le diboloko tse dintsi/mmalwanyana?
- ★ Go na le diboloko di le kae mo go lefela?

6. **Go ikatisetsa nomore 0 ka go dirisa tege ya go tshameka:**

A barutwana ba dire letshwaopalo 0 ka tege ya go tshameka. Tshegetsa barutwana ba ba iketleeditseng go kwala 0.

MAELE

Akaretsa dikao tsa go oketsa le go ntsha lefela, sekao: 'Baya dibadi tse lefela mo godimo ga setshodi sa gago.'



Netefatsa gore barutwana ba kgona go:

- bala ditlhophha tsa dilo 1–10
- rarabolola dipalo tsa dinomore 0–10 ka molomo
- tlhatlhamolola le go aga dinomore 0–10
- bapisa dinomore mo thulaganyong ya 0–10
- lemoga, nyalanya le go neela maina a matshwaopalo le mafokopalo a lefela

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.



Seteišenetiro 1



Se o se tlhokang

- Tege ya go tshameka
- Thempoleite ya tege ya go tshameka: Nomore 0 (tsebe 215) – e le 1 ya morutwana mongwe le mongwe

A barutwana ba dirise tege ya go tshameka go tlatsa thempoleite. A ba tlhame diroto, mabokoso, dintlhaga, jalo le jalo, go se na sepe ka fa gare.

Seteišenetiro 2



Se o se tlhokang

- Therei e le 1 ya aese
- Dibadi tse di mmalafaditsweng di le 200 (*Kgetsana ya Didiriswa*)
- Letaese le le nang le letlhakore la marontho a le 6 le apesitswe ka semamaredi mme le emetswe ke '0'

A morutwana wa ntlha a latlhele letaese mme a beye palo eo ya dibadi mo go e nngwe ya dikobotlo tsa therei ya aese. A morutwana yo o latelang le ena a dire fela jalo, a beye palo eo ya dibadi mo kobotlong e e latelang. Boeletsa.

Seteišenetiro 3

Se o se tlhokang

- Setshodi se se nang le dibadi tsa maungo di le 10 – e le 1 sa morutwana mongwe le mongwe
- Letaese

A barutwana ba beye dibadi tsa bona mo moleng. A ba refosanele go latlhela letaese le go ntsha dibadi go tswa mo moleng wa bona palo e e tshwanang le e e bontshitsweng mo letaeseng le go di baya mo ditshoding tsa bona. Morutwana wa ntlha go baya dibadi tsa gagwe mo setshoding sa gagwe o fetoga mofenyi.

Seteišenetiro 4

Se o se tlhokang

- Dikgwele tsa thenese di le 6
- Rempe (sekao, lepolanka le le atlhameng)
- Ditshodi tse 4 di apesitswe ka pampiri ya mebala e e farologaneng

Baya rempe mo sekhutlong se se tsholeditsweng ka bokana ka 20 cm go tswa mo bodilong. Baya ditshodi mo bodilong mo ntlheng e e kwa godimo ya rempe. A barutwana ba refosanele go latlhela dikgwele tsa bona kwa godimo mo rempeng le go leka go wetsa dikgwele tsa bona mo ditshoding. A ba bale palogotlhe ya dikgwele tse di wetseng mo ditshoding.



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

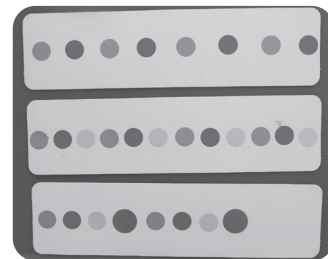
sequence

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).

Karoloteng e e Lebeletsweng: Dipaterone, Ditiro le Alejibora

Ditlhogo

- Dipaterone tse jeometeri: dira, kopolola le go atolosa dipaterone

Kitso e ntšhwa

- Tlhama, kopolola le go atolosa paterone ya kutlo
- Thala dipaterone go tswa mo dilong

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Tlhama, kopolola le go atolosa dipaterone ka go dirisa dilo tse di tshwaregang

Tlotlofoko e ntšhwa ya dipalo

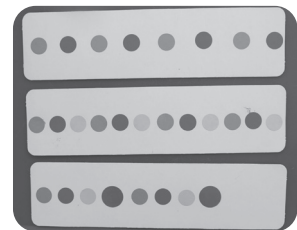
tatelano

dira paterone

Ipaakanye

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

- dikarata tsa dipaterone tse dikgolo tsa mmala di le 3:
 - tala le khibidu
 - tala, khibidu le serolwana
 - tala, khibidu, serolwana le mmala wa botala jwa legodimo
- diletswa tsa moribo di le 30 tse di ka rulaganngwang ka ditlhopha di le 4 (setlhopha se sengwe se tshwanetse gobo se na le diletswa di le 10)
- seroto/setshodi se se bonalang se na le dilo di le 10, tse dingwe di na le dipaterone tse di ipoeletsang mme tse dingwe di na le dipaterone tse di sa ipoeletseng, sekao, pampiri e e phuthelang, dimamaretsi, masaledi a masela, dithaele, dillokete, mesomi, dikhouno tsa phaene, malomo, dikousu, dikgopana, jalo le jalo
- pampiri e segolotswe mo popegong ya sekhpa– e le 1 ya morutwana mongwe le mongwe
- dikarata tsa dipaterone tsa dinomere di le 8, sekao, 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

- dipopego tsa pampiri tsa jeometeri: sediko, khutlonne, khutlonnetsepa, khutlotharo – di le 6 tsa morutwana mongwe le mongwe
- dikarata tsa dipaterone di le 8 (lebelela Seteišenetiro 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.



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.

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.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- **Morumo:** *Ke nako ya dipaterone (Kaedi ya Ditirwana: Kgweditharo 3, tsebe 191)*
- Tafojana/lebokoso
- Dikarata tsa dipaterone di le 3:
 - Tala le khibidu
 - Tala, khibidu le serolwana
- Tala, khibidu, serolwana le pududu
- Kota e e balang e le 1 e khibidu, e tala, e e pududu le e e serolwana ya morutwana mongwe le mongwe

1. **Morumo:** Bua morumo, *Ke nako ya dipaterone*, ka ditiragatso.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Baya dikota tsa go bala di le 10 tse ditala, di le 5 tse dikhibidu, di le 2 tse dipududu le di le 10 tse diserolwana mo ngataneng e e aroganeng le tse dingwe mo tafojaneng kgotsa mo lebokosong gore barutwana botlhe ba di bone.

Dipotso tse di kaelang:

★ O akanya gore go na le dikota tse kae tse ditala/dikhibidu/pududu/di serolwana?

★ Go na le mebala efe ya dikota tsa 0?

Tlhopha morutwana yo o tlaa balang le go tshwara ngatana nngwe le nngwe fa phaposi e bala mmogo.

★ Go setse dikota tse kae mo tafoleng/lebokosong?

 **MAELE**
Fa barutwana ba setse ba le bomankge ba dikgono tseno tsa dipaterone, atolosa tirwana ka go dirisa diponagalo tse pedi, jaaka mmala le popego kgotsa bogolo.

4. Go atolosa dipaterone:

A barutwana ba dule fatshe ba dirile sediko. Baya dikota di le 30 tse ditala le di le 30 tse dikhibidu mo bogareng jwa mmetshe.

A morutwana mongwe le mongwe a tseye kota e le nngwe e tala le e le nngwe e khibidu. Bontsha karata ya paterone e e nang le mebala e mebedi. A morutwana mongwe a simolole ka go baya kota ya mmala o o nepagetseng mo mmetsheng. A barutwana ba refosanele go tswelletsa paterone go fitlhelela botlhe ba nnile le tšhono ya go dira jalo – paterone e tlaa tswelela go dikologa sediko sa barutwana.



Dipotso tse di kaelang:

★ Ke mang yo o ka mpolelelang se paterone e leng sona?

★ Go tlaa latela kota ya mmala ofe mo pateroneng eno?

★ Re ka tsenya mmala ofe gape go atolosa paterone?

Neela morutwana mongwe le mongwe kota e e serolwana. Bontsha karata ya paterone ya mebala e meraro mme o boeletse tirwana.

★ A o ka dira paterone ka mebala e meraro?

Neela morutwana mongwe le mongwe semamaretsi se sepududu mme o boeletse ka mebala e le mene.

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

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 2

Se o se tlhokang

- Pina: *Opa diatla, thwantsha menwana mme o tibe ka tlhako* (tsebe 195)

 **MAELE**
Fa ba bala go feta 20, thusa barutwana go tlhaloganya gore dinomere di sala paterone e e tshwanang morago fela jaaka pele. Gopola gore barutwana bangwe ba ka tlhoka go ikatisa go le gontsi go gaisa ba bangwe.

1. **Pina:** Opela pina, *Opa diatla, thwantsha menwana mme o tibe ka tlhako* ka paterone e e latelang: opa diatla, thwantsha menwana, retha lefatshe ka tlhako, opa diatla, thwantsha menwana, retha lefatshe ka tlhako, jalo le jalo.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba tlhome mola. A ba tibe ka tlhako fa ba ntse ba bala go simolola ka 1–10 le go tsholetsa matsogo a bona mo moweng fa ba fitlha kwa go 10. A ba fetole dintlhakaelo le go boeletsa tirwana ka motsamao o mongwe wa mmele, sekao, go opa diatla.
4. **Go kopolola le go atolosa dipaterone tsa modumo:** A barutwana ba eme ba dirile sediko. Tlhamang paterone go tswa mo pineng, *Opa diatla, thwantsha menwana mme o tibe ka tlhako*: Opa diatla, opa diatla, thwantsha menwana, thwantsha menwana, tibe ka tlhako, tibe ka tlhako (AABBCC). A mongwe le mongwe wa barutwana a nne le tšhono ya go boeletsa paterone go fitlhelela botlhe ba nnile le sebaka.

Dipotso tse di kaelang:

- ★ Go tshwanetse ga tlang pele/gape mo pateroneng eno?

Boeletsa ka motsamao wa ABC, sekao, tlola, tlolela ka fa mojang mme o dikologe; tlola, tlolela ka fa mojang mme o dikologe.

- ★ A o ka kopisa metsamao eno ka mmele wa gago?

- ★ A o bona paterone? Ke paterone efe?

- ★ Tatelano ya paterone ke efe?

- ★ O ka atolosa jang paterone eno?

Boeletsa ka paterone ya ABAB ka ditiragatso, sekao, tlola tlola, ema o arogantse maoto; tlola tlola, ema o arogantse maoto.

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

Letsatsi 3

Se o se tlhokang

- Pina: *Opa diatla, thwantsha menwana mme o tibe ka tlhako* (tsebe 195)
- Tšhoko/dikhokhipene
- Pampiri ya A3
- Dikarata tsa matshwaopalo le mafokopalo 0–10
- Letlhare la pampiri ya A4

1. **Pina:** Opela pina, *Opa diatla, thwantsha menwana mme o tibe ka tlhako* ka paterone ya ABBABB (opa diatla, thwantsha menwana, thwantsha menwana; opa diatla, thwantsha menwana, thwantsha menwana).
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba ope diatla, ba thwantshe menwana kgotsa ba tibe ka tlhako gantsi fela jaaka go supilwe mo karateng ya matshwaopalo. Fa go bontshitswe '0', barutwana ga ba dire ditiragatso dipe.



TIP

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

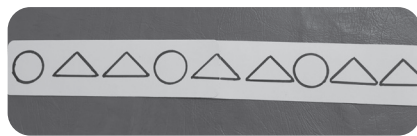
4. **Identify the pattern rule:** One learner creates his/her own sound pattern, for example, clap, clap, snap fingers, snap fingers; clap, clap, snap fingers, snap fingers. Other learners say what the pattern is and repeat it.

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

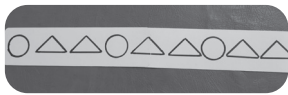
- Song: *Clap, snap and stamp* (page 194)
- 30 rhythm instruments to create 4 groups of instruments (one group must have 10 instruments)
- Pattern cards with colour dots from Day 1

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?

MAELE
 Thusa barutwana go tthalosa molawana wa dipaterone tse ba di kopololang kgotsa tse ba di tthamang. Seno se ba thusa go godisa dikgono tsa go akanya.



4. **Tlhaola molawana wa dipaterone:** A morutwana mongwe a itlhamele paterone ya modumo, sekao, opa diatla, opa diatla, tshwantsha menwana, thwantsha menwana, opa diatla, opa diatla, tshwantsha menwana, thwantsha menwana. A barutwana ba bangwe ba bue gore morumo ke eng mme ba boeletse seno. Ka bobedi, a barutwana ba itlhamele dipaterone tsa modumo. A morutwana mongwe a dire paterone ya modumo mme molekane a tthalose se paterone e leng sona mme a e boeletse. Jaanong a ba fetole diabe.

Dipotso tse di kaelang:

- ★ O ka nthaya o reng ka ga paterone?
- ★ A o ka dira paterone e e ntseng jaana?

5. **Dipaterone tsa jeometri:** Thala paterone ya dipopego mo botong kgotsa mo sekgemetshaneng sa pampiri, sekao, sediko, khutlotharo, khutlotharo; sediko, khutlotharo, khutlotharo. Bonnye dira dipoeletso tsa dipaterone tse tharo.

Dipotso tse di kaelang:

- ★ O ka nthaya o reng ka ga paterone eno?
- ★ Ke popego efe e e tlang pele/morago ga sediko sa ntlha/khutlotharo ya bobedi?
- ★ Popego ya boraro mo pateroneng ke efe?
- ★ Popego ya ntlha/bofelo ke efe?

Apesa dipopego tse tharo tsa bofelo ka letlhare la pampiri.

- ★ Go tla popego efe mo tatelanong?
- ★ A go na le yo o ka thalang se se latelang mo pateroneng? Barutwana ba le mmalwa ba thala dipopego tse tharo tse di fitlhegileng mo pampiring go latela tatelano.

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

Letsatsi 4

Se o se tlhokang

- Pina: *Opa diatla, thwantsha menwana mme o tibe ka tlhako* (tsebe 195) se tshwanetse go nna le diletswa di le 10)
- Diletswa tsa moribo di le 30 go tlhama ditlhopho di le 4 tsa diletswa (setlhopho se le sengwe) • Dikarata tsa dipaterone tse di nang le marontho a mebala go tswa mo Letsatsi 1

1. **Pina:** Opela pina, *Opa diatla, tshwantsha menwana mme o tibe ka tlhako* ka paterone ya AABAAB (opa diatla, opa diatla, thwantsha menwana; opa diatla, opa diatla, thwantsha menwana).
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba bale mmogo fa barutwana ba bane ba rulaganya diletswa ka dingatana go ya ka methale ya tsona.

Dipotso tse di kaelang:

- ★ Go na le meropana/meropa/disimbala/dikhutlotharo/ditshakgatshakga di le kae?
- ★ A go na le meropa kgotsa ditshakgatshakga tse dintsi/mmalwanyana? Di dintsi/mmalwanyana ka bokae?
- ★ Ke setlhopho sefe se se nang le diletswa di le 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?

MAELE

Barutwana ba ka tlhotlhomisa dipaterone tsa methalethale ka diletswa tsa bona, sekao, AB, AAB, ABB, ABC.



4. **Dipaterone tsa mmimo:** Letsa paterone ya mmimo ka seletswa, sekao, kwa tlase, kwa tlase, kwa godimo, kwa godimo, kwa tlase, kwa tlase, kwa godimo, kwa godimo.

Dipotso tse di kaelang:

- ★ O ka nthaya o reng ka ga paterone?
- ★ A o ka dirisa diatla le dinao tsa gago go tlhama paterone e e tshwanang? Fetola paterone, sekao, kwa tlase, kwa godimo, kwa godimo; kwa tlase, kwa godimo, kwa godimo, mme o boeletse.
- ★ Paterone e fetogile jang?

Fetisetsa diletswa tsa moribo kwa ditlhopheng tse nne. A ditlhopha di refosanele go boeletsa dipaterone tse pedi tsa mmimo.

- ★ A o ka boeletsa/atolosa paterone?

Bontsha barutwana karata ya paterone ya marontho a mmala mme lo buisane ka ga paterone. A ditlhopha di refosanele go kopolola le go atolosa paterone ka go dirisa diletswa. A ditlhopha di dirise paterone go tlhama dipaterone tsa tsona tsa modumo, sekao, modumo o o kwa godimo o dirisetswe bohobidu, o o kwa tlase o dirisetswe serolwana; o o itlhaganetseng o dirisetswe bohobidu, o o kwa tlase o dirisetswe serolwana.

- ★ Mpolelele ka ga paterone.
- ★ A o ka dira paterone e e tshwanang?
- ★ E duma jang?

A ditlhopha tse dingwe di boeletse dipaterone tsa modumo tsa ditlhopha tse dingwe ka diletswa tsa tsona. A ditlhopha di refosanele go tlhama le go diragatsa dipaterone tsa bona tsa modumo ka diletswa tsa tsona. A ditlhopha tse dingwe di tsene.

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

Letsatsi 5

Se o se tlhokang

- Pina: *Opa diatla, tshwantsha menwana mme o tibe ka tlhako* (tsebe 195)
- Seroto/setshodi se se bonalang se na le dilo di le 10 tsa dipaterone tse di ipoeletsang le tse di sa ipoeletseng
- Phousetara 4

1. **Pina:** Opela pina, *Opa diatla, tshwantsha menwana mme o tibe ka tlhako*. A barutwana ba tshikhinye ditatelano tsa bona tsa dipaterone.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Bontsha seroto sa dilo tse di kokoantsweng.

Dipotso tse di kaelang:

- ★ O akanya gore go na le dilo di le kae mo serotong sa me?
- ★ A ke na le dilo tse di lekaneng go ka abela mongwe le mongwe mo phaposiborutelong?
- ★ Re ka lemoga seo jang?

Bala dilo fa o ntse o neela barutwana ba ba farologaneng selo se sengwe le se sengwe.

- ★ A go ne go na le dilo tse di lekaneng?
- ★ A go na le dilo tse dintsi kgotsa barutwana ba bantsi?

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. **Go tthaola dipaterone:** Rulaganya dilo tse di kokoantsweng mo mmetsheng. Buisanang ka gore selo se sengwe le se sengwe se ntse jang le gore barutwana ba kgona go bona dipaterone dife.

Dipotso tse di kaelang:

- ✦ A o bona selo se se nang le paterone? Goreng o akanya fa e le paterone?
- ✦ Ke karolo efe ya paterone e ipoeletsang?
- ✦ Go latelang mo pateroneng?
- ✦ Paterone e ipoeletsa makgetlho a le makae?
- ✦ A go na le sengwe se se senang paterone?



5. **Go buisana ka ga dipaterone:** Buisanang ka ga Phousetara 4.

Dipotso tse di kaelang:

- ✦ O bona dipaterone dife mo setshwantshong?
- ✦ Goreng o akanya fa e le paterone/fa e se paterone?
- ✦ Re ka bona dipaterone tse di ntseng jaana kae gape?
- ✦ A o ka akanya ka dipaterone mo diphologolong/mo tlhagong? A o ka tlhalosa e le nngwe?

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

Tomagano

Puogae: Go latedisanya ditiragalo tsa letsatsi le letsatsi le dikarolo tsa kanelo.

Dikgono tsa Botshelo: Go tthaola le go tlhalosa dipaterone mo ditikologong tsa bona, go gola ga dikgono tsa go tshwantsha (kgolo ya mesifa ya go kwala), dikgono tsa tharabololo ya dipalo le tsa seloago, go gola ga temosi ya moribo (mmimo).

Ditirwana tsa ditlhophha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Dikota tse dikhibidu tsa go bala di le 10
- Setshodi sa dikota sa morutwana mongwe le mongwe: tse dikhibidu di le 4, tse dipududu di le 4, tse ditala di le 4, tse diserolwana di le 4, tse di mmala wa namune di le 4
- Dibolokoponagalo (*Kgetsana ya Didiriswa*)
- Letlhare la pampiri la morutwana mongwe le mongwe
- Dikherayone

1. **Go bala dilo 1–10:** Baya ngatana ya dikota tse dikhibidu di le 10 mo mmetsheng.

Dipotso tse di kaelang:

- ✦ Go na le barutwana ba le bakae mo setlhopheng sa rona? Balang mmogo.
- ✦ Fa ke batla go neela mongwe le mongwe kota e le nngwe, ke tlhoka dikota di le kae?
- ✦ A go na le dikota tse dikhibidu tse di lekaneng gore mongwe le mongwe a bone kota?
- ✦ A dikota di lekane gore mongwe le mongwe a ka newa 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.

Tlhophha morutwana go abelana dikota gore morutwana mongwe le mongwe a bone palo e e lekanang ya dikota.

- ★ Re tlhoka dikota di le kae gape gore mongwe le mongwe a nne le palo e e lekanang ya tsona?

2. **Palofoko:** A barutwana ba dirise dibadi kgotsa menwana go rarabolola dipalo.

Dipotso tse di kaelang:

- ★ Malusi o tshwara ditlhapi. Go na le ditlhapi di le robongwe mo nokeng gaufi le ena. Ditlhapi tse nne di thumela kgakala le ena. Go setse ditlhapi di le kae tse Malusi o ka di tshwarang?

3. **Go dira, go kopolola le go atolosa dipaterone:** Dira paterone ka go dirisa dikota tsa go bala, sekao, pududu, serolwana; pududu, serolwana; pududu, serolwana. A barutwana ba kopolole paterone.

Dipotso tse di kaelang:

- ★ A o ka dira mola wa dikota o o tshwanang fela le wa me?
- ★ Mpolelele ka ga mola wa me wa dikota.

Dira dipaterone tse di farologaneng moo barutwana ba dirisang dikota tsa mebala e meraro di le mo moleng, sekao, khibidu, pududu, tala; khibidu, pududu, tala.

- ★ Ke kota efe e e latelang/tlang morago/pele? O itse jang?
- ★ A o ka mpontsha karolo e e ipoeletsang ya paterone?
- ★ Re ka atolosa paterone jang?

A barutwana ba dire ka bobedi. A ba dire paterone ka dikota tsa bona fa balekane ba bona ba kopolola le go atolosa paterone ya bona.

- ★ A o ka tlhalosa paterone ya gago?
- ★ Ke eng se se e dirang paterone?

Dira paterone ka go dirisa dibolokoponagalo, ka bonnye dipoeletso tsa paterone di le tharo, sekao, sediko, sediko, khutlonnetsepa; sediko, sediko, khutlonnetsepa; sediko, sediko, khutlonnetsepa.



MAELE

Fa o dirisetsa ditirwana tsa dipaterone dibolokoponagalo, tota mo go tse di tshwanang le sona, sekao, mmala, popego le bogolo mme e seng diponagalo tsa tsona, sekao, matlhakore le dikhutlo.

- ★ O ka nthaya o reng ka ga paterone eno?

A barutwana ba thale tatelano ya paterone mo letlhareng la pampiri, ba e boeletse gabedi kgotsa gararo.

4. **Go tlhama, go kopolola le go atolosa dipaterone tsa medumo:**

Go opa diatla, paterone ya ABB: opa diatla, phantsha, phantsha; opa diatla, phantsha, phantsha. A barutwana ba boeletse paterone mme ba e atolose gabedi kgotsa gararo gape.

Dipotso tse di kaelang:

- ★ A o ka dira paterone eno?
- ★ O ka atolosa paterone eno jang?

A barutwana ba dire paterone e e tshwanang ka dikota tsa bona, sekao, mmala wa namune, tala, tala. Boeletsa 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. **Go dira le go kopolola dipaterone tsa mmele:** Morutwana mongwe o hularela setlhopha sotlhe. Barutwana ba ithulaganyetsa go tlhama paterone, sekao, diatla mo moweng, diatla mo mangoleng; diatla mo moweng, diatla mo mangoleng.



MAELE

Barutwana ba ka tlhama dipaterone ka go dirisa dilo tsa methalethale, sekao, dikhuba, dilotlolo, ditshamekisi tse dinnye le dibolokoponagalo.

Dipotso tse di kaelang:

- ★ Setlhopha se dirile paterone efe?

A barutwana ba tshalose paterone e ba e tthamileng.



Netefatsa gore barutwana ba kgona go:

- kopolola paterone e e neetsweng, go akaretsa paterone ya kutlo
- tthalosa paterone
- atolosa paterone ka go go bolelela se se latelang
- thala khophi ya paterone e e neetsweng

Seteišenetiro 1

Se o se tlhokang

- Dipopego tsa pampiri tsa jeometeri
- Sekgomaretsi
- Pampiri
- Dikherayone

A barutwana ba simolole paterone ka mebala kgotsa dipopego tse pedi kgotsa tse tharo. A ba di kgomaretse mo molathokong wa pampiri mme ba atolose paterone go dikologa pampiri go fitlhelela foreime ya bona e weditsewe.

Kwala maina a barutwana mo ditsebeng tsa bona mme o ba letle go thala kgotsa go penta setshwantsho mo diforeiming tsa bona ka nako ya motshameko o o lokologileng.



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.

Seteišenetiro 2

Se o se tlhokang

- Sekgemetšhana sa lebokoswana la mae se se nang le dikopi di le 6 – se le 1 sa morutwana mongwe le mongwe
- Dikarata tsa dipaterone di le 8
- Ditshodi tse di nang le dilo tse di farologaneng tse di nyalanang le mebala a dikarata tsa dipaterone, sekao, dibolokokgogedi, dibadi tsa maungo, dibadi tse di mmalafaditsweng

A barutwana ba tlhophe karata ya paterone mme ba kopolole paterone ka go baya dilo mo moleng wa sekgemetšhana sa lebokoswana la mae.



Seteišenetiro 3

Se o se tlhokang

- Pampiri e e segilweng mo sebopegong sa sekhipa – e le 1 ya morutwana mongwe le mongwe
- Masaledi a masela a diaparo
- Dikherayone kgotsa pente

A barutwana ba lebelele meralo mo leseleng mme ba kopololele paterone mo thempoleiting ya sekhipa.



Seteišenetiro 4

Se o se tlhokang

- Dikarata tsa dipaterone tsa dinomore
- Dibolokokgogedi

A barutwana ba tlhophe karata ya paterone ya dinomore mme ba age ditora go emela dipaterone tse di nang le dibolokokgogedi.

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

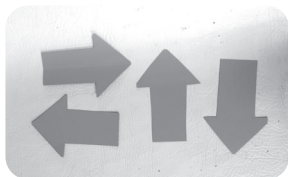
away from
turn

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.

Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometeri)

Ditlhogo

- Maemo, tlwaetso le ditebelelo
- Go latela ntlhakaelo

Kitso e ntšhwa

- Maemo a dilo go latela ka moo di amanang ka teng le ka moo di amanang le barutwana
- Diphazele tsa dikarolo tse masomepedinne

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Maemo a dilo go latela ka moo di amanang ka teng
- Tekano
- Ntlhakaelo: metsu
- Ntlhakaelo: molema, moja

Tlotlofoko e ntšhwa ya dipalo

kgakala, go feta
gaufi,
gautshwane

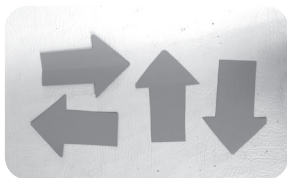
kgakala le
retologa

gaufi le
tlase

godimo
mathoko

gaufi

Ipaakanye



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

- dilo tse di tlwaelegileng tsa tekano, sekao, bobedi jwa digalase tsa letsatsi/digalase, dikere, letlhare, lelomo, vase, leswana
- dikarata tsa ntlhakaelo e 4: molema, moja, godimo, tlase
- diphazele tsa dikarolo di le masomepedinne (tsebe 223).

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Morumo: *Go ya go tsoma ditau (Kaedi ya Dditirwana: Kgweditharo 3, tsebe 199)*
- Dithlopha tsa dilo tse di dirisiwang mo phaposiborutelong letsatsi le letsatsi (1–10)
- Lebokoso la khateboto
- Binibeke
- Ditulo – se le 1 sa bobedi bongwe le bongwe jwa barutwana

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*, ka ditiragatso. (Megopolo ya maemo ya godimo ga, ka fa tlase le go ralala ke yona e totilweng mo morumong ono.)
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Baya dithlopha tsa dilo (1–10) mo mafelong a a farologaneng mo phaposiborutelong. Tshameka motshameko wa 'Ke ya dithloha ...'. A barutwana ba refosanele go batla dilo le go di tliša kwa mmetsheng.

 **MAELE**
Batlela dilo le mmotlolo mafoko a maemo a a farologaneng a mantsi mo go kgonagalang.

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)
- Props for dramatisation, for example, cushions, chair, table, rope, blanket
- Number symbol cards 0–10
- Poster 2

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

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



Guiding questions:

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

Dipotso tse di kaelang:

- ★ O kgona go bona diboloko/maboraše a pente/dikgwele di le kae mo godimo ga šelofo/ka fa tlase ga setulo/mo mannong a letlhabaphefo/gaufi le lebati?

4. **Maemo:** A barutwana ba eme le balekane mo maemong a a farologaneng jaaka ba laetswe.

Ditaelo tse di kaelang:

- ★ Emang yo mongwe a le mo morago ga yo mongwe mme o moleejana a le kwa morago/kwa pele.
- ★ Emang lo netefaditse gore lo lebagane/lo hularelane.

A barutwana ba eme mmogo ba bapile ka bobedi gaufi le setulo.

- ★ Ema/dula fa morago mo setulong sa gago.
- ★ Dula mo/palama mo setulong sa gago.
- ★ Baya leoto/seatla sa gago ka fa tlase/mo godimo ga setulo.
- ★ Baya seatla se o kwalang ka sona mo setulong. A seatla seno sa gago ke sa molema kgotsa sa moja?

A barutwana ba refosanele go dikolosa binibeke mo lebokosong. A ba tlhalose moo binibeke e welang gona, sekao, mo/kwa ntle ga/gaufi le/ fa pele ga/kgakala le/go bapa le lebokoso.

- ★ Binibeke e wetse fa kae?

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

Letsatsi 2

Se o se tlhokang

- Morumo: *Go ya go tsoma ditau* (Kaedi ya Ditirwana: Kgweditharo 3, tsebe 199)
- Didiriswa tsa go diragatsa, sekao, dikhušene, setulo, tafole, thapo, kobo
- Dikarata tsa matshwaopalo 0–10
- Phousetara 2

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Panyapanyisa karata ya matshwaopalo. A barutwana ba bale fa ba ntse ba tshikinya mebele ya bona go tswa mo letlhakoreng le lengwe go ya go le lengwe go ya ka nomore e e mo karateng. Fa o bontsha karata ya letshwaopalo '0', a barutwana ba eme ba sa tshikinyege.
4. **Maemo a dilo:** Baakanya didiriswa mme lo diragatse *Go ya go tsoma ditau*. Ka taelo ya 'emang', barutwana ba a ema le go bua gore ba fa kae, sekao, fa morago ga tau, mo nokeng, fa ntle ga logaga, fa pele ga sekgwa, gaufi le setlhare, mo godimo ga direpodi.

Dipotso tse di kaelang:

- ★ O eme fa kae? Setlhare/tau/noka e fa kae?
- ★ Ke eng se se fa morago/fa pele/gaufi le wena?
- ★ O ka sutelela kae gore o nne kgakala le fa tau e ka go fitlhelang gona?





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.

MAELE

Fa barutwana ba tsiboga fela ka go re 'fano' kgotsa 'fale', botsa dipotso le go mmotlela mafoko a maemo go rotloetsa barutwana go tihalosa fa ba leng gona kana moo dilo di gona.

Buisanang ka ga Phousetara 2. A barutwana ba tlaole dilo go ya ka moo di tsalanang le tse dingwe ka gona le batho.



- ★ Malusi o kae?
- ★ Ke eng se se mo godimo/ kwa tlase/fa morago ga Malusi?
- ★ Ke eng se se gaufi le Malusi: llere kgotsa lebokoso la motlhaba?
- ★ Kgamelo e e nang le metlhala e e nang le bopinki le bosweu e kae?
- ★ A o ka mpontsha bobedi jwa ditlhako di le tharo? Ke ditlhako dife tse di gautshwane/kgakajana thata?
- ★ Ke thaere efe e e fa gare?
- ★ Mosimanyana yo o fa thoko ga thaere eno o dirang?
- ★ Dinonyane di kae? Ke nonyane efe e e fofang kwa godimo ga ditlhare?
- ★ Ke eng se o se bonang ka fa tlase/mo bankeng?

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

Letsatsi 3

Se o se tlhokang

- Pina: *Pina ya dintlhakaelo* (tsebe 195)
- Dikgwele di le 5
- Mabanta a elasetiki/a wulu – le le 1 la morutwana mongwe le mongwe
- Lenathwana la thapo

1. **Pina:** Opela, *Pina ya dintlhakaelo*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba le lesome ba eme ka bobedi ba lebagane. A barutwana ba refosanele go bampisetsana dikgwele fa ditlhopha tse dingwe di bala. A barutwana ba leke go bala go fitlha ka 10. Boeletsa ka ditlhopha tse dingwe tsa barutwana go fitlhelela barutwana botlhe ba nnile le tšhono.
4. **Molema le moja:** Retologa gore mokwatla wa gago o sale o lebagane le barutwana. Tsholetsa seatla sa gago sa molema mme o kope barutwana gore le bona ba dire jalo. Boeletsa seno ka seatla sa gago sa moja.

Dipotso tse di kaelang:

- ★ Ke seatla sefe seno?
 - ★ A o ka mpontsha seatla sa gago sa molema/moja?
- Baya lebante le le repileng la elasetiki/la wulu mo seatleng sa moja sa morutwana mongwe le mongwe.
- ★ A lebanta le mo seatleng sa gago sa molema kgotsa sa moja?
 - ★ A ke seatla se o kwalang ka sona?

Tshamekang 'Sizwe a re':

- ★ Baya seatla sa gago sa moja mo godimo ga tlhogo ya gago.
- ★ Tlolela kwa godimo ka leoto la gago la molema.

MAELE

Direla tirwana eno kwa ntle le barutwana, fa go kgonega.

MAELE

Fa barutwana ba rwala ditlhako tsa bona, dirisa mafoko 'molema' le 'moja' fa o ba kaela gore ba tsenye dinao tsa bona mo ditlhakong tse di nepagetseng.

- ★ 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	
<ul style="list-style-type: none"> • Song: <i>The directions song</i> (page 194) 	<ul style="list-style-type: none"> • 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.

- ★ Tlolela kwa mojeng gabedi.
- ★ Baya seatla sa gago sa molema mo legetleng la gago la moja.
- ★ Baya leoto la gago la moja fa pele ga gago.
- ★ Baya diatla tsa gago fa morago ga gago.
- ★ Tlolela kwa godimo.

Tlogela mabanta mo mangenaneng a barutwana beke yotlhe.

5. **Sala dintlhakaelo morago:**

Ala thapo mo bodilong mo phaposiborutelong. A barutwana ba tlhomagane mo letlhakoreng le lengwe la thapo ba lebeletse kwa pele mme o sale ditaello tse di ka ga dintlhakaelo morago.



Ditaello tse di kaelang:

- ★ Tlolela kwa molemeng/ mojeng go pota thapo ka kwa.

Fa ba ntse ba le mo moleng, a barutwana ba sale ditaello morago fa ba phutholola dinao kwa ntle, sekao:

- ★ Tsamaela kwa pele go fitlhelela o fitlha fa lebating.
- ★ Thepogela molemeng mme o tsamaye dikgato di le 10.
- ★ Ema. Lebelela kwa godimo. Lebelela kwa tlase. Lebelela kwa molemeng. Lebelela kwa mojeng.
- ★ Thepogela kwa mojeng mme o tsamaele kwa pele go fitlhelela o tswela kwa ntle.
- ★ Tlola tlolela kwa pele gane.
- ★ Tsamaela kwa morago/mathoko dikgato d ile tharo.

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

Letsatsi 4

Se o se tlhokang

- Pina: *Pina ya dintlhakaelo* (tsebe 195)
- Diletswa di le 3 tse di tshwanang gotlhelele, sekao, meropa
- Sekhafo

1. **Pina:** Opela, *Pina ya dintlhakaelo*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Tshameka mesito e le mmalwa (1–10) ka seletswa. A barutwana ba bale fa ba ntse ba tlola. Fa mmimo o ema, a ba nne ba sa tshikinyege mme ba bue gore ba tlotse ga kae palogotlhe. Boeletsa ka barutwana ba refosanela go tshameka seletswa.
4. **Modumo o tswa kae?** A barutwana ba dule fatshe ba dirile sediko mo mmetsheng. A morutwana a bipiwe matlho ka sekhafo mme a bewe mo gare. Supa morutwana yo o reng, 'Ke fa kae?' A morutwana yo o mo gare a supe ntlhakaelong e lentswe le tlhagang gona.



TIP

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

Guiding questions:

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

Repeat the activity.

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

Guiding questions:

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

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

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

Day 5

What you need

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

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



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

Guiding questions:

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

Dipotso tse di kaelang:

- ★ A o ka supa kwa ntlhakaolong ya morutwana?
- ★ _____ o supile kwa go mang?
- ★ A o ka bolelela _____ moo _____ a dutseng ka jaana a sa kgone go mmona. (sekao, fa pele ga deseke/gaufi le tafole e e botala jwa legodimo)

Boeletsa tirwana.


Neela barutwana ba le bararo seletswa fa barutwana ba ba setseng ba tswala matlho a bona. Sebela barutwana ba bararo ba ka diletswa gore ba ka ema kae mo phaposiborutelong. A morutwana mongwe le mongwe a nne le tšhono ya go tshameka seletswa. A barutwana ba bangwe ba supe koo modumo o tswang gona.

Dipotso tse di kaelang:

- ★ Modumo o tswa kae?
- ★ A o ka supa kwa modumo o tswang gona?
- ★ A modumo o mo molemeng/mojeng/mo gare ga phaposi/kwa morago?

Boeletsa le barutwana ba bangwe fa ba refosana go letsa diletswa.

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

 **MAELE**
Oketsa palo ya barutwana ba ba emeng ka maemo a a farologaneng mo phaposiborutelong le go tshameka seletswa go dira gore tirwana e nne e e gwetlhang thatanyana.

Letsatsi 5

Se o se tlhokang

- Morumo: *Go ya go tsoma ditau (Kaedi ya Ditirwana: Kgweditharo 3, tsebe 199)*
- Binibeke
- Dikarata tsa matshwaopalo, maronthopalo le mafokopalo (0–10)
- Dilo tsa tekano tse di tlwaelegileng
- Theipi e e sireletsang
- Dibolokoponagalo (*Kgetsana ya Didiriswa*)
- Dimakasine

1. **Morumo:** Bua morumo, *Go ya go tsoma ditau*, ka ditiragatso.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.

3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Morutwana mongwe le mongwe o neetswe letshwaopalo, maronthopalo kgotsa mafokopalo. A morutwana yo mongwe a latlhelele yo mongwe binibeke. Morutwana yo o latlhetseng binibeke o tshwanetse go opa diatla le go bala nomore mo karateng ya motshwari. Boeletsa go fitlhelela morutwana mongwe le mongwe a nnile le tšhono.



4. **Tekano:** A barutwana ba dule fatshe mo mmetsheng. Ba bontshe dilo tsa tekano, se le sengwe ka nako e le nngwe.

Dipotso tse di kaelang:

- ★ O lemogang ka dilo tseno?
- ★ Ke dilo dife gape kgotsa diphologolo di tshwanang gotlhelele, mo matlhakoreng otlhe?

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.

Thala mola o o tsepameng (mola wa tekano) mo mmetsheng ka theipi e e sireletsang. Kopa barutwana go baya selo se sengwe le se sengwe mo moleng wa tekano gore matlhakore a tle a tshwane gotlhelele.



- ★ A matlhakore otlhe a tshwana gotlhelele? O ka tlhalosa seno jang?

Ntshang dilo. Baya popego ya khutlotharo mo moleng mo letlhakoreng le lengwe.

- ★ Ke popego efe eno?

Kopa morutwana go baya khutlotharo e e tshwanang gotlhelele, mo letlhakoreng le lengwe la mola mo maemong a a tshwanang gotlhelele.

- ★ A o akanya gore matlhakore otlhe a mola a tshwana gotlhelele? O itse jang?

Baya popego e nngwe mo letlhakoreng le lengwe la mola. A morutwana a tlhophe popego e e tshwanang mme a e beye mo letlhakoreng le lengwe la mola mo maemong a a tshwanang gore matlhakore otlhe a lebege a tshwana gotlhelele (a a lekana). Boeletsa ka barutwana ba bangwe.



A barutwana ba tsene mo ditlhopheng tse dinnye. A setlhophapha sengwe le sengwe se batle dikao tsa tekano mo ditshwantshong mo makasineng. A ba bontshe phaposiborutelo.

- ★ Ke eng se se dirang gore matlhakore otlhe a setshwantsho a tshwane gotlhelele?

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

Tomagano

Puogae: Go reetsa le go tsiboga (moribo, merumo le dipina), tlotlofoko ya maemo, Go Buisa ka Tshoganyetso (ntlhakaelo: molemeng go ya mojang).

Dikgono tsa Botshelo: Ntlhakaelo ya sebele, tlwaetso ya sebaka le bontlhakaedi (sekao, metshameko ya kwa ntle le go tswa mo tulong e nngwe go ya go e nngwe), go tsibogela ditaelo ka sebele.

Ditirwana tsa ditlhophapha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Dikarata tsa ntlhakaelo
- Tšhoko
- Dikarata tsa matshwaopalo (0–10)
- Binibeke
- Boto ya morutwana mongwe le mongwe (go e tobetsa)
- Setshodi sa morutwana mongwe le mongwe:
 - Sebadi sa diphologolo se le 1
 - Dikherayone le pampiri

1. **Dipalofoko:** Barutwana ba ka dirisa dibadi kgotsa menwana go rarabolola dipalo.

Guiding questions:

- ★ Six learners are playing outside with a ball and two learners are playing hopscotch. How many learners are playing outside?
- ★ If three of the learners playing with the ball go inside, how many learners will be left outside?
- ★ If the two learners playing hopscotch go inside, how many learners are left outside?

2. **Counting objects 1–10:** Draw a hopscotch grid (0–10) with chalk. Learners take turns to choose a number symbol card. They stand in the 0 square, say the number on the card and throw their beanbag to the matching square on the hopscotch grid. Learners hop to their square saying each of the numbers they hop on, on their way there.



3. **Left and right:** Learners place their left/right hand on different parts of their bodies.

Guiding questions:

- ★ Can you put your left/right hand on your head/behind your back/between your knees?
- ★ Can you put your left/right hand on your left/right ear/foot/knee?

Learners move their eyes as directed: to the left, right, up, down, from side to side.

4. **Position and direction:** Show the learners the direction arrow cards one at a time. Learners move their animal counter in the direction shown.

Learners draw a picture following your verbal instructions:

- ★ Draw a sun at the top of the page.
- ★ Draw a house in the middle of the page, at the bottom.
- ★ Draw a tree to the left of the house.
- ★ Draw two children standing next to the tree.
- ★ Draw something far away from the house.

Guiding questions:

- ★ Where is the house/sun/tree?
- ★ What is above/below/next to the house?
- ★ When you look at your picture, what is to the left of the house?
- ★ Where are the children standing?
- ★ What is in the middle of your picture?
- ★ What have you drawn far away?



TIP

Ask learners to tell you where objects are inside and outside the classroom throughout the day.



Check that learners are able to:

- count objects (hops) from 1–10
- orally solve problems with numbers 0–10
- follow left/right directional instructions
- use positional and directional language

Dipotso tse di kaelang:

- ✦ Barutwana ba barataro ba tshameka kwa ntle ka kgwele fa barutwana ba babedi ba tshameka sekotšhe. Ke barutwana ba le bakae ba ba tshamekelang kwa ntle?
- ✦ Fa boraro jwa barutwana ba ba tshamekang kgwele ba tsema mo teng, ke barutwana ba le bakae ba ba tlaa bong ba setse kwa ntle?
- ✦ Fa bobedi jwa barutwana ba ba tshamekang sekotšhe ba tsema mo teng, go ya go sala barutwana ba le bakae kwa ntle?



2. **Go bala dilo 1–10:** Thala keriti ya sekotšhe (0–10) ka tšhoko. Barutwana ba refosanela go tlhopha karata ya matshwaopalo. A ba eme mo khutlonneng ya 0, bua nomore mo karateng le go latlhela binibeke mo khutlonneng e e nyalanang mo keriting ya sekotšhe. A barutwana ba tlolele mo khutlonneng ya bona ba bua e nngwe le e nngwe ya dinomere tse ba tlolelang mo go tsona, mo tseleng ya bona ya go ya koo.
3. **Molema le moja:** A barutwana ba beye diatla tsa bona tsa molema/ moja mo dirweng tse di farologaneng tsa mebele ya bona.

Dipotso tse di kaelang:

- ✦ A o ka baya seatla sa gago sa molema/moja mo tlhogong/mo morago ga gago/mo gare ga mangole a gago?
- ✦ A o ka baya seatla sa gago sa molema/moja mo tsebeng/leotong/ lengoleng la gago la molema/moja?

A barutwana ba tsamaise matlho a bona jaaka ba kaetswe: go ya molemeng, mojang, godimo, tlase, go tswa mo letlhakoreng le lengwe go ya go le lengwe.

4. **Maemo le ntlhakaelo:** Bontsha barutwana dikarata tsa ntlhakaelo e le nngwe ka nako e le nngwe. A barutwana ba sutise dibadi tsa diphologolo go ya kwa ntlhakaelong e e bontshitsweng.

A barutwana ba thale setshwantsho go latela ditaello tsa gago tsa molomo:

- ✦ Thala letsatsi kwa godimo mo tsebeng.
- ✦ Thala ntlo mo gare ga tsebe, kwa tlase.
- ✦ Thala setlhare go ya kwa molemeng wa ntlo.
- ✦ Thala setshwantsho sa bana ba babedi gaufi le setlhare.
- ✦ Thala sengwe se se kgakala le ntlo.

Dipotso tse di kaelang:

- ✦ Ntlo/letsatsi/setlhare se fa kae?
- ✦ Ke eng se se kwa godimo/kwa tlase/gaufi le ntlo?
- ✦ Fa o lebelela setshwantsho sa gago, ke eng se se ka fa molemeng wa ntlo?
- ✦ Bana ba eme kae?
- ✦ Ke eng se se fa gare ga setshwantsho?
- ✦ Ke eng se o se thadileng kgakala kgakala?

MAELE
 Kopa barutwana go go bolelela gore dilo di fa kae mo teng le kwa ntle ga phaposiborutelo mo letsatsing lotlhe.

Netefatsa gore barutwana ba kgona go:

- bala dilo (metlolo) go tswa go 1–10
- rarabolola dipalo tsa dinomere 0–10
- latela ditaello tsa dintlhakaelo go ya molemeng/mojeng
- dirisa puo ya boemo le dintlhakaelo



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.

MAELE

Dirisetsa tirwana ya boitlhophelo kgotsa ka nako ya motshameko wa kwa ntle motshameko wa 'Twister'.



Seteišenetiro 1

Se o se tlhokang

- Tege ya go tshameka
- Diboto tsa tege ya go tshameka

A barutwana ba dirise tege ya go tshameka go tlhama selo, sekao, sentlhaga, lebokoso, seroto, ntlo, koloi, kgetsana le selo se le sengwe kgotsa go feta go tsema mo gare, go ya kwa ntle, go bapa, go nna kwa tlase, mo godimo ga selo sa ntlha. A ba tlotelane kanelo ka ga dilo tse ba di dirileng ka go dirisa tlotlofoko ya 'maemo'.

Seteišenetiro 2

Se o se tlhokang

- Therei ya aese e le 1
- Dibadi tse di mmalafaditsweng di le 200
- Letaese le le nang le letlhakore la marontho a le 6 le apesitswe ke semamaredi mme e bile le emetswe ke '0'

Morutwana wa ntlha a latlhele letaese mme a beye nomore eo ya dibadi mo go e nngwe ya dikobotlo tsa ditherei tsa aese. A morutwana yo o latelang le ena a dire fela jalo, a beye palo ya dinomere mo kobotlong e e latelang. Boeletsa.

Seteišenetiro 3

Se o se tlhokang

- Matlhare – a le 3 a morutwana mongwe le mongwe
- Sekgomaretsi
- Dikherayone
- Dikere
- Pampiri

A barutwana ba sege letlhare ka halofo mme ba kgomaretse halofo e nngwe mo ditsebeng tsa bona. A ba thale halofo e nngwe.



MAELE

Fa o sa kgone go bona matlhare a a lekalekanang, segolola ditshwantsho tse di lekalekanang go tswa mo dimakasineng.

Seteišenetiro 4

Se o se tlhokang

- Diphazele tsa dikarolo di le masomepedinne (tsebe 223)
- Diphazele tse dingwe tsa methale

A barutwana ba age diphazele.

Content Area Focus: Measurement

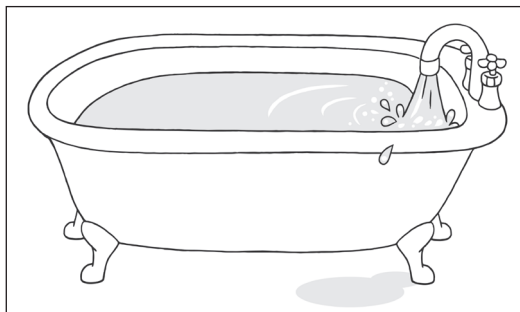
Topics	New knowledge	Practise
<ul style="list-style-type: none"> Capacity and volume 	<ul style="list-style-type: none"> Capacity Volume 	<ul style="list-style-type: none"> Oral counting: forwards 0–20 and beyond, backwards 10–0 Counting objects 1–10 Sequencing numbers 1–10 Length and time – height chart

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.

Karoloteng e e Lebeletsweng: Tekanyo

Ditlhogo

- Mothamo le volumo

Kitso e ntšhwa

- Mothamo
- Volumo

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Go latedisanya dinomore 1–10
- Boleele le nako – tšhate ya bogodimo

Tlotlofoko e ntšhwa ya dipalo

tshela
tlatsa

batlile e tletse
batlile e le lolea

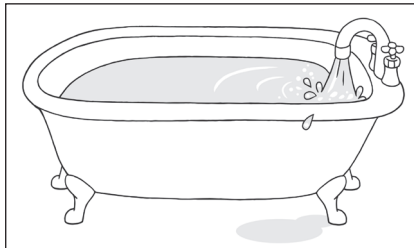
bophara
boesane

_____ e tshole go le
kana kang?

Ipaakanye

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

- setshwantsho sa bata ya go tshapela



- ditshodi: kgamele, jeke, ditshodi tsa polasetiki tse di farologaneng ka bogolo
- disete tse 8 tsa dikaratatshwantsho tse 6 tsa dikopi tsa maemo a a farologaneng a motlhaba (lebelela Seteišenetiro 3).

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Morumo: *Ditlou tse tlhano mo bateng ya go tshapela* (tsebe 195)
- Kanelo: *Bata ya ga Tlou* (tsebe 197)
- Ditshwantsho: karatakgebisi ya ditlou, bata ya go tshapela
- Ditshodi: kgamele, jeke, ditshodi tsa polasetiki tse di farologaneng ka bogolo

1. **Morumo:** Bua morumo, *Ditlou tse tlhano mo bateng ya go tshapela*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.

3. **Counting objects 1–10:** Learners take turns to touch the number of objects in the classroom as directed, for example, two learners touch four books; one learner touches 10 crayons, and so on.
4. **Exploring capacity and volume:** Tell the story, *The Elephant's bath*. After Part 1 of the story, show the pictures of the elephant and the bathtub and discuss the story.

Guiding questions:

- ★ Do you think the elephant can fit in the bathtub?
- ★ Would there be enough space? Why/why not?
- ★ What do you think will happen to the water when he gets into the bathtub?

Tell Part 2 of the story. Show the different-sized containers and discuss how best to put out the fire.

- ★ How could we put out the fire?
- ★ Which container should we use? Why?
- ★ What else could we use?

Tell Part 3 of the story. Show the different-sized containers and discuss them.

- ★ What could the elephant use to fill up the swimming pool?

Learners put the containers in order from those that can hold the least to those that can hold the most amount of water (smallest to largest capacity).



TIP

Ask questions to make sure learners understand that the bucket can hold more than the cups or jugs so they would not need as many bucketfuls for the same amount of water.



TIP

Your selection of containers must clearly show which holds more/less water.

- ★ Which container do you think will hold more/less water?
- ★ How can we find out?
- ★ Can you put the containers in order of size? Which will come first/second, and so on?

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

Day 2

What you need

- Song: *There's a hole in my bucket* (page 196)
- See-through jug, 10 small stones, 10 large stones
- Plastic containers of different sizes
- 3 large containers of water
- 3 plastic mats

1. **Song:** Sing the song, *There's a hole in my bucket* verses 1 and 2.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Place 10 small stones in the jug.

Guiding questions:

- ★ How many stones do you think there are in the jug?
- ★ Whose guess was closest?

- Go bala dilo 1–10:** A barutwana ba refosanele go kgoma palo ya dilo mo phaposiborutelong jaaka ba kaetswe, sekao, barutwana ba le babedi ba kgome dibuka di le nne; morutwana a le mongwe a kgome dikherayone di le 10, jalo le jalo.
- Go tlhotlhomisa mothamo le volumo:** Anaanela kanelo, ya *Bata ya ga Tlou*. Morago ga Karolo 1 ya kanelo, bontsha ditshwantsho tsa tlou le bata ya go tlhapela mme lo buisanele kanelo.

Dipotso tse di kaelang:

- ★ Fa o lebile a tlou e ka lekana mo bateng ya go tlhapela?
- ★ A go tlaa nna le sebaka se se lekaneng? Goreng/goreng go sa nna jalo?
- ★ O akanya gore go tlaa diragalang mo metsing fa e tse na mo bateng?

Anaanela Karolo 2 ya kanelo. Bontsha ditshodi tsa bogolo jo bo farologaneng mme lo buisane ka go re molelo o ka tingwa ka ditsela dife go gaisa.

- ★ Re ne re ka tima jang molelo?
- ★ Re tshwanetse go dirisa setshodi sefe? Goreng?
- ★ Gape re ne re ka dirisang?

Anaanela Karolo 3 ya kanelo. Bontsha ditshodi tsa bogolo jo bo farologaneng mme lo buisane ka ga tsona.

- ★ Tlou e ne e ka dirisang go tlatsa letangwana la go thumela?

A barutwana ba beye ditshodi ka thulaganyo ya tse di kgonang go tshola metsi a a kwa tlase thata go ya go tse di kgonang go tshola a mantsi thata (mothamo o o kwa tlase thata go ya go o o kwa godimo thata).

 **MAELE**

Botsa dipotso go netefatsa gore barutwana ba tlhaloganya gore kgamelo e ka tshola go feta dikopi kgotsa dijeke mo go rayang gore ga di ne di tlhoka mothamo o montsi wa selekano se se lekanang sa metsi.

 **MAELE**

Tlhopho ya gago ya ditshodi e tshwanetse go bontsha sentle gore ke dife di kgonang go tshola metsi a mantsi/a a kwa tlase.

- ★ O akanya gore ke setshodi sefe se se kgonang go tshola metsi a mantsi/a a kwa tlase?
- ★ Re ka tlhotlhomisa seno jang?
- ★ A o ka baya ditshodi go ya ka thulaganyo ya bogolo jwa tsona? Ke sefe se se tlaa tlang pele/sa bobedi, jalo le jalo?

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

Letsatsi 2

Se o se tlhokang

- Pina: *Go na le phatlha mo kgamelong ya me* (tsebe 197)
- Ditshodi tsa polasetiki tse di farologanang ka bogolo
- Jeke e e bonalatsang, matlapana a le 10, matlapa a magolo a le 10
- Ditshodi tse 3 tse dikgolo tsa metsi a le 10, matlapa a magolo a le 10
- Mmetshe e 3 ya polasetiki

- Pina:** Opela pina, *Go na le phatlha mo kgamelong ya me* ditemana 1 le 2.
- Go balela kwa godimo:** 0–20 le go feta, 10–0.
- Go bala dilo 1–10:** Baya matlapana a le 10 mo jekeng.

Dipotso tse di kaelang:

- ★ O akanya gore go na le matlapa a le makae mo jekeng?
- ★ Ke tekanyetso ya ga mang e e gaufi thata?

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: <i>There's a hole in my bucket</i> (page 196) | • 3 large containers of water (from Day 2) |
| • 1 large blue and 1 small red plastic cup | • 10 stones |
| • Plastic containers of different sizes (from Day 2) | • 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 matlapa mme o beye matlapa a magolo a le 10 mo jekeng.

- ★ O akaya gore jaanong go na le matlapa a le makae mo jekeng?
- ★ A o akanya gore go na le a le mantsi/a a kwa tlase go na le pele?

4. **Go lekanya mothamo le volumo:** Bontsha barutwana ditshodi tsa methalethale. Buisanang ka ga gore di dirisediawang.

Dipotso tse di kaelang:

- ★ O kile wa bona kae ditshodi tse di tshwanang le tse di kwa sekolong/gae? Tsholetsa ditshodi ka tsosi.

- ★ Seno se bidiwang?

- ★ Re se dirisetsang?

A barutwana ba bonele pele gore ke ditshodi di le kae tse dinnyenyana tse di tlhokegang go tlatsa setshodi se segolo.

- ★ O akanya gore go ya go tsaya maswana/dikopi/dijana tsa metsi di le kae go tlatsa sejana/kgamelo/jeke ya metsi?

- ★ Re ka tlhotlhomisa seno jang?

- ★ Re tlaa itse jang fa e tletse?

Tlhome diteišene di le tharo ka ditshodi tse di farologaneng le metsi mme o aroganye barutwana ka ditlhopho tse tharo. A barutwana mo setlhopheng sengwe le sengwe ba batlisisa ditsela tsa go tlatsa ditshodi tse di farologaneng ka metsi.

- ★ O bone maswana/dikopi/dijana di le kae?

- ★ A o dirisitse maswana a mantsi kgotsa dikopi tse dintsi?

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



Letsatsi 3

Se o se tlhokang

- Pina: *Go na le phatlha mo kgamelong ya me* (tsebe 197)
- Kopi ya polasetiki e kgolo e e pududu e le 1 le e nnye e khibidu e le 1
- Ditshodi tsa polasetiki tse di farologaneng ka bogolo (go tswa mo Letsatsi 2)
- Ditshodi tse 3 tse dikgolo tsa metsi (go tswa mo Letsatsi 2)
- Matlapa a le 10
- Jeke
- Beisene ya metsi
- Mmetshe e 3 ya polasetiki

1. **Pina:** Opela pina, *Go na le phatlha mo kgamelong ya me* ditemana 3 le 4.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10; tharabololo ya dipalo:** A barutwana ba bale matlapa a le robedi fa o a tsenya mo jekeng.

Dipotso tse di kaelang:

- ★ Go tlaa bo go na le matlapa a le makae mo jekeng fa nka tsenya a mangwe a mabedi?
- ★ Go tlaa sala matlapa a le makae fa nka ntsha a mararo?
- ★ Ke tlhoka go tsenya/ntsha matlapa a a fetang/a a kwa tlase ka bokae mo jekeng go dira matlapa a le lesome/mane/marataro?

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.



MAELE

Netefatsa gore barutwana ba tlatsa ditshodi go fitlha kwa mothamong. Lo ka dirisa motlhaba boemong jwa metsi. Fa lo dirisa metsi, botsa barutwana gore metsi a ka dirisediwang gore a seke a sengwa.

MAELE

Barutwana bangwe ba tlaa bala gore ke dikopi/maswana 'a le makae', jalo le jalo a a tlhokegang go tlatsa dingwe le dingwe tsa ditshodi. Seno se golagana le Dinomore, Ditiro le Dikamano.

4. **Feta, tlase, lekana:** Bontsha barutwana kopi e kgolo e (pududu) le kopi e nnye e (khibidu).

Dipotso tse di kaelang:

- ★ A o akanya gore kopi e e pududu e ka tshola bokakang jo bo fetang/ kwa tlase/lekanang le jwa kopi e khibidu?

- ★ Re ka leka jang seno?

Rotloetsa barutwana go tla ka dikakanyo go leka ditshikhinyo tsa bona.

A morutwana a le mongwe a tlatsa kopi e nnyenyana e (khibidu) ka metsi le go tshela diteng mo koping e kgolwane e e (pududu).

- ★ Lotlhe lo lemogileng?

- ★ Ke dikopi di le kae tse dikhibidu tse _____ a di dirisitseng go tlatsa kopi e e pududu?

- ★ A _____ o ka tshela metsi otlhe go tswa mo koping e pududu go ya go e khibidu? Go ya go diragalang?

Murutwana yo mongwe o tlatsa kopi e nnyenyana (e khibidu) ka metsi mme o tshela diteng mo koping e kgolwane (e pududu).

- ★ Go raya goreng fa metsi otlhe mo koping e e pududu a ka se lekane mo koping e khibidu?

- ★ Re lekeleditse jang go bona gore ke kopi efe e e tsholang go feta/ go le gonnye?

Boeletsa tirwana ya Letsatsi 2 ka diteišene tse tharo. Ditlhopho di tlhotlhomisa gore go ka tshelwa jang metsi go tswa mo setshoding se sengwe go ya go se sengwe.

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

Letsatsi 4

Se o se tlhokang

- Pina: *Leele le khutshwane (Kaedi ya Ditirwana: Kgweditharo 2, tsebe 205)*
- Kgwele ya megala
- Tšhate ya bogodimo go tswa mo Kgweditharo 1 le 2
- Selekanyo sa theipi
- Dimamaredi/matshwao
- Khokhi
- Sekgomaretsi

1. **Pina:** Opela pina, *Leele le khutshwane*.

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

3. **Go bala dilo 1–10:** Balang barutwana ba le 10 mmogo gore ba tlhome mola fa pele ga phaposiborutelo. Neela mongwe le mongwe wa barutwana ba le bane lenathwana le le leele la mogala. Neela mongwe le mongwe wa barutwana ba le barataro lenathwana le lekhutshwane la mogala.

Dipotso tse di kaelang:

- ★ Go na le manathwana a le makae a maleele/makhutshwane?

A barutwana ba bale mmogo.

Boeletsa ka barutwana ba bangwe ba le 10 le manathwana a bolelee jo bo farologaneng a mogala.

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. **Bogodimo jo bo lekanyang:** Lebelela tšhate ya bogodimo go tswa mo Kgweditharo 1 le 2 mme lo buisane ka yona.

Dipotso tse di kaelang:

★ Ke mang yo o neng a le/yo o leng moleele/mokhutshwane go gaisa mo phaposiborutelong?

★ Re ka tlhotlhomisa jang gore a jaanong o moleejana?

A barutwana ba dirise mogala go lekanya bogodimo jwa halofo e le nngwe ya phaposiborutelo mme lo tsenye ditekanyo mo tšhateng ya bogodimo.

★ A go na le tsela e nngwe e ka yona re neng re ka lekanya bogodimo jwa lona?

Bontsha barutwana selekanyo sa theipi.

★ Re ka dirisa jang selekanyo sa theipi?

Lekanya bogodimo jwa barutwana ba le mmalwa o dirisa selekanyo sa theipi. Kwala disentimetara gaufi le lenathwana le lengwe le le lengwe la mogala.

★ O moleele go le kana kang?

★ A o mokhutshwanyane/moleejana kgotsa o lekana le selekanyo sa bofelo fa re ne re go lekanya?

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

 **MAELE**
A barutwana ba dirise selekanyo sa theipi go lekanyana ka nako ya bona ya go iketla.

Letsatsi 5

Se o se tlhokang

- Pina: *Leele le khutshwane (Kaedi ya Ditirwana: Kgweditharo 2, tsebe 205)*
- Kgwele ya mogala
- Tšhate ya bogodimo go tswa mo Kgweditharo 1 le 2
- Selekanyo sa theipi
- Dimamaredi/matshwao
- Khokhi
- Sekgomaretsi

1. **Pina:** Opela pina, *Leele le khutshwane*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletsa tirwana ya go bala go tswa mo Letsatsing la 4. Kokoanya manathwana otlhe a mogala.

Dipotso tse di kaelang:

★ Go ne go na le manathwana a le makae a maleele/makhutshwane a mogala?

4. **Bogodimo jwa go lekanya:** Lebelela tšhate ya bogodimo. Lekanyetsa gore ke mang mo halofong e e setseng ya phaposi o tlaa nnang mokhutshwanyane kgotsa moleejana go na le barutwana ba ba lekantsweng mo Letsatsi la 4.

Dipotso tse di kaelang:

★ O akanya gore ke ofe yo o tlaa nnang moleele/mokhutshwane go gaisa gompieno?

★ Re lekantse jang bogodimo jwa barutwana maabane?

A barutwana ba lekanye halofo ya bobedi ya phaposiborutelo ba dirisa mogala.

★ A o mokhutshwanyane/moleejana kgotsa o selekano se se tshwanang le sa fa o ne o lekanngwa mo nakong e e fetileng?

★ Jaanong ke mang yo moleele/mokhutshwane go gaisa mo phaposiborutelong? Ke mang yo o latelang ka boleele/ bokhutshwane go gaisa?

★ Ke morutabana ofe yo mokhutshwanyane/moleejana go nkgaisa?

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

Tomagano

Puogae: Bapisa o bo o buisane ka ga go rarabolola dipalo.

Dikgono tsa Botshelo: Go lekanyetsa le go lekanya (seka, ka nako ya diseneke), ya go tshameka ka motlhaba le ka metsi.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe:
 - Dibolokokgogedi di le 10
 - Dikarata tsa matshwaopalo 0–10
 - Kopi ya polasetiki/pampiri e le 1
 - Pampiri le kherayone
- Dikarataronho 1–10
- Karataronho e e lolea
- Dikopi/digalase tsa go nwa tsa polasetiki tse di farologaneng ka bogolo di le 3: e le 1 e kgolo le e le 1 e tshesane, e le 1 e e mo gare mme e le sephara
- Lebotlolo la metsi/senotsididi
- Ditshodi tsa dijo tsa polasetiki, seka, mabokoso a dijotshegare – e le 1 ya morutwana yo mongwe le yo mongwe
- Setshodi se segolo sa motlhaba
- Jeke e kgolo ya metsi

1. **Palofoko:** A barutwana ba rarabolole palofoko ba dirisa menwana kgotsa dibadi le/kgotsa pampiri le dikherayone kgotsa diboto tse dinnye tse ditshweu.

Dipotso tse di kaelang:

- ★ Diphologolo tse supa di thumela mo nokeng. Di le tharo ke dikubu. Tse dingwe tsotlhe ke ditlou. Ke ditlou di le kae tse di thumelang mo nokeng?

2. **Go bala dilo:** Tsholetsa ditora tse pedi tsa kgogedi: e le nngwe e na le diboloko di le thataro fa e nngwe e na le diboloko di le nne.

Dipotso tse di kaelang:

- ★ Ke tora efe e e nang le diboloko di le fetang/kwa tlase?

A barutwana ba dirise dibolokokgogedi tse di mo ditshoding tsa bona:

- ★ O tlhoka diboloko di le kae go dira tora e e nang le palo ya diboloko tse di lekanang le eno? (diboloko tse thataro)

- ★ Ena yona? (diboloko tse nne)

- ★ Fa o ka kopanya ditora tsa gago, go ya go nna le diboloko di le kae?

A barutwana ba dire tora e e nang le diboloko tse di kwa tlase ka tlhano.

- ★ Jaanong tora e le nngwe e na le diboloko di le kae?

3. **Go rulaganya dinomere 0–10:** Rulaganyang dikarataronho 0–10 mmogo. A barutwana ba bale dibolokokgogedi go nyalanya palo ya maronho. A mongwe le mongwe wa bona a rulaganye dikarata tsa matshwaopalo 0–10.

Dipotso tse di kaelang:

- ★ Ke karata efe e e tlang pele/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



TIP

Learners benefit from doing activities at different levels. This can be done on the floor or standing at a table.

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.

4. **Go lekanya mothamo:** Bontsha barutwana dikopi/digalase tse dinnye le tse dikgolo go gaisa. Ba kope gore ba dire jaaka e kete ba nyorilwe thata.



Dipotso tse di kaelang:

- ★ O ne o ka tlatsa kopi efe ka metsi?
- Tlosa kopi e nnye mme o e emisetse ka kopi ya boraro.
- ★ O akanya gore ke kopi efe e e tsholang metsi a mantsi/mannye?
- ★ Re ka batlisisa seo jang?

A barutwana ba refosanele go rarabolola dipalo, seka, ka go tshela metsi mo koping ya boraro go tswa mo dikoping tse pedi le go bapisa ditlamorago.

- ★ Ke kopi efe e e tsholang go le gontsi?
- ★ O itse jang?

Neela morutwana mongwe le mongwe kopi le setshodi sa dijo. Dirisa motlhaba.

- ★ O akanya gore setshodi sa gago se ka tlatsa dikopi di le kae tsa motlhaba?

A barutwana ba bale gore ba tlatsa dikopi tsa bona ga kae le go tshela motlhaba mo ditshoding tsa bona go fitlhelela di tlala. A ba kwale palo mo lenathwaneng la pampiri.

- ★ Setshodi sa gago se tladitswe ke dikopi di le kae tsa motlhaba?
- ★ A go fetile kgotsa go ka fa tlase ga palo e o neng o e lekanyeditse?



Netefatsa gore barutwana ba kgona go:

- rarabolola dipalo tsa dinomere 0–10 ka molomo
- rulaganya kokoanyo ya dilo go simolola ka tse dinnye thata go ya go tse dikgolo thata go fitlha go 10
- lekanya bokaakang go bona gore ke setshodi sefe se nang le mothamo le volumo e kgolwane
- dirisa mafoko a a etsang go feta, ka fa tlase ga, lolea, tletse, tshela

Seteišenetiro 1



Barutwana ba a solegelwa go dira ditirwana mo maemong a a farologaneng. Seno se ka dirwa mo bodilong kgotsa go engwe fa tafoleng.

Se o se tlhokang

- Bata e kgolo/setshodi sa metsi
- Ditshodi tse di lekanyang: maswana, dikopi, dijeke, ditshodi tsa polasetiki, mabotlolo a bogolo jo bo farologaneng
- Dikgetsana tsa polasetiki (tsa dikhiba)

A barutwana ba tlhotlhomise megopolo ya ntsi, tlase, tletse le lolea fa ba ntse ba tshela ditshodi ka metsi le go bapisa bokaakang.

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.



Seteišenetiro 2



Se o se tlhokang

- Ditshodi tse dikgolo – se le 1 sa morutwana mongwe le mongwe
- Ditshodi tse dinnye tsa methalethale, sekao, dikopi
- tsa yokate, maswana, dibata tsa polasetiki
- Pampiri le dikherayone
- Motlhaba

A barutwana ba tlhophe ditshodi mme ba bale gore ba tshela motlhaba makgetlho a le makae go tlatsa setshodi se segolo. A ba thale ditshwantsho tsa ditshodi tsa bona mme ba kwale matshwaopalo go emela nomore ya yuniti e e sa tlhomamang ya tekanyo e e dirisitsweng. Boeletsa ka ditshodi tse di farologaneng.

Seteišenetiro 3



Se o se tlhokang

- Disete di le 8 tsa dikaratatshwantsho di le 6 tsa dikopi tsa meamo a a farologaneng a motlhaba
- Dikopi tsa pampiri di le 6 tsa morutwana mongwe le mongwe
- Motlhaba

A barutwana ba rulaganye dikarata go simolola ka tse di lolea go ya go tse di tletseng kgotsa go simolola ka tse di tletseng go ya go tse di lolea. A ba tlatsa dikopi tsa pampiri ka motlhaba go nyalanya dikarata.

Seteišenetiro 4

Se o se tlhokang

- Mabotlolo a magolo a metsi a a bonalatsang, lebante la elasetiki/ makara – o le 1 wa morutwana mongwe le mongwe
- Ditshodi tse dinnyane tsa methale
- Kgamele ya metsi
- Difanele tsa go tshela

A barutwana ba lekanyetse gore metsi a tlaa bo a tsamaya kae mo setshoding se segolo fa a tshelwa go tswa mo setshoding se sennye go ya go se segolo. A ba lekanyetse ka go baya lebante la elasetiki kgotsa go thala mola ka makara mo boemong jo ba bo lekanyetsang. Jaanong a ba bo lekeletse.



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

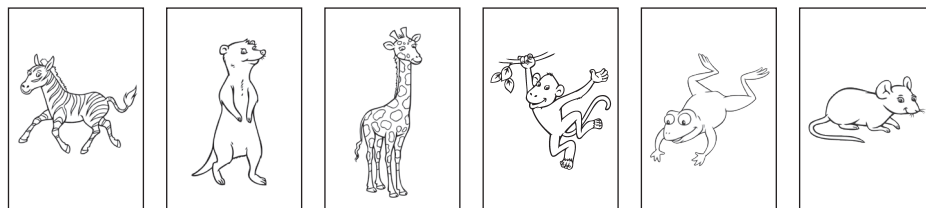
share between/among
share one
share more than one

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.



Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

- Lemoga matshwaopalo le mafokopalo
- Tlhalosa, bapisa le go rulaganya dinomore
- Dikamano tsa dipalo
- Tharabololo ya dipalo mo bokaelong

Kitso e ntšhwa

- Dipalokemotatelano: ya borataro
- Go arogana go na le masaledi
- Gabedi

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Go latedisanya dinomore 0–10
- Dipalokemotatelano: ya ntlha go ya go ya bothano
- Go bala ka bobedi
- Tlhakanya, ntsha
- Halofo

Tlotlofoko e ntšhwa ya dipalo

gabedi
bala
arogana ka go lekana

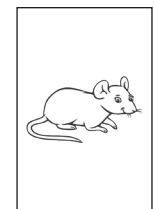
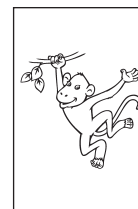
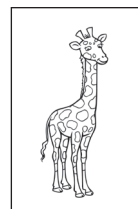
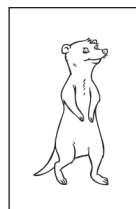
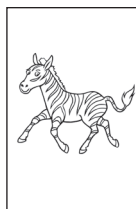
arogana magareng/
magareng ga
arogana nngwe

arogana go feta nngwe
go setse di le kae

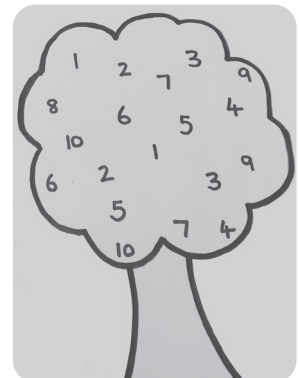
Ipaakanye

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

- setshwantsho sa phologolo e le nngwe go tswa mo ditshwantshong tse dingwe le tse dingwe tsa e e latelang: pitse e tilodi, ramošwe, thutlwa, kgabo, segwagwa, legotlo



- dikhurumelo tsa polasetiki di le 5/ditherei tsa poliseterine tsa morutwana mongwe le mongwe (sekao, go tswa mo ditshoding tsa yokate)
- buka ya dinomore ka setlhogo, *Buka ya me ya dipalo* – e le 1 ya morutwana mongwe le mongwe (lebelela *Kaedi ya Ditirwana: Kgweditharo 3*, tsebe 217 gore buka e dirwa jang)
- sekgemetšhana sa pampiri ya A3 – se le 1 sa morutwana mongwe le mongwe
- letlhare la pampiri ya A4 le na le setlhare sa dinomore 1–10 di thadilwe mo go sona – le le 1 la morutwana mongwe le mongwe.



Whole class activities

Day 1

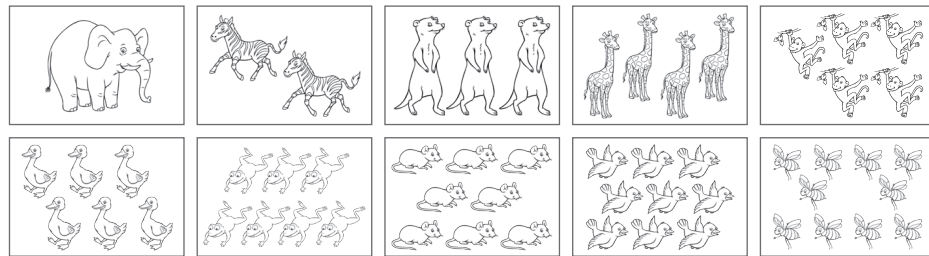
What you need

- Story: *Animals' race* (page 198)
- Number frieze symbol and picture cards 1–10
- Pictures of individual number frieze animals (zebra, meerkat, giraffe, monkey, frog, mouse)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs facing each other. They take turns to count each other's fingernails from 1–10.

Guiding questions:

- ★ How many nails do you have on your toes/ears/mouth?
 - ★ Which fingernail would you touch if you were counting from zero?
4. **Ordinal numbers first to sixth (story):** Learners sit in a circle. Tell the story, *Animals' race* using the number frieze picture cards (with all the animals on them) for the first part of the story and the pictures of the individual animals for the race.



Guiding questions:

- ★ Which animal do you think will come first/last/fourth in the race? Why?
- Put the animal cards up as the learners describe who might come first, second, and so on. Change these according to their suggestions and reasoning. Discuss how the different animals move and their size, and whether this would make them faster or slower and affect the order in which they finish.
5. **Ordinal numbers first to sixth (races):** Learners run races outside, six at a time. Six other learners give number symbol cards 1–6 to the learners in the order in which they finished from first to sixth. Repeat with different learners.
 6. **Small group activities:** Describe the activities at each workstation.

Day 2

What you need

- Song: *Old Sandile had a farm* (page 198)
- Poster 1
- Tambourine

1. **Song:** Introduce the song, *Old Sandile had a farm*.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Kanelo: *Lebelo la diphologolo* (tsebe 199)
- Letshwao la dinomorekgabisi le dikaratatshwantsho 1–10
- Ditshwantsho tsa diphologolo tsa nomorekgabisi (pitse e tilodi, ramošwe, thutlwa, kgabo, segwagwa, legotlo)

1. **Pina/morumo:** A barutwana ba opele pina kgotsa ba bue morumo o ba o itlhophetseng.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ka bobedi ba lebagane. A ba refosanele go balana dinala tsa menwana ya bona go tloga go 1–10.

Dipotso tse di kaelang:

- ★ O na le dinala di le kae mo menwaneng ya maoto/ditsebeng/molomong?
- ★ O ne o ka kgoma lonala lofe fa o ne o bala go simolola ka lefela?

4. **Dipalokemotatelano ya ntlha go ya go ya borataro (kanelo):**

A barutwana ba dule fatshe ba dirile sediko. Anaanela kanelo ya *Lebelo la diphologolo* ka go dirisa dikarata tsa ditshwantsho tsa nomorekgabisi (di na le diphologolo tsotlhe) mo karolong ya ntlha ya kanelo le ditshwantsho tsa diphologolo ka tsosi go direla lebelo.

Dipotso tse di kaelang:

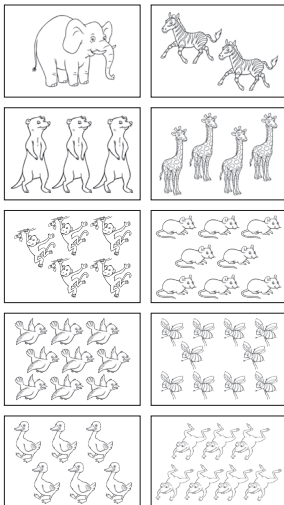
- ★ O akanya gore ke phologolo efe e e yang go nna ya ntlha/bofelo/bone mo lebelong? Goreng?

Baya dikarata tsa diphologolo fa godimo fa barutwana ba tlhalosa gore ke efe e e ka bonang maemo a pele, bobedi, jalo le jalo. Fetola seno go latela ditshikhinyo le peo ya mabaka. Buisanang ka gore diphologolo tse di farologaneng di tsamaya jang le bogolo jwa tsona, le gore a seno se ka dira gore di nne bonakonyana kgotsa bonyanyana le go ama thulaganyo e di fetsang ka yona.

5. **Dipalokemotatelano ya ntlha go ya go ya borataro (mabelo):**

A barutwana ba taboge mabelo kwa ntle, di le thataro ka nako e le nngwe. A barutwana ba bangwe gape ba neele barutwana ba bangwe dikarata tsa matshwaopalo 1–6 go ya ka thulaganyo e ba weditseng lebelo ka yona go simolola ka wa ntlha go ya go wa borataro. Boeletsa ka barutwana ba ba farologaneng.

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



Letsatsi 2

Se o se tlhokang

- Pina: *Sandile wa mogolo o ne a na le polasa* (tsebe 199)
- Phousetara 1
- Moropana

1. **Pina:** Itsise pina, *Sandile wa mogolo o ne a na le polasa*.

Guiding questions:

- ★ How many moos/oinks, and so on, did we sing each time?

Learners count on their fingers as you point to the number washing line.

2. **Oral counting:** 0–20 and beyond, 10–0.

3. **Counting objects 1–10:** Discuss Poster 1. Learners count objects on the poster.



Guiding questions:

- ★ Can you see anything that there are 10/9/2, and so on of in the picture?

Count the objects they name together.

4. **Practising 0–10; more/fewer:** While you play the tambourine, learners get into their working groups and sit on the mat.

Guiding questions:

- ★ Which group has one fewer/more, two/three fewer/more learner/s than the ____ group?
- ★ How did you work that out?
- ★ If we take one learner from the ____ group to join the ____ group, how many more learners will there be in the ____ group?
- ★ What would I need to do to make the ____ group and the ____ group have an equal number of learners?
- ★ If the ____ group went to a table and found that there were four chairs there, how many more chairs would they need?

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

Day 3

What you need

- Song: *Old Sandile had a farm* (page 198)
- Dot and number symbol cards 0–10 (*Resource Kit*)
- 5 hula hoops

1. **Song:** Sing the song, *Old Sandile had a farm*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other. They put their right hands together.

Guiding questions:

- ★ How many fingernails are there altogether if you put your right/left hands together?

4. **Halving:** Discuss the number of animals in the song, *Old Sandile had a farm*.

Guiding questions:

- ★ Can you use your fingers to show me how many sheep/cows, and so on we sang about?



Dipotso tse di kaelang:

★ Re opetse bo-moo/oink ba ba kae nako nngwe le nngwe, jalo le jalo? A barutwana ba bale ka menwana ya bona fa o ntse o supa kwa mogaleng wa dinomore.

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

3. **Go bala dilo 1–10:** Buisanelang Phousetara 1. A barutwana ba bale dilo tse di mo phousetareng.



Dipotso tse di kaelang:

★ A o bona sengwe sa gore go na le 10/9/2, jalo le jalo mo setshwantshong seno?

Bala dilo tse ba di tayang maina mmogo.

4. **Go ikatisetsa 0–10; ntsi/kwa tlasenyana:** Fa o ntse o betsa moropana, a barutwana ba tsene mo ditlhopheng tsa bona tsa tiro mme ba dule mo mmetsheng.

Dipotso tse di kaelang:

★ Ke setlhopha sefe se se nang le barutwana ba bantsi/ka fa tlase ka nngwe, ba bantsi/ka fa tlase ka pedi/tharo go na setlhopha ____?

★ O tlotlhomisitse seno jang?

★ Fa re tsaya morutwana a le mongwe go tswa setlhopheng sa ____ go tsema mo go sa ____, go tlaa bo go na le koketsego ya barutwana ba le kae mo setlhopheng ____?

★ Ke tlaa tlhokang go dira gore setlhopha sa ____ le sa ____ di nne le palo e e lekanang ya barutwana?

★ Fa setlhopha sa ____ se ile kwa tafoleng mme sa fitlhelela gore go na le ditulo di le nne koo, ba tlaa bo ba sa ntse ba tlhoka ditulo tse kae gape?

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

Letsatsi 3

Se o se tlhokang

- Pina: *Sandile wa mogolo o ne a na le polasa* (tsebe 199)
- Dikarata tsa matshwaopalo le matshwaorontho 0–10 (*Kgetsana ya Didiriswa*)
- Dihulahupu di le 5

1. **Pina:** Opela pina, *Sandile wa mogolo o ne a na le polasa*.

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

3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ka bobedi mme ba lebagane. A ba pataganye diatla tsa bona tsa moja.



Dipotso tse di kaelang:

★ Go na le dinala tsa menwana di le kae ka kakaretso fa lo kopanya diatla tsa lona tsa moja/molema mmogo?

4. **Go hafola:** Buisanang ka ga palo ya diphologolo mo pineng, *Sandile wa mogolo o ne a na le polasa*.

Dipotso tse di kaelang:

★ A o ka dirisa menwana ya gago go mpontsha gore re opetse ka dinku/dikgomo di le kae, jalo le jalo?

- ★ Which animals did we sing about first/after the goats/last, and so on?

Choose two learners to be horses, four to be cows, six to be hens, eight to be geese and ten to be snakes. Each group of animals stands in a hula hoop.

- ★ Can half of the sheep/geese come and stand next to me?
- ★ How do we know that this is half of the sheep/geese?
- ★ If two of the cows stand outside the hoop, how many cows are left inside the hoop?

5. **Dot cards 1–10; addition:** Show a dot card between 1 and 10. Learners call out the number of dots that are needed to get to 10. They use their fingers to support them in calculating.

Guiding questions:

- ★ How did you decide that we needed _____ more dots to get to 10 dots?

Repeat the activity with various number symbol cards between 1 and 10.



TIP

Encourage learners who do not respond quickly to take their time when explaining their answers. Take care that speaking in front of the group does not make them feel anxious.

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

Day 4

What you need

- Song: *Old Sandile had a farm* (page 198)
- Number washing line and number symbols 1–10
- 5 coloured pegs

1. **Song:** Sing the song, *Old Sandile had a farm* and dramatise it.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners sit in pairs and face each other, counting from 0 to 10 in the form of a clapping game. As they say 'zero', they slap their knees; as they say 'one', they clap their right hands together; as they say 'two', they clap their left hands together, and so on, continuing until they get to 10.

Repeat the activity.

4. **Counting in twos:** Learners who were horses and cows on Day 3 stand in the same two groups. Count how many eyes there are in each group of learners. Choose a learner to point to each pair of learners' eyes as everyone counts together in twos, i.e. two 'horses' have 2, 4 eyes; four 'cows' have 2, 4, 6, 8 eyes.

The five learners who were sheep during the dramatisation of the song stand up.

Guiding questions:

- ★ If we count the number of eyes of the five 'sheep', how many eyes will there be altogether?

Count together as another learner points to each pair of eyes.

- ★ Ke diphologolo dife tse re opetseng ka tsona pele/morago ga dipodi/la bofelo, jalo le jalo?

Tlhophha barutwana ba babedi go nna dipitse, ba le bane go nna dikgomo, ba barataro go nna dikoko, ba le robedi go nna difudi le ba le lesome go nna dinoga. A setlhophha se sengwe le se sengwe sa diphologolo se eme mo hulahupung.

- ★ A halofo ya dinku/difudi e ka tla go ema gaufi le nna?
- ★ Re itse jang gore ke halofo ya dinku/difudi?
- ★ Fa dikgomo tse pedi di eme kwa ntle ga hulahupu, go setse dikgomo di le kae mo teng ga hulahupu?


5. **Dikarataronho 1–10; go tlhakanya:** Bontsha karataronho ya magareng ga 1 le 10. A barutwana ba bitse palo ya maronho a a tlhokegang go dira 10. A ba dirise menwana ya bona go ba tshegetsa mo go baleleng.

Dipotso tse di kaelang:

- ★ O sweditse jang gore re ne re tlhoka maronho a a fetang ka _____ go fitlha mo maronthong a le 10?

Boeletsa tirwana ka dikarata tsa matshwaopalo a a farologaneg magareng ga 1 le 10.

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

 **MAELE**
Rotloetsa barutwana ba ba sa tsibogeng ka bonako go tsaya nako ya bona fa ba tlhalosa dikarabo tsa bona. E la tlhoko gore go bua fa pele ga setlhophha ga go ba dire gore ba nne le kgatlhego.

Letsatsi 4

Se o se tlhokang

- Pina: *Sandile wa mogolo o ne a na le polasa* (tsebe 199)
- Mogala wa dinomore le matshwaopalo 1–10
- Diphekese tse di mmalafaditsweng di le 5

1. **Pina:** Opela pina, *Sandile wa mogolo o ne a na le polasa* le go e diragatsa.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ka bobedi ba lebagane, ba bala go simolola ka 0 go ya go 10 ka tsela ya motshameko wa go opa diatla. Fa ba re 'lefela', a ba betse mangole a bona; fa ba re 'nngwe'; a ba ope diatla tsa moja mmogo; fa ba re 'pedi', a ba ope diatla tsa bona tsa molema mmogo, jalo le jalo, ba tsewele go fitlhelela ba fitlha kwa go 10. Boeletsa tirwana.
4. **Go bala ka bobedi:** A barutwana ba e neng e le dipitse le dikgomo mo Letsatsi 3 ba eme mo ditlhopheng tse pedi tse ba neng ba le mo go tsona. Bala gore go na le matlho a le makae mo setlhopheng se sengwe le se sengwe sa barutwana. Tlhophha morutwana go supa go bobedi jo bongwe le jo bongwe jwa matlho a barutwana fa ba bangwe ba bala mmogo ka bobedi, k.g.r. 'dipitse' tse pedi di na le matlho a le 2, 4; 'dikgomo' tse nne di na le matlho a le 2, 4, 6, 8. A barutwana ba e neng e le dinku ka nako ya tiragatso ya pina ba emelele.

Dipotso tse di kaelang:

- ★ Fa re bala palo ya matlho a 'dinku' tse tlhano, go tlaa bo go na le palogotlhe ya matlho a le makae?

Balang mmogo fa morutwana yo mongwe a supa bobedi bongwe le bongwe jwa matlho.

5. **Practising and ordering numbers 1–10:** Point to the number washing line and show the learners the coloured pegs. Explain that together you are going to count in twos.

Guiding questions:

- ★ We want to count in twos, so let's start with number 2. (*Turn number 1 card around so that '1' is not visible.*)
- ★ If we are counting in twos, which number should we say next? (*Answer: 4. Turn the number 3 card so that '3' is not visible.*)

Repeat until learners have reached 10.

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

Day 5

What you need

- Rhyme: *1 and 1* (page 200)
- Number card 0
- Poster 6
- Masking tape/chalk

1. **Rhyme:** Introduce the rhyme, *1 and 1*. Learners follow you as you show your fingers from behind your back while saying the rhyme.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners take their shoes and socks off. They stand on their left foot and count the number of toenails on the foot on the floor.

Guiding questions:

- ★ How many toenails are there on your foot on the floor?
- ★ What do you need to do to have 10 toenails on the floor?

Learners count their 10 toenails.

Repeat the activity with hands/fingernails.

4. **Jumping track:** Use masking tape or chalk to create a number jumping track of 10 blocks and write the numbers 1 to 10 in the blocks. A learner jumps as the class counts.

Guiding questions:

- ★ Can you jump to the numbers 2, 4, 6 as we all count in twos?
- ★ What was the last number you landed on as we counted in twos?
- ★ How many blocks to get from 2 to 4, 4 to 6, and so on?

5. **Problem solving:** Discuss Poster 6 with learners. Talk about what they can see in the picture.

Guiding questions:

- ★ How many sheep do you see in the picture?
- ★ Which number symbol would we use to show that there are no sheep?

5. **Go ikatisetsa le go rulaganya dinomere 1–10:** Supa mogala wa dinomere mme o bontshe barutwana diphekese tse di mmalafaditsweng. Tlhalosa gore lo ya go bala mmogo ka bobedi.

Dipotso tse di kaelang:

- ★ Re batla go bala ka bobedi, ka jalo a re simololeng ka nomere 2. (Retolola karata ya nomere 1 gore '1' a se bonale.)
- ★ Fa re bala ka bobedi, re tshwanetse go bitsa nomere efe e e latelang? (Karabo: 4. Retolola karata ya nomere 3 gore '3' e se bonale.)

Boeletsa go fitlhelela barutwana ba fitlhile mo go 10.

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

Letsatsi 5

Se o se tlhokang

- Morumo: 1 le 1 (tsebe 201)
- Karatapalo 0
- Phousetara 6
- Theipi e e sireletsang/tšhoko

1. **Morumo:** Tlhagisa morumo, 1 le 1. A barutwana ba go latele fa o bontsha menwana ya gago go tswa kwa morago fa o ntse o bua morumo.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba role ditlhako le dikousu tsa bona. A ba eme ka dinao tsa bona tsa molema mme ba bale palo ya dinala tsa leoto le le mo bodilong.

Dipotso tse di kaelang:

- ★ Go na le dinala di le kae mo leotong la gago le le mo bodilong?
- ★ O tlhoka go dirang gore o nne le dinala di le 10 mo bodilong?

A barutwana ba bale dinala tsa bona tsa maoto di le 10.

Boeletsa tirwana ka diatla/dinala tsa menwana.

4. **Seporo sa go tlola:** Dirisa theipi e e sireletsang kgotsa tšhoko go tlhama seporo sa go tlola sa dinomere tsa diboloko di le 10 mme o kwale dinomere 1 go ya go 10 mo dibolokong. A morutwana a tlole fa phaposiborutelo e bala.

Dipotso tse di kaelang:

- ★ A o ka tlolela go dinomere 2, 4, 6 fa rotlhe re bala ka bobedi?
- ★ Ke nomere efe ya bofelo e o tloletseng mo go yona fa re ne re bala ka bobedi?
- ★ Ke diboloko di le kae go tswa mo go 2 go ya go 4, 4 go ya go 6, jalo le jalo?

5. **Tharabololo ya dipalo:** Buisanela Phousetara 6 le barutwana. Bua ka ga se ba se bonang mo setshwantshong.

Dipotso tse di kaelang:

- ★ O bona dinku di le kae mo setshwantshong?
- ★ Re ne re ka dirisa letshwaopalo lefe go bontsha gore ga go na dinku?

Show the '0' number symbol card.

- ★ Which other animals from the song, *Old Sandile had a farm* are there none of?
- ★ Laylah ate one sandwich. Dad ate double this number. How many sandwiches did he eat?
- ★ Laylah gave two apples to the goat on the ground. She gave double this number of apples to the goat on top of the hay. How many apples did the goat on top of the hay get?
- ★ How many horses are there? Laylah has eight carrots. How can she share them equally between the horses?
- ★ Could she share 10 carrots equally between four horses? How could she do this?

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

Integration

Home Language: Tell and dramatise stories, include numbers in stories, participate in question-and-answer activities.

Life Skills: Create dances and games involving numbers, spatial skills, problem-solving skills.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- A tub per learner with:
 - 10 animal counters
 - 10 coloured counters
 - 5 plastic lids

1. **Counting objects 1–10:** Learners each count their counters 1–10.
2. **Word problem:** Learners use their counters or their fingers to solve the problem.

Guiding questions:

- ★ Ten animals have to drink from two water troughs. There are an equal number of animals at each trough. How many animals are there at each trough?

3. **Ordinal numbers first to sixth:**

Learners place one of their plastic lids on the mat in front of them and line their animals up one behind the other facing the 'water trough'.

Guiding questions:

- ★ Where is the front/back of the line?
- ★ Can you show me the first/second/fifth/sixth animal that will have a turn to drink from the trough?



Bontsha karata ya letshwaopalo '0'.

- ★ Ke diphologolo dife gape tse di seyong go tswa mo pineng, *Sandile wa mogolo o ne a na le polasa?*
- ★ Laylah o jele borothopate bo le bongwe. Rre o jele palo eno gabedi. Rre o jele marothopate a le makae?
- ★ Laylah o file podi diapole tse pedi mo lebaleng. O file podi e e mo godimo ga furu palo eno gabedi. Podi e e mo godimo ga furu e filwe diapole di le kae?
- ★ Go na le dipitse di le kae? Laylah o na le digwete di le robedi. O ka di aroganya dipitse jang ka go lekana?
- ★ A o ne a ka aroganyetsa dipitse di le nne digwete di le 10 ka go lekana? O ne a ka dira seno jang?

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

Tomagano

Puogae: Anaanela le go diragatsa dikanelo, akaretsa dinomere mo dikanelong, tsaya karolo mo ditirwaneng tsa go botsa dipotso le go di araba.

Dikgono tsa Botshelo: Tlhama dimmino le metshameko e e akaretsang dinomere, dikgono tsa go tswala dibaka, dikgono tsa go rarabolola mathata.

Ditirwana tsa ditlhopho tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Phousetara 7 – Dibadi tse di mmalafaditsweng di le 10
- Setshodi sa morutwana mongwe le mongwe se na le: – Dikhurumelo tsa polasetiki di le 5
- Dibadi tsa diphologolo di le 10

1. **Go bala dilo 1–10:** A mongwe le mongwe wa barutwana a bale dibadi 1–10 tsa gagwe.
2. **Palofoko:** A barutwana ba dirise dibadi tsa bona kgotsa menwana ya bona go rarabolola dipalo.

Dipotso tse di kaelang:

- ★ Diphologolo di le lesome di tshwanetse go nwa metsi mo diteromong tsa metsi. Go na le palo e e lekanang ya diphologolo mo teromong e nngwe le e nngwe. Go na le diphologolo di le kae fa teromong e nngwe le e nngwe?

3. **Dipalokemotatelano ya ntlha go ya go ya borataro:** A barutwana ba beye dikhurumelo tsa bona tsa polasetiki mo mmetsheng fa pele ga bona le go tlhomaganya diphologolo tsa bona ka go salana morago tse dingwe di lebagane le 'diteromo tsa metsi'.

Dipotso tse di kaelang:

- ★ Bopele/bomorago jwa mola bo fa kae?
- ★ A o ka mpontsha phologolo ya ntlha/bobedi/botlhano/borataro e e tlaa nngang le tšhono ya go nwa go tswa mo teromong?



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. **Karogano ka go lekana:** A barutwana ba beye dikhurumelo fa pele ga bona gore ba nne le 'diteromo tsa metsi'.

Dipotso tse di kaelang:

- ★ A o ka aroganyetsa diteromo tsa metsi diphologolo tsa gago ka go lekana?
- ★ Go na le diphologolo di le kae fa teromong e nngwe le e nngwe?

A barutwana ba beye dikhurumelo tsotlhe tse tlhano fa pele ga bona.

- ★ Go tlaa nna le diphologolo di le kae kwa teromong e nngwe le e nngwe fa o aroganyetsa diteromo di le tlhano diphologolo ka go lekana?
- ★ Fa o ntsha phologolo e le nngwe go tswa mo teromong e nngwe go ya go sala diphologolo di le kae fa pele ga gago?



5. **Go arogana:** A barutwana ba dirise dibadi go rarabolola dipalo ka ga Phousetara 7.



Dipotso tse di kaelang:

- ★ Rre o reka kgetsana ya dinamune di le tharo. O tsenya dinamune tse dingwe gape tse pedi mo kgetsaneng. O tlhoka go duelela dinamune di le kae?
- ★ Thami o lebeletse diphologolo tsa mapolanka di le nne. Phologolo e le nngwe e wele. Ke di le kae tse di emeng?
- ★ Rre o reka dinamune di le thataro. Fa a di aroganyetsa lelapa la gagwe ka go lekana kwa mmarakeng, mongwe le mongwe wa bona o ya go bona dinamune di le kae?
- ★ Mme o reka diroto di le pedi. O kopa Rre go aroganya dinamune di le thataro ka go lekana magareng ga diroto di le pedi. Rre o tsenya dinamune di le kae mo serotong se sengwe le se sengwe.



Netefatsa gore barutwana ba kgona go:

- bala dilo 1–10
- rarabolola dipalo tsa dinomere 0–10
- aroganya dibadi ka go lekana
- aroganya dibadi magareng ga ditlhopho tse pedi
- tthaola sa ntsha go ya go sa borataro



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.

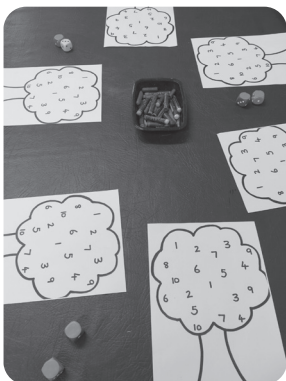


Workstation 3

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.





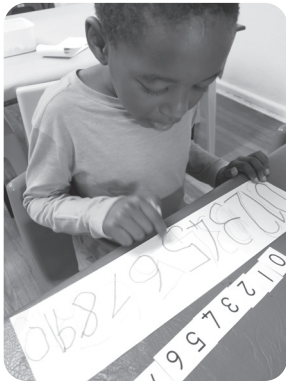
Seteišenetiro 1

Se o se tlhokang

- Buka ya dinomore – e le 1 ya morutwana mongwe le mongwe
- Dikherayone

A barutwana ba kwale letshwaopalo 1 le go thala selo se le sengwe mo tsebeng ya ntlha, 2 mo tsebeng ya bobedi, jalo le jalo, go fitlha kwa go 5.

Seteišenetiro 2

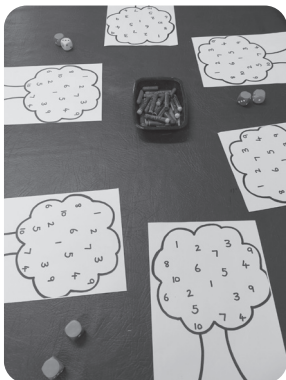


Se o se tlhokang

- Matshwaopalo 0–10, sete e le 1 ya morutwana mongwe le mongwe (*Kgetsana ya Didiriswa*)
- Sekgemetšhana sa pampiri ya A3/khateboto – se le 1 sa morutwana mongwe le mongwe
- Dikherayone/diphensele

A barutwana ba rulaganye dikarata tsa matshwaopalo ka thulaganyo go simolola ka 0–10 mo godimo ga sekgemetšhana sa pampiri. Ba gopotse gore go phatlhalatsa matshwaopalo go ralala bogodimo jwa sekgemetšhana sa pampiri gore go nne le sebaka se se lekaneng gore ba kwale dinomore. A ba kwale dinomore mo sekgemetšhaneng sa pampiri fa tlase ga letshwao le lengwe le le lengwe.

Seteišenetiro 3



Se o se tlhokang

- Letlhare la pampiri ya A4 le na le setlhare se se nang le dinomore 1–10 di thadilwe mo go lona – le le 1 la morutwana mongwe le mongwe
- Mataese a le 2 a barutwana ka bobedi (mo kapesong ya letaese le le lengwe '5' le '6' ka sekgomaredi/pampiri)

Ka bobedi, a barutwana ba refosanele go latlhela mataese a mabedi. A ba bale palo ya marontho mo letaeseng. Ba fitlhela nomore e e tsamaelanang mo setlhareng, a ba e sekeletse le go a khalara. Fa dinomore tsotlhe mo setlhareng di khalarilwe, a barutwana ba tlhame paterone e ba e ithlophetseng ka go kwala matshwaopalo go dikologa mathoko a tsebe.



Seteišenetiro 4



Se o se tlhokang

- Dikago tsa diboloko mo lefelong la diboloko – e le 1 ya morutwana mongwe le mongwe
- Diboloko

Aga dikago tsa diboloko mo lefelong la diboloko kgotsa mo mmetsheng. A mongwe le mongwe wa barutwana a kopolole kago e le nngwe le go refosana go fitlhelela ba kopolotse kago e nngwe le e nngwe. A ba refosanele go tshamelana dikago gore ba tle ba di kopolole.

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.

Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

Ditlhogo

- Lemoga matshwaopalo le mafokopalo
- Tlhalosa, bapisa le go rulaganya dinomore
- Dikamano tsa dinomore
- Tharabololo ya dipalo mo bokaelong

Kitso e ntšhwa

- Go aragona le go nna le masaledi

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Go latedisanya dinomore 0–10
- Gatelela mogopolopalo 0–10
- Tharabololo ya dipalo 1–10
- Go abelana go bo go se nne le masaledi
- Halofo, gabedi

Tlotlofoko e ntšhwa ya dipalo

_____ e feta _____ ka bokae
ditlhopho tsa bobedi, tsa botharo, _____

godingwana
tlasenyana

Ipaakanye

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

- seporo sa dinomore 0–10 – se le 1 sa morutwana mongwe le mongwe
- diapole tse di segolotsweng – di le 3 tsa morutwana mongwe le mongwe



- 'fense' e e dirilweng ka lenathwana la khateboto moo bogare bo segolotsweng (lebelela tsebe 147).

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Morumo: 1 le 1 (tsebe 201)
- Ditshodi di le 15 di na le:
 - Dibolokokgogedi
 - Dikarata tse 2 tsa matshwaopalo/ditshwantsho kgotsa marontho 0–10 (*Kgetsana ya Didiriswa*)

1. **Morumo:** Bua Morumo, 1 le 1.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.



TIP

Involve all the learners in the counting activity once you have identified what you are counting together.

3. **Counting objects 1–10:** Learners choose which objects they would like to count.

Guiding questions:

- ★ Can you see any group of objects in the classroom that looks like it is a group of 10?

Count the objects together.

- ★ Were there too few/too many/more than 10, and so on?

4. **Comparing numbers:** Play the game, 'Build and compare'. Learners sit facing a partner. Give each pair of learners a container of Unifix blocks and two number cards. They each take out a card without looking at the number. As they turn over their number cards, together they say, 'One, two, three compare.'

Each learner says his/her number to his/her partner, 'I have a ____.' They each use Unifix blocks to build a tower to represent their number. They compare their towers and their numbers using the following vocabulary: *more, less, fewer, same* (for example, 'six is more than four').

Learners swap containers with another pair of learners and repeat the activity.



Guiding questions:

- ★ Who has a number that is more (bigger, higher)/less (smaller, lower) than their partner's number?
- ★ How many blocks are there in your tower?
- ★ Who has fewer/more blocks in their tower than their partner?
- ★ Who has zero blocks in their tower?
- ★ Who has a number that is the same as someone else's in the class? How do you know?

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

Day 2

What you need

- Rhyme: *1 and 1* (page 200)
- Number dot, symbol and picture cards 0–10 (*Resource Kit*)
- 2 flat containers

1. **Rhyme:** Say the rhyme, *1 and 1*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

MAELE
Akaretsa barutwana botlhe mo tirwaneng ya go bala fa o setse o tthaotse se lo se balang mmogo.

3. **Go bala dilo 1–10:** A barutwana ba tlohpe dilo tse ba ka ratang go di bala.

Dipotso tse di kaelang:

★ A o kgona go bona setlhophha sengwe mo phaposiborutelong se e keteng ke setlhophha sa bo-10?

Balang dilo mmogo.

★ A go ne go na le tse di ka fa tlase thata/dintsi thata/fetang 10, jalo le jalo?

4. **Go bapisa dinomore:** Tshameka motshameko, 'Aga mme o bapise'. A barutwana ba dule fatshe ba lebagane le balekane. Neela bobedi bongwe le bongwe jwa barutwana setshodi sa dibolokokgogedi le dikaratapalo tse pedi. A mongwe le mongwe wa bona a ntshe karata a sa lebelela nomore. Fa ba pitikolola dikaratapalo tsa bona, a ba bue mmogo ba re, 'Nngwe, pedi, tharo bapisa.'

A morutwana mongwe le mongwe a bue nomore ya gagwe mo molekaneng wa gagwe, 'Ke na le ____.' A botlhe ba dirise dibolokokgogedi go aga tora go emisetsa dinomore tsa bona. A ba bapise ditara tsa bona le dinomore tsa bona ba dirisa tlotlofoko e e latelang: *feta, tlase, mmalwanyana, tshwana* (sekao, 'thataro e feta nne').

A barutwana ba refosane ditshodi le bobedi jo bongwe jwa barutwana mme ba boeletse tirwana.



Dipotso tse di kaelang:

★ Ke mang yo o nang le nomore e e fetang (kgolwane, godingwana)/ kwa tlase (nnyenyana, kwa tlasenyana) go na le nomore ya molekane?

★ Go na le diboloko di le kae mo toreng ya gago?

★ Ke mang yo o nang le diboloko tse di mmalwanyana/dintsinyana mo toreng ya gagwe go na le ya molekane?

★ Ke mang yo o senang diboloko mo toreng ya gagwe?

★ Ke mang yo o nang le palo e e tshwanang le ya yo mongwe mo phaposiborutelong? O itse jang?

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

Letsatsi 2

Se o se tlhokang

- Morumo: 1 le 1 (tsebe 201)
- Dikaratarontho, tshwao le tshwantshopalo 0–10 (*Kgetsana ya Didiriswa*)
- Ditshodi tse 2 tse di sephaphathi

1. **Morumo:** Bua morumo, 1 le 1.

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

3. **Go bala dilo 1–10:** Boeletsa tirwana go tswa mo Letsatsi 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?

MAELE

Dirisetsa barutwana ba ba kgonang go buisa/lemoga mafoko dikarata tsa mafokopalo.



4. **Tharabololo ya dipalo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Neela morutwana mongwe le mongwe karata ya marontho, tshwantsho kgotsa tshwaopalo.

Dipotso tse di kaelang:

- ★ A o ka mpontsha palo e e fetang nomore e e mo karateng ya gago ka nngwe/pedi/tharo kgotsa e e fetang ka nngwe/pedi/tharo ka go dirisa menwana?
- ★ Nomore ya ga _____ e feta/kwa tlasenyana go le kae mo go ya ga _____?
- ★ Ke mang yo o nang le dinotshe di le 10 mo karateng ya gagwe? Ke mang yo o nang le palo e e ka fa tlase ka tlhano mo go e?
- ★ Ke mang yo karatapalo ya gagwe e nang le dikgabo di le tlhano? Dikgabo tse tlhano di na le palogotlhe ya matsogo a le makae?
- ★ Ke mang yo o nang le dipalo tse di ka fa tlasenyana ga 6/tse dikgolonyana mo go 3?

5. **Go arogana ntle le masaledi kgotsa ka masaledi:** Baya ditshodi tse pedi mo bogareng jwa mmetshe. A bobedi jwa barutwana bo eme ka nako e le nngwe go baya dikaratapalo tsa bona mo ditshoding tse pedi.

Dipotso tse di kaelang:

- ★ A go tlaa nna le palo e e lekanang ya dikarata mo setshoding se sengwe le se sengwe?
- ★ Re tlaa batlisisa seo jang?
- ★ Re ka se kgone go kgaola dikarata ka bogare, ka jalo re tshwanetse go dirang fa go na le karata e le nngwe ya tlaletso?

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

Letsatsi 3

Se o se tlhokang

- Dikaratapalo 0–10 (*Kgetsana ya Didiriswa*)
- Phekese
- Mogala wa dinomore

1. **Pina/morumo:** A barutwana ba opele pina kgotsa ba bue morumo o ba o itlhophetseng.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba dule fatshe ba dirile sediko. Bala go simolola ka 1–10 fa o ntse o dikologa sediko.

Dipotso tse di kaelang:

- ★ Ke morutwana ofe o o tla nnang nomore 10 e e latelang?
- ★ Ke mang yo o tlaa nnang nomore 7 morago ga foo?
- ★ Re mo go nomore 4. Fa re bala go feta ka pedi, e tlaa nna palo efe?
- ★ O dirile jang go bona karabo eo?
- ★ A barutwana ba e neng e le dinomore 10, ba eme mo gare ga sediko tswetswee mme ba e neng e le dinomore 4 ba eme kwa ntle ga sediko.
- ★ A go na le bonomore 10 ba ba fetang/ba ba ka fa tlase ga bonomore 4?

4. **Practising 0–10:** Play the game, 'Pegging a number'. Peg a number between 0 and 10 to the back of a learner. Other learners give clues as the learner tries to guess what number is on his/her back, for example: 'Your number is two more than three', and so on. As the learner responds, guide him/her to the number. Encourage learners to refer to the number washing line. Repeat the activity a few times with different learners.
5. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Number dot, symbol and picture cards 1–10 (*Resource Kit*)

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 3.
4. **Practising numbers 1–10:** Play the game, 'Numbers bigger/smaller than'. Learners stand in a circle. Give each learner a number card and call out instructions, for example: 'Sit down if you have a number bigger than 4/smaller than 2.' Learners check whether their classmates are correct. Continue until all learners are sitting down.



Guiding questions:

- ★ Do you have a number that is two more than 3/three fewer than 6/half of 8/double 2, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 5

What you need

- Poster 3

1. **Song/rhyme:** Learners sing a song or say a rhyme of their choice.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Discuss Poster 3. Count the number of windy, sunny, cloudy and rainy days on the weather chart in the picture.

Guiding questions:

- ★ There are three sunny days. How many more sunny days do we need to have ten sunny days?

- Go ikatisetsa 0–10:** Tshameka motshameko wa, 'Go tshwara nomore ka phekesa'. Tshwara nomore e e magareng ga 0 le 10 mo mokwatleng wa morutwana. A barutwana ba bangwe ba neele barutwana ba bangwe motlhala jaaka ba tlaa bo ba fopholetsa gore ke nomore efe mo mokwatleng wa yo mongwe, sekao: 'Nomore ya gago e feta tharo ka pedi', jalo le jalo. Fa morutwana a tsiboga, mo kaele kwa nomoreng. Rotloetsa barutwana go lebelela mo mogaleng wa dinomere. Boeletsa tirwana gantsinyana ka barutwana ba ba farologaneng.
- Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Letsatsi 4

Se o se tlhokang

- Nomorerontho, dikaratatshwao le tshwantsho 1–10 (*Kgetsana ya Didiriswa*)

- Pina/morumo:** A barutwana ba opele pina kgotsa ba bue morumo o ba o itlhophetseng.
- Go balela kwa godimo:** 0–20 le go feta, 10–0.
- Go bala dilo 1–10:** Boeletsa tirwana go tswa mo Letsatsi 3.
- Go ikatisetsa dinomere 1–10:** Tshameka motshameko wa, 'Dinomere tse dikgolwane/nnyenyane go na le'. A barutwana ba eme mo sedikong. Neela morutwana mongwe le mongwe karatapalo mme o neele ditaello, sekao: 'Dula fatshe fa o na le nomore e kgolwane mo go 4/nnyennyane mo go 2.' A barutwana ba tlhole gore a barutwananabo ba nepile. Tswelela go fitlhelela barutwana botlhe ba dutse fatshe.



Dipotso tse di kaelang:

- ★ A o na le nomore e e fetang 3 ka pedi/e nnye ka tharo mo go 6/ halofo ya 8/sebedi sa 2, jalo le jalo?
- Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Letsatsi 5

Se o se tlhokang

- Phousetara 3

- Pina/morumo:** A barutwana ba opele pina kgotsa ba bue morumo o ba o itlhophetseng.
- Go balela kwa godimo:** 0–20 le go feta, 10–0.
- Go bala dilo 1–10:** Buisanang ka ga Phousetara 3. Bala palo ya malatsi a go leng diphefo, tlhabo ya letsatsi, maru a a thibileng mo tšhateng ya maemo a bosa mo setshwantshong.

Dipotso tse di kaelang:

- ★ Go na le malatsi a le mararo a letsatsi le tlhabileng. Re tlhoka malatsi a le makae a tlhabo ya letsatsi gore a nne lesome ka palo?

4. **Practising 0–10:** Ask questions about Poster 3. Learners can use their fingers or counters to solve problems if necessary.

Guiding questions:

- ★ How many learners do you see in the classroom?
- ★ If four learners go outside, how many learners will be left in the classroom?
- ★ How many girls are there in the classroom? If three more girls come in, how many girls will there be?
- ★ Six girls are in the classroom. Three more girls come in. How many girls are there now?
- ★ The teacher has six blocks to share equally between the three girls. How many blocks will each girl get?

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

Integration

Home Language: Critical thinking and expressing opinions.
Life Skills: Solve problems during the daily programme and explain reasoning.

Small group activities

Teacher-guided activity

What you need

- | | |
|---|---|
| <p>A tub per learner with:</p> <ul style="list-style-type: none"> • 10 animal counters • Cut-outs of 3 apples | <ul style="list-style-type: none"> • A 'fence' made of a piece of cardboard with the middle cut out • Scissors • Structure beads |
|---|---|

1. **Word problems using counters:** Learners count their animal counters. Ask word problems about the animals.

Guiding questions:

- ★ Sandile has 10 animals. He brings three animals into the shelter for the night. How many more does he need to bring in so that all the animals are inside?

2. **Sharing with a remainder:**

Learners sit in pairs opposite each other. They line up their 10 animals to face themselves.

Guiding questions:

- ★ Do you and your partner have an equal number of animals? How do you know?
- ★ Sandile wants your animals to come into his shelter two by two. Show how he could group them.
- ★ And three by three?



4. **Go ikatisetsa 0–10:** Botsa dipotso ka ga Phousetara 3. A barutwana ba dirise menwana kgotsa dibadi go rarabolola dipalo fa go tlhokega.

Dipotso tse di kaelang:

- ★ O bona barutwana ba le bakae mo phaposiborutelong?
- ★ Fa barutwana ba le bane ba ya kwa ntle, go ya go sala barutwana ba le kae mo phaposiborutelong?
- ★ Go na le basetsana ba le bakae mo phaposiborutelong? Fa basetsana ba bangwe ba bararo ba tsena, go tlaa nna le basetsana ba le bakae?
- ★ Basetsana ba le barataro ba mo phaposiborutelong. Basetsana ba bangwe ba le barao ba a tsena. Jaanong go na le basetsana ba le bakae?
- ★ Morutabana o na le diboloko di le thataro go di arogana basetsana ba bararo ka go lekana. Mosetsana mongwe le mongwe o ya go bona diboloko di le kae?

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

Tomagano

Puogae: Go akanya ga go botsa dipotso le go tlhagisa dikakanyo.

Dikgono tsa Botshelo: Rarabolola bothata ka nako ya lenaneo la letsatsi le letsatsi mme o tlhalose neelo ya mabaka.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
- 'Fense' e e dirilweng ka lenathwana la khateboto la bogare jo bo segolotsweng
 - Dibadi tsa diphologolo di le 10
 - Diapole tse di segolotsweng di le 3
 - Dikere
 - Dibaga tsa dikago

1. **Dipalofoko ka dibadi:** A barutwana ba bale dibadi tsa diphologolo. Botsa dipalofoko ka ga diphologolo.

Dipotso tse di kaelang:

- ★ Sandile o na le diphologolo di le 10. O tliša diphologolo di le tharo mo lesakeng mo mantsiboeng ao. O tlhoka go tla ka di le kae gore tsotlhe di nne mo teng?

2. **Go arogana ka go tlogela masaledi:**

A barutwana ba dule fatshe ka bobedi mme ba lebagane. A ba tlhomaganye diphologolo tsa bona tse 10 go di lebaganya le bona.

Dipotso tse di kaelang:

- ★ A wena le molekane wa gago lo na le palo e e lekanang ya diphologolo? O itse jang?
- ★ Sandile o batla gore diphologolo tsa gago di tsene mo lesakeng bobedi ka bobedi. Bontsha gore o ka di baya jang ka ditlhopha.
- ★ Le 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.



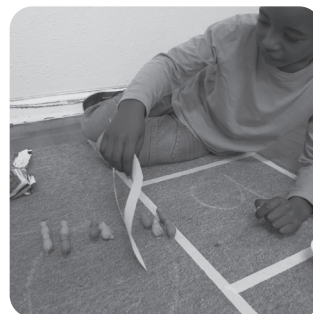
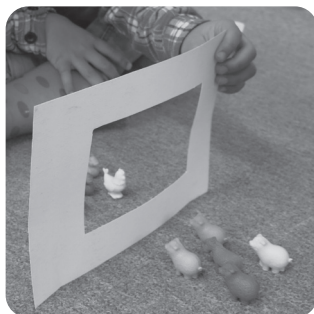
- Combinations of 10 using animal counters:** Learners arrange their animals in a vertical line. Using their 'fences', they explore how many different ways they can separate the animals into two groups.

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?

- 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.

 **MAELE**
 Gogela barutwana kwa ntlheng ya gore dilo dingwe, jaaka apole, di ka segiwa go arogangwa, fela dilo tse dingwe, jaaka diphologolo, di ka se kgone go segiwa go arogangwa.

★ O lemogang? Re ka dirang ka phologolo e e setseng?

Tsaya nako go reetsa ditshikhinyo tsa barutwana tebang le gore ba ka laola jang bothata jwa phologolo e e salang.

A barutwana ba beye diphologolo di le robedi mo ditshoding tsa bona mme ba ntshe diapole tse tharo tse di segolotsweng.

★ O ka arogaganya jang diphologolo tse pedi diapole tse tharo tse ka go lekana?

A barutwana ba leke go rarabolola bothata. Fa ba lemoga gore go setse apole e le nngwe, buisanang gore apole e ka segiwa jang ka halofo go e aroganya ka go lekana.



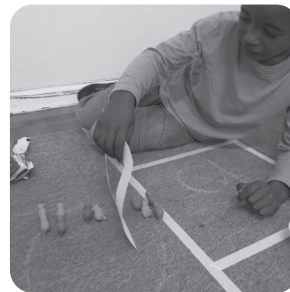
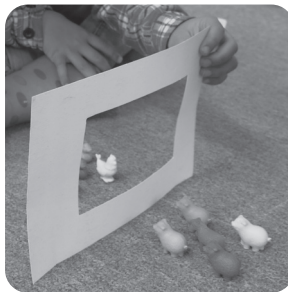
3. **Kopanyo ya 10 ka go dirisa dibadi tsa diphologolo:** A barutwana ba rulaganye diphologolo tsa bona ka mothalo o o tsepameng. Ka go dirisa 'difense' tsa bona, a ba batlisisa gore ke ditsela di le kae tse di farologaneng go ka arogana diphologolo ka ditlhophha tse pedi.

Dipotso tse di kaelang:

★ A o ka baya 'fense' ka tsela e e leng gore go nna le diphologolo di le nne mo ntlheng e nngwe ya fense?

A barutwana ba 'fense' diphologolo di le nne mme ba di bale.

A barutwana ba okomele mo fenseng.



★ Go na le diphologolo di le kae mo ntlheng e nngwe ya fense?

★ Go na le palogotlhe ya diphologolo di le kae?

A barutwana ba bale diphologolo tse di ka fa ntlheng e nngwe ya fense mme o boeletse tirwana ka dikopano tse dingwe tse di dirang 10.

★ A o ka baya fense ka tsela e e leng gore go nna le palo e e tshwanang gotlhelele, ya diphologolo mo dintlheng tsotlhe?

4. **Dikopano tsa 10 ka go dirisa dibaga tsa dikago:** Kopa barutwana go supa dibaga di le tlhano. Ba kope go dira seno ntle le go bala ka bonngwe. A barutwana ba tshware dibaga di le tlhano mme ba simolole palo ya bona go tswa mo go 5.

Bala go tloga ka 5 go fitlha ka 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 di kaelang:

★ O badile dibaga di le dintsi ka bokae?

Tshwara dibaga di le nne/thataro/tharo. Bala go simolola mo go 4 go ya go 7/10/9, jalo le jalo.

★ Jaanong o na le dibaga di le kae?



Netefatsa gore barutwana ba kgona go:

- rarabolola dipalo ka dinomere 0–10
- bala go simolola ka nomere e e neetsweng – go fitlha go 10
- arogana dibadi ka go lekana go bo go nna le masaledi
- tlaola ditlhophha tse di kopanang go dira 10

Seteišenetiro 1

Se o se tlhokang

- Pampiri ya A4 – lenathwana le le 1 la morutwana mongwe le mongwe
- Sepontšhe/khotenewulu/ dikotana tsa ditsebe
- Pente mo ditshoding tse di seng boteng
- Dikherayone

A barutwana ba mene ditsebe tsa bona ka bogare. A ba kwale nomere e e magareng ga 1 le 5 kwa godimo mo letlhakoreng le lengwe la tsebe. A ba tsenye sepontšhe/khotenewulu/ kotana ya ditsebe/menwana ya bona mo penteng mme ba dire palo e e tshwanang ya marontho le nomere e ba e kwadileng. A ba mene tsebe mme ba e gatelele go dira palo e e tshwanang mo ntlheng e e lebaganeng ya tsebe. A ba bale gore jaanong ba na le marontho a le makae mme ba kwale nomere eo.



Seteišenetiro 2

Se o se tlhokang

- Tege ya go tshameka le mmetshe
- Seporo sa dinomere 0–10 – se le 1 sa morutwana mongwe le mongwe

A barutwana ba bope 'ditenya/diboloko' go tswa mo tegeng ya go tshameka mme ba age ditora go nyalanya dinomere mo seporong sa dinomere 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.

Seteišenetiro 3

Se o se tlhokang

- Matshwaopalo 0–10 (*Kgetsana ya Didiriswa*) – a le 8 a bobedi bongwe le bongwe jwa barutwana
- Dibolokokgogedi

A barutwana ba dire ka bobedi go tshameka motshameko wa, 'Aga mme o bapise'. Morutwana mongwe le mongwe o na le matshwaopalo a le mane mo ngataneng. Fa mongwe le mongwe wa bona a pitikolola letshwaopalo, mmogo ba bue ba re, 'Nngwe, pedi, tharo bapisa.' Morutwana mongwe le mongwe o bua nomore ya gagwe mo molekaneng wa gagwe, 'Ke na le ____.' A mongwe le mongwe a dirise dibolokokgogedi go aga tora go emela nomore ya gagwe. A ba bapise ditora tsa bona le dinomore tsa bona ba dirisa tlotlofoko e e latelang: *feta, nnye, mmalwanyana, tshwana* (sekao, 'thataro e feta nne').

A ba boeletse seno gararo gape ka go dirisa matshwaopalo a a farologaneng. A ba refosane disete tsa bona tsa matshwaopalo le barutwana ba bangwe mme ba tshameke motshameko gape.



Seteišenetiro 4

Se o se tlhokang

- Dibuka tsa dinomore go tswa mo Beke 7
- Dikhokhi/dikherayone
- Pampiri ya A4
- Seteipolarara

A barutwana ba tlatse ditsebe tsa 6–10 mo dibukeng tsa bona tsa dinomore. A ba dire dienfolopo mo dibukeng tsa bona (ka go mena le go tlapisa ditsebe tsa A4). A ba kwale maina a bona le dinomore tsa malapa a bona mo bopeleng jwa enfolopo.



 **MAELE**
A barutwana ba itlhamele setshwantsho sa bona sa 'nomore' fa ba feditse.

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

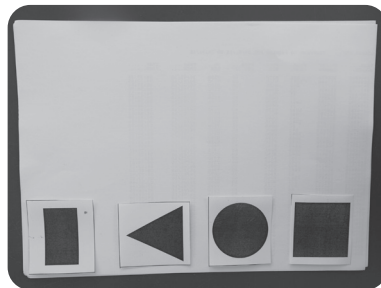
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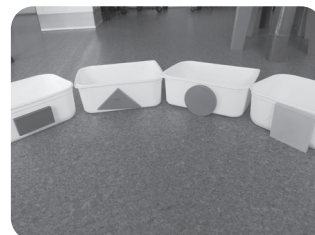
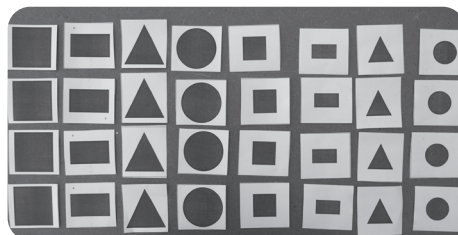
Getting ready

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)

Karoloteng e e Lebeletsweng: Boalo le Popego (Jeometeri)

Ditlhogo

- Diponagalo tsa dipopego

Kitso e ntšhwa

- Rulaganya dipopego go ya ka bogolo, mmala le popego
- Tshomarelo ya dipopego

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Dipopego: sediko, khutlonne, khutlotharo, khutlonnetsepa
- Kakanyo ya bodilo jwa setshwantsho

Tlotlofoko e ntšhwa ya dipalo

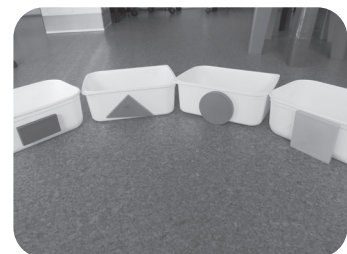
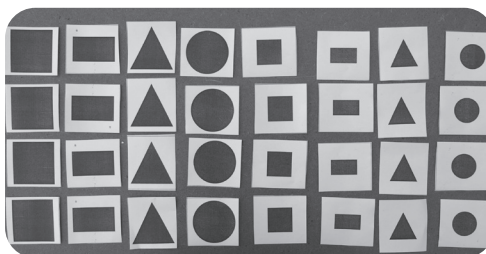
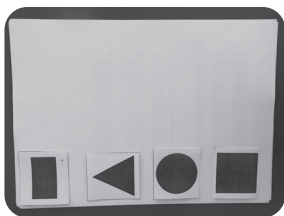
bogale

kgolokwe

Ipaakanye

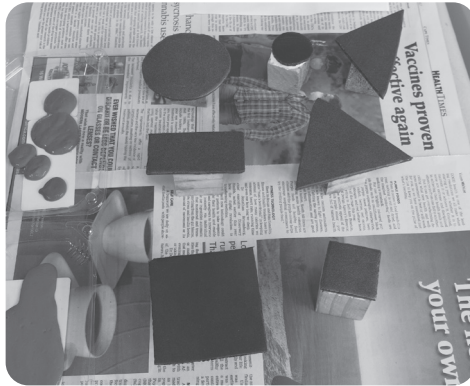
O tlaa tlhoka go baakanyetsa ditirwana tsa beke eno, dilo tse di latelang:

- phousetara ya khateboto e na le dipopego tse di segolotsweng (khutlonnetsepa, khutlotharo, sediko le khutlonne, tsoitlhe ka mmala o o tshwanang)
- ditshwantsho di le 6 tsa dilo tse di tlwaelegileng di na le dipopego tsa sediko, khutlotharo, khutlonne le khutlonnetsepa mo go tsona (lebelela tsebe 157).
- dikarata tsa dipopego di le 32 di ntse jaana:
 - dipopego tse di serolwana di le 8: sediko se le 1 se segolo le se le 1 se sennye, khutlonne, khutlonnetsepa le khutlotharo
 - dipopego tsa mmala wa botala jwa legodimo di le 8: sediko se segolo se le 1 le se sennye se le 1, khutlonne, khutlonnetsepa le khutlotharo
 - dipopego tse dikhibidu di le 8: sediko se segolo se le 1 le se sennye se le 1, khutlonne, khutlonnetsepa le khutlotharo
 - dipopego tse ditala di le 8: sediko se segolo se le 1 le se sennye se le 1, khutlonne, khutlonnetsepa le khutlotharo

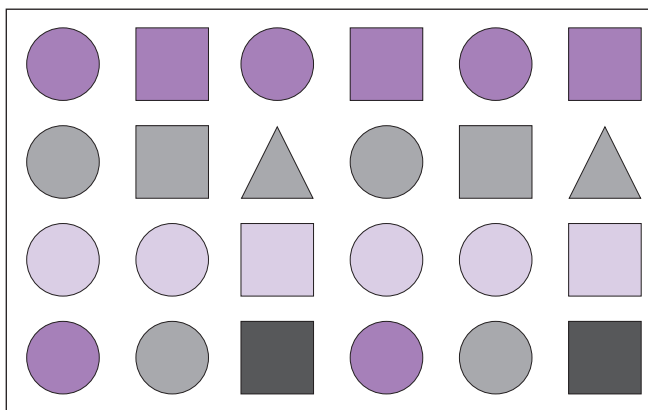


- mabokoso a le 4 le lengwe le le lengwe le tshwailwe ka popego e e farologaneng (khutlonne, sediko, khutlotharo, khutlonnetsepa)

- 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

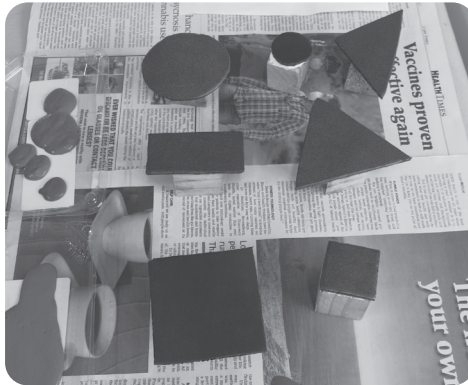
Day 1

What you need

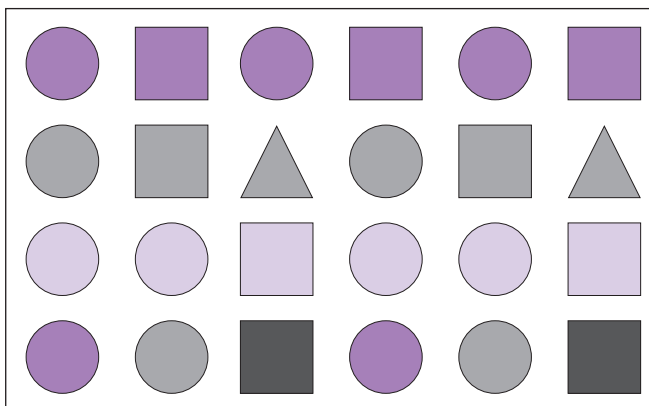
- Song: *If you're holding a square* (page 200)
- Circle-, square-, triangle- and rectangle-shaped objects in a bag
- Cardboard poster with shape cut-outs
- Chalk
- 4 shape cards (circle, rectangle, square, triangle)
- Recorded music (or a musical instrument)

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 tsa Bingo tsa dipopego di le 4 (*Kaedi ya Ditirwana: Kgweditharo 3*, tsebe 218)
- dipopego tsa pampiri tsa bogolo le mmala o o farologaneng (sediko, khutlonne, khutlotharo, khutlonnetsepa)
- dithempoleite tsa dipopego (di segolotswe go tswa mo sepontšheng kgotsa setaerofoaumung) go gatisiwa



- dikarata tsa dipaterone ka dipaterone tsa dipopego tse di farologaneng mo go tsona – e le 1 ya morutwana mongwe le mongwe



- diphazele tsa dikarolo di le masomepedinne (tsebe 223).

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Pina: *Fa o tshwere khutlonne* (tsebe 201)
- Dilo tsa sebopego sa sediko-, khutlonne-, khutlotharo- le khutlonnetsepa mo kgetsaneng
- Phousetara ya khateboto ya dipopego tse di segolotsweng
- Tšhoko
- Dikarata tsa dipopego di le 4 (sediko, khutlonnetsepa, khutlonne, khutlotharo)
- Mmino o o rekotilweng (kgotsa seletswa)

1. **Pina:** Opela pina, *Fa o tshwere khutlonne*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Ka bobedi, a morutwana wa ntlha a tlhophe nomore e e ka fa tlase ga 10, sekao, 6 mme a tlole ga makgetlho a a lekanang le nomore eo a ntse a bala. A morutwana yo mongwe a bue gore o akanya gore go tlhokagala metlolo e le kae go dira 10 mme a tlhole seo ka go tlola le go bala. A ba refosane diabe.

4. **From 3-D to 2-D:** Learners sit in a circle. Place the shape poster in the middle of the circle. Pass around the bag of objects. Learners take turns to identify a shape on the poster and feel for the object in the bag that matches it. The object is placed on top of the shape.

Guiding questions:

- ✦ Can you feel an object that has a circle/square/rectangle/triangle shape?
- ✦ Can you match the object to a shape on the board?
- ✦ What does the object feel like?
- ✦ What is the same about this object and the shapes on the poster?
- ✦ What is this shape called?

5. **Properties of shapes:** Use chalk to draw one large circle, square, triangle and rectangle on the floor. As the music plays, learners move around the classroom. When the music stops, hold up a shape card. Learners stand around the shape drawn on the floor.

Guiding questions:

- ✦ What is this shape called?
- ✦ How many sides/corners/straight sides/curved sides does it have?

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

Day 2

What you need

- Song: *A circle's like a ball* (page 200)
- Pictures of everyday objects containing shapes
- 32 shape cards
- Prestik

1. **Song:** Sing the song, *A circle's like a ball*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Learners stand in groups and count in response to the question below.

Guiding questions:

- ✦ How many learners are wearing jerseys/shoes with laces/walked to school, and so on?

4. **Practising shapes:** Arrange shape cards into separate piles according to shape. Display one of the pictures of everyday objects. Invite learners to place a shape card on the corresponding shape in the picture. Discuss the shapes with learners.

Guiding questions:

- ✦ Can you match one of these shapes to what is in this picture? What shape is it?
- ✦ How do you know it's a square/rectangle/circle/triangle?
- ✦ Why is it not a square/rectangle, and so on?



4. **Go tswa go 3-D go ya go 2-D:** A barutwana ba dule fatshe ba dirile sediko. Baya phousetara ya dipopego mo gare ga sediko. Fetisa kgetsana ya dilo. A barutwana ba refosanele go tlhaola popego e ba e bonang mo phousetareng mme ba batle e e utlwalang jaaka yona mo kgetsaneng. A selo se bewe mo godimo ga popego.

Dipotso tse di kaelang:

- ✦ A o kgona go utlwa selo se se nang le popego ya sediko/khutlonne/khutlonnetsepa/khutlotharo?
- ✦ A o ka nyalanya selo le popego e e mo botong?
- ✦ Selo se utlwala jaaka eng?
- ✦ Ke eng se se tshwanang ka ga selo se le dipopego mo phousetareng?
- ✦ Popego eno e bidiwang?

5. **Diponagalo tsa dipopego:** Dirisa tšhoko go thala sediko, khutlonne, khutlotharo le khutlonnetsepa e kgolo e le nngwe mo bodilong. Fa mmimo o ntse o lela, a barutwana ba tsamaye tsamaye mo phaposiborutelong. Fa mmimo o emisiwa, tsholetsa karata ya popego. A barutwana ba eme ba potologile popego e e thadilweng mo bodilong.

Dipotso tse di kaelang:

- ✦ Popego eno e bidiwang?
- ✦ E na le matlhakore/dikhutlo/matlhakore a a tlhamaletseng/matlhakore a a kgogoropo a le makae?

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

Letsatsi 2

Se o se tlhokang

- Pina: *Sediko se tshwana le kgwele* (tsebe 201)
- Dikarata tsa dipopego di le 32
- Ditshwantsho tsa dilo tse di tlwaelegileng di na le dipopego
- Sekgomaretsi

1. **Pina:** Opela pina, *Sediko se tshwana le kgwele*, ka ditiragatso.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba eme ba le mo ditlhopheng mme ba bale go tsibogela potso e e fa tlase.

Dipotso tse di kaelang:

- ✦ Ke barutwana ba le bakae ba ba apereng dijeresi/ba ba rweleng ditlhako tsa megala/ba ba yang sekolong ka dinao, jalo le jalo?

4. **Go ikaisetsa dipopego:** Rulaganya dikarata tsa dipopego ka dingatana tse di aroganeng go ya ka popego. Bontsha e nngwe ya ditshwantsho tsa dilo tse di tlwaelegileng. Laletsa barutwana go baya dikarata tsa dipopego mo dipopegong tse di tsamaelanang le tsona mo setshwantshong. Buisanelang dipopego le barutwana.

Dipotso tse di kaelang:

- ✦ A o ka nyalanya nngwe ya dipopego tseno le se se mo setshwantshong? Ke popego ya eng?
- ✦ O itse jang gore ke khutlonne/khutlonnetsepa/sediko/khutlotharo?
- ✦ Goreng e se khutlonne/khutlonnetsepa, jalo le jalo?



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

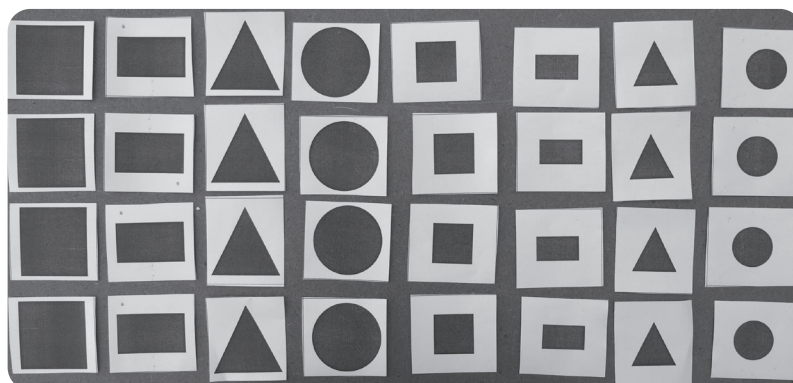
1. **Song:** Sing the song, *Shape Hokey Pokey*, with actions.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Use chalk to draw a large circle, square, triangle and rectangle on the floor. Invite a few learners to stand inside the circle.

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 ga dipopego tse dingwe mo phaposiborutelong.

- ✦ A o kgona go bona nngwe ya dipopego tseno mo phaposiborutelong? A barutwana ba tseye letsholo la go tsomana le dipopego kwa ntle.
- ✦ Lebelela dithaere/ditena/matlhabaphefo. O bona popego efe?
- ✦ A o bona marulelo a sebopego sa khutlotharo?
- ✦ A o bona sengwe se se tshwanang le sediko?

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

Letsatsi 3

Se o se tlhokang

- Pina: *Popego ya Hokhi Phoki* (tsebe 201)
- Tšhoko
- Dikarata tsa dipopego di le 32

1. **Pina:** Opela pina, *Popego ya Hokhi Phoki*, ka ditiragatso.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Dirisa tšhoko go thala sediko, khutlonne, khutlotharo le khutlonnetsepa e kgolo mo bodilong. Laletsa barutwana ba le mmalwa go ema ka fa gare ga sediko.

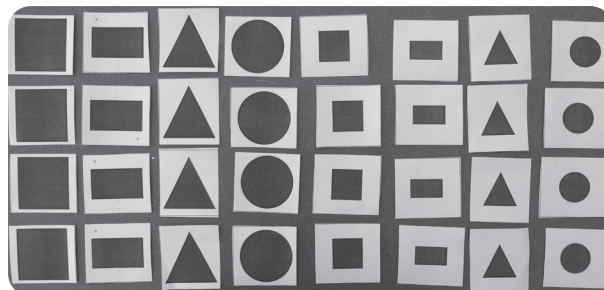
Dipotso tse di kaelang:

- ✦ Go na le dinao di le kae mo sedikong?
- ✦ Go na le diatla di le kae mo sedikong?
- ✦ Go na le _____ di le kae mo sedikong?

Boeletsa ka dipopego tse dingwe.

4. **Mmala, bogolo le popego:** Neela morutwana mongwe le mongwe karata ya dipopego. Bua leina la popego. A morutwana yo o tshwereng popego eo a ye kwa popegong e e nyalanyang le yona mo bodilong. A ba opelele le go binela popego ya bona pina ya *Popego ya Hokhi Phoki*. Bua leina le lengwe la popego mme o boeletse tirwana.

Kokoanya dikarata tsa dipopego mme o di rulaganye mo bodilong ka dikholomo go ya ka popego, bogolo le mmala gore o nne le dikarata di le nne mo go nngwe le nngwe ya dikholomo di le robedi. A barutwana ba refosanele go batla dipopego go ya ka diponagalo tse o di bitsang (mmala, bogolo le popego).



Ditaello tse di kaelang:

- ✦ Batla sediko sa mmala wa botala jwa legodimo se segolo, jalo le jalo.
 - ✦ Kgoma dipopego tsotlhe tse dikhibidu/dikhutlotharo tse dinnye.
5. **Ditirwana tsa ditlhophu tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

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 4

Se o se tlhokang

- Pina: *Sediko se tshwana le kgwele* (tsebe 201)
- Matshwaopalo 1–10
- Dikarata tsa dipopego di le 32
- Dibolokoponagalo (*Kgetsana ya Didiriswa*)
- Dikaratarontho 1–10 (*Kgetsana ya Didiriswa*)

1. **Pina:** Opela pina, *Sediko se tshwana le kgwele*, ka ditiragatso.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Baya matshwaopalo 1–10 mo phaposing. Tsholeletsa karatarontho le metsamao/metlolo/metlolatlolo ya barutwana kwa letshwaopalong le le nepagetseng.
4. **Go ikatisetsa diponagalo tsa dipopego:** A barutwana ba dule fatshe ba hularelane. Neela morutwana mongwe le mongwe boloko ya ponagalo, e ba se kitlang ba e bontsha balekane ba bona. A bobedi bongwe bo botse dipotso ka ga dipopego tsa balekane go kgona go ka lekanyetsa gore ke eng.

Dipotso tse di kaelang:

- ★ A e na le matlhakore a a tlhamaletseng?
- ★ E na le matlhakore/dikhutlo di le kae?

Baya bolokoponagalo fa morago ga gago. Tlhalosa popego mme o letle barutwana go fopholetse gore ke eng.

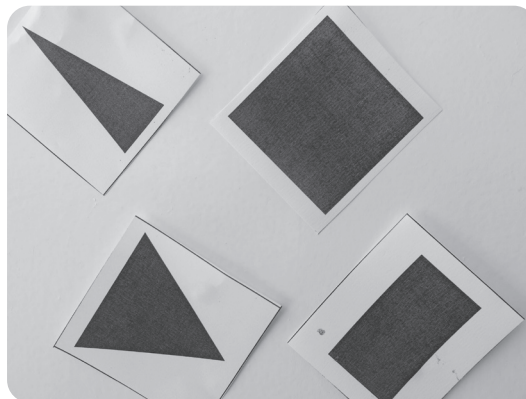
- ★ E na le matlhakore a le 4 a a lekanang le dikhutlo di le 4. Ke eng?
- ★ E na le matlhakore a 2 a maleele le a 2 a makhutshwane. Ke eng?

Tlhopha dikarata tsa dipopego di le mmalwa mme o di beye mo loboteng ka mekgwa e e farologaneng, sekao, o di kgonamisitse, di le mo matlhakoreng. Kopa barutwana go tlhaola dipopego.



MAELE

Go bontsha ditshwantsho mo maemong a a farologaneng go thusa barutwana go tlhaola dipopego le fa di ka tswa di tlhagisitse ka ditsela tse di farologaneng.



Dipotso tse di kaelang:

- ★ O bona popego efe? O itse jang?
- ★ A o kgona go bona khutlotharo? O itse jang gore ke khutlotharo?

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

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 5

Se o se tlhokang

- Mabokoso a le 4 a a tshwailweng • Dikarata tsa dipopego di le 32 ka dipopego tse di farologaneng
- Phousetara 9

1. **Pina:** A barutwana ba itlhophele pina ya popego e ba ka e opelang.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba eme ba bapile ka bobedi. A ba bale ba ntse ba tlola tlola mmogo makgetlho a le mabedi kwa pele, jaanong a ba fetole ntlhakaelo mme ba bale le go tlola tlolela kwa pele makgetlho a mabedi gape. A ba tswelele go fitlhelela ba fitlha kwa go 10.
4. **Go ikatisetsa dipopego:** Phatlhalatsa dikarata tsa dipopego mo mmetsheng mme o bontshe mabokoso a a tshwailweng ka dipopego tse di farologaneng. A barutwana ba refosanele go tlhopha dikarata tsa dipopego le go di tsenya mo lebokosong le le nepagetseng.

Dipotso tse di kaelang:

- ★ Popego ya gago ke ya lebokoso lefe?
 - ★ Popego ya gago e tshwana jang le e e kwa ntle ga lebokoso?
5. **Go lemoga dipopego:** Buisanang ka ga Phousetara 9. Buang ka ga se barutwana ba se bonang mo setshwantshong.

Dipotso tse di kaelang:

- ★ O kgona go bona dipopego dife mo kagong ya mmala wa namune? O kgona go bala dikhutlonne/dikhutlonnetsepa di le kae? O itse jang gore ke khutlonne/khutlonnetsepa?
 - ★ A o kgona go bona dipopego tse dingwe mo loboteng fa morago ga Malusi? Ke popego efe? O ka bona gape kae popego eno mo setshwantshong?
 - ★ O kgona go bona dipopego tsa sediko di le kae? Di fa kae? Ke sediko sefe se segolo go gaisa/senye go gaisa? O kgona go bona didiko di le kae?
 - ★ O bona dipopego dife mo loboteng la kago ya lebenkele? Khutlonne/khutlonnetsepa e na le matlhakore/dikhutlo di le kae?
 - ★ O ka bona kae dikhutlotharo tse dinnye mo ntlong ya ga Malusi le ya ga Nkoko?
6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Tomagano

Puogae: Kgolo ya tlotlofoko, 'bontsha o bolele', temogo ya mafoko a dipopego.

Dikgono tsa Botshelo: Lemoga le go tlhalosa dipopego mo teng le kwa ntle ga phaposiborutelo; popego ya sekotšhe. (Thala keriti ya popego ya sekotšhe kwa ntle. A barutwana ba refosanele go latlhela dibinibeke mo popegong, ba tlola tlole mo godimo ga popego moo binibeke e welang gona mme ba tlolele mo teng ga dipopego tse dingwe.)



Small group activities

Teacher-guided activity

What you need

- Poster 7
- Tub per learner with:
 - 20 counting sticks
 - A small ball of playdough
- 32 shape cards
- A playdough mat – 1 per learner
- 4 shape Bingo boards (made in Term 3)
- 10 attribute blocks (*Resource Kit*) of the same shape (big and small) per pair of learners

1. **Word problems:** Ask learners to look at Poster 7. They can use their counters or their fingers to solve the problems.

Guiding questions:

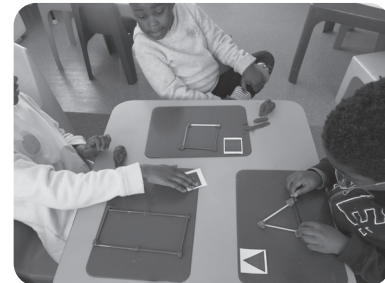
- ★ There are two wooden elephants and two wooden giraffes for sale at the market. How many wooden animals are there for sale?
- ★ The man is cooking five sausages. If seven people want a sausage, how many more sausages must he cook?
- ★ How many apples does the fruit seller have on her table? The fruit seller wants to put the apples into bags with three apples in each bag. How many bags can she fill?

2. **Counting objects 1–10:** Learners each count out 10 counting sticks from their tubs.

Guiding questions:

- ★ How many of your sticks are red/yellow/green, and so on?

3. **Building a shape:** Give learners different shape cards: triangle, square and rectangle. Learners use their sticks to copy the shape on their card. Show learners how to use playdough to hold the ends of the sticks in place.



Guiding questions:

- ★ What shape do you have?
- ★ How many sticks do you need to make this shape?
- ★ Can you turn your shape into a triangle/rectangle/square?

4. **Shape Bingo:** Learners work in pairs. Give each pair of learners a Bingo board and some shape cards. Say the name and size of a Bingo board shape, for example, a big circle, a small triangle. If learners have the shape of this size amongst the cards they were given, they place it on the corresponding block of the Bingo board.



Check that learners are able to:

- count objects 1–10
- orally solve problems with numbers 0–10
- identify several attributes of a shape – colour, shape, size
- match shapes
- copy shapes

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Phousetara 7
- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dikota di le 20 tsa go bala
 - Kgwele e nnye ya tege ya go tshameka
- Dikarata tsa dipopego di le 32
- Mmetshe wa tege ya go tshameka – o le 1 wa morutwana mongwe le mongwe
- Diboto tsa Bingo tsa dipopego di le 4 (tse di dirilweng mo Kgweditharo 3)
- Dibolokoponagalo di le 10 (*Kgetsana ya Didiriswa*) tsa popego e e tshwanang (tse dikgolo le tse dinnye) tsa bobedi bongwe le bongwe jwa barutwana

1. **Dipalofoko:** Kopa barutwana go lebelela Phousetara 7. Ba ka nna ba dirisa dibadi tsa bona kgotsa menwana go rarabolola dipalo.

Dipotso tse di kaelang:

- ★ Go rekisiwa ditlou tse pedi tsa mapolanka le dithutlwa tse pedi tsa mapolanka kwa mmarakeng. Go na le diphologolo di le kae tsa mapolanka tse di rekisiwang?
- ★ Monna o apaya disoseije di le tlhano. Fa batho ba le supa ba batla soseije, o tshwanetse go apaya gape disoseije di le kae?
- ★ Morekisamaungo o na le diapole di le kae mo tafoleng ya gagwe? Morekisamaungo o batla go tsenya diapole mo kegtsaneng, e le diapole di le tharo mo kgetsaneng e nngwe le e nngwe. O ka tlatsa dikgetsana di le kae?

2. **Go bala dilo 1–10:** A barutwana ba bale dikota tsa go bala di le 10 go tswa mo ditshoding tsa bona.

Dipotso tse di kaelang:

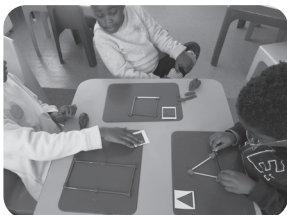
- ★ Dikota tsa gago tse dikhibidu/serolwana/tala, jalo le jalo di kae?

3. **Go aga popego:** Neela barutwana dikarata tsa popego tse di farologaneng: khutlotharo, khutlonne le khutlonnetsepa. Barutwana ba dirisa dikota tsa bona go kopolola popego mo dikarateng tsa bona. Bontsha barutwana gore tege ya go tshameka e dirisiwa jang go tshwara dintlha tsa dikota.

Dipotso tse di kaelang:

- ★ O na le popego efe?
- ★ O tlhoka dikota di le kae go dira popego eno?
- ★ A o ka fetola popego ya gago go nna khutlotharo/khutlonnetsepa/khutlonne?

4. **Popego ya Bingo:** A barutwana ba dire ka bobedi. Neela bobedi bongwe le bongwe jwa barutwana boto ya Bingo le dikarata tsa dipopego dingwe. Bua leina le bogolo jwa popego ya boto ya Bingo, sekao, sediko se segolo, khutlotharo e nnye. Fa barutwana ba na le dipopego tsa bogolo jono mo gare ga dikarata tse ba di neetsweng, ba di beye mo bolokong jwa boto ya Bingo jo bo tsamaelanang le tsona.



Netefatsa gore barutwana ba kgona go:

- bala dilo 1–10
- rarabolola dipalo tsa 0–10 ka molomo
- tthaola diponagalo di le mmalwa tsa popego – mmala, popego, bogolo
- nyalanya dipopego
- kopolola dipopego



TIP

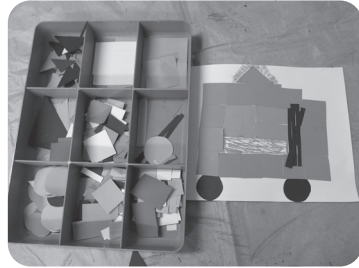
Link this activity to the theme for the week.

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.

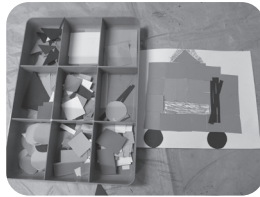


Seteišenetiro 1

Se o se tlhokang

- Dipopego tse di farologaneng tsa dipampiri tsa mebala (sediko, khutlonne, khutlotharo, khutlonnetsepa) tsa bogolo jo bo farologaneng
- Dikherayone
- Pampiri
- Sekgomaretsi
- Pampiri ya A4 ya morutwana mongwe le mongwe

A barutwana ba kgomaretse dipopego mo pampiring go dira ditshwantsho/dithalo.



Seteišenetiro 2

Se o se tlhokang

- Dithempoleite tsa dipopego tse di segolotsweng tsa sepontšhe kgotsa setaerofoumo
- Pente mo dijaneng tse di seng boteng
- Pampiri – lenathwana le le 1 la morutwana mongwe le mongwe
- Mmetshe wa polasetiki
- Dikhiba

A barutwana ba tobetse dithempoleite tsa dipopego mo penteng le go di gatelela mo pampiring go dira methalo ya dipopego.



Seteišenetiro 3

Se o se tlhokang

- Dikarata tsa dipaterone tsa dipopego – e le 1 ya morutwana mongwe le mongwe
- Dibolokoponagalo (*Kgetsana ya Didiriswa*)

A barutwana ba tlopho karata ya paterone ya dipopego le go dirisa dibolokoponagalo go kopolola dipaterone.

Seteišenetiro 4

Se o se tlhokang

- Diphazele tsa dikarolo di le masomepedinne (tsebe 223)
- Mefuta e mengwe ya diphazele

A barutwana ba feleleletse diphazele go latela bokgoni jwa 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).

Karoloteng e e Lebeletsweng: Go Ranola Tshedimosetso

Ditlhogo

- Kokoanya le go rulaganya dilo
- Tlhagisa dilo tse di kokoantsweng le go rulaganngwa
- Buisana le go bega ka dilo tse di kokoantsweng le go rulaganngwa

Kitso e ntšhwa

- Kerafotshwantsho ka go dirisa sete e e okeditsweng ya tshedimosetso

Ikatise

- Go balela kwa godimo: kwa pele 0–20 le go feta, kwa morago 10–0
- Go bala dilo 1–10
- Go latedisanya dinomere 1–10
- Tharabololo ya dipalo 1–10
- Ntsi, mmalwanyana, lekana
- Lekanyetsa
- Kokoanya, rulaganya le go tlhagisa dilo tse di kokoantsweng
- Sekaseka le go bega ka ga tshedimosetso

Tlotlofoko e ntšhwa ya dipalo

gongwe

kgonega

netefatsa

Ipaakanye

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

- neela dikarata tsa maina a dikgwedi tsa ngwaga go simolola ka Firikgong go ya go Sedimonthole (bophara jwa 8 cm)
- maina a barutwana le dikarata tsa letlha la botsalo (bophara jwa 8 cm)
- ditherei tse 2: e le nngwe e tshwailwe 'thata' le setshwantsho sa phensele; e le nngwe e tshwailwe 'bonolo' le setshwantsho sa pampiri ya ntlwanaboithusetso
- tsebe ya bogolo jwa phousetara e arogantswe ka diboloko di le 4. Tshwaya boloko e nngwe le e nngwe ka go thala molantle wa setshwantshonyana sa kolo, motho, sejalo kgotsa phologolo mo sekhutlong se sengwe (lebelela tsebe 183) – phousetara e le 1 ya setlhopha se sengwe le se sengwe
- ditshodi di le 11 (seka, dikopi tsa yokate) nngwe le nngwe e tshwailwe ka nomere go simolola ka nomere 0 go ya go 10
- mebala e le 4 ya tege ya go tshameka
- kokoanyo ya dilo tse dinnye di le nne tsa mefuta e e farologaneng, seka, dikgopana, dikota, matlhare, matlapana
- sekgemetšhana se se nang le ditshwantsho tse 6 tsa maungo – se le 1 sa morutwana mongwe le mongwe
- keriti ya maungo ya A4 e e nang le ditshwantsho tse 6 tsa maungo le mela e le 5 – e le 1 ya morutwana mongwe le mongwe (tsebe 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.

Ditirwana tsa phaposiborutelo yotlhe

Letsatsi 1

Se o se tlhokang

- Pina: *Dikgwedi tsa ngwaga* (tsebe 201)
- Tšhate ya ditlha
- Tšhate ya maemo a bosa
- Tšhate ya malatsi a botsalo

MAELE

Kopa barutwana go tla ka mabokoso a sesepa sa meno go a baya mo tafoleng ya dipalo go tla ba a rulaganya.

MAELE

Kopa barutwana go tshikhinya dipotso tse ba ka ratang go di botsa.

1. **Pina:** Opela pina, *Dikgwedi tsa ngwaga*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** A barutwana ba eme ba dirile sediko. A ba tlolele mo sedikong fa ba tlapile meno ka mofuta wa sesepa sa meno se se kailweng.

Dipotso tse di kaelang:

- ★ Tlolela mo sedikong fa o tlapile meno ka Colgate/Aquafresh/Mentadent P mo mosong ono.
- ★ A o akanya gore mo gare ga sediko go na le barutwana ba feta/ka fa tlase ga 10?

Bala barutwana ba ba mo gare ga sediko.

- ★ A tekanyetso ya gago e ne e le gaufi?

4. **Go kokoanya le go rulaganya tshedimosetso:** Lebelelang tšhate ya malatsi a botsalo mmogo.

Dipotso tse di kaelang:

- ★ Go na le dikgwedi di le kae mo ngwageng?
 - ★ Ke ka dikgwedi dife tse go leng tsididi/bolelo/pula e nang? O itse jang?
 - ★ Re itse jang gore gajaana re mo kgweding efe?
 - ★ Go na le malatsi a le makae a botsalo mo tšhateng ya rona? O itse jang?
- Supa dikgwedi tse di farologaneng mme o kope barutwana go di bitsa ka maina.
- ★ O itse jang leina la kgwedi eno?
 - ★ Ke kgwedi efe e e tlang morago/pele ga _____?

Opela pina ya, *Dikgwedi tsa ngwaga* gape mme o kope barutwana go tsholetsa diatla tsoopedi fa ba utlwa leina la kgwedi e ba tshotsweng mo go yona.

Kopa morutwana go supa kgwedi nngwe le nngwe. A barutwana ba eme fa malatsi a bona a matsalo a le mo kgweding e e supilweng.

- ★ Ke kgwedi efe e o akanyang gore e na le malatsi a mantsi a matsalo? O itse jang?

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

Letsatsi 2

Se o se tlhokang

- Pina: *Nka rulaganya* (tsebe 201)
- Dikarata tsa maina a dikgwedi tse 12 tsa ngwaga

1. **Pina:** Opela pina, *Nka rulaganya*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.



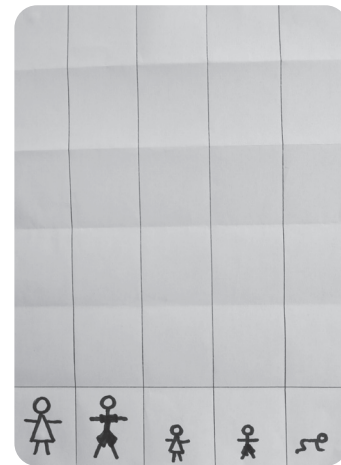
TIP

Design and illustrate a page for learners to take home to collect data about their families.

3. **Counting objects 1–10:** Repeat the activity from Day 1, but with a focus on the learners' families.

Guiding questions:

- ★ Jump into the circle if you have older/younger brothers/sisters, grannies/aunts living with you.
- ★ Do you think there will be more learners in the group who have cousins living with them than the group of learners who don't?
- ★ Was your estimation close?



4. **Ordering months:** Learners sit in a circle. Spread the 12 month cards out in the middle. Choose a learner who has a birthday in the first month of the year. He/she points to the month on the birthday chart. Ask different learners to fetch the months that are pointed to. Suggest putting the months in order.

Guiding questions:

- ★ Which month comes first?
The learner holding that card stands first.
 - ★ Which month should be placed next/last?
 - ★ Which month comes before/after the month that your birthday is in?
- Repeat with other learners.

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

Day 3

What you need

- Song: *I can sort* (page 200)
- 12 months of the year cards
- A drum
- Prestik

1. **Song:** Sing the song, *I can sort*.
2. **Oral counting:** 0–20 and beyond, 10–0.
3. **Counting objects 1–10:** Repeat the activity from Day 1.

Guiding instructions:

- ★ Jump into the circle if you have a dog/cat/chicken/fish at home.
- ★ Count the learners who jump into the circle and ask related questions.

4. **Collecting, sorting and representing data:** Place the 12 months of the year cards in order with space in between for the learners to arrange themselves in line next to these. Play the drum for learners to move freely. When the music stops, the learners line up next to the month in which they were born. They sit in a line facing their card.



TIP

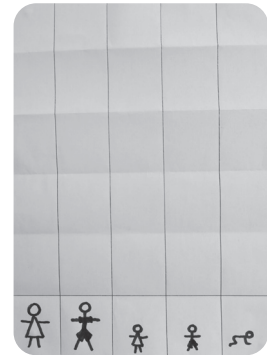
Discuss a way to record and represent which animals the learners have at home.

MAELE
Thala le go tshwantsha tsebe gore barutwana ba ye ka yona gae go kokoanya tshedimosetso ka ga malapa a bona.

3. **Go bala dilo 1–10:** Boeletsa tirwana ya Letsatsi 1, mme o totile thata malapa a barutwana.

Dipotso tse di kaelang:

- ★ Tlolela mo sedikong fa o na le bomogolo/ bomonnao/bokgaisadio, bonkokoagomogolo/ bommangwanaago ba o nang le bona.
- ★ A o akanya fa go tlaa nna le barutwana ba bantsi ba ba nnang le bontsalaabona mo setlhopheng go na le setlhopha sa barutwana ba ba sa nneng nabo?
- ★ A tekanyetso ya gago e ne e le gaufi?



4. **Go rulaganya dikgwedi:** A barutwana ba dule fatshe ba dirile sediko. Phatlhalatsa dikarata tsa dikgwedi tsa ngwaga di le 12 mo gare. Tlhopha morutwana yo o nang le letsatsi la botsalo mo kgweding ya ntlha ya ngwaga. A a supe kgwedi mo tshateng ya malatsi a matsalo. Kopa barutwana ba ba farologaneng go tla ka dikgwedi tse di supilweng. Tshikhinya gore dikgwedi di bewe ka thulaganyo.

Dipotso tse di kaelang:

- ★ Ke kgwedi efe e e tlang pele?
- A morutwana yo o tshwereng karata eo a eme pele.
- ★ Ke kgwedi efe e e tshwanang go latela/go bewa ya bofelo?
- ★ Ke kgwedi efe e e tlang pele/morago ga kgwedi e letsatsi la gago la botsalo le leng mo go yona?

Boeletsa ka barutwana ba bangwe.

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

Letsatsi 3

Se o se tlhokang

- Pina: *Nka rulaganya* (tsebe 201)
- Moropa
- Dikarata tsa dikgwedi tsa ngwaga di le 12
- Sekgomaretsi

MAELE
Buisanelang tsela ya go rekota le go tlhagisa gore ke diphologolo dife tse barutwana ba nang le tsona kwa gae.

1. **Pina:** Opela pina, *Nka rulaganya*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletsa tirwana go tswa mo Letsatsi 1.

Ditaelo tse di kaelang:

- ★ Tlolela mo sedikong fa o na le ntšwa/katse/ koko/tlhapi kwa gae.
- ★ Bala barutwana ba ba tlolelang mo sedikong mme o ba botse dipotso tse di maleba.



4. **Go kokoanya, go rulaganya le go tlhagisa tshedimosetso:** Baya dikarata tsa dikgwedi tse 12 tsa ngwaga ka thulaganyo go na le sebaka mo magareng gore barutwana ba ithulaganye mo moleng gaufi le tsona. Letsa moropa gore barutwana ba tsamaye ka tshosologo. Fa mmimo o ema, a barutwana ba tlhome mola gaufi le kgwedi e ba tshotsweng mo go yona. A ba dule mo moleng ba lebagane le karata.

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 di kaelang:

- ★ Ke barutwana ba le kae ba ba tshotsweng mo kgweding e o tshotsweng mo go yona?
- ★ Ke di/kgwedi efe e bontsi/palonnnye ya barutwana e tshotsweng mo go yona?
- ★ O itse jang?
- ★ Ke kgwedi efe e e nang le malatsi a mantsi a matsalo? O itse jang?

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

Letsatsi 4

Se o se tlhokang

- Pina: *Nka rulaganya* (tsebe 201)
- Dikarata tsa maina a barutwana le malatsi a bona a matsalo
- Dikarata tsa dikgwedi tse 12 tsa ngwaga di beilwe mo loboteng go na le dibaka mo magareng

1. **Pina:** Opela pina, *Nka rulaganya*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletsa tirwana go tswa mo Letsatsi 1.

Ditaelo tse di kaelang:

- ★ Tlolela mo sedikong fa o tsogile mo mosong pele ga tlhabo ya letsatsi.
- ★ Tlolela mo sedikong fa o o robetse pele ga bagolo kwa gae maabane. Bala barutwana ba ba tloletseng mo sedikong mme o botse dipotso tse di maleba.

4. **Go kokoanya, go tlaola le go rulaganya tshedimosetso:**

A barutwana ba dule fatshe mo sedikong. Baya dikarata tsa maina a bona mo gare. A barutwana ba le mmalwa mo nakong e e rileng ba tle ka dikarata tsa maina a bona. Fa barutwana botlhe ba tshwere dikarata tsa bona tsa maina, a ba dule ka ditlhopha le ba bangwe ba ba nang le malatsi a matsalo mo kgweding e le nngwe.

Dipotso tse di kaelang:

- ★ A lo ka dula ka thulaganyo ya gore ke ofe yo letsatsi la gagwe la matsalo le tlang pele, la bobedi, jalo jalo, mo kgweding?

A barutwana ba refosanele go baya dikarata tsa maina a bona ka thulaganyo ya malatsi a bona a matsalo. Dikarata tsa maina a barutwana di tshwanetse go bewa nngwe le nngwe godimo ga e nngwe go sena dibaka mo magareng.

 **MAELE**
Barutwana ba ka thala difatlhego tsa bona gaufi le maina 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?
- ★ How many months on our graph have one/two birthdays?
- ★ Which month has the most birthdays? How do you know?

5. **Go buisa, go ranola le go bega tshedimosetso:** Bua ka ga kerafotshwantsho.



MAELE

Tshate ya malatsi a matsalo e tshwanetse ya bo e le mo loboteng lwa phaposiborutelo gore barutwana ba inakanye le yona.

Dipotso tse di kaelang:

- ★ O ka mpoletlela eng ka ga kerafo eno?
 - ★ Go tlaa nna le pharologano efe fa nka tsenya leina la me mo tshateng mo kgweding ya _____?
 - ★ Ke eng se se tshwanang/farologaneng ka ga kerafo eno le tshate ya letsatsi la matsalo?
 - ★ A go na le kgwedi e mo go yona go senang malatsi a matsalo? Ke efe?
 - ★ Ke kgwedi efe e e nang le malatsi a matsalo a mmalwanyana/tshwanang/mantsi? O itse jang?
6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

Letsatsi 5

Se o se tlhokang

- Pina: *Nka rulaganya* (tsebe 201)
- Phousetara 3
- Kerafotshwantsho
- Mabokoso a sesepa sa meno (a a tlisitsweng ke barutwana)

1. **Pina:** Opela pina, *Nka rulaganya*.
2. **Go balela kwa godimo:** 0–20 le go feta, 10–0.
3. **Go bala dilo 1–10:** Boeletsa tirwana go tswa mo Letsatsi 1.

Dipotso tse di kaelang:

- ★ Tlolela mo sedikong fa o robala o le nosi/o robala le mongwe/o nna le mongwe mo phaposiborobalong.
- Bala barutwana ba ba tlolelang mo sedikong mme lo buisane. Lebelela le go tlaola mabokoso a sesepa sa meno mo tafoleng ya dipalo.
- ★ O akanya gore go na le mabokoso a le makae a Colgate/Aquafresh, jalo jalo?
- Balang setlhopho sengwe le sengwe mmogo.
- ★ O ne o le gaufi go le kae mo tekanyetsong ya gago?
 - ★ Ke setlhopho sefe se se nang le mabokoso a le mantsi/mmalwanyana?
4. **Go buisa, go ranola le go bega tshedimosetso:** Buisanang ka ga khalendara ya malatsi a matsalo mo Phousetareng ya 3.



MAELE

Lebelela tshate ya ditlha le tshate ya gago ya khalendara ya dikgwedi di le 12 ya maemo a bosa (fa o ntse o di bolokile). Di beye ka ditlhopho tsa ditlha.

Dipotso tse di kaelang:

- ★ A o bona dikgwedi dingwe moo go nang le palo e e lekanang ya maina jaaka kerafo ya rona?
- ★ Ke dikgwedi di le kae tse di nang le letsatsi la botsalo le le lengwe/a le mabedi?
- ★ Ke dikgwedi di le kae mo kerafong ya rona tse di nang le letsatsi la botsalo le le lengwe/a le mabedi?
- ★ Ke kgwedi efe e e nang le malatsi a matsalo a le mantsi go gaisa? O itse jang?

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.

5. **Tharabololo ya dipalo:** Lebelelang kerafotshwantsho mmogo mme o botse dipotso.

Dipotso tse di kaelang:

- ★ Go na le barutwana ba ba tshotsweng ka Mopitlwe ba le _____. Fa go ka nna le barutwana ba bararo ba bašwa mo phaposiborutelong ya rona mme ba tshotswe ka Mopitlwe re ya go nna le maina a le kae mo kgwedding ya Mopitlwe?
- ★ Barutwana ba le ____ ba tshotswe ka Motsheganong. Ba babedi ba barutwana bano ga ba yo mo phaposiborutelong gompieno. Go na le barutwana ba le kae ba ba tshotsweng ka Motsheganong mo sekolong?
- ★ Dikgwedi dingwe le dingwe di le tharo di na le malatsi a matsalo a le mabedi. Dikgwedi tseno di na le palogotlhe ya malatsi a le kae a matsalo?

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

Tomagano

Puogae: Go reetsa le go Bua: go arogana dikakanyo, go rarabolola dipalo le go tlhalosa ditharabololo; Puiso ya Tshoganyetso le go Kwala ka Tshoganyetso: go tlhaloganya gore letshwao le emela sengwe.

Dikgono tsa Botshelo: Go arologanya dilo, go kokoanya tshedimosetso go rarabolola mathata.

Ditirwana tsa ditlhopha tse dinnye

Tirwana e e kaelwang ke morutabana

Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
 - Dibadi tsa maungo di le 10 (kopano e e farologaneng ya morutwana mongwe le mongwe di na le mefuta e e sa feteng 5 ya maungo)
 - Kherayone e khibidu, pududu, tala, phepole, serolwana, le e e mmala wa namune
- Sekgemetšhana se se nang le ditshwantsho tsa maungo a le 6 – se le 1 sa morutwana mongwe le mongwe
- Setshodi sa dibolokokgogedi
- Keriti ya maungo ya A4 e na le ditshwantsho tsa maungo a le 6 le mela e le 5 – e le 1 ya morutwana mongwe le mongwe (tsebe 222)

1. **Tharabololo ya dipalo:** Buisanelang dipalofoko le barutwana.

Dipotso tse di kaelang:

- ★ Thami o ja panana e le nngwe letsatsi le letsatsi. Malusi le Laylah ba ja mongwe le mongwe dipanana tse pedi. Rre o tlhoka go rekela bana dipanana di le kae mo lapeng letsatsi le letsatsi?

2. **Go bala dilo 1–10:** A barutwana ba lebelele dibadi tsa bona tsa maungo.

Dipotso tse di kaelang:

- ★ O akanya gore o na le maungo a le kae?
- ★ A o akanya gore mongwe le mongwe wa lona o na le palo e e tshwanang ya maungo?

A morutwana mongwe le mongwe a lekanyetse mme morago a bale maungo a gagwe.

3. **Go rulaganya dilo:** A barutwana ba tlhame ditlhopha tsa dibadi tsa bona go ya ka mefuta e e farologaneng ya maungo.

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 di kaelang:

- ✦ O na le mefuta ya maungo a a farologaneng e le mekae?
- ✦ A lotlhe lo na le palo e e tshwanang ya leungo lengwe le lengwe? O itse jang?

A barutwana ba beye maungo a bona mo godimo ga setshwantsho sa leungo le le nyalanang mo dikhemets'haneng tsa bona.

- ✦ Ke leungo lefe le o nang le lona ka bontsi/bonnye?
- ✦ Ke bafe ba ba nang le palo e e tshwanang ya dipanana?
- ✦ Ke leungo lefe le legolo e bile le tsaya sebaka se segolo thata?
- ✦ Diterebe di digolo go gaisa dipanana. Re tlhoka go dirang fa re di tlhomaganya mo moleng go netefatsa gore re kgona go bona gore ke setlhophha sefe se nang le bontsi/bonnye go gaisa?
- ✦ Re ka dirisang gape go bontsha gore re na le maungo a le makae mangwe le mangwe?

A barutwana ba age ditora go tswa mo dibolokokgogeding mo godimo ga ditshwantsho tsa maungo go emela ditlhophha tsa bona tgsa maungo. Bapisa le go buisana ka ga ditora tsa dibolokokgogedi tsa barutwana.

4. **Motshameko – go emela ditlhophha le go sekaseka:** A barutwana ba tseye maungo a le mmalwanyana go tswa mo ngataneng ya bona. A ba a rulaganye le go khalaria mo dibolokong mo dikeriting tsa bona go latela palo ya leungo lengwe le lengwe. Motshameko o fedile fa morutwana a feleleditse kholomo.

Dipotso tse di kaelang:

- ✦ Ke diboloko di le kae moo o khalarileng serolwana go emela dipanana?
- ✦ A go na le mongwe yo o nang le diboloko tse dintsi/mmalwanyana tse di khalaletsweng dipanana tsa bona?
- ✦ Fa o tshotse panana e nngwe gape, o tlhoka go ka bo o khalarile diboloko di le kae ka serolwana?



Netefatsa gore barutwana ba kgona go:

- tlhagisa tshedimosetso ka go rulaganya dilo go nyalanya le methalo
- tlhagisa tshedimosetso ka go khalaria diboloko
- itse 'bokae' o ikaegile ka tshedimosetso e e tlhagisitsweng
- bapisa tshedimosetso mme o arabe dipotso tse di maleba

Seteišenetiro 1



Se o se tlhokang

- Kokoanyo ya dilo tse di thata le tse di bonolo
- Ditherei tse 2: e nngwe e tshwailwe 'thata'; e nngwe e tshwailwe 'bonolo'
- Pampiri le dikherayone
- Dikere

A barutwana ba rulaganye dilo go ya ka tse dithata le tse di bonolo. A ba buisane ka ga ditsela tse dingwe tse ba ka di rulaganyang ka tsona. A ba thale ditshwantsho tsa dilo tse dithata le tse di bonolo mme ba di segolole le go di baya mo dithereing.



TIP

Add small cards and kokis for learners to write number symbols to add to the containers.

Workstation 2

What you need

- 11 containers, for example, yoghurt cups labelled with numbers
- 8 sets of number symbols 0–10 (*Resource Kit*)

Place the number symbols in a pile on a tray. Learners sort these into the matching containers. They then count to check that each container has eight number symbols.

Workstation 3

What you need

- A poster-sized page divided into 4 labelled blocks
- Magazines
- Scissors – 1 pair per learner
- Glue

Learners cut out pictures of different cars, people, plants and animals and paste them in the appropriate block on the poster.



Workstation 4

What you need

- 4 colours of playdough
- Collections of four different types of small objects, for example, shells, twigs, leaves, small stones
- 4 plastic or polystyrene trays

Place all the small objects in a single pile and ask learners to sort them into the four trays. They use playdough to make cupcakes and then choose items from the trays to decorate their cupcakes. Each cupcake should be decorated with items from one of the trays.



TIP

Learners can create an additional cookie and decorate it according to their own description of their collection of objects. This can be discussed during snack time.



MAELE

Tsenya dikarata tse dinnye le dikhokhi gore barutwana ba tle ba kwale matshwaopalo go a tsenya mo ditshoding.

Seteišenetiro 2

Se o se tlhokang

- Ditshodi di le 11, sekao, dikopi tsa yokate tse di tshwailweng ka dinomore
- Disete di le 8 tsa matshwaopalo 0–10 (*Kgetsana ya Didiriswa*)

Baya matshwaopalo mo ngataneng mo thereing. A barutwana ba a rulaganye ka ditshodi tse di nyalanyang. A jaanong ba a bale go tlhola gore setshodi se sengwe le se sengwe se na le matshwaopalo a le robedi.

Seteišenetiro 3

Se o se tlhokang

- Tsebe ya bogolo jwa phousetara e arogantwe ka diboloko di le 4 tse di tshwailweng
- Dikere – bobedi bo le 1 jwa morutwana mongwe le mongwe
- Dimakasine
- Sekgomaretsi



A barutwana ba segolole ditshwantsho tsa dikoloi, batho, dijalo le diphologolo tse di farologaneng le go di kgomaretsa mo bolokong jo bo maleba mo phousetareng.

Seteišenetiro 4

Se o se tlhokang

- Mebala e le 4 ya tege ya go tshameka
- Kokoanyo ya mefuta e le mene e e farologaneng ya dilo tse
- dinnye, sekao, dikgopana, dikota, matlhare, matlapana
- Dipolasetiki di le 4 kgotsa ditherei tsa pholiseterene

MAELE

Barutwana ba ka tlhama kuku ya tlaleletso le go e kgabisa go ya ka tlhaloso ya kokoanyo ya dilo tsa bona. Seno se ka buisanelwa ka nako ya diseneke.

Baya dilo tsotlhe tse dinnye mo ngataneng e le nngwe mme o kope barutwana go di rulaganya mo dithereing tse nne. A ba dirise tege ya go tshameka go dira dikuku tsa dikopi mme ba tlhophe dilwana go tswa mo dithereing go ka kgabisa dikuku tsa bona tsa dikopi. Kuku nngwe le nngwe ya kopi e tshwanetse go kgabisiwa ka dilwana tse di tswang mo dithereing.



Assessment

Term 4: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding																
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	Counts objects: 1–10	<p>Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Distinguishes between more than, fewer than and equal to</p> <p>Orally adds and subtracts using concrete objects: 0–10</p> <p>Solves problems using concrete objects or number ladder: 0–10</p> <p>Explains own thinking in words and through drawings or concrete objects</p> <p>Understands ordinal numbers: first, second, third, fourth, fifth, sixth</p> <p>Orders (sequences) numbers from smallest to biggest and biggest to smallest 1–10</p> <p>Compares numbers: more than – less than – equal to, most – least; many – fewer</p> <p>Identifies and describes whole numbers 0–10</p> <p>Recognises numbers in familiar contexts</p> <p>Knows number pictures and dot cards 0–10</p> <p>Identifies number symbol and number word: 0</p> <p>Identifies number symbol and number word: 10</p> <p>Identifies number symbol and number word: 9</p> <p>Counts in twos</p> <p>Counts backwards: 10–0</p> <p>Oral counting forwards: 0–20 and beyond</p> <p>Counts objects: 1–10</p>																	
	Counts objects: 1–10																		
	Oral counting forwards: 0–20 and beyond																		
	Counts backwards: 10–0																		
	Counts in twos																		
	Identifies number symbol and number word: 9																		
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	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																			
Final coding																			

Tlhatlhobo

Kgweditharo 4: Rekoto ya Sekai sa Tlhatlhobotsweledi

Taetsi	DINOMORE, DITIRO LE DIKAMANO	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = o na le bokgoni jo bo tlhaelang</p> <p>✗ = ga a na bokgoni</p>	<p>Bala dilo: 1–10</p> <p>Go balela kwa godimo kwa pele: 0–20 le go feta</p> <p>Go balela kwa morago: 10–0</p> <p>Bala ka bobedi</p> <p>Lemoga letshwaopalo le lefokopalo: 9</p> <p>Lemoga letshwaopalo le lefokopalo: 10</p> <p>Lemoga letshwaopalo le lefokopalo: 0</p> <p>itse ditshwantshopalo le dikaratapalo 0–10</p> <p>Lemoga dipalo mo makaelong a tlwaelegileng</p> <p>Tlhaola le go lemoga dipalotalo 0–10</p> <p>Bapisa dinomere: feta – tlase ga – lekana le; ntsi thata – tlase thata; ntsi– mmalwanyana</p> <p>Rulaganya (ditatelano) dinomere go simolola ka e nnye thata go ya go e kgolo thata le go simolola ka e kgolo thata go ya go e nnye thata 1–10</p> <p>Tlhaloganya dipalokemotatelano: ya ntlha, ya bobedi, ya boraro, ya bone, ya botlhano, ya borataro</p> <p>Tlhalosa kakanyo ya gago ka mafoko le ka methalo</p> <p>kgotsa dilo tse di tshwaregang</p> <p>Rarabolola dipalo ka go dirisa dilo tse di tshwaregang</p> <p>kgotsa llere ya dinomere: 0–10</p> <p>Tlhalakanya le go ntsa o dirisa dilo tse di tshwaregang: 0–10</p> <p>Farologanya magareng ga feta, mmalwanyana go, le lekana le</p> <p>Lemoga dikhoene le madi a dipampiri a Aforikaborwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Tlhaola dikhoene le madi a dipampiri a Aforikaborwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p>	<p>Khouto ya mafelo</p>
<p>Maina a barutwana</p> <p>Letlha</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>				

Taetsi	DIPATERONE, DITIRO LE ALEJIBORA	BOALO LE POPEGO (JEOMETERI)	TEKANYO	GO RANOLA TSHEDIMOSETSO	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = o na le bokgoni jo bo tlhaelang</p> <p>✗ = ga a na bokgoni</p>	<p>Tlhaola dipaterone tse di bonolo tse di ipoeletsang</p> <p>Kopoloa le go atolosa dipaterone tse di bonolo tse di ipoeletsang</p> <p>Kopoloa le go atolosa le go tlhama dipaterone tsa gago tsa kutlo</p> <p>Tlhama paterone ya gago</p> <p>Tlhaloganya motshameko wa 'sekotšhe'</p>	<p>Kgona go aga bonnye phazele ya dikarolo di le masompedinne</p> <p>Lemoga mola wa tekano mo dilong</p> <p>Latela dintlhakaelo: kwa pele le kwa morago; godimo le tase; go ya godimo le go ya tase; molema le moja</p> <p>Lemoga le go tlhaola sediko, khutlotharo, khutlone le khutlonnetsepa</p> <p>Tlhalosa, rulaganya le go bapisa dilo tsa 3-D go ya ka ditshano le dipharologano</p> <p>Tlhalosa, rulaganya le go bapisa dilo tsa 2-D go ya ka ditshano le dipharologano</p>	<p>Lekanya le go bapisa dilo go ya ka bolelele, boima le motlamo le volumo</p> <p>Farologanya magareng ga kgolo, kgolwane, kgolo go gaisa le nnye, nnyenyana, nnye go gaisa</p> <p>(Bolelele) Tlhaloganya gore gape dilo di lekangwa ka go dirisa theipi e lekanyang</p>	<p>Kokonya dilo go ya ka bogolo</p> <p>Rulaganya dilo tse di kokoantsweng</p> <p>Tlhaloganya dilo tse di kokoantsweng</p> <p>Kokonya, rulaganya le go tlhagisa tshedimosetso go ya ka ponagalo e le nngwe</p> <p>Sekaseka tshedimosetso ka go dirisa dipotso</p> <p>Buisanela le go bega ka ga dilo tse di rulagantsweng</p> <p>mme e le tse di kokoantsweng</p>	<p>Khouto ya mafelo</p>
Maina a barutwana	Letlha				

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!

Didiriswa

Dipina, merumo le dikanelo

Beke 1

Kanelo: *Kanelo ya nomore 9 (ka thempoleiti ya Nomorekgabisi 9)*

Ga goroga Dinonyane di le robongwe. Di ne tsa fofa mo moweng malatsi a le mantshi di batla legae le le siameng le babalesegile mme e bile le le bothitho. Di ne tsa phaphasela jalo ka diphuka tsa tsona motshegare otlhe, di lebelela kwa godimo le kwa tlase di batla tulo e di ka e bitsang legae. Mo bofelong, tsa bona ntlo e ntle e bile e bontsha e le bothitho. Dinonyane tse robongwe tsa dula mo bogatong jwa letlhabapefo mme tsa okomela ka fa gare. Ga go ope yo o dulang mo ntlong e! Dinonyane tsa dirisa melomo ya tsona go kokoanya dilo tsa go aga letshwaopalo 9 le lefokopalo robongwe, mme tsa di kgomaretsa fa pele ga mojako. Nonyane e nngwe le e nngwe e ne ya dira tshipi ya mojako o o kwa pele.

Go nale phaposiborutelo e le nngwe fela mo ntlong, ka lesego dinonyane ga di tlhoke malao. Di rata go robala di ntse di emeletse!

Dinonyane tse tharo tsa bona bogato jwa letlhabapefo mme tsa nna, Dinonyane tse dingwe tse tharo tsa dula mo setulong fa tse dingwe tse tharo di ne tsa dula mo bateng. Tsotlhe di ne tsa phutholola diphuka tsa tsona go itirela dikobo tse di bothitho. Di ne di lapile moo go neng go sena nako ya melodi ya go dira medumo – Dinonyane ka borobongwe tsa robala bosigo jotle mme tsa seke tsa kgona go tsoa go sale gale mo mosong go tshwara dibokwana go fitlhola.

Ka lesego ditshipi tse robongwe tsa mojako di ne tsa lela ka nako e Dinonyane di neng di simolola go utlwa di tshwerwe ke tlala. Baagisani ba tsona ba ba lerato ba ne ba le mo mojakong o o kwa pele ka dibokwana tse di rokotsang mathe go amogela Dinonyane: Tlou e le nngwe go tswa mo ntlong ya nomore 1, Dipitse tse pedi tse ditlodi go tswa mo ntlong ya nomore 2, Boramošwe ba bararo go tswa mo ntlong ya nomore 3, Dithutlwa di le nne go tswa mo ntlong ya nomore 4, Dikgabo di le tlhano go tswa mo ntlong ya nomore 5, Dipidipidi di le thataro go tswa mo ntlong ya nomore 6, Digwagwa di le supa go tswa mo ntlong ya nomore 7 le Magotlo a le robedi go tswa mo ntlong ya nomore 8.

Morumo: *Dikokwana tse pedi*

Dikokwana tse pedi di batlana le tse dingwe
Ga latela tse dingwe tse pedi mme tsa nna nne
Tabogelang kwa totomeng ya furu, tabogelang
kwa serobeng

Tabogang dikokwana, boelang go mme koko.

Dikokwana tse nne di tsena mo mathateng
Ga latela tse dingwe tse pedi mme tsa nna thataro
Tabogelang kwa totomeng ya furu, tabogelang
kwa serobeng

Tabogang dikokwana, boelang go mme koko.

Dikokwana tse thataro di dutse mo heheng
Ga latela tse dingwe tse pedi mme tsa nna robedi
Tabogelang kwa totomeng ya furu, tabogelang
kwa serobeng

Tabogang dikokwana, boelang go mme koko.

Dikokwana tse robedi di tabogela go mme koko
Ga latela tse dingwe tse pedi mme tsa nna lesome
Tabogelang kwa totomeng ya furu, tabogelang
kwa serobeng
Tabogang dikokwana, boelang go mme koko.

Pina: *Ditshoswane di gwanta bobedi ka bobedi*

Ditshoswane di gwanta bobedi ka bobedi.
Hura! Hura!

Ditshoswane di gwanta bobedi ka bobedi.
Hura! Hura!

Ditshoswane di gwanta bobedi ka bobedi;
E nnye e a ema go bofa ditlhako tsa yona,
Mme tsotlhe di tswela go gwantela tlase
Go tswa mo puleng.

Bumm, buum, buum, buum!

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 2

Kanelo: Kanelo ya nomore 10 (ka thempoleiti ya Nomorekgabisi 10)

Dinotshe di le lesome di tlhotse di kgarakgatshega motshegare otlhe di nwa matute – a a bidiwang tswina – go tswa mo malomong a mantle a boagisani. Fa Notshe e le nngwe e kopana le lelomo le le nang le tswina ya matute, e bina go se nene go itsise Dinotshe tse dingwe gore go na le dijo fa gaufi.

Dinotshe di tlhoka go iponela legae mo bogautshwaneng gore di tle di kgone go dira mamepe go tswa mo tswineng e di e kokoantseng. Di lebelela ntlo ya bofelo mo moleng mme di akanya fa e tlaa nna phalo e e siameng – se ke se dinotshe di se bitsang magae a tsona.

Dinotshe ke dinatla tota mo tironing mme e bile di dira ditiro tsa tsona ka botswerere, ka jalo di kgarakgatshega jalo go baakanya phalo ya tsona le go e dira bothitho. Di dira lebati la kwa pele ka dikota tse di tswang mo ditlhareng. Letshwaopalo 10 le lefokopalo lesome di bewa kwa bopeleng jwa lebati le ditshipi tsa mabati di le 10. Dinotshe di direla matlhabaphefo a tsona digaretene ka matlhare a matala, mme di dira dikerese ka mafura a dinotshe mme di dira mamepe go direla masigo a a lefifi. Kgosigadi Notshe, o nna mo phalong, fa Dinotshe tse dingwe tse robongwe tsa badiri di fetola tswina e di e kokoantseng go nna mamepe le go a tshela mo dipitsaneng tse robongwe tsa mamepe. Mo mosong wa letsatsi le le latelang, Dinotshe tsotlhe di le lesome di apara dijeresi tsa tsona tse di dithupana tse di serolwana le bontsho le dibutsho tsa tsona tse dintsho mme di ise pitsa e le nngwe ya mamepe kwa baagisaneng ba tsona: Tlou e le nngwe go tswa mo ntlolong ya nomore 1, Dipitse tse pedi tse ditilodi go tswa mo ntlolong ya nomore 2, Boramošwe ba bararo go tswa mo ntlolong ya nomore 3, Dithutlwa di le nne go tswa mo ntlolong ya nomore 4, Dikgabo di le tlhano go tswa mo ntlolong ya nomore 5, Dipidipidi di le thataro go tswa mo ntlolong ya nomore 6, Digwagwa di le supa go tswa mo ntlolong ya nomore 7 le Magotlo a le robedi go tswa mo ntlolong ya nomore 8 le Dinonyane di le robongwe go tswa mo ntlolong ya nomore 9.

Pina: Dinotshenyana tsa mamepe di le lesome

Dinotshenyana tsa mamepe di le lesome di a kgarakgatshega
E le nngwe e ne ya ya kwa phalong
E le nngwe ya ya lelomong
Go setse dinotshenyana di le kae?
Jaanong go setse dinotshenyana tsa mamepe di le robedi.

Dinotshenyana tsa mamepe di le robedi di a kgarakgatshega
E le nngwe e ne ya ya kwa phalong
E le nngwe ya ya lelomong
Go setse dinotshenyana di le kae?
Jaanong go setse dinotshenyana tsa mamepe di le thataro.

Dinotshenyana tsa mamepe di le thataro di a kgarakgatshega
E le nngwe e ne ya ya kwa phalong
E le nngwe ya ya lelomong
Go setse dinotshenyana di le kae?
Jaanong go setse dinotshenyana tsa mamepe di le nne.

Dinotshenyana tsa mamepe di le nne di a kgarakgatshega
E le nngwe e ne ya ya kwa phalong
E le nngwe ya ya lelomong
Go setse dinotshenyana di le kae?
Jaanong go setse dinotshenyana tsa mamepe di le pedi.

Dinotshenyana tsa mamepe di le pedi di a kgarakgatshega
E le nngwe e ne ya ya kwa phalong
E le nngwe ya ya lelomong
Go setse dinotshenyana di le kae?
Jaanong ga go a sala dinotshenyana dipe tsa mamepe.

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'.

Kanelo: Diphalo tsa dinotshe

Letsatsi le letsatsi Dinotshe di le lesome di tswa mo phalong ya tsona mme di kgarakgatshege di tsona le malomo. Letsatsi lengwe di ne tsa fofela kwa tennyana ga sekgwa moo ditlhare di leng dileele. Di ne di kgona go utlwa modumo wa dinotshe tse dingwe mme fa di atamela di ne tsa bona diphalo tse dintsi tsa dinotshe di akgega mo ditlhareng. Di ne tsa bona motshitshi wa dinotshe tse dingwe jaaka di tswa di tsena mo phalong e nngwe le e nngwe. Di ne di le dintsi thata moo di neng di sa balege.

A re dire jaaka e kete dibadi ke dinotshe fa dikhurumelo tsa gago e le diphalo tsa dinotshe.

Beke 3

Pina: Mabololo a matala a le lesome

Mabololo a matala a le lesome a akgega mo loboteng

Mabololo a matala a le lesome a akgega mo loboteng

Mme fa e lebotlolo le le lengwe le letala le tshwanetse go wa ka phoso

Go tlaa sala go akgega mabololo a matala a le robongwe mo loboteng.

(Boeletsa ka robongwe, robedi, supa, thataro, tlhano, nne, tharo, pedi)

Mabololo a matala a le lesome a akgega mo loboteng

Mabololo a matala a le lesome a akgega mo loboteng

Mme fa e lebotlolo le le lengwe le letala le tshwanetse go wa ka phoso

Go tlaa sala go se le fa e le lebotlolo lepe le letala le le akgegang.

Kanelo: Kanelo ya nomore 0 (ka thempoleiti ya Nomorekgabisi 0)

Jaanong diphologolo tsotlhe di ne tsa simolola go dula mmogo ka boitumelo mo matlong a tsona. Di ne tsa swetsa go tshela jaaka ditsala le go tlhagana thuso.

Ya re go le tsatsi lengwe Tlou e okomela kwa ntle ka letlhabaphefo ya bona motšhine o epa mosima mo boagisaneng. Mo malatsing le mo dibekeng tse di neng tsa latela diphologolo tsotlhe di ne di lebeletse jaaka ntlo e ntšhwa e agiwa fa pele ga matlho a tsona. Samente se ne se tswakanngwa, ditena di bewa, thuelelo e pegiwa fa mabati le matlhabaphefo a tsenngwa. Mo bofelong ntlo e ne ya wediwa. E ne e le ntlo ya mabono, e agilwe sentle e bile e tiile.

‘Ke mang yo o tlileng go nna mo ntlong e e bogegang eno?’ diphologolo tsa ipotsa. Di ne tsa kokoana fa pele ga lebati la ntlo eno tsotlhe, di itumeletse go kopana le baagisani ba tsona ba bašwa. Go ne go se tshipi mo lebating, fela Dithutlwa tse nne di ne tsa bona gore lebati le bulegile mme tsa tsenya dithamo tsa tsona tse dileele mo lebating. ‘A go na le mongwe mo lapeng?’ tsa goeletsa. Go ne go se ope mo lapeng. Diphologolo di ne tsa pitlagana mo gare tsotlhe. Go ne go se sepe mo ntlong. Dinonyane di ne tsa fofela mo phaposing e nngwe go ya go e nngwe, fela ga bo go se le fa e le fenitšhara – go se bolao, go se tafole le fa e le ditulo. Go ne go se sepe ... lefela.

Le gompieno, ga go ope yo o nnang mo ntlong e ntšhwa eo. E sale e ntse fela jalo e sena sepe ka fa gare. Diphologolo di e bitsa ntlo ya lefela go nne se e le lefoko le le kayang ‘sepe’.

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 4

Pina: Opa diatla, thwantsha menwana mme o tibe ka tlhako

(Go latela molodi wa *Twinkle, twinkle, little star*)

Dipaterone, dipaterone gotlhe fela

Re di dira ka go dirisa modumo

Re thwantsha menwana, re opa diatla, ka

bofefe le ka iketlo

A lo ipaakanye, a re yeng,

Ntshaleng morago lotlhe

Dirang paterone eno ka kelotlhoko ...

Opang diatla, thwantshang menwana,

tibang ka tlhako; opang diatla, thwantshang

menwana, tibang ka tlhako (paterone ya ABC)

(Tlhagisang tatelano ya paterone e ntšhwa

letsatsi le letsatsi)

Beke 5

Pina: Pina ya dintlhakaelo

(Go latela molodi wa *This is the way ...*)

Retologa mme o kgome lefatshe,

Thepogela molemeng o bo o thepogele mojang.

Retologa mme o kgome lefatshe,

Thepogela molemeng o bo o thepogele mojang.

Khorase:

Tlolela molemeng o bo o tlolele mojang,

Tlolela kwa pele o bo o tlolele kwa morago.

Tlolela molemeng o bo o tlolele mojang,

Tlolela kwa pele o bo o tlolele kwa morago.

Dula fatshe o bo o eme ka dinao,

Tlolela kwa godimo le kwa tlase mme o ope diatla.

Dula fatshe o bo o eme ka dinao,

Tlolela kwa godimo le kwa tlase mme o

ope diatla.

Beke 6

Morumo: Ditlou tse tlhano mo bateng ya go thapela

Tlou e le nngwe e ya go thuma,

Koko, koko,

Phatšha, phatšha,

Tsena.

Ditlou tse pedi di ya go thuma,

Koko, koko,

Phatšha, phatšha,

Tsena.

Ditlou tse tharo di ya go thuma,

Koko, koko,

Phatšha, phatšha,

Tsena.

Ditlou tse nne di ya go thuma,

Koko, koko,

Phatšha, phatšha,

Tsena.

Ditlou tse tlhano di ya go thuma,

Koko, koko,

Phatšha, phatšha,

Tsotlhe tsa wela.

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!

Kanelo: Bata ya ga Tlou

Karolo 1

E rile go le tsatsi lengwe Tlou a tswa kwa ntlong ya gagwe a fologela kwa nokeng. 'Hei, Tlou,' ga bua baagisane ba gagwe, Dikgabo, 'o ya kae?'

Tlou a araba, 'Ke phutholola dinao ke tsomana le kwa nka tlhapang gona.'

'Hmmm,' ga tsiboga Dikgabo. 'Ke leeto le lelele tota. Re na le bata ya go tlhapela. Goreng o sa tle go tlhapa kwa ga rona?'

Karolo 2

Tlou o ne a tlhalosa gore ena o tlaa ya kwa nokeng go ya go tlhapa gona. O ne a ema fa pele ga ntlo ya Dithutlwa. 'Hei, Tlou,' ga bua Dithutlwa, 'ke ka ntla yang o tshwere kgamelo?'

Tlou a araba ka go re: 'Ke tshwere kgamelo eno gore fa ke fitlha kwa nokeng ke ikgele metsi a go nwa.'

Fa a ntse a atamela noka, mosimanyana o ne a feta Tlou a welelela kwa nokeng moo o ileng a tlatsa jeke le dikopi tsa gagwe ka metsi.

Ya re mosimanyana a feta Tlou a mo raya a re go na le molelo o o runtseng kwa kampeng.

Tlou o ne a latlhela nko ya gagwe mo nokeng, a tlatsa kgamelo ya gagwe ka metsi mme a sala mosimanyana morago go ya kwa molelong o o runtseng. Tlou le mosimanyana ba ne ba tshela molelo ka metsi go o tima.

Karolo 3

Go ne go le bolelo jaanong mme Tlou a eletsa go ikina mo metsing a a tsiditsana. Fa a ntse a phatšha metsi le go ithabuetsa jalo a akanya ka moo a ka itirelang letangwana la go thumela ka teng kwa morago ga ntlo ya gagwe. O ne a bone matangwana a go thumela a a rekisiwang kwa mabenkeleng. O ne a tlhoka go iponela letangwana le legolo tota la go thumela le go akanya gore o tlaa le tlatsa jang ka metsi.

Pina: Go na le phatlha mo kgamelong ya me

Go na le phatlha mo kgamelong ya me, Sindi yo ke mo ratang, Sindi yo ke mo ratang
Go na le phatlha mo kgamelong ya me, Sindi yo ke mo ratang, phatlha.

Jaanong e kabe, Vuyo yo ke mo ratang, Vuyo yo ke mo ratang, Vuyo yo ke mo ratang
Jaanong e kabe, Vuyo yo ke mo ratang, Vuyo yo ke mo ratang, e kabe.

Nka e kaba ka eng, Sindi yo ke mo ratang, Sindi yo ke mo ratang?

Nka e kaba ka eng, Sindi yo ke mo ratang, ka eng?

Ka letlhaka, Vuyo yo ke mo ratang, Vuyo yo ke mo ratang, Vuyo yo ke mo ratang

Ka letlhaka, Vuyo yo ke mo ratang, Vuyo yo ke mo ratang, ka letlhaka.

Letlhaka le lelele thata ...

Jaanong le kgaole ...

Nka le kgaola ka eng? ...

Ka thipa ...

Thipa e botswa ...

Fa go le jalo e lootse ...

Nka e lootsa ka eng? ...

Ka letlapa ...

Letlapa le omeletse thata ...

Fa go le jalo le kolobetse ...

Nka le kolobetsa ka eng? ...

Ka metsi ...

Nka ga metsi ka eng? ...

Ka kgamelo ...

KANA GO NA LE PHATLHA MO KGAMELONG
YA ME!

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 7

Pina: Sandile wa mogolo o ne a na le polasa

Sandile wa mogolo o ne a na le polasa

E-I-E-I-O

Mme mo polaseng eno o ne a na le kolobe

E-I-E-I-O

Ka oink-oink fa

Le oink-oink fale

Oink fano, oink fale

Gongwe le gongwe oink-oink

Sandile wa mogolo o ne a na le polasa

E-I-E-I-O.

Sandile wa mogolo o ne a na le polasa

E-I-E-I-O

Mme mo polaseng eno o ne a na le dipitse di
le pedi

E-I-E-I-O

Ka uhh-uhh fano

Le uhh-uhh fale

Uhh fano, uhh fale

Gongwe le gongwe uhh-uhh

Sandile wa mogolo o ne a na le polasa

E-I-E-I-O.

Tswelela ka:

dipidipidi tse tharo (kwak-kwak fano, kwak-
kwak fale)

dikgomo tse nne (moo-moo fano, moo-moo fale)

dinku tse tlhano (mbee-mbee fano, mbee-
mbee fale)

dikoko tse thataro (kkkk-kkkk fano, kkkk-
kkkk fale)

dipodi tse supa (mbaa-mbaa fano, mbaa-
mbaa fale)

difudi tse robedi (ggghuu-ggghuu fano,
ggghuu-ggghuu fale)

ditonki tse robongwe (huu-huu fano, huu-
huu fale)

Sandile wa mogolo o ne a na le polasa

E-I-E-I-O

Mme mo polaseng eno o ne a na le dinoga di
le lesome

E-I-E-I-O

Ka sss-sss fano

Le sss-sss fale

sss fano, sss fale

Gongwe le gongwe sss-sss

Ka oink-oink fa

Le oink-oink fale

Oink fano, oink fale

Gongwe le gongwe oink-oink

Ka uhh-uhh fano

Le uhh-uhh fale

Uhh fano, uhh fale

Gongwe le gongwe uhh-uhh

Ka kwak-kwak fano

Le kwak-kwak fale

Kwak fano, kwak fale

Gongwe le gongwe kwak-kwak

Ka moo-moo fano

Le moo-moo fale

Moo fano, moo fale

Gongwe le gongwe moo-moo

(Tswelela jaana ka diphologolo tse dingwe)

Sandile wa mogolo o ne a na le polasa

E-I-E-I-O-O-O-O.

Kanelo: Lebelo la diphologolo

Ya re go le tsatsi lengwe, diphologolo tsa tsoga di fitlhela marothodi a mašwa mo bogatong jwa matlhabapefo a tsona. Maru a ne a thibile mme go le tsiditsana. Tlou o ne a letsa terompeta ya gagwe go bitsa pitso ya diphologolo. Di ne di itse gore di tshwanetse go kopana mo lebaleng le legolo fa morago ga mantlo a tsona fa di utlwa pitso e. O ne a tshikhinya gore di nne le kgaisano ya lebelo go dikologa lebala, go fologela kwa nokeng le go boa. O ne a kopa Dipidipidi go fofela godimo le go dula mo ditlhareng go bona gore batabogi botlhe ga ba tswe mo meleng ya bona le gore Dinonyane le Dinotshe tsona ga di fofele fa godingwana ga batabogi go bona gore ba bolokesegile ka nako ya lebelo.

Go ne go se sebaka se segolo mo moleng ka jalo go ne go ka nna fela le batabogi ba le barataro go tsenela kgaisano. Go ne go le boitumelo jo bogolo ka jaana ba ne ba tlhophile nngwe ya Dipitse tse ditilodi, Boramošwe, Dithutlwa, Dikgabo, Digwagwa le Magotlo go tsenela kgaisano ya lebelo.

Morago ga gore batabogi ba tlhophiwe, diphologolo tse thataro tsa tsaya manno a tsona. Jaanong Tlou a letsa terompeta ya gagwe mme ba thubega ka lebelo.

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.

Morumo: 1 le 1

1 le 1 ke 2, 1 gabedi, 1 gabedi, (*Bontsha monwana o le mongwe go tswa mo seatleng se sengwe le se sengwe*)

1 le 1 ke 2.

2 le 2 ke 4, 2 gabedi, 2 gabedi, (*Bontsha menwana e mebedi go tswa mo seatleng se sengwe le se sengwe*)

2 le 2 ke 4.

3 le 3 ke 6, 3 gararo, 3 gararo, (*Bontsha menwana e meraro go tswa mo seatleng se sengwe le se sengwe*)

3 le 3 ke 6.

(*Tswelela go fitlha kwa go 5 o bo o boeletsa*)

Beke 9

Pina ya dipopego: Fa o tshwere khutlonne

(Go latela molodi wa *If you're happy and you know it*)

Fa o tshwere khutlonne, emelela!

Fa o tshwere khutlonne, emelela!

Fa o tshwere khutlonne, emelela, fa o tshwere khutlonne, emelela,

Fa o tshwere khutlonne, emelela!

(*Boeletsa ka dipopego tse dingwe*)

Pina ya dipopego: Sediko se tshwana le kgwele

(Go latela molodi wa *The farmer's in the dell*)

Sediko se tshwana le kgwele,

Sediko se tshwana le kgwele,

Kgolokwe le kgolokwe,

Ga go felele.

Sediko se tshwana le kgwele!

Khutlonne e tshwana le lebokoso,

Khutlonne e tshwana le lebokoso,

E na le matlhakore a le mane,

A a tshwana.

Khutlonne e tshwana le lebokoso!

Khutlotharo e na le matlhakore a mararo,

Khutlotharo e na le matlhakore a mararo,

Go tlhatloga thaba,

Go ya tlase, le go boa.

Khutlotharo e na le matlhakore a mararo!

Khutlonnetsepa e na le matlhakore a le mane,
Khutlonnetsepa e na le matlhakore a le mane,

A mabedi a maleele, fa

A mabedi a le makhutshwane.

Khutlonnetsepa e na le matlhakore a le mane!

Pina: Popego ya Hokhi Phoki

O tsenya sediko sa gago mo teng,

O ntshetsa sediko sa gago kwa ntle,

O tsenya sediko sa gago mo teng,

Mme o se tshikinye thata fela.

O dira Hokhi Phoki

O bo o dikologa.

Ke se motshameko o leng ka ga sona!

O tsenya khutlonnetsepa ya gago mo teng ...

O tsenya khutlonne ya gago mo teng ...

O tsenya khutlotharo ya gago mo teng ...

Beke 10

Pina: Dikgwedi tsa ngwaga

Firikgong, Tlhakole, Mopitlwe, Moranang,

Motsheganong, Seetebosigo, Phukwi

Phatwe, Lwetse, Diphlane, Ngwanaitseele,

Sedimonthole (x2)

Firikgong, Tlhakole, Mopitlwe, Moranang,

Motsheganong, Seetebosigo, Phukwi.

Pina: Nka rulaganya

Nka rulaganya, nka rulaganya, nka rulaganya,
rulaganya, rulaganya.

Nka baya dilo ka ditlhophha, gape nka rulaganya,
rulaganya, rulaganya.

Nka rulaganya ka mmala, nka rulaganya ka bogolo.

Nka rulaganya ka popego, gongwe nka
fena sekgele.

Nka rulaganya, nka rulaganya, nka rulaganya,
rulaganya, rulaganya.

Nka baya dilo ka ditlhophha, gape nka rulaganya,
rulaganya, rulaganya.

Nka rulaganya ka go utlwa, nka rulaganya ka maina.

Nka go itsise gore ke ka ntlha yang ke akanya
gore dilo tsa me di tshwana tsotlhe.

Nka rulaganya, nka rulaganya, nka rulaganya,
rulaganya, rulaganya.

Nka baya dilo ka ditlhophha, gape nka rulaganya,
rulaganya, rulaganya.

Thempoleiti ya tege ya go tshameka: Nomore 10

Farmyard race (Week 1) • Lebelo la jarata ya polasa (Beke 1)

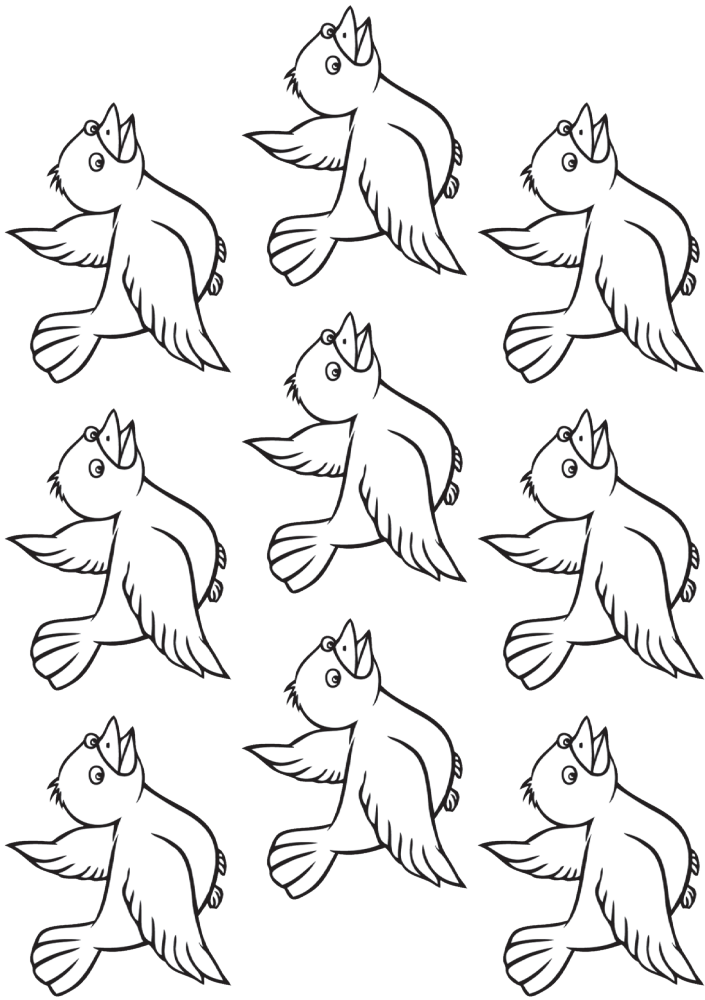
Templates • Dithempoleiti

Ice-cream activity (Week 1)

Phazele ya dinomore (Beke 2)

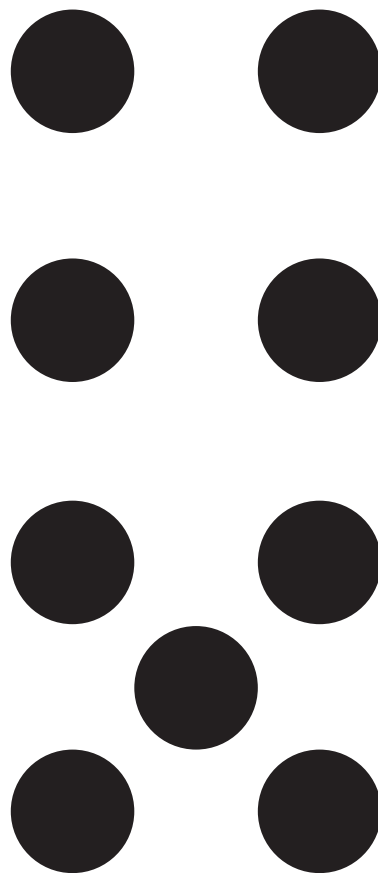
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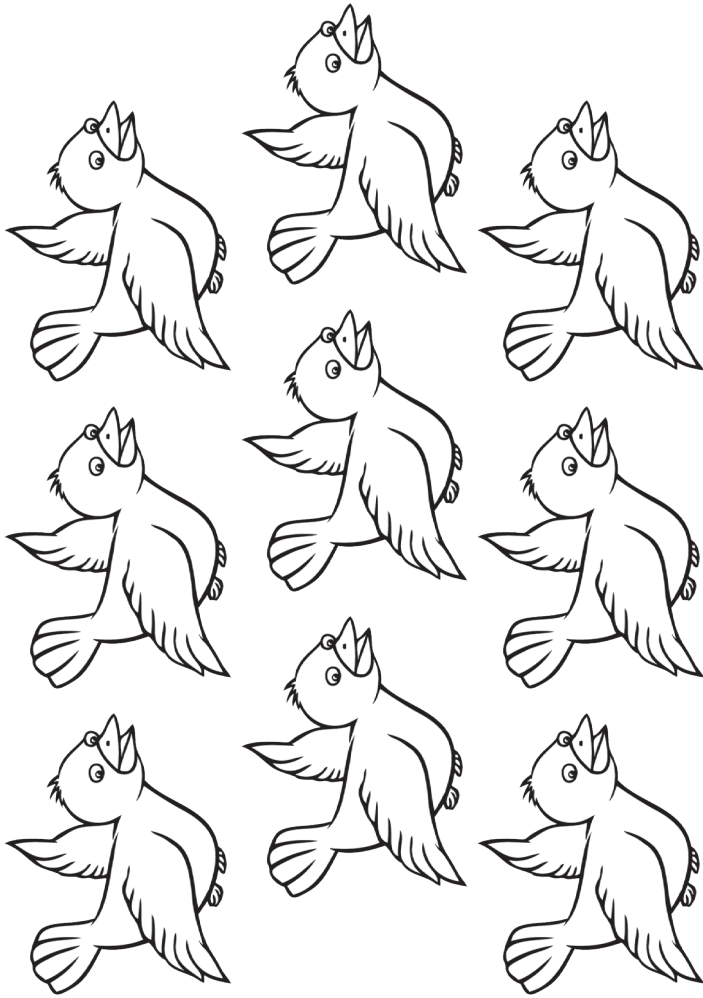
Twenty-four-piece puzzle • Phazele ya dikarolo di le masomepedinne



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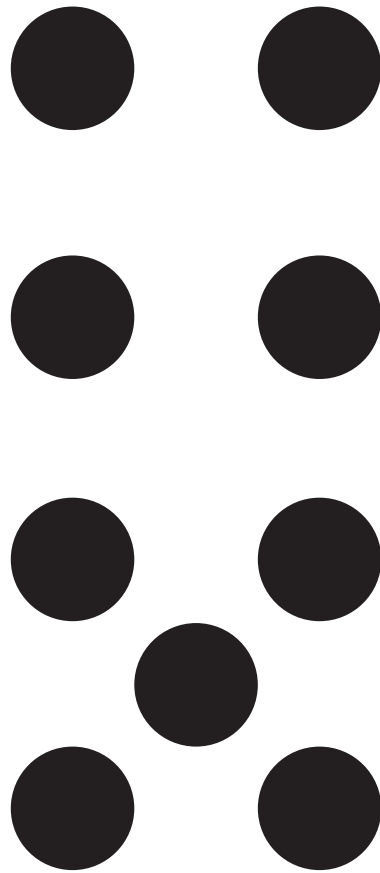
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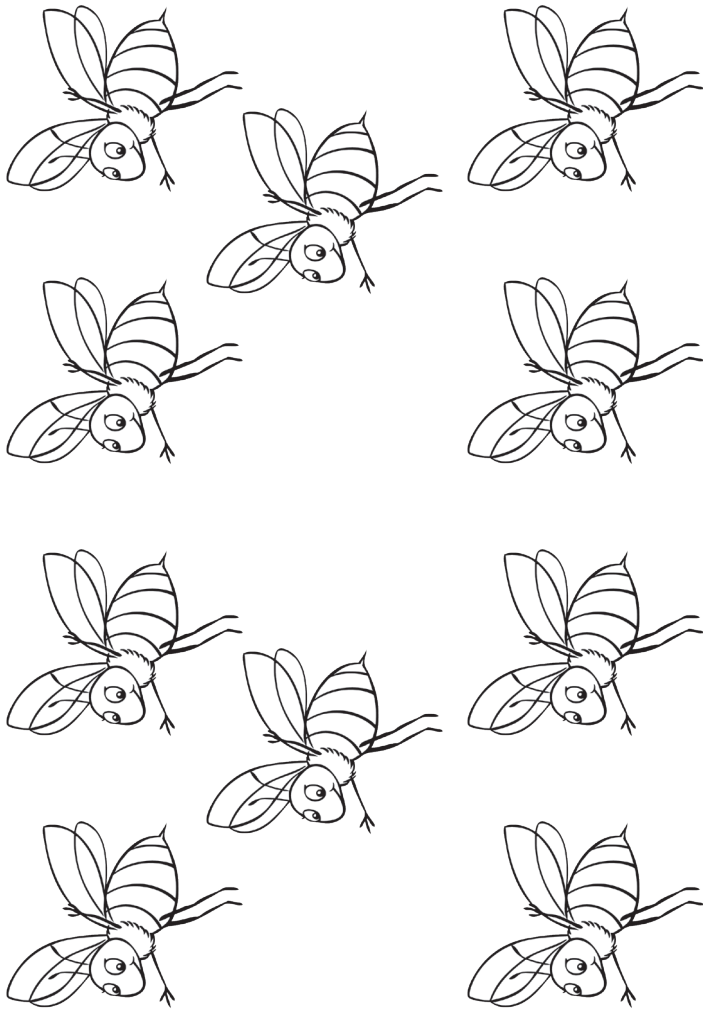




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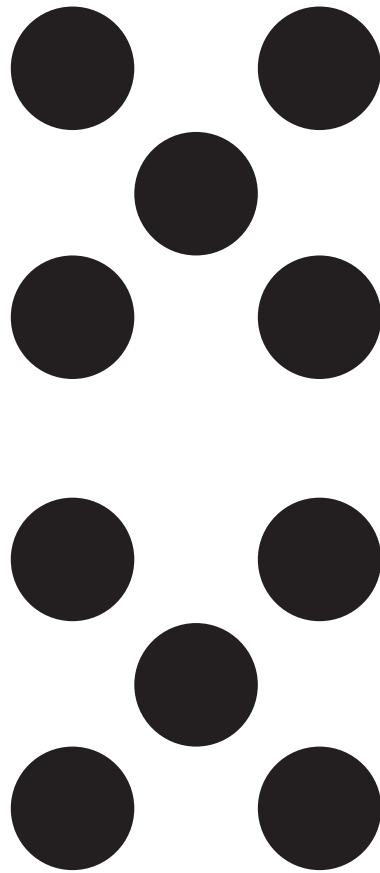
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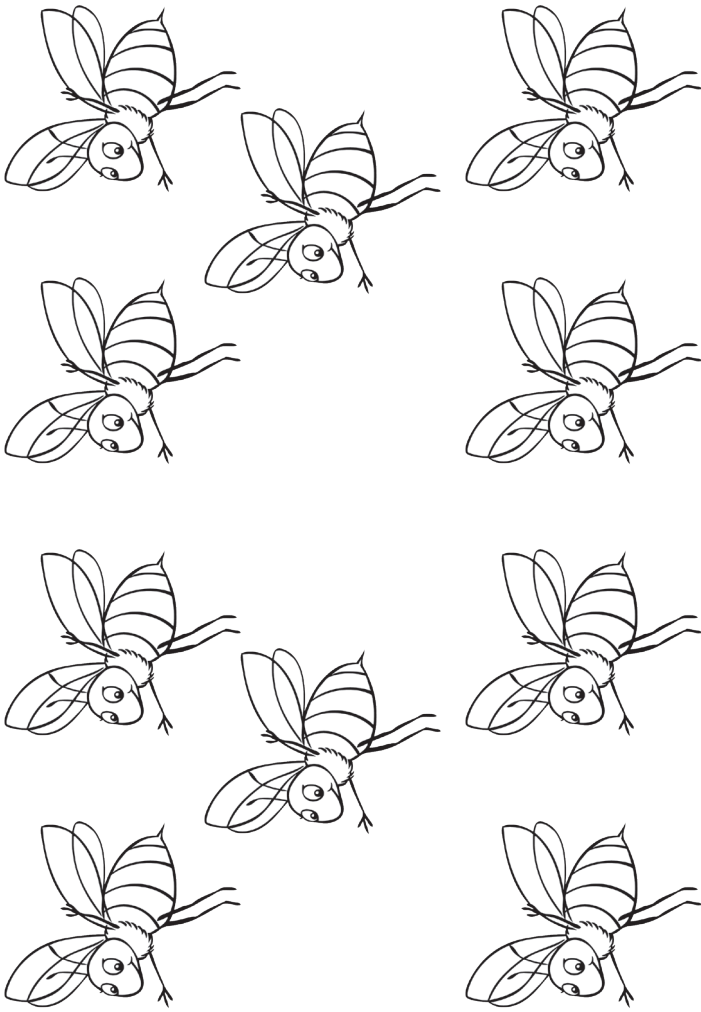




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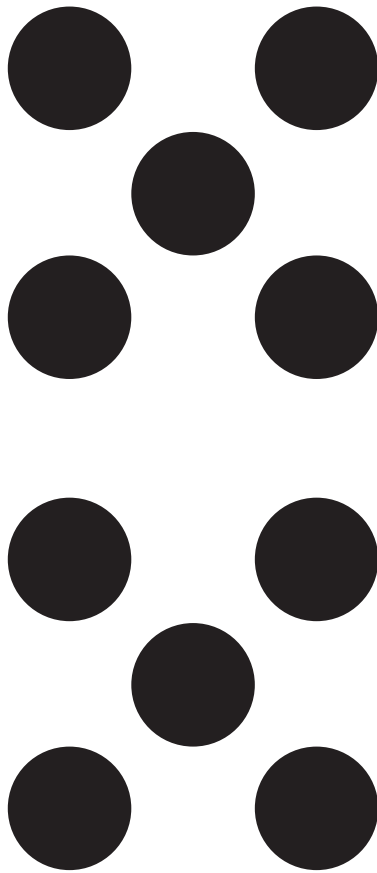
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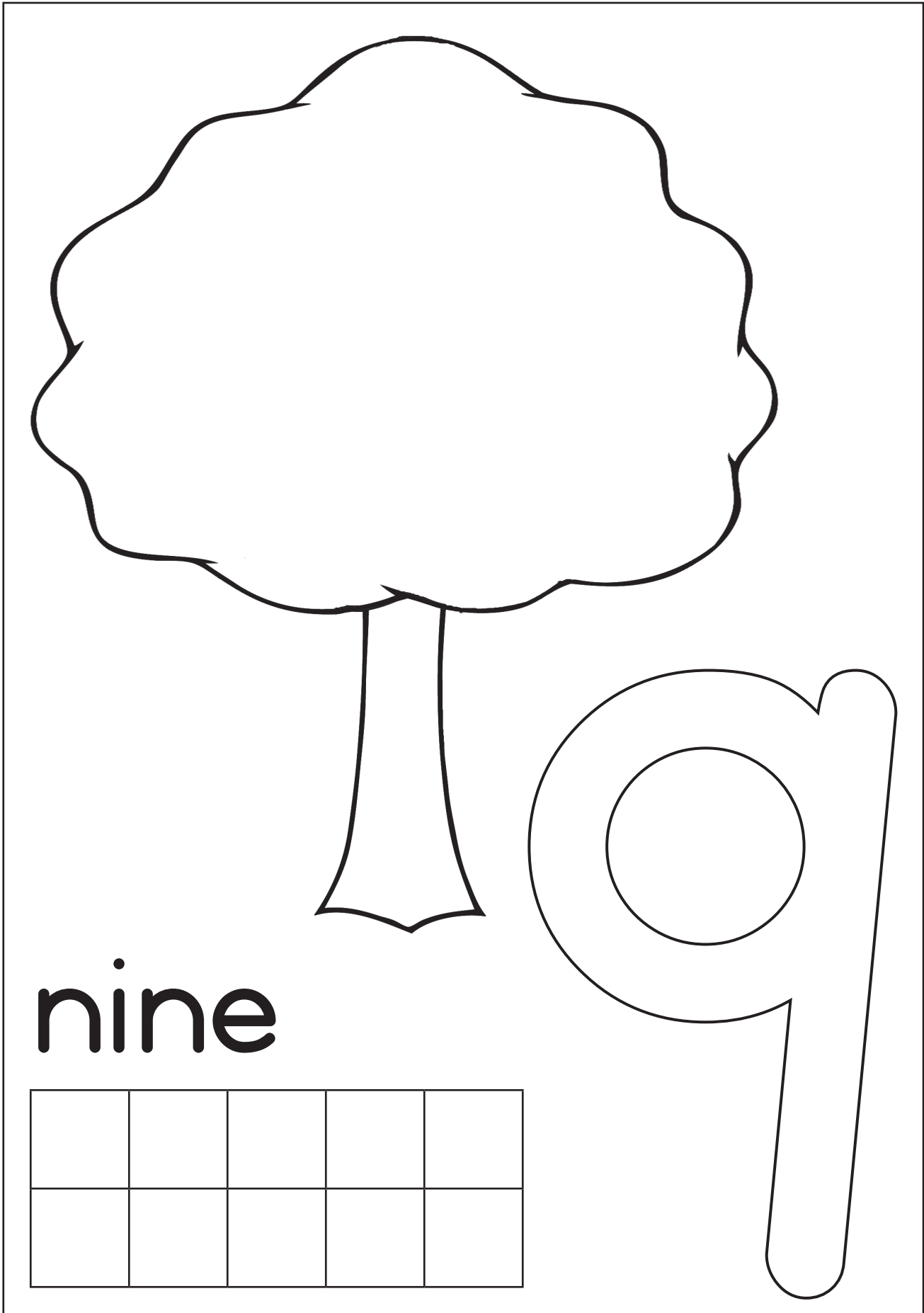
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Playdough template: Number 9



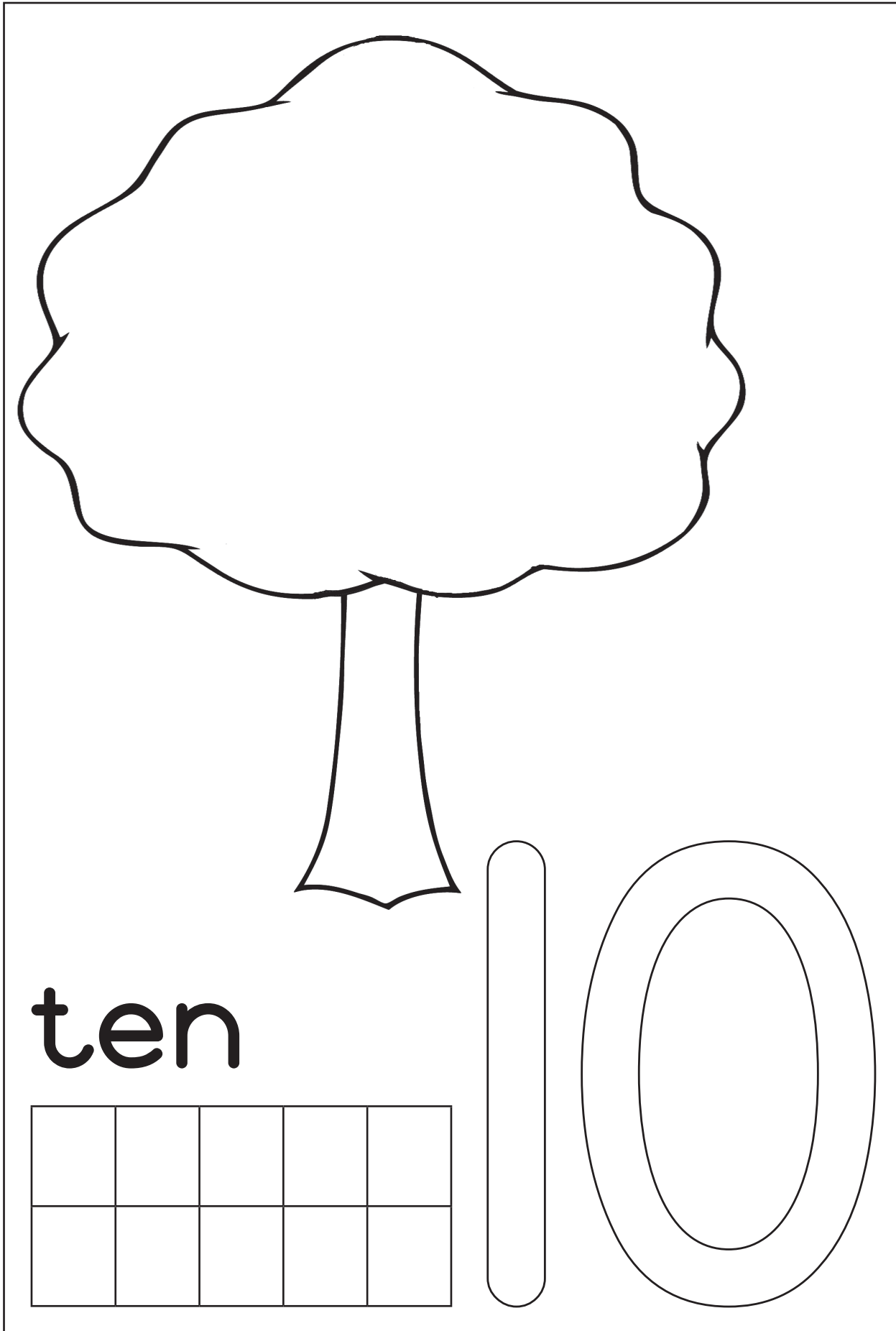
Thempoleiti ya tege ya go tshameka: Nomore 9



robongwe



Playdough template: Number 10



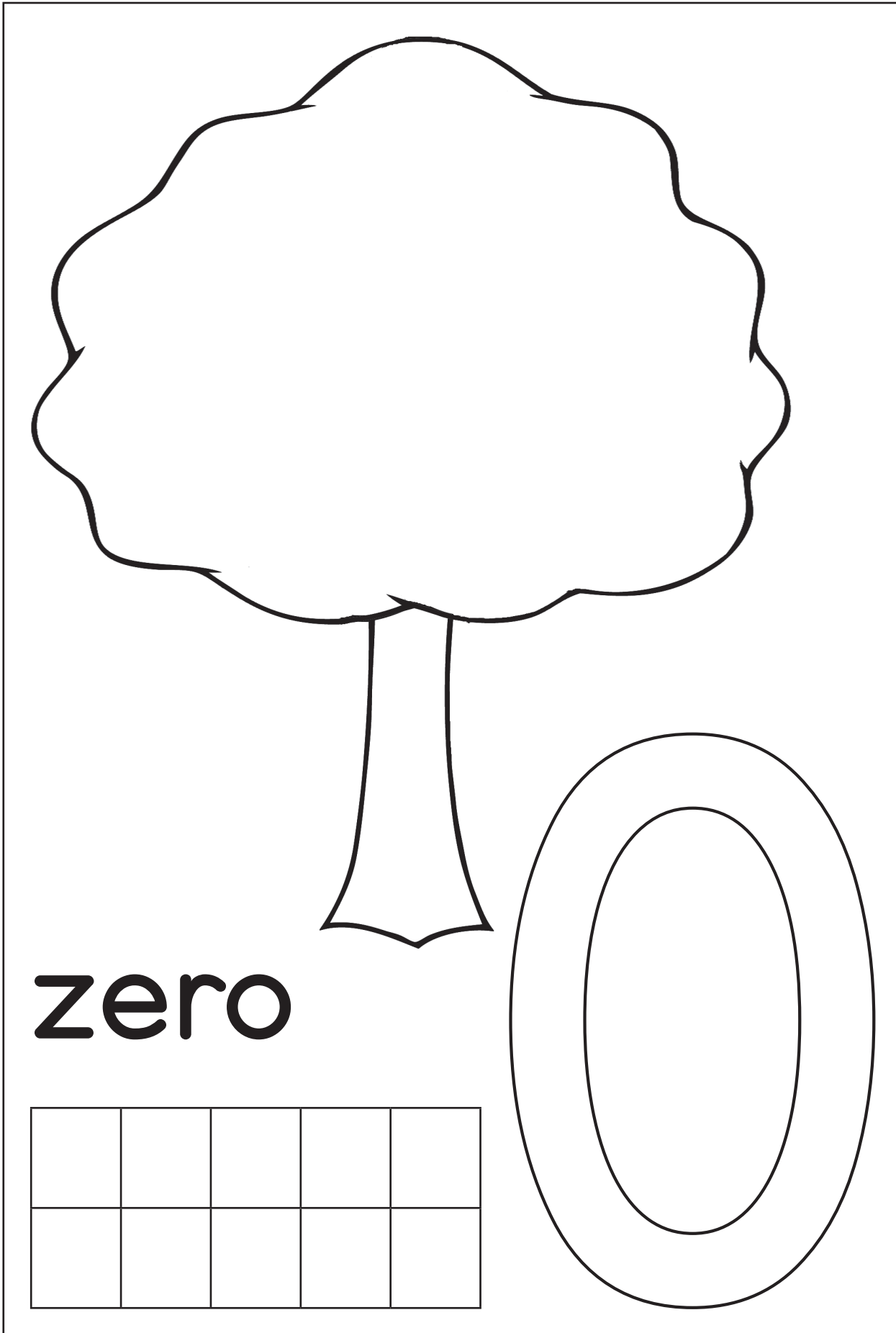
Thempoleiti ya tege ya go tshameka: Nomore 10



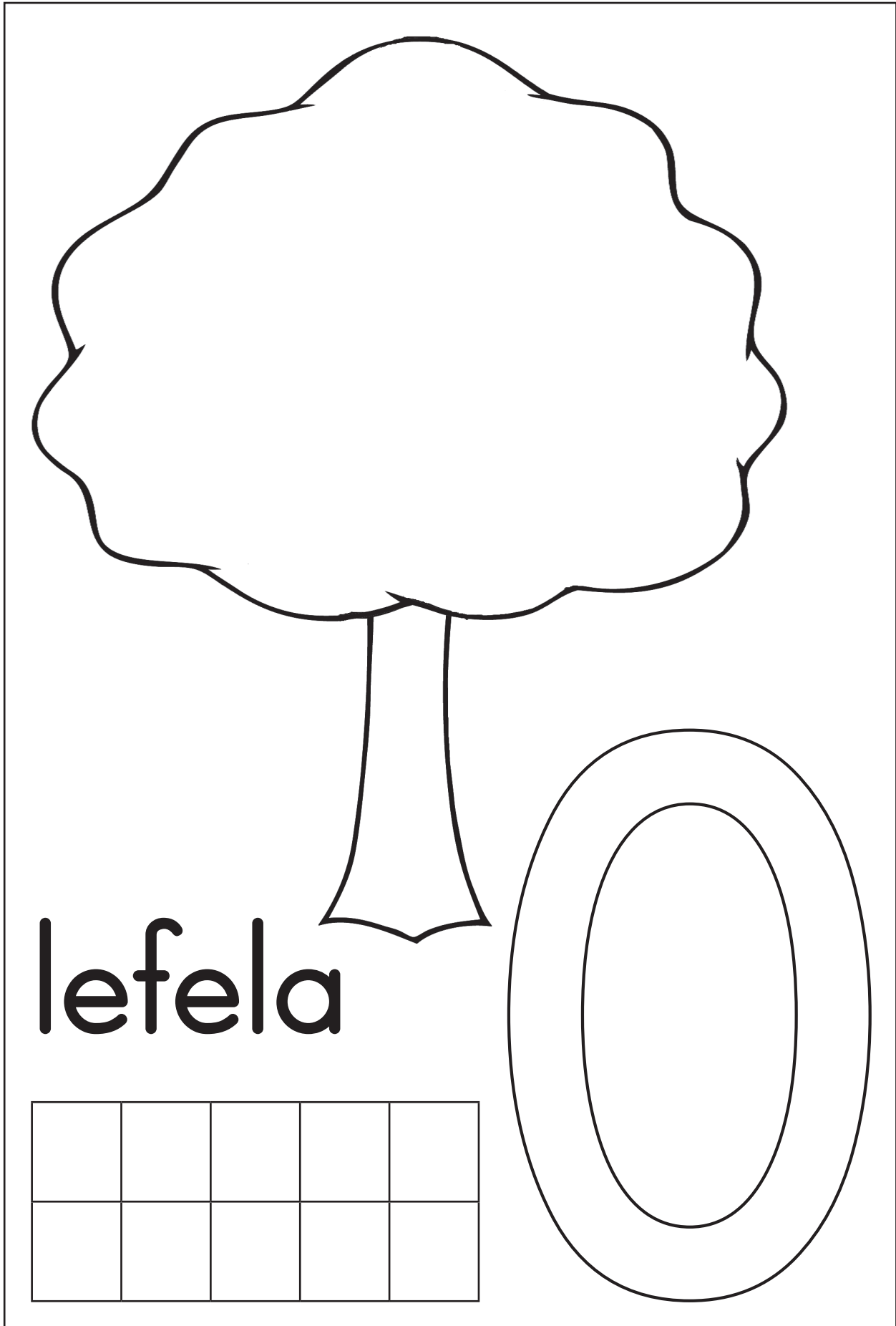
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Playdough template: Number 0

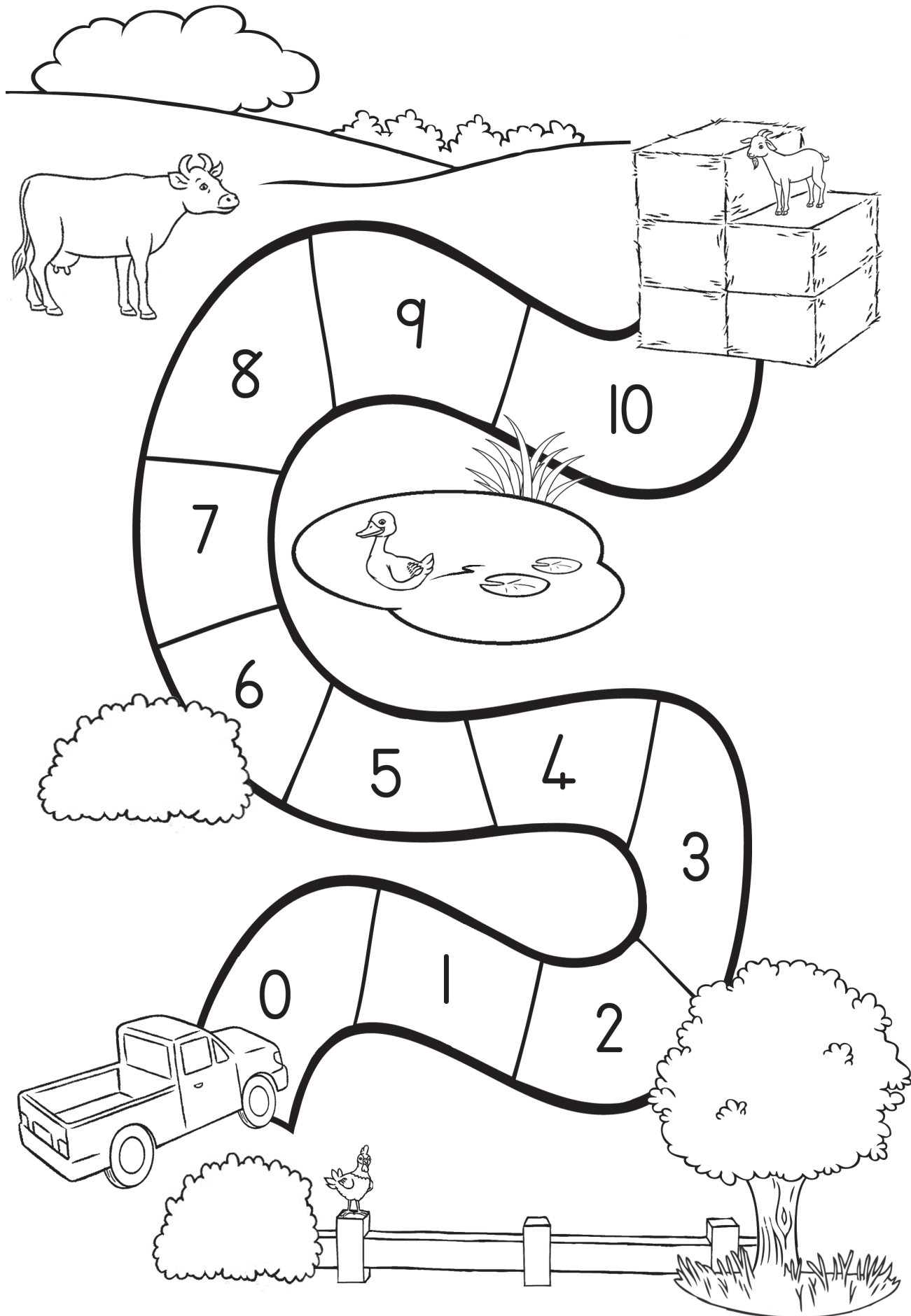


Thempoleiti ya tege ya go tshameka: Nomore 0



lefela

Farmyard race (Week 1) • Lebelo la jarata ya polasa (Beke 1)



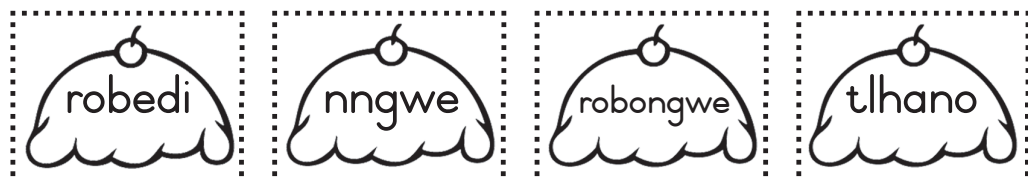
Connect-the-dots (Week 1) • Kopanya marontho (Beke 1)



Ice-cream activity (Week 1)



Tirwana ya bebetsididi (Beke 1)



Number puzzle (Week 2)



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Phazele ya dinomore (Beke 2)



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Fruit grid (Week 10) • Keriti ya maungo (Beke 10)

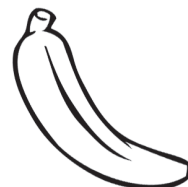
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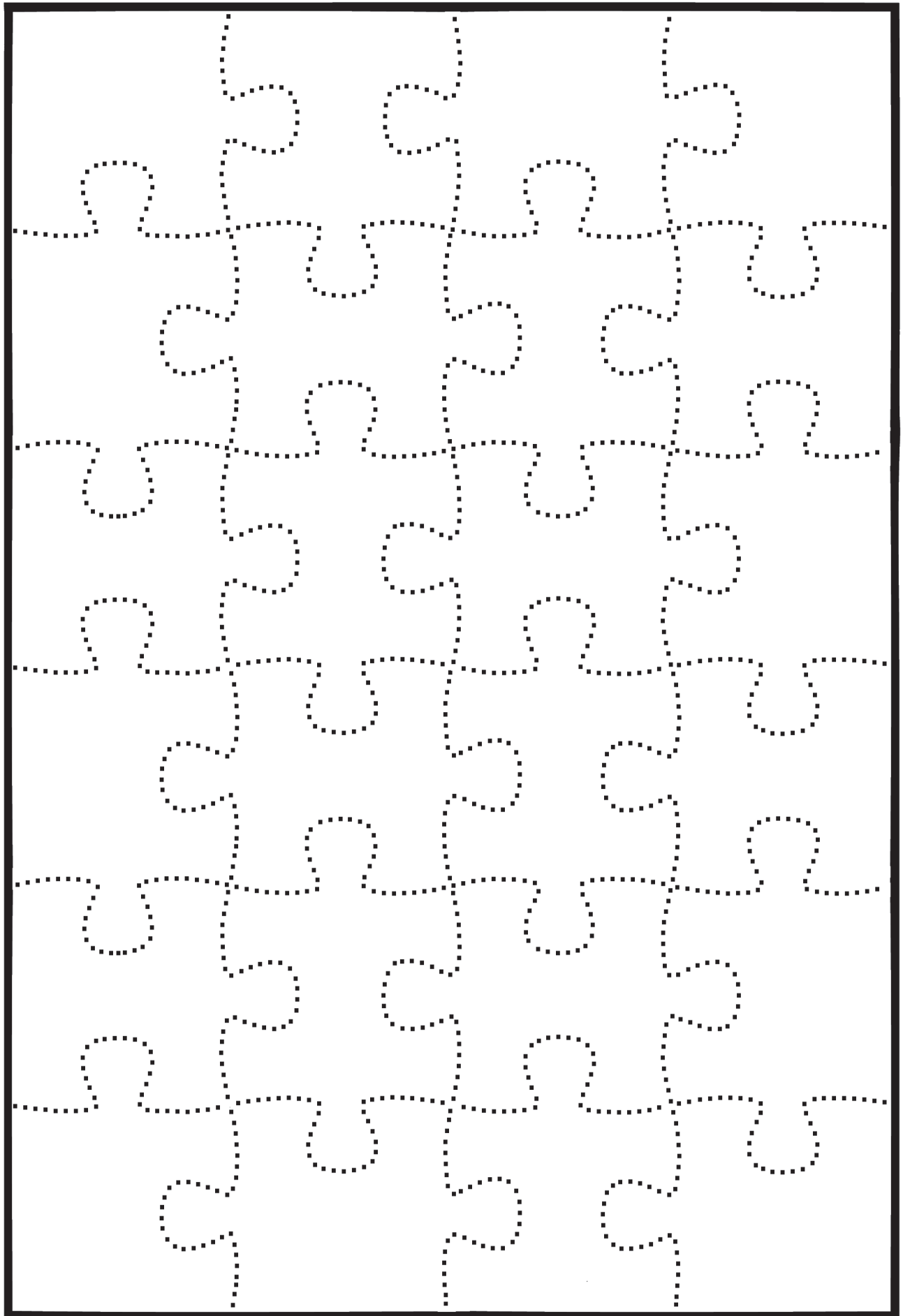
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2

1



Twenty-four-piece puzzle • Phazele ya dikarolo di le masomepedinne



Notes • Dintlha

A series of horizontal dashed lines for writing notes.

