

Lenaneo le Ntlafaditsweng  
la Mmetse la Kereiti ya R

Grade R Mathematics  
Improvement Programme

# Tataiso ya Diketsahalo: Kotara ya 2

## Activity Guide: Term 2



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

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

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

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

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

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

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

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

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

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

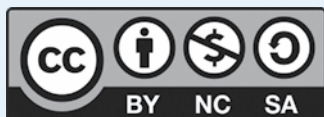
## DITEBOHO

Diteboho tse kgethehileng ho:

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

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

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

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# Introduction

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

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

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

## Features of Activity Guide: Term 2

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

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

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

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

## Grade R Maths in the daily programme

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

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

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

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

# Selelekela

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

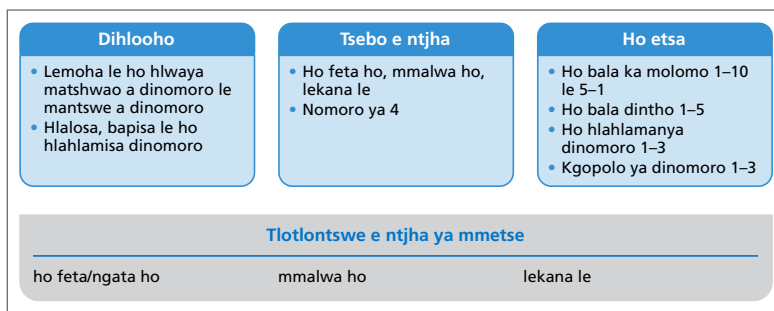
*Tataiso ya Diketsahalo ya Grade R Maths: Kotara ya 2* e fana ka sebopeho bakeng sa ho ithuta mmetse kotareng ya bobedi ya Kereiti ya R ka ho:

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

## Makgetha a Tataiso ya Diketsahalo: Kotara ya 2

Dintlha tse latelang di bopa karolo ya *Tataiso ya Diketsahalo: Kotara ya 2*:

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



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

## Grade R Maths lenaneong la letsatsi le letsatsi

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

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

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



## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

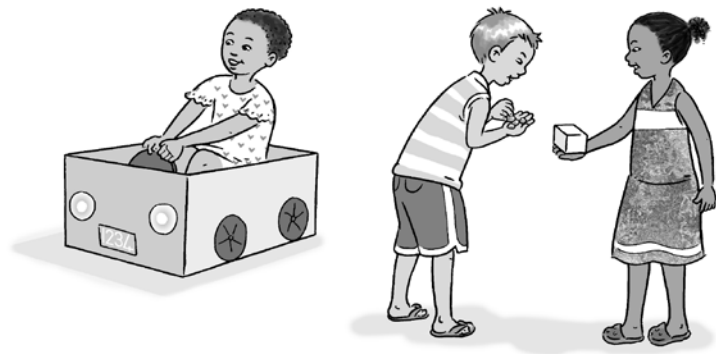
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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





## Diketsahalo tsa tlelase yohle ka letsatsi

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

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



## Diphetofo: ho tlohela ketsahalo ho ya ho e nngwe

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

## Diketsahalo tsa dihlotshwana

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

## Nako ya ho hlwekisa

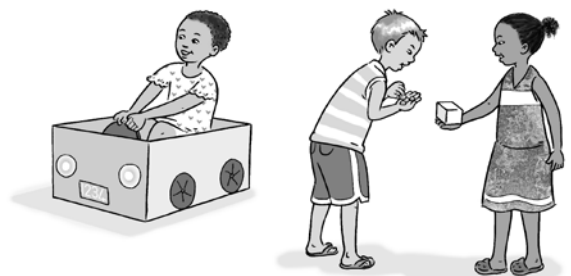
Baithuti ba hloka ho tseba hore disebediswa di dula hokae. Shelofa kapa tafola e etseditsweng ho kenya disebediswa tsa mmetse e tla thusa baithuti hore ba tsebe tlhophiso. Kgothaletsa baithuti ho thusana nakong ya ho hlwekisa. Qalong baithuti ba tla hloka thuso mme o tla tlameha ho ba hopotsa moo ba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

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

## Diketsahalo tsa kgetho ya bolokolohi

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

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



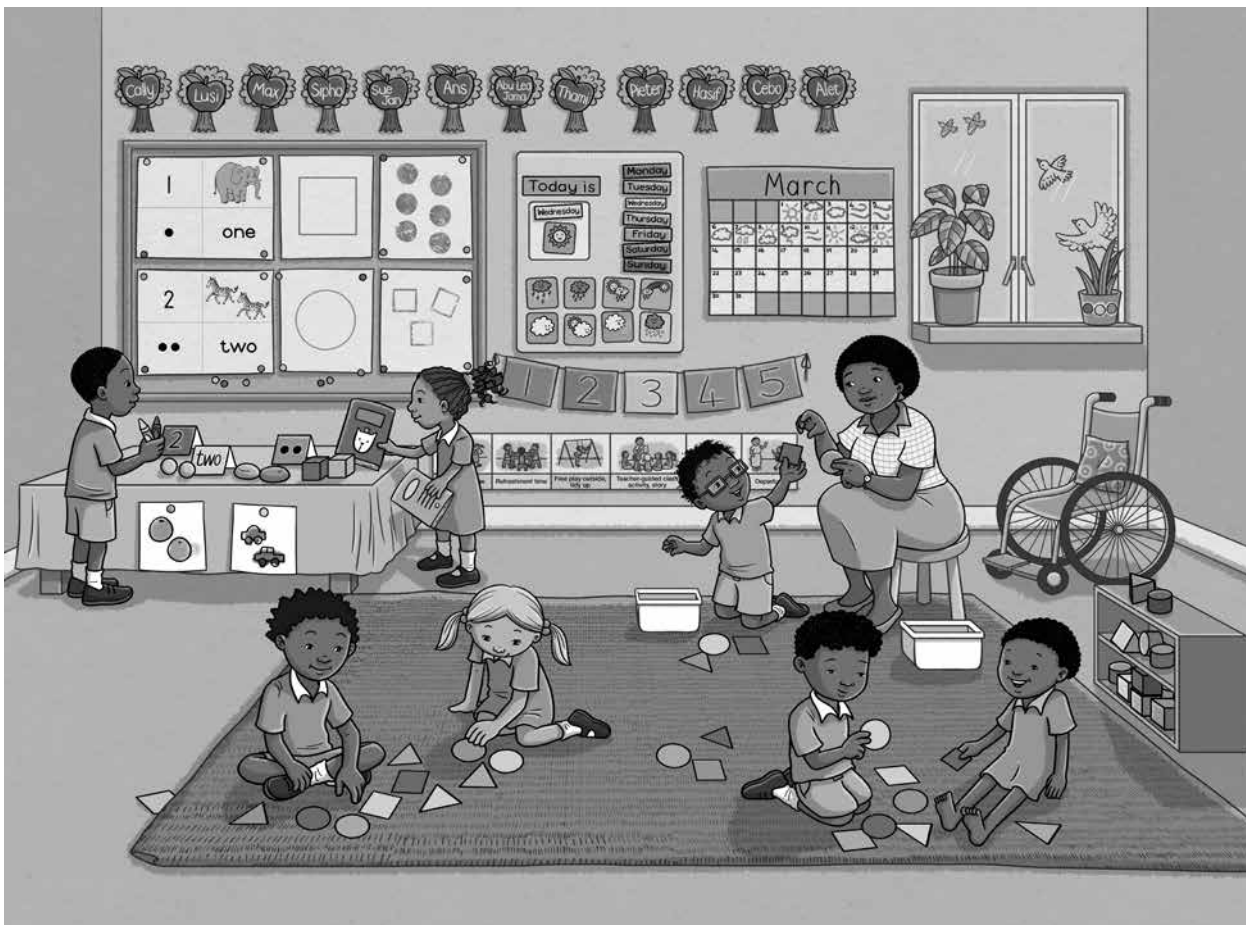
## Assessment

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

## Grade R Maths in the classroom

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

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



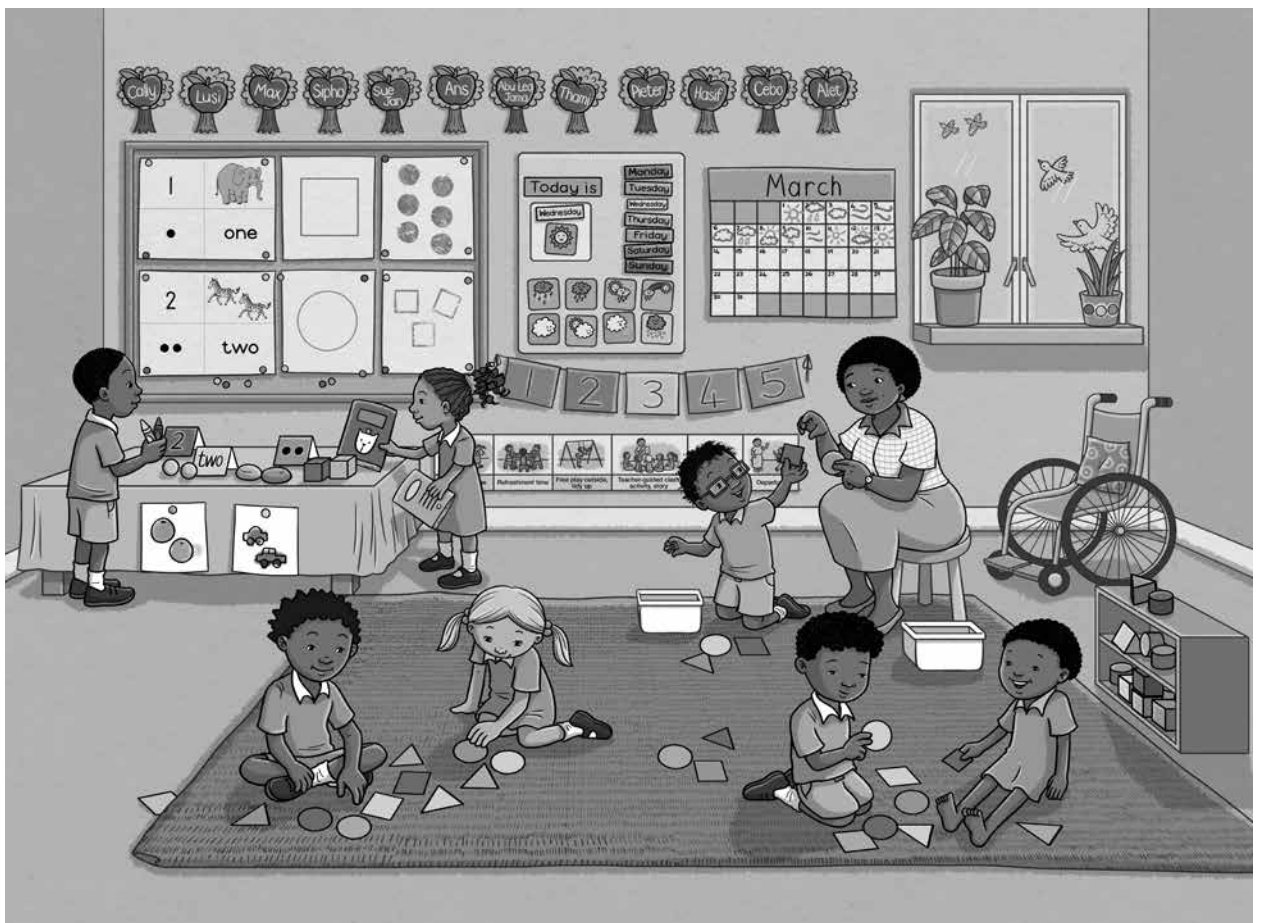
## Tekanyetso

Kelohloko le tekanyetso e tswelang nakong ya diketsahalo tse tataiswang ke titjhere le tsa tlelase yohle e fana ka menyetla bakeng sa kutlwisiso ya tjebokakaretso ya kgatelopele ya moithuti ka mong. Tlhabisoleseding ena e bohlokwa bakeng sa ho tataisa ho ruta ho ya pele le ho nka seabo ho baithuti ka bomong. Lenane la tekolo la tekanyetso e tswelang ka leqepheng la 191 le 193 la tataiso ena le theilwe ho dikahare tse rutilweng ho Kotara ya 2. Thempleiti ena e ka sebediswa bakeng sa ho rekota kgatelopele ya moithuti ka mong kotareng.

## Grade R Maths ka phaposing ya borutelo

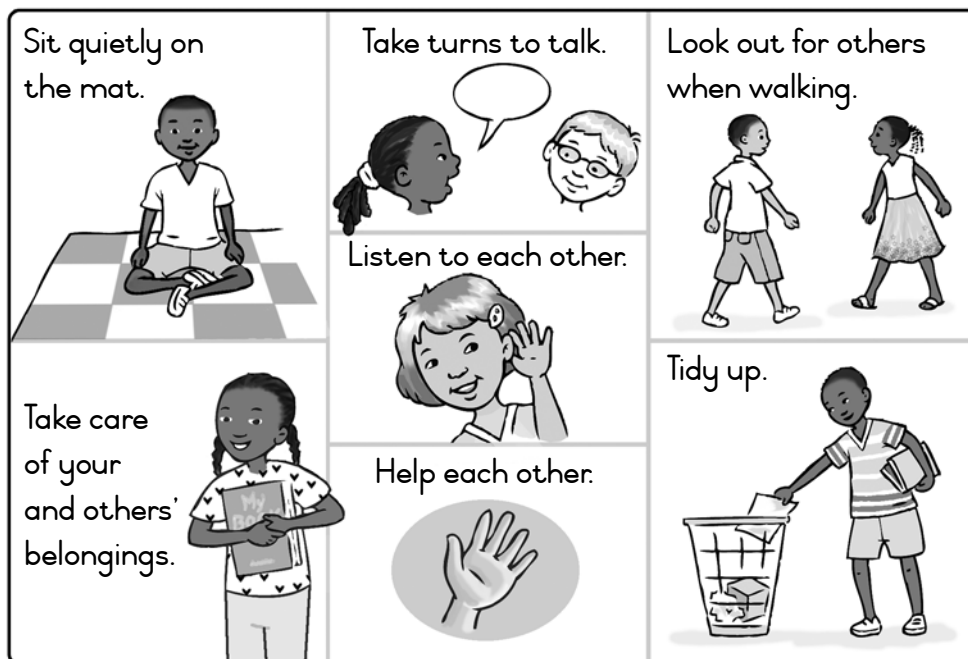
Lokisa sebaka ka phaposing ya borutelo se kgethetsweng mmetse mme se le pela mmata. Sena ke sebaka se arolelanwang moo baithuti ba ka nehelang le ho nka seabo ho sehlooho seo ba ithutang ka sona. Karolo e loketseng e tla kenyeletsa:

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



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

## Our classroom rules



## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

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

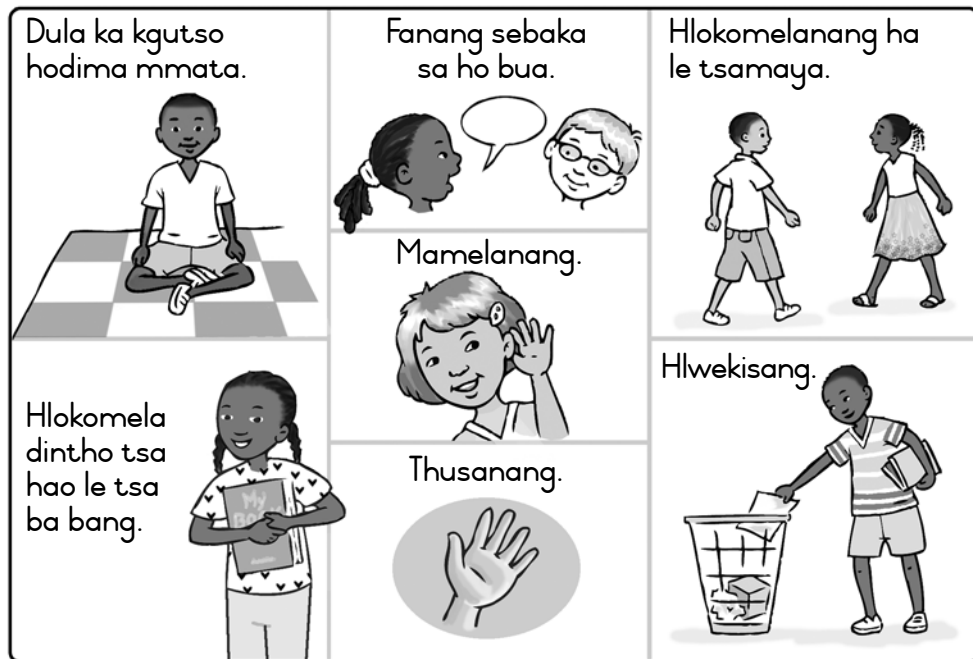


These should not be the only resources that teachers and learners use during maths activities. Everyday objects from home are ideal for sorting, counting and exploring shapes.



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

## Melawana ya phaposi ya rona ya borutelo

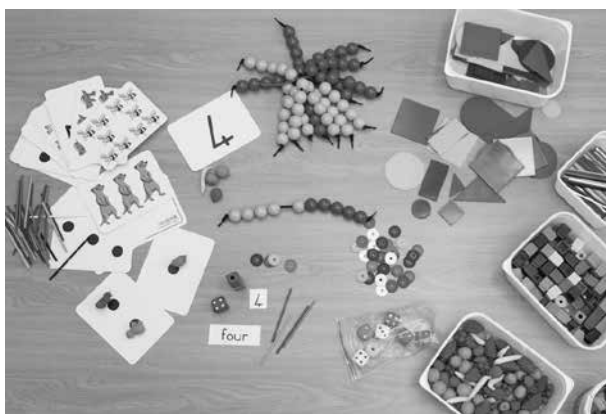


## Disebediswa bakeng sa *Grade R Maths*

### **Khiti ya Disebediswa ya *Grade R Maths***

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

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



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

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Disebediswa tse resaekelwang

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

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



## Disebediswa tse ding

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

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



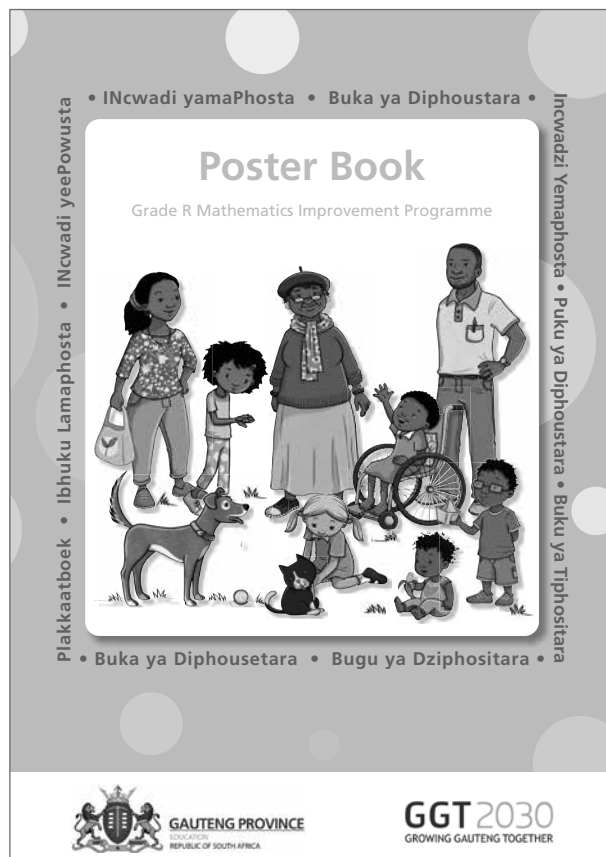
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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



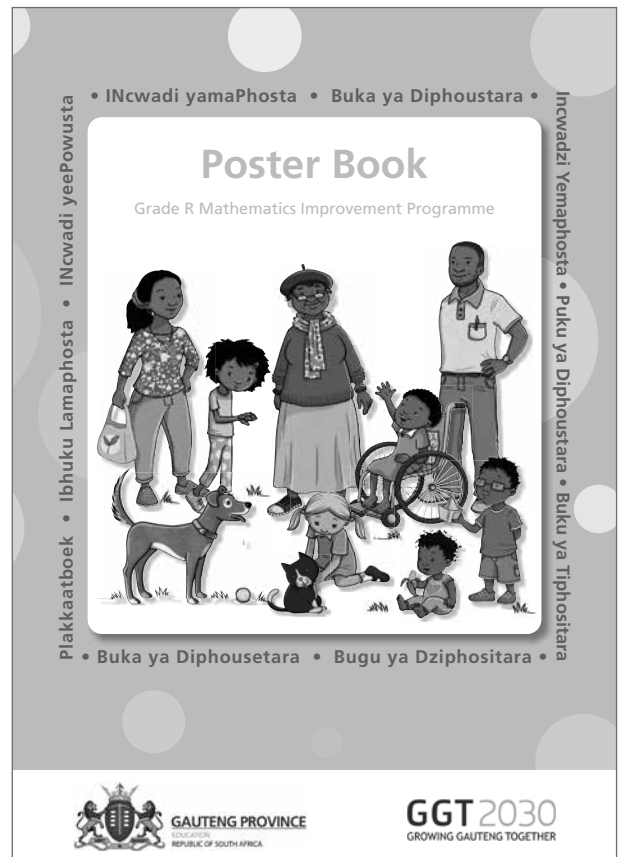
- tjhate ya bophahamo
- dikarete tsa ho papala tse kgolohadi
- tjhelete ya ho bapadisa: dikhoine le ya pampiri (bakeng sa ho sebedisa lebenkeleng la papadi)
- watjhe e kgolo ya leboteng
- sekala sa botsitso
- difaha bakeng sa ho hlophisa, ho folella le ho etsa dipaterone
- disebediswa bakeng sa papadi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

## Buka ya Diphoustara ya Grade R Maths

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

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

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



# Content overview: Term 2

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

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

# Tjhebokakaretso ya Dikahare:

## Kotara ya 2

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

Tsepamiso ho Karolo ya Dikahare	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	<p>Ho feta ho, mmalwa ho, lekana le</p> <p>Nomoro ya 4</p> <p>Ho bala ka molomo 1–10 le 5–1</p> <p>Ho bala dintho 1–5</p> <p>Ho hlahlamanya dinomoro 1–3</p> <p>Kgopolo ya dinomoro 1–3</p>	<p>Dikhoine tsa Afrika Borwa</p> <p>Dinomoro tsa boemo -pele ho isa ho -bone</p> <p>Ho etsa dihlopha hore di lekane le 4</p> <p>Ho bala dintho 1–6</p> <p>Ho bala ka molomo 1–10 le 5–1</p> <p>Ho bea dinomoro ka tatelano 1–4</p> <p>Kgopolo ya dinomoro 1–4</p>	<p>Ho bala ka molomo 1–15</p> <p>Ho bala dintho 1–7</p> <p>Kgopolo ya dinomoro 1–4</p> <p>Ho hlahlamanya dinomoro 1–4</p> <p>Ho bala o kgutlela morao 5–1</p>	<p>E nngwe ho feta, e nngwe ka tlase</p> <p>Ho bala ka molomo 1–15 le 5–1</p> <p>Ho bala dintho 1–7</p> <p>Kgopolo ya dinomoro 1–4</p>	<p>Nomoro ya 5</p> <p>Ho bala ka molomo 1–15 le 5–1</p> <p>Ho bala dintho 1–7</p> <p>Kgopolo ya dinomoro 1–4</p> <p>Ho hlahlamanya dinomoro 1–4</p> <p>Ngata ho feta, mmalwa ho feta</p>
2. Dipaterone, Ditshebetso le Aljebra					
3. Sebaka le Sebopeho (Jeometri)			<p>Boemo: ka tlase</p> <p>Boemo: pela, pakeng tsa, ka pela, ka mora, ka hodima</p> <p>Tshupiso: pele, morao</p> <p>Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo</p>	<p>Ho hlophisa dintho tsa 3-D: ditshwano le diphapang</p> <p>Boemo: ka hodimo</p> <p>Boemo: ka tlase, hodima, ka hara, ka ntle</p> <p>Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo</p> <p>Diphazele tsa dikoto tse leshome le metso e mmedi</p>	
4. Mometho		<p>E kgolo ka ho fetisisa ho isa ho e nyane ka ho fetisisa, e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa</p>			
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')			<p>Ho hlophisa ho ya ka lekgetha le le leng</p>		

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

Tsepamiso ho Karolo ya Dikahare	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	<p>Ho bala ka molomo 1–20</p> <p>Ho bala o kgutlela morao 7–1</p> <p>Ho bala dintho 1–7</p> <p>Kgopolo ya dinomoro 1–5</p> <p>Ho hlahlamanya dinomoro 1–5</p> <p>Ho etsa hore dihlopha di tshwane</p>	<p>Ho bala ka molomo 1–20 le 7–1</p> <p>Ho bala dintho 1–7</p> <p>Kgopolo ya dinomoro 1–5</p> <p>Ngata ho feta, mmalwa ho feta, lekana le</p>	<p>Ho bala ka molomo 1–20 le 7–1</p> <p>Ho bala dintho 1–7</p> <p>Dikgopolo tsa dinomoro 1–5</p>	<p>Ho bala ka molomo 1–20 le 7–1</p> <p>Ho bala dintho 1–7</p> <p>Kakanyo 1–7</p>	<p>Ho heletsatsa le ho aha dinomoro</p> <p>Mekgwa ya ho rarolla bothata</p> <p>Ho kopanya le ho tlosa o sebedisa dintho tse tshwarehang</p> <p>Dinomoro ditikolohong tse tlwaelehileng</p> <p>Ho bala ka molomo 1–20 le 7–1</p> <p>Ho bala dintho 1–7</p> <p>Kgopolo ya dinomoro 1–5</p> <p>Ho hlahlamanya dinomoro 1–5</p> <p>Ngata ho feta, mmalwa ho feta</p> <p>Ke nomoro efe e tlang pele, kamorao?</p>
2. Dipaterone, Ditshebetso le Aljebra	<p>Ho kopolla le ho atolosa dipaterone tse iphetang tse bonolo</p> <p>Ho bopa le ho hlalosa dipaterone tsa hao</p>				
3. Sebaka le Sebopeliso (Jeometri)		<p>Dibopeliso: sedikadikwe, kgutlonnetsepa, kgutlotharo</p>	<p>Latela ditshupiso</p> <p>Ho tshela molahare</p> <p>Dibopeliso: sedikadikwe, kgutlonnetsepa, kgutlotharo</p> <p>Pele, morao</p> <p>Hatella boemo</p>		<p>Dibopeliso: sedikadikwe, kgutlonnetsepa, kgutlotharo</p>
4. Mometho				<p>Ho metha le ho bapisa: botelele (telele, telele ho feta, telele ho fetisisa; kgutshwane; kgutshwane ho feta, kgutshwane ho fetisisa)</p> <p>Botelele: telele, kgutshwane</p>	
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')		<p>Bokella, hlophisa le ho bontsha dipokello tsa dintho</p> <p>Manolla le ho tlaleha ka datha</p> <p>Ho hlophisa le ho bea ka dihlopha</p>			

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

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

## Practise

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

## New maths vocabulary

more than

fewer than

equal to

## Getting ready

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

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

## Whole class activities

### Day 1

#### What you need

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

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



### TIP

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



# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Lemoha le ho hlwaya matshwao a dinomoro le mantswe a dinomoro
- Hlalosa, bapisa le ho hlahlamisa dinomoro

## Tsebo e ntjha

- Ho feta ho, mmalwa ho, lekana le
- Nomoro ya 4

## Ho etsa

- Ho bala ka molomo 1–10 le 5–1
- Ho bala dintho 1–5
- Ho hlahlamanya dinomoro 1–3
- Kgopolo ya dinomoro 1–3

## Thlotlontswe e ntjha ya mmetse

ho feta/ngata ho

mmalwa ho

lekana le

## Ho itokisetsa

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

- frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 4 (leqephe la 209)
- dikarete tsa matheba, matshwao le mantswe tsa nomoro ya '4' tse 8
- sete e 1 ya dikarete tsa matheba a dinomoro 1–4 ho moithuti ka mong (ka tlhophiso e fapaneng ya matheba)
- thempleiti ya hlama ya ho bapala: Nomoro ya 4 ho moithuti ka mong (leqephe la 213)
- diphazele tse fapaneng tsa ditshwantsho ho moithuti ka mong (Taka kapa o kopitse setshwantsho hodima leqephe la pampiri/khateboto ya boholo ba A5. Seha setshwantsho seo ka dikgetjhana tse nne mme o nomore dikgetjhana 1 ho isa ho 4. Sheba Seteishene sa tshebetso sa 2.)
- letshwao la nomoro le sekgetjhana sa letheba 1–4: e le 1 ho moithuti ka mong (sheba ketsahalo e tataiswang ke titjhere, mohato wa 3, leqephe la 33)
- sete ya diphazele tsa dinomoro le ditshwantsho tse nyalanang 1–4 ho bobedi ka bong ba baithuti (sheba Seteishene sa tshebetso sa 4).

## Diketsahalo tsa tlelase yohle

### Letsatsi la 1

#### KELETSO

Ho bala ka molomo ho ka etsahala nakong ya ho fetola. Etsa hore ho bala hona ho be mahlahlaha mme ho natefele.

#### Tseo o di hlokanang

- Tjhate ya matsatsi a tswalo
- Difrizi tsa dinomoro 1–3
- Frizi ya nomoro: Nomoro ya 4 (leqephe la 209)
- Pale ya nomoro ya 4 (leqephe la 195)

1. **Raeme:** Etsa raeme e tswang ho Kotara ya 1.
2. **Ho bala ka molomo:** 1–10 le 5–1.



**TIP**

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

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

**Guiding questions:**

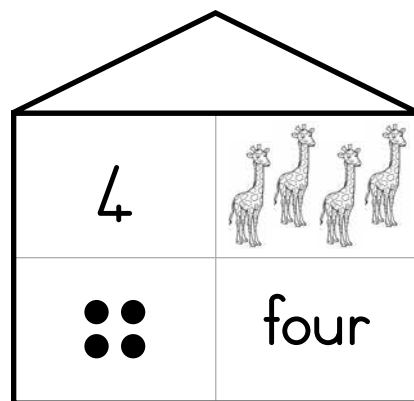
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

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

**Guiding questions:**

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

Tell the *Number 4 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 4, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area. Count the giraffes together.



**Guiding questions:**

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

**Day 2**

**What you need**

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

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

**Guiding questions:**

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

**KELETSO**

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

3. **Ho bala dintho 1–5:** Baithuti ba sheba tjhate ya matsatsi a tswalo. Mmoho balang dikgwedi tse hlano tsa pele tsa selemo. Buisanang ka taba ya hore baithuti ba sa tswa kgutla matsatsing a phomolo mme o ba lemohise kgwedi eo le leng ho yona ya selemo.

**Dipotso tse tataisang:**

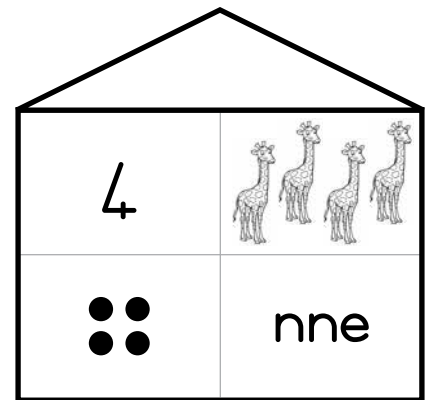
- ★ Re kgweding efe hona jwale?
- ★ Kgwedi ya pele ke efe?
- ★ Na ho na le dikgwedi dife kapa dife tse nang le mabitso a baithuti ba bahlano ho tsona? (Haeba di le teng, di baleng mmoho.)

4. **Ho tsebisa nomoro '4':** Supa difrizi tsa dinomoro 1 ho isa ho 3.

**Dipotso tse tataisang:**

- ★ O nahana hore ke diphoofole tse kae tse tlang ho dula ntlong e latelang?
- ★ Na e tla ba tse ngata ho feta kapa tse mmalwa ho 3?

Pheta *Pale ya nomoro ya 4*. Ntlo ya diphoofole ke mookotaba wa pale. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o ahella hodima pale ya diphoofole le ditshwantsho tsa ntlo: dipontsho tse fapaneng tsa nomoro ya 4, ho etsa mohlala, setshwantsho, matheba, letshwao le lentswe. Maneha dikarolo tsa frizi ka ntlong ya diphoofole leboteng sebakeng sa mmetse. Balang dithuhlo mmoho.



**Dipotso tse tataisang:**

- ★ Ke mang ya kileng a bona thuhlo? Hokae?
- ★ O nahana hore di tsamaya jwang?
- ★ Tlou/qwaha/mosha di tsamaya jwang?
- ★ Ho na le dithuhlo tse kae ho feta mesha?
- ★ Ho na le mesha e mekae e mmalwa ho feta dithuhlo?
- ★ Haeba thuhlo e le nngwe e ka ya ntlong ya mesha, ho tla ba le diphoofole tse kae ka hara ntlo ya mesha?

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

**Letsatsi la 2**

**Tseo o di hlohang**

- Dipanana tse 5, dilamunu tse 4, diapole tse 4, ditoroberi tse 4 (*Khiti ya Disebediswa*)
- Pina: *Ho etsa salate ya ditholwana* (leqephe la 195)
- Dikarete tse 8 tsa matheba, letshwao le lentswe la nomoro '4'

1. **Pina:** Tsebisa pina, *Ho etsa salate ya ditholwana*.

**Dipotso tse tataisang:**

- ★ Ke mang ya kileng a ja salate ya ditholwana?
- ★ Ke tholwana efe eo o e ratang ka hara salate ya hao ya ditholwana?
- ★ Re ile ra bina ka mefuta e mekae e fapaneng ya ditholwana?



## TIP

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

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

### Guiding questions:

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

Count each pile of fruit together.

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

### Guiding questions:

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

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

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



## TIP

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

## Integration

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

## Day 3

### What you need

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

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

**KELETSO**

Etsa hore ho bala ka molomo ha letsatsi le letsatsi ho be monate. Kenyeletsa mehopollo e tswang ho baithuti ha ho kgoneha.

2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–5:** Baithuti ba dula ba entse sedikadikwe. Bea dihlopha tse nne tsa dibadi tsa ditholwana hodima mmata: dipanana tse hlano, dilamunu tse tharo, diapole tse pedi le ditoroberi tse nne.

**Dipotso tse tataisang:**

- ✦ O nahana hore ho na le dipanana/dilamunu/diapole/ditoroberi tse kae?
- ✦ Ke qubu efe e nang le ditholwana tse ngata ho fetisisa/mmalwa ho fetisisa?

Balang qubu ka nngwe ya ditholwana mmoho.

4. **Tse ngata ho feta/mmalwa ho feta; lekanang le:** Tsepamisa maikutlo ho dilamunu le diapole.

**Dipotso tse tataisang:**

- ✦ Re lokela ho etsa eng hore lenane la dilamunu/diapole le lekane le lenane la ditoroberi?
- ✦ Re ka etsa jwang hore sehlopha sa dilamunu/diapole se be le tse nne?



5. **Tafole ya mmetse:** Baithuti ba tswela ka ntle ka dihlopha tsa ba bane. Moithuti ka mong sehlotshwaneng o lokela ho bokella ntho e nyane e tshwanang, ho etsa mohlala, makala kapa mahlaku. Baithuti ba kgutlela mmateng dihlotshwaneng tsa bona. Sehlotshwana ka seng se bolela hore se fumane eng le hore tse kae. Buisanang ka dintho tse tshwanang le tse fapaneng dipokellong tsa bona. Efa sehlotshwana ka seng karete ya matheba, matshwao le lentswe la nomoro ya 4. Ka bonngwe, sehlotshwana ka seng se bea dintho tsa sona le karete ya nomoro ya 4 tafoleng.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Tlotlontswe e ntjha ya mmetse e ka sebediswa letsatsi lohle, ho etsa mohlala, nakong ya dipuisano tsa nako ya seneke.

**Letsatsi la 3**

**Tseo o di hlokang**

- Pina: *Ho etsa salate ya ditholwana* (leqephe la 195)
- Dibadi tsa ditholwana (*Khiti ya Disebediswa*)
- Difrizi tsa dinomoro 1–4
- Dijana tse 2
- Dibadi tsa ditholwana tse 7
- Dikarete tse 20 tsa matheba, matshwao le ditshwantsho tsa dinomoro '1–4' (*Khiti ya Disebediswa*)

1. **Pina:** Bina *Ho etsa salate ya ditholwana* o kenya le diketso.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–5:** Mmoho balang menwana e letsohong le le leng. Buisanang ka hore ke ditho dife tsa mmele tseo baithuti ba nang le tse hlano kapa tse mmalwa tsa tsona.

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

**Guiding questions:**

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

Repeat with other configurations.

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



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

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

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

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

## Day 4

### What you need

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

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

**Guiding questions:**

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

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

4. **Dikarete tsa matheba le ho bea ka tatelano 1–4:** Bontsha baithuti dikarete tsa matheba 1–4.

**Dipotso tse tataisang:**

- ★ Ntho ena ke eng? (karete ya matheba ya 3)
- ★ Ena yona? (karete ya matheba ya 1)
- ★ Ho etsahala eng ha re kopanya tsena, 1 le 3, mmoho? (Bontsha karete ya matheba ya 4.)

Pheta hape ka ditlhophiso tse ding.

Tshwara dikarete tsa matheba, ditshwantsho le matshwao a dinomoro 1–4 jwaloka fene ele hore baithuti ba kgone ho bona feela bokamorao ba dikarete tseo. Baithuti ba fana sebaka sa ho nka karete. Ba bolela lenane la matheba a kareteeng mme ba a bontsha baithuti bohle.



- ★ Ke diphoofolo dife tse ho difrizi tsa rona tsa dinomoro tse nyalanang le karete eo \_\_\_\_\_ a e tshwereng?

Bea dikarete tsa matshwao a dinomoro tsa 1–4 leboteng ka tatelano e fosahetseng.

- ★ O lemoha eng ka tatelano ya dikarete tseo?
- ★ Re ka di hlophisa hape ka ditsela dife tse ding?

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

## Letsatsi la 4

### Tseo o di hlokanang

- Ditshelo tse 2 tse bonaletsang tsa polastiki tse tshetseng dintho tse 5 tsa boholo bo fapaneng setshelo ka seng, ho etsa mohlala, dinawa, majwana
- Pina: *Ho etsa salate ya ditholwana* (leqephe la 195)
- Dihulahupu tse 4 (kapa tjhoko/thapo ho etsa didikadikwe)
- Diboloko tsa patsi tse 10
- Dikarete tse 20 tsa matshwao, mantswe, matheba tsa dinomoro '1–4'
- Diboloko tse 10 tsa *Unifix*
- Diletswa tsa mmino

1. **Pina:** Bina *Ho etsa salate ya ditholwana*.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–5:** Baithuti ba dula ka sedikadikwe. Bea ditshelo tse pedi tse nang le dintho tse hlano tsa boholo bo fapaneng bohareng ba mmata.

**Dipotso tse tataisang:**

- ★ O nahana hore ho na le dintho tse kae ka hara setshelo ka seng?
- ★ Na o nahana hore setshelo ka seng se na le lenane le lekanang la dintho? Mmoho balang dintho. Hopotsa baithuti hore boholo ba dintho ha bo ame lenane la dintho.



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

**Guiding questions:**

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

**Day 5**

**What you need**

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

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



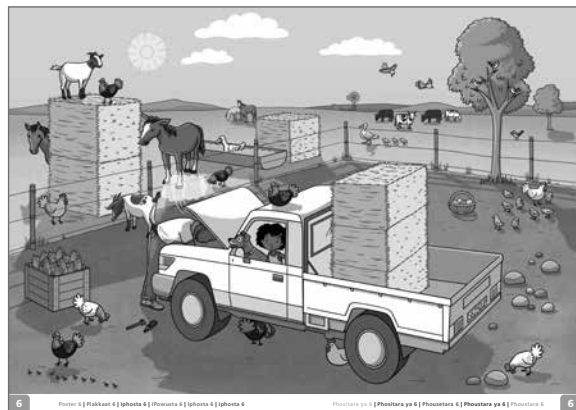
**TIP**

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

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

**Guiding questions:**

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



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

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

4. **Ho ikwetlisa le ho bea ka tatelano 1–4:** Bea dihlahupu tse nne mmateng le boloko bo le bong ba patsi ka hara e le nngwe, diboloko tse pedi ka ho e latelang jwalojwalo. Ere baithuti e mong le e mong a late karete ya ditshwantsho, ya matshwao, ya mantswe kapa ya matheba ya dinomoro bakeng sa 1, 2, 3 kapa 4, kapa pakeng tsa boloko e le nngwe le tse nne tsa *Unifix* tse mmateng. Bapala pina mme o re baithuti ba tantshetse mmimo. Ha mmimo o emisa, ba dula fatshe pela hulahupu e nang le lenane le nyallanang la diboloko.

**Dipotso tse tataisang:**

- ✦ Re ka bea dihlahupu tsena jwang ka tatelano?
- ✦ Ke hulahupu efe e lokelang ho tla pele? Hobaneng?
- ✦ Ke efe e tlang pele, e latelang, ka morao?
- ✦ Na ho na le baithuti ba bangata ho feta/mmalwa ho feta pela hulahupu ena kapa pela hulahupu ena?

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

**Letsatsi la 5**

**Tseo o di hlokanang**

- Dihlotshwana tsa dintho tse hlano tse beilweng hohle ka phaposing
- Pina: *Ho etsa salate ya ditholwana* (leqephe la 195)
- Phoustara ya 6

1. **Pina:** Bina *Ho etsa salate ya ditholwana* mme le e tshwantshise.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–5:** Bea dihlotshwana tsa dintho tse hlano dibakeng tse bonahalang ka ho hlaka hohle ka phaposing ya borutelo. Bapalang 'Ke bonang ka leihlwana la ka', ho etsa mohla: 'Ke bona ka leihlwana la ka mekotla e mehlano.' Balang dintho tseo mmoho, mme le phete hape ka sehlotshwana se seng sa dintho tse hlano.

**KELETSO**  
 Ha se baithuti bohle ba tlang ho tseba ketsahalo ya sebakeng sa polasi, jwaloka ena. Nka nako e itseng ho ba tsebisa le ho ba tlwaetsa yona.

4. **Ho ikwetlisa 1–4:** Buisanang ka Phoustara ya 6. Buang ka seo baithuti ba se bonang.

**Dipotso tse tataisang:**

- ✦ Le nahana hore batho bana ba hokae?
- ✦ Na o kgona ho bona tse nne, tse tharo, tse pedi kapa e le nngwe ya ntho efe kapa efe?
- ✦ Na ho na le dinonyana tse ngata sefateng, kapa matata a mangata ka hara bata ya metsi?
- ✦ Ho na le dingata tse kae tsa furu hodima lori?
- ✦ Ho na le dingata tse kae tsa furu fatshe?
- ✦ Ho tla sala dingata tse kae tsa furu haeba dipere di ka ja ngata e le nngwe? Kgothaletsa baithuti ho rarolla mathata ka bobona. Ba fe menyetla ya ho iphumanela dikarabo tsa dintho.



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

## Small group activities

### Teacher-guided activity

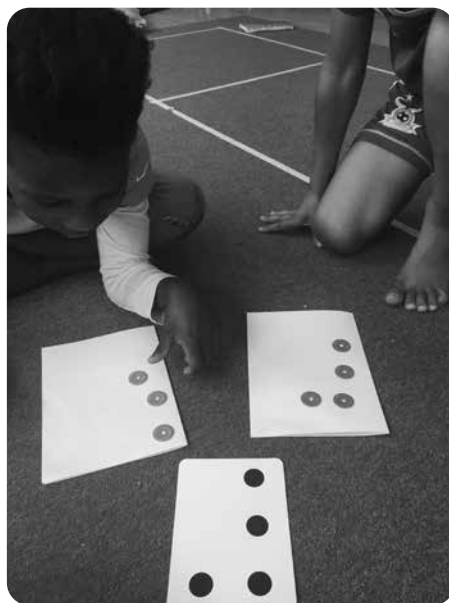
#### What you need

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

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

#### Guiding questions:

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



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

#### Guiding questions:

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



### TIP

The concept of 'fewer' will need support.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

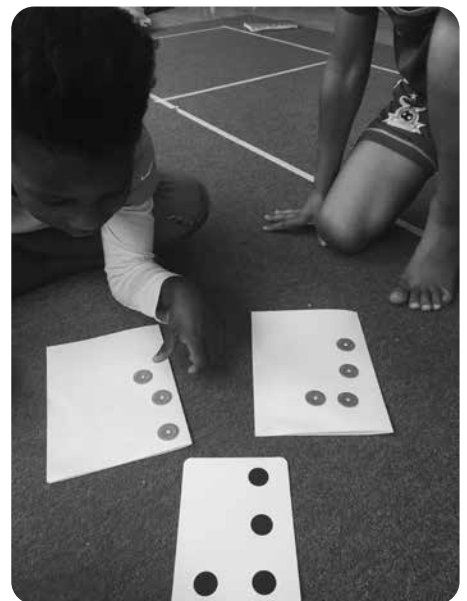
#### Tseo o di hlohang

- Setshelo bakeng sa moithuti ka mong le:
  - Dikarete tsa matheba, matshwao le mantswe tsa nomoro ya 1–4 (*Khiti ya Disebediswa*)
  - Dibadi tsa mebala tse 5
- Dikarete tsa matheba tsa nomoro ya 4 (*Khiti ya Disebediswa*)
- Letsopa la ho bapala le mmata bakeng sa moithuti ka mong
- Leqephe la A4 ho moithuti ka mong
- Dikerayone

1. **Ho bala ka molomo:** Baithuti ba dula ka bobedi. Ba a shebana mme ba opa matsoho mmoho mme ba bale 1–10 le 5–1.
2. **Ho bala dintho 1–5:** Baithuti ka bonngwe ba bala dibadi tse 5.
3. **Ho nyalanya 1–4:** Supa dinomoro tse ho difrizi. Baithuti ba bea dikarete tsa bona tse nyalanang tsa matheba, matshwao le mantswe a nomoro ka pela bona. Ba nyalanya dihlopha tsa dibadi le tsona, mme ba di hlahlamanya ho tloha ho 1 ho isa ho 4.

#### Dipotso tse tataisang:


- ★ O na le dibadi tse kae sehlotshwaneng ka seng?
- ★ Ke nomoro efe e tlang pele/ka mora 3, pakeng tsa 1 le 3?
- ★ Ke sehlotshwana sefe se nang le sebadi se mmalwa ka 1/ngata ka 1 ho feta sehlotshwana sa hao se nang le dibadi tse 2?



4. **Ho ikwetlisa ka 4:** Baithuti ba hlophisa dibadi tsa bona tse nne hore di nyalane le dikarete tse fapaneng tsa matheba tsa nomoro ya 4.
5. **Ho ikwetlisa ka, ngata ho feta, mmalwa ho feta, lekana le:** Tlosa dibadi tse mmalwa dihlotshwaneng tse ding tsa tse nne tsa baithuti.

#### Dipotso tse tataisang:

- ★ Na ho na le ba nang le lenane le lekanang la dibadi?
- ★ Na \_\_\_\_\_ o na le dibadi tse ngata/mmalwa ho feta tsa \_\_\_\_\_?
- ★ Re ka etsa jwang hore \_\_\_\_\_ le \_\_\_\_\_ ba be le lenane le lekanang la dibadi?

 **KELETSO**  
Kgopolo ya 'mmalwa ho' e tla hloka tshehetso.

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



### Check that learners are able to:

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

## Workstation 1

### What you need

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

Learners use playdough to complete the template.

## Workstation 2

### What you need

- A tub per learner with puzzle strip pictures

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



6. **Ho ikwetlisa ka nomoro ya 4 o sebedisa hlama ya ho bapala:**  
Baithuti ba etsa letshwao la nomoro ya 4 ka hlama ya ho bapala.  
Tshehetsa baithuti ba seng ba loketse ho ngola 4.



**Lekola hore baithuti ba kgona ho:**

- bala ka molomo 1–10
- bala dintho 1–5
- hlwaya ngata ho feta, mmalwa ho feta le lekana le
- elellwa, nyalanya, bolela le ho hlophisa dikarete tsa matshwao a dinomoro, mantswe a dinomoro le matheba tsa 1–4
- nyalanya dintho le dikarete tsa matheba tsa 1–4

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Hlama ya ho bapala
- Thempleiti ya hlama ya ho bapala: Nomoro ya 4 bakeng sa moithuti ka mong (leqephe la 213)

Baithuti ba sebedisa hlama ya ho bapala ho qetella thempleiti.

**Seteishene sa tshebetso sa 2**

**Tseo o di hlokang**

- Setshelo bakeng sa moithuti ka mong se nang le ditshwantsho tsa dikgetjhana tsa phazele

Baithuti ba bea dikgetjhana tsa phazele ka tatelano e nepahetseng ho etsa setshwantsho. Hang ha ba se qetile, ba a di tlosa mme ba fapanyetsana le moithuti e mong.



### Workstation 3

#### What you need

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

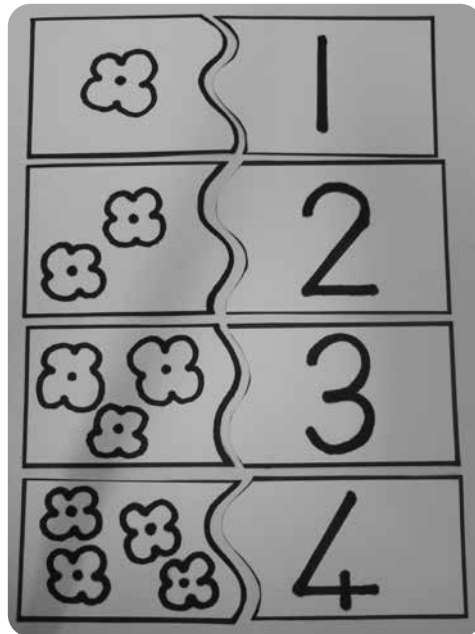
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

### Workstation 4

#### What you need

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

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





### Seteishene sa tshebetso sa 3

#### Tseo o di hlokang

- Setshelo bakeng sa moihuti ka mong se nang le:
  - Sekgetjhana sa nomoro le matheba 1–4
  - Mantswe a dinomoro nngwe ho isa ho nne
- Setshelo se nang le diboloko tsa *Unifix* tse tswang ho *Khiti ya Disebediswa*

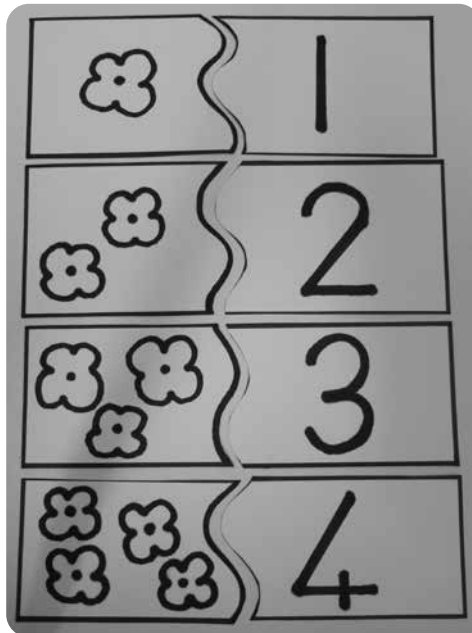
Baithuti ba nyalanya mantswe a dinomoro nngwe ho isa ho nne le sekgetjhana sa nomoro (ba sebedisa difrizi jwaloka reference). Ba bea dintho dikholomong ka hodima nomoro ka nngwe.

### Seteishene sa tshebetso sa 4

#### Tseo o di hlokang

- Sete ya diphazele tsa dinomoro le ditshwantsho tse nyalanang tsa 1–4 bakeng sa moithuti ka mong

Baithuti ba qetella diphazele tsa dinomoro. Hang ha ba qetile, ba fpanyetsana le baithuti ba bang.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Money: develop an awareness of South African coins

## New knowledge

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

## Practise

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

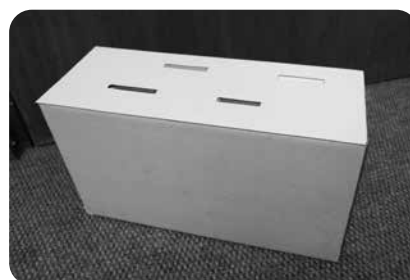
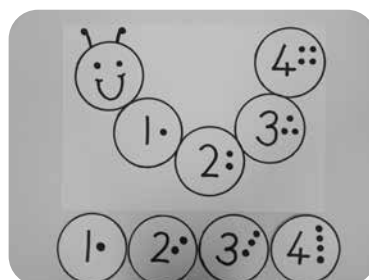
## New maths vocabulary

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

## Getting ready

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

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



# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Tjhelete: ho bopa kelohlolo ya dikhoine tsa Afrika Borwa

## Tsebo e ntjha

- Dikhoine tsa Afrika Borwa
- Dinomoro tsa boemo -pele ho isa ho -bone
- Ho etsa dihlopha hore di lekane le 4
- Ho bala dintho 1–6

## Ho etsa

- Ho bala ka molomo 1–10 le 5–1
- Ho bea dinomoro ka tatelano 1–4
- Kgopolo ya dinomoro 1–4
- E kgolo ka ho fetisisa ho isa ho e nyane ka ho fetisisa, e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa

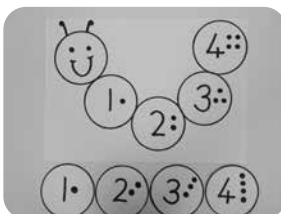
## Tlotlontswe e ntjha ya mmetse

dikhoine	tjhelete	letsa	moholodi	shweshwe
diranta	10c, 20c, 50c	tholo (kudu)	prothia	theko
disente	R1, R2, R5	pudumo	<i>strelitzia</i>	tjeho

## Ho itokisetsa

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

- ditshwantsho tsa diphoofolo le dimela tse fumanwang dikhoineeng tsa Afrika Borwa
- dikhoine tse sootho le tse silivera tse sehilweng ho khateboto: 10c, 20c, 50c, R1, R2, R5 (maqephe 216–217) – 6 ho moithuti ka mong, le tse ding tse 4 tsa e nngwe le e nngwe
- dintho tse 12 bakeng sa 'ho ya reka', ho etsa mohlala, mabokoso a sereale/sesepa sa meno, ditshelo tsa yokate, jwalojwalo
- lebokoso le bonaletsang la tjhelete le nang le lesoba la ho lahlela dikhoine tsa khateboto, le lematjana la ho ntsha dikhoine (Ho ka sebediswa dibotlolo kapa ditshelo tsa polastiki.)
- dikarete tsa matshwao a dinomoro 1–4
- sekgetjhana sa A4 sa khateboto kapa leqephe la A4 le nang le thempleiti e kgolo e sedikadikwe e takilweng ho lona bakeng sa moithuti ka mong
- leqephe la A4 le nang le didikadikwe tse nne, se seng le se seng se na le letshwao la nomoro le matheba a nyallanang a 1–4 bakeng sa moithuti ka mong
- leqephe la A4 bakeng sa moithuti ka mong le nang le maphethelo a katepilara, sekoto ka seng se na le letshwao la nomoro le matheba a nyalanang le 1–4
- leqephe la keriti ya dinomoro bakeng sa moithuti ka mong le nang le letoto la dinomoro 1–4 (leqephe la 218)
- papadi ya khoine-ka-bankeng (leqephe la 197)
- lebokoso la poso la mebala le dinomoro.



## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

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

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

#### Guiding questions:

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



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

### Day 2

#### What you need

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

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

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Dikhoine tsa nnete tse 6 (10c, 20c, 50c, R1, R2, R5)
- Dikhoine tse 6 tse sehilweng khatobotong (maqephe a 216–217)
- Phoustara ya 7

1. **Pina:** Bina pina e tswang dibekeng tse fetileng.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–6 (ho tsebisa dikhoine tsa Afrika Borwa):** Tsukutla dikhoine tsa nnete tse ka hara letsoho la hao.

#### Dipotso tse tataisang:

- ★ O nahana hore ke tshwere eng ka matsohong a ka?
- ★ Re sebedisetsa tjhelete eng?
- ★ Ho na le dikhoine tse kae tse fapaneng tsa Afrika Borwa? Ha re di baleng. Balang dikhoine tsa khateboto ha o ntse o di bea leboteng.

4. **Phoustara ya 7:** Buisanang ka Phoustara ya 7. Buisanang ka seo baithuti ba se bonang.

#### Dipotso tse tataisang:

- ★ Na o kile wa ya mmarakeng?
- ★ Batho ba phoustareng ena ba reka eng?
- ★ O nahana hore \_\_\_\_ e reka \_\_\_\_ tse kae?
- ★ Na o ye o ye mabenkeleng ho ya reka? A ko mpoelle ka yona.
- ★ Ba lelapa la hao ba tlwaetse ho reka eng mabenkeleng?



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

## Letsatsi la 2

### Tseo o di hlokanang

- Pina: *Dikhoine tse hlano tse benyang* (leqephe la 197) (10c, 20c, 50c, R1, R2, R5) – tse 4 tsa e nngwe le e nngwe
- Dintho tse 6 'tse rekwang' di bewe hohle ka phaposeng ya borutelo
- Setshelo se nang le dikhoine tse sehilweng tsa khateboto
- Prestik
- Ditulo tse 4

1. **Pina:** Bina *Dikhoine tse hlano tse benyang*.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–6; lemoha le ho nyalanya dikhoine:** Baithuti ba etsa tafole ya ho reka mabenkeleng mmoho. Ba kgetha dintho tse tswang ka phaposeng ya borutelo mme ba di bea hodima tafole bakeng sa ho rekiswa. Ba kgetha dikhoine tsa khateboto ho di manamisa ho dintho tse kgethilweng.

**Guiding questions:**

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

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

**Guiding questions:**

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

Repeat with four other learners.

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



**TIP**

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

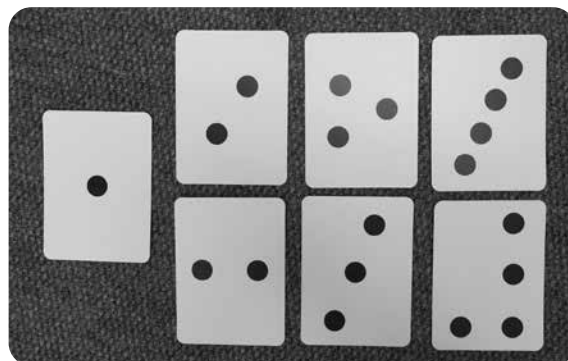


**Day 3**

**What you need**

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

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



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



**TIP**

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



**Dipotso tse tataisang:**

- ★ O kgethile eng?
- ★ Le nahana hore ke khoine efe e lokelang ho manamiswa ho \_\_\_\_? Hobaneng?
- ★ Ke khoine efe e nyalanang le khoine e ho \_\_\_\_?

4. **Dinomoro tsa boemo – -pele ho isa ho -bone:** Baithuti ba bane ba dula ditulong tse nne tse salaneng morao jwaloka haeka ba ka hara tekesi ba ya mabenkeleng.

**Dipotso tse tataisang:**

- ★ Ke mang ya dutseng setulong sa pele/boraro?
- ★ Ke mang ya dutseng setulong se ka mora sa pele?
- ★ Ke mang ya dutseng setulong sa ho qetela?
- ★ Ke mang ya dutseng pakeng tsa \_\_\_\_ le \_\_\_\_?

Pheta hape ka baithuti ba bang ba bane.

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

 **KELETSO**

Ho bohlokwa ho baithuti ho dula ka tsela eo ba kgonang ho bona disebediswa tsohle tse sebediswang.



**Letsatsi la 3**

**Tseo o di hlohang**

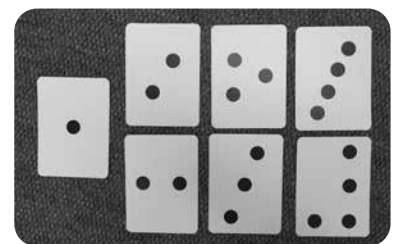
- Pina: *Dikhoine tse hlano tse benyang* (leqephe la 197)
- Dikhoine tse 5 tse sehilweng khatobotong, lebokoso la tjehele le le 1
- Dintho tse 6 'tse rekwang' di bewe hohle ka phaposeng ya borutelo
- Setshelo se nang le dikhoine tse sehilweng khatebotong
- (10c, 20c, 50c, R1, R2, R5) – tse 4 tsa e nngwe le e nngwe
- Dikarete tsa ditshwantsho, matshwao le matheba tsa dinomoro 1–4 (*Khiti ya Disebediswa*)
- Dibadi (*Khiti ya Disebediswa*)
- Thamborini/shwehleshwehle

1. **Pina:** Bina *Dikhoine tse hlano tse benyang*. Sebedisa dikhoine le lebokoso la tjehele ho etsa diketso.

2. **Ho bala ka molomo:** 1–10 le 5–1.

3. **Ho bala dintho 1–6:** Pheta Letsatsi la 2, ketsahalo ya 3.

4. **Ho ikwetlisa ka dinomoro 1–4:** Bontsha dikarete tsa matheba tsa 1–4 ka bonngwe. Baithuti ba bitsa lenane la matheba a karete ka nngwe. Bea dikarete mmateng ka tsela e sa hlophiswang. Mmoho di hlophiseng hantle ka tatelano ho tloha ho 1 ho isa ho 4. Bea dikarete tsa matheba tse setseng tsa 1–4 mmateng. Baithuti ba di nyalanya le dikarete tse hlophisitsweng.



5. **Papadi ya ho nyalanya:** Efa moithuti ka mong karete ya matheba, karete ya ditshwantsho, karete ya letshwao la nomoro, kapa sebadi se le seng, tse pedi, tse tharo kapa tse nne. Letsa thamborini ha baithuti ba ntse ba tsamaya ho ya ka morethetho wa yona. Ha mmimo o emisa, baithuti ba batla molekane ya nang le nomoro e tshwanang le ya bona.

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

 **KELETSO**

Efa baithuti ba eso kang ba fumana monyetla wa ho reka, sebaka sa ho nyalanya khoine le ntho e itseng tafoleng ha ba ntse ba eya diteisheneng tsa bona tsa tshebetso.

Day 4

What you need

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

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

Guiding questions:

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

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



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

Guiding questions:

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

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

Guiding questions:

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

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

Letsatsi la 4

Tseo o di hlohang

- Pina: *Dikhoine tse hlano tse benyang* (leqephe la 197)
- Dikhoine tse 5 tse sehilweng khatebotong, lebokoso la tjehelete le 1
- Mekotla e 2 e menyane ya polastiki e bonaletsang: dikhoine tse 6 tse sehilweng khatebotong ho o le mong le tse 5 ho o mong
- Matshwao a dinomoro 1–4 ka lebokosong

1. **Pina:** Bina *Dikhoine tse hlano tse benyang*. Sebedisa dikhoine le lebokoso la tjehelete ho etsa diketso.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–6:** Baithuti ba dula ba entse sedikadikwe. Bontsha baithuti mekotlana e mmedi ya polastiki – o mong o tshetse dikhoine tse tshelsheng tse sehilweng khatobotong mme o mong o tshetse dikhoine tse hlano tse sehilweng.



**Dipotso tse tataisang:**

- ★ O nahana hore ho na le dikhoine tse kae ka mokotleng ona?
- ★ Ka mokotleng ona teng?
- ★ O nahana hore ho na le dikhoine tse ngata/mmalwa ho feta ka mokotleng ona? O tseba jwang?

Mmoho balang dikhoine ka mokotleng ka mong mme le di behe ka dihlotshwana tse pedi mmateng.

4. **Ho ikwetlisa ka, ngata ho feta, mmalwa ho feta, lekana le:** Buisanang ka dihlotshwana tse pedi tsa dikhoine.

**Dipotso tse tataisang:**

- ★ Ke batla dikhoine tse 4 feela sehlotshwaneng ka seng. Re lokela ho etsa eng?

Balang dikhoine tse 4 ka hara pakana ka nngwe. Shebang dikhoine tse setseng hodima mmata.

- ★ Na ho na le dikhoine tse ngata tse setseng sehlotshwaneng sena kapa sehlotshwaneng sane?
- ★ Hobaneng ha sehlotshwana sena se ena le dikhoine tse mmalwa tse setseng?

5. **Ho bea dinomoro ka tatelano 1–4:** Ba tutubetse hore ba se ke ba bona dinomoro tsa bona, baithuti ba bane e mong le e mong o nka karete ya letshwao la nomoro 1–4 ka lebokosong. Ba ema ba atamelane mme ba bolele seo ba nahanang hore nomoro ya bona ke sona. Baithuti ba bang bohle ba ba bolella hore ba suthe jwang hore ba tsebe ho ema hantle ka tatelano ho ya ka dinomoro tsa bona ho tloha ho 1 ho isa ho 4. Pheta hape ka baithuti ba bang ba bane.

**Dipotso tse tataisang:**

- ★ Ke nomoro efe e tlang pele?
- ★ Ke nomoro efe ya bobedi/boraro/bone?
- ★ Ke nomoro efe e tlang ka mora \_\_\_\_\_?
- ★ Ke mang ya tshwereng nomoro ya ho qetela?
- ★ Ke nomoro efe e pakeng tsa \_\_\_\_\_ le \_\_\_\_\_?

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

## Day 5

## What you need

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

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

## Guiding questions:

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

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

## Guiding questions:

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



## TIP

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

## Integration

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



## Letsatsi la 5

### Tseo o di hloakang

- Pina: *Dikhoine tse hlano tse benyang* (leqephe la 197)
- Difrizi tsa dinomoro 1–4
- *Pale ya nomoro ya 4* (leqephe la 195)
- Phoustara ya 7
- *Dibadi tse 10 tse mebala (Khiti ya Disebediswa)*

1. **Pina:** Bina *Dikhoine tse hlano tse benyang*. Sebedisa dikhoine le lebokoso la tjelete ho etsa diketso.
2. **Ho bala ka molomo:** 1–10 le 5–1.
3. **Ho bala dintho 1–6:** Baithuti ba bahlano ba ema ka pele.

#### Dipotso tse tataisang:

- ★ Ke baithuti ba bakae ba emeng?
  - ★ Na ho na le ba mmallwa kapa ba bangata ho feta tshelela? (Ba baleng.)
  - ★ Na o ne o nepile?
  - ★ Haeba ke batla baithuti ba tsheletseng ba emeng, ke baithuti ba bakae hape ba lokelang ho ema?
4. **Ho ikwetlisa ka dinomoro 1–4:** Mmoho hopolang *Pale ya nomoro ya 4* le frizi. Etsisang metsamao le/kapa medumo ya diphoofolo, ho etsa mohlala, terompeta e le nngwe bakeng sa tlou, mehwanto e mmedi ya diqhwa.

5. **Ho rarolla bothata 1–4:** Buisanang ka Phoustara ya 7. Bua ka seo baithuti ba se bonang.

#### Dipotso tse tataisang:

- ★ Na o kgona ho bona dintho tse tsheletseng/nne/tharo/pedi tsa eng kapa eng?
  - ★ O bona mefuta e mekae e fapaneng ya ditholwana?
  - ★ Na ho na le mahapu a mangata ho feta kapa dipaeneapole tse ngata ho feta? O tseba jwang?
  - ★ Ho tla sala dipaeneapole tse kae haeba Ntate a ka reka tse tharo?
  - ★ Ke batho ba bakae ba emeng moleng wa moo ho rekiswang dirolo tsa voroso?
  - ★ Moshemane ya nang le skeitiboto o eme hokae moleng?
  - ★ Ha a ka reka dirolo tsa voroso tse tharo bakeng sa lelapa labo mme a eja tse pedi tsa tsona, o tla sala ka tse kae?
  - ★ Ha a ka tswa moleng, Laylah o tla be a eme hokae moleng?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### KELETSO

Re batla baithuti ba tsebe ho rarolla mathata ele hore ba tle ba be batho ba nahanang ka botebo le ka ho manolla.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:**  
Theha menyetla bakeng sa ho ya mabenkeleng sebakeng sa boinahanelo le ka ntle; binang dipina tsa ho reka mme le tshwantshise dipale tsa ho reka mabenkeleng.



## Small group activities

### Teacher-guided activity

#### What you need

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

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

#### Guiding questions:

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

Learners each count out six coins from their tubs.

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

Learners compare coins.

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

#### Guiding questions:

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

Repeat the activity.

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

#### Guiding questions:

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

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

#### Guiding questions:

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



## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlohang

- Dikhoine tse 6 tse sootho le tsa silivera tse sehilweng khatebotong
- Dikhoine tse 6 tse sootho le tsa silivera tse sehilweng khatebotong (10c, 20c, 50c, R1, R2, R5)
- Dikwahelo tse 2 tsa polastiki
- Dintso tsa tafole ya mmetse le dikhoine tse manamisitsweng bakeng sa 'ho reka'
- Dintso tsa tafole ya mmetse le dikhoine tse manamisitsweng bakeng sa 'ho reka'
- Setshelo bakeng sa moithuti ka mong se nang le:
  - Dikhoine tse 6 tse sootho le tsa silivera tse sehilweng

1. **Ho bala dintso 1–6:** Bea dikhoine tse tsheletseng tse sehilweng khatebotong hodima mmata. Baithuti ba lekanyetsa hore ho na le tse kae. Balang dikhoine mmoho.

#### Dipotso tse tataisang:

- ★ Na ho na le tse ngata/mmalwa ho feta lenane leo o neng o le nahanne?
- ★ Na o na le dikhoine tse ngata kapa tse mmalwa ho feta tse tsheletseng setshelong sa hao?

Baithuti ka bonngwe ba bala dikhoine tse tsheletseng tse ka ditshelong tsa bona.

- ★ Ke eng seo o ka mpoellang sona mabapi le dikhoine tsa hao?
- ★ Ke dinomoro, diphoofolo, dinonyana kapa dijalo dife tseo o di bonang? Na dikhoine di a lekana ka boholo kapa di a tshwana ka mmala?

Baithuti ba bapisa dikhoine.

2. **Tsukutla mme o arole:** Bea dikwahelo tse pedi ka pela moithuti ka mong. Baithuti ba tsukutla dibadi mme ba di 'arola' ho di etsa dihlopha tse pedi. Ba bea dibadi tsa bona hodima dikwahelo tsa bona jwaloka ha di 'arotswa' Ba fana sebaka sa ho bolela hore ba na le tse kae sekwahelong ka seng le hore di kae kaofela.

#### Dipotso tse tataisang:

- ★ O arotse nne jwang?
- ★ Ke dihlotshwana tsa mang tse nang le lenane le lekanang la dibadi?
- ★ Ke mang ya arotseng tsa hae ka ho lekana/fapana?
- ★ Hobaneng ha dihlotshwana di lekana/fapane?

Pheta ketsahalo hape.

3. **Ho ikwetlisa ho etsa hore dihlotshwana di lekane:** Baithuti ba bea dibadi tse tharo sekwahelong se le seng sa bona le sebadi se le seng sekwahelong se seng.

#### Dipotso tse tataisang:

- ★ O ka etsa jwang hore dihlotshwana tsa dibadi sekwahelong ka seng di lekane?
- ★ Na o na le lenane le lekanang la dibadi sehlotshwaneng ka seng?

4. **Ho hlophisa dikhoine tsa Afrika Borwa:** Baithuti ba bea dikhoine ba di etsa qubu bohareng ba sedikadikwe.

#### Dipotso tse tataisang:

- ★ Re ka hlophisa tsena jwang?
- ★ Na o ka hlophisa tsena ka tsela e nngwe?

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



### Check that learners are able to:

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

## Workstation 1

### What you need

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

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



## Workstation 2

### What you need

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

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

5. **Ho bea ka tatelano; e kgolo ka ho fetisisa ho isa ho e nyane ka ho fetisisa:** Baithuti ba bea dikhoine ka tatelano ho tloha ho e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa, hape ho tloha ho e kgolo ka ho fetisisa ho ya ho e nyane ka ho fetisisa.
6. **Ho nyalanya dikhoine:** Sheba tafoleng ya ho reka ya mmetse mmoho le baithuti. Baithuti ba nyalanya e nngwe ya dikhoine tsa bona le ntho e itseng mme ba bolella sehlopha hore dikhoine tseo di nyalana jwang.



**Lekola hore baithuti ba kgona ho:**

- etsa hore dihlopha di lekane
- bapisa dihlopha tse pedi le ho lemoha diphapang le ditshwano ba sebedisa dintho tse nne
- lemoha dikhoine tsa Afrika Borwa, lemoha diphapang le ditshwano pakeng tsa tsona, le ho di nyalanya
- ho hlahlamanya dikhoine ho ya ka boholo

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokanang**

- Leqephe la A4 kapa sekgetjhana sa khateboto se nang le sedikadikwe se seholo bakeng sa moithuti ka mong
- Sekere se le seng bakeng sa moithuti ka mong
- Dikerayone, dipentshele tsa mebala
- Mehlala ya dikhoine tsa Afrika Borwa (phoustara kapa tse sehilweng ho khateboto), di behilwe moo baithuti ba ka di bonang

Baithuti ba seha 'khoine' pampiring kapa khatebotong. Ba taka ditshwantsho mahlakoreng a mabedi a 'khoine' ya bona. Ba ngola nomoro eo ba e ratang lehlakoreng le leng. Etsang didikadikwe tse ngata bakeng sa ba batlang ho etsa dikhoine tse ngata.



**Seteishene sa tshebetso sa 2**

**Tseo o di hlokanang**

- Leqephe la A4 le nang le didikadikwe tse nne, se seng le se seng se na le letshwao la nomoro le matheba a nyalanang bakeng sa moithuti ka mong
- Leqephe la A4 le nang le bokantle ba mokone (katepilara) e nang le matshwao a dinomoro 1–4 mmeleng bakeng sa moithuti ka mong
- Sekgomaretsi
- Dikerayone
- Sekere se le seng bakeng sa moithuti ka mong

Baithuti ba kenya mebala le ho seha didikadikwe tse nne. Ba nyalanya le ho di manamisa mmeleng wa mokone/katepilara. Ba kenya mebala sefahlehong sa mokone/katepilara, mme ba taka maoto a mabedi sedikadikweng ka seng.

### Workstation 3

#### What you need

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

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



### Workstation 4

#### What you need

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

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



### Seteishene sa tshebetso sa 3

#### Tseo o di hlokanang

- Leqephe la A4 le nang le keriti ya dinomoro 1–4 ho moithuti ka mong
- Dikerayone/dipentshele

Baithuti ba taka lenane le nepahetseng la ditshwantsho (tse 'dintho tseo ba batlang ho di reka') pela mela e ngotsweng dinomoro 1–4. Baithuti hape ba ka nyalanya dibadi kapa dimotlolo tsa hlama ya ho bapala le dinomoro 1–4.



### Seteishene sa tshebetso sa 4

#### Tseo o di hlokanang

- Lebokoso la poso
- Setshelo bakeng sa moithuti ka mong se nang le dibadi tse 13 tse tswang ho *Khiti ya Disebediswa* (ho kenyeletswa bonyane sebadi se le seng se sekgubedu, tse pedi tse bolou, tse tharo tse tshela le tse nne tse tala)
- Papadi ya khoine-ka-bankeng (leqephe la 197)
- Sejana bakeng sa bobedi ka bong ba baithuti

Baithuti ba kgetha mmala le lenane le nepahetseng la dibadi ho di posa ka hara lesoba le mmala o nyalanang lebokosong. Hang ha ba qetile, ba sebedisa dibadi tsa bona tse tharo tse setseng ho bapala 'Khoine ka bankeng'.



# Content Area Focus: Space and Shape (Geometry)

## Topics

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

## New knowledge

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

## Practise

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

## New maths vocabulary

directions

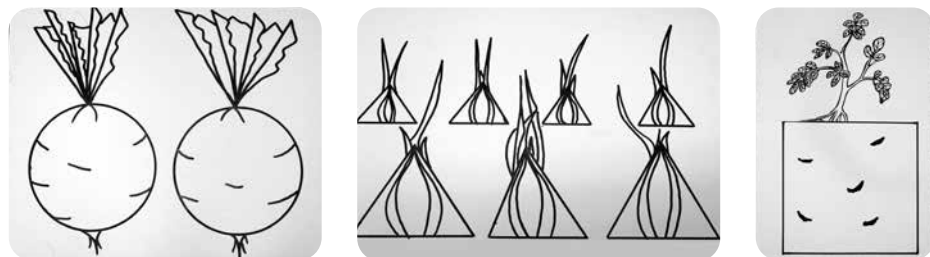
face towards

underneath

## Getting ready

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

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



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



**TIP**

Consolidate previous space and shape vocabulary.



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

## Dihlooho

- Boemo, tlwaetso le ditjhebo
- Hlalosa, hlophisa le ho bapisa dibopeho tsa 2-D

## Tsebo e ntjha

- Ho bala ka molomo 1–15
- Ho bala dintho 1–7
- Boemo: ka tlase

## Ho etsa

- Boemo: pela, pakeng tsa, ka pela, ka mora, ka hodima
- Tshupiso: pele, morao
- Kgopolo ya dinomoro 1–4
- Ho hlahlamanya dinomoro 1–4
- Ho bala o kgutlela morao 5–1
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo
- Ho hlophisa ho ya ka lekgetha le le leng

## Tlotlontswe e ntjha ya mmetse

ditshupiso

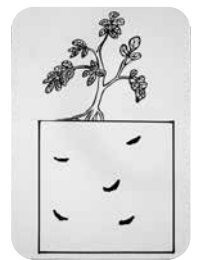
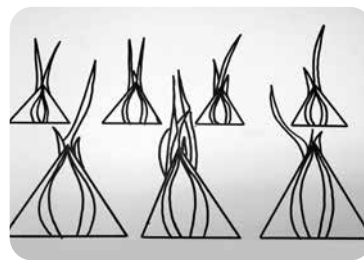
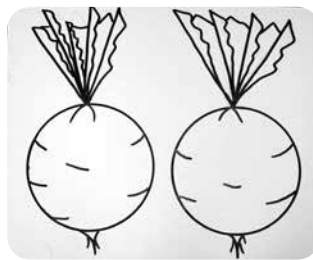
sheba ho ya nqeng ya/sheba ka

ka tlase

## Ho itokisetsa

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

- tse sehilweng khatebotong (boholo bo mahareng): dikgutlotharo tse 4, didikadikwe tse 3, dikgutlonnetsepa tse 7
- dikgutlotharo tse 10 tsa khateboto tsa boholo le mebala e fapaneng
- meroho e sehilweng pampiring e meholo bakeng sa pale



- hlama ya ho bapala
- naledi ya khateboto e nyane
- leqephe la sebopeho sa A4 – le 1 ho moithuti ka mong (Kenyeletsa dikgutlotharo tse ngata tsa boholo bo fapaneng ho feta dibopeho tse ding.)
- leqephe la A4 le nang le dihwete tse 4 (sheba Seteishene sa tshebetso sa 2)
- dikgetjhana tsa pampiri tse tala tse 10 ho moithuti ka mong.



### KELETSO

Kgobokanya tlotlontswe e fetileng ya sebaka le sebopeho.

## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

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

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

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

#### Guiding instructions:

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

5. **Position:** Introduce ‘underneath’.

#### Guiding questions:

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

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



#### TIP

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



#### TIP

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

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Tse sehilweng khatebotong (boholo bo mahareng): dikgutlotharo tse 4, didikadikwe tse 3, dikgutlonnetsepa tse 7
- Diboloko tse 16 tsa makgetha a kgutlotharo, sedikadikwe, kgutlonnetsepa (*Khiti ya Disebediswa*)
- Pina: *Ho etsa salate ya ditholwana* (leqephe la 195)
- Dileibole tsa nomoro ya 4 tse tswang tafoleng ya mmetse (ho tswa ho Beke ya 1)

### KELETSO

Khateboto e mahlakore a mararo. E na le bolelele, bophara (bobatsi) le bophahamo. Kereiting ya R re sebedisa dintho tse sehilweng ho bontsha dibopeho tsa mahlakore a mabedi, jwaloka didikadikwe, dikgutlonnetsepa, dikgutlotharo le dikgutlonne. Tsepamisa maikutlo ho sebopelo: bolelele, kamoo 'sebopelo' se leng batsi ka teng, mela, dihuku kapa dintlha.

### KELETSO

Baithuti ba bea dibopeho tafoleng ya mmetse ka dihlotshwana tsa nne pela dikarete tsa nomoro ya 4, ha ba ntse ba eya diteisheneng tsa bona tsa tshebetso.

1. **Pina:** Bina *Ho etsa salate ya ditholwana*.

2. **Ho bala ka molomo:** 1–15 le 5–1.

3. **Ho bala dintho 1–7:** Baithuti ba dula ka sedikadikwe. Mmoho shebang dihlopheng tsa dikgutlotharo tse nne, didikadikwe tse tharo le dikgutlonnetsepa tse supileng tse sehilweng khatebotong.

#### Dipotso tse tataisang:

- ★ O nahana hore ho na le dikgutlotharo/didikadikwe/dikgutlonnetsepa tse kae sehlopheng sena?
- ★ Ke sehlopha sefe se nang le tse ngata/mmalwa ho feta sehlopha se nang le dikgutlotharo/didikadikwe/dikgutlonnetsepa?

Balang dikgutlotharo le didikadikwe mmoho 1–7. Jwale balang dikgutlonnetsepa.

4. **Ho ikwetlisa ka boemo – pela, pakeng tsa, ka pela, ka mora, ka hodima:** Baithuti ba lata sebopelo se le seng moithuti ka mong mmateng. Bapalang 'Sizwe o re'. Fana ka ditaello tse fapaneng bakeng sa sebopelo ka seng ha o ntse o tataisa baithuti.

#### Ditaello tse tataisang:

- ★ Bohle ba nang le didikadikwe ba behe dibopeho tsa bona *ka pela* mangwele a bona, sefahleho, mpa ya bona. (Pheta ka dikgutlonnetsepa le dikgutlotharo.)
- ★ Tshwara sedikadikwe sa hao *ka mora* hao, *ka mora* lengwele la hao, jwalojwalo ka letsoho le le leng/matsoho a mabedi.
- ★ Leka ho bea kgutlotharo ya hao *ka mora* tsebe ya hao.
- ★ Tsamaya o beile sebopelo sa hao *ka hodima* hlooho ya hao.
- ★ Ba nang le kgutlotharo ba e tshware *pakeng tsa* mangwele a bona.
- ★ Ba nang le sedikadikwe ba se behe *pela* mmele ya bona. Jwale se behe ka lehlakoreng le leng la mmele wa hao. (Pheta hape ka dikgutlonnetsepa le dikgutlotharo.)

5. **Boemo:** Tsebisa 'ka tlase'.

#### Dipotso tse tataisang:

- ★ Na o ka dula/paqama o beile sebopelo sa hao *ka tlasa* hao, *ka tlasa* letsoho la hao fatshe, *ka tlasa* leoto la hao?
- ★ Ke karolo efe e nngwe ya mmele wa hao eo o ka beang sebopelo *ka tlasa* yona?

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

## Day 2

## What you need

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

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

## Guiding questions:

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

2. **Oral counting:** 1–15 and 5–1.

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

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

## Guiding questions:

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

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

## Day 3

## What you need

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



## TIP

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

## Letsatsi la 2

### Tseo o di hlohang

- Pina: *Hlooho, mahetla, mangwele le menwana* (leqephe la 197)
- Ditshelo tse 2
- Mekotla ya dinawa e 7/dikausu tse haretsweng tse 7
- Dibopeho tsa kgutlotharo tse sehilweng tse 10 tsa boholo
- le mebala e fapaneng, tse behilweng hohle ka phaposing ya borutelo
- Dikarete tsa matshwao a dinomoro 1–4 (*Khiti ya Disebediswa*)
- Boloko bo le 1 ba makgetha a kgutlotharo

1. **Pina:** Bina *Hlooho, mahetla, mangwele le menwana*.

#### Dipotso tse tataisang:

- ★ Hlooho ya hao e hodima \_\_\_\_\_ wa hao?
- ★ Nko ya hao e pakeng tsa \_\_\_\_\_ a hao?
- ★ Nko ya hao e pela \_\_\_\_\_ wa hao?
- ★ Lefatshe le ka tlasa \_\_\_\_\_ a hao?

2. **Ho bala ka molomo:** 1–15 le 5–1.

3. **Ho bala dintho 1–7; tse ngata/mmalwa ho feta:** Baithuti ba dula ka sedikadikwe. Bea ditshelo tse sa tebang tse pedi bohareng. Bea mekotla ya dinawa/dikausu tse hlano ka hara setshelo se le seng le tse pedi ho se seng. Baithuti ba lekanyetsa hore ebe ho na le mekotla ya dinawa/dikausu tse kae ho setshelo ka seng. Mmoho balang baithuti ba supileng hore e mong le e mong a nke mokotlana wa dinawa mme ba emelle morao dibakeng tsa bona. Ba fapanyetsana ka ho akgela mekotlana ya bona ya dinawa ka hara se seng sa ditshelo. Phetang hape ka baithuti ba bang ba supileng. Buisanang hore ke setshelo sefe se nang le mekotla e mengata/mmalwa ho feta.

4. **Ho ikwetlisa ka makgetha a kgutlotharo; ho ikwetlisa ka 1–4:** Ntle le ho bontsha baithuti sebopeliso, tshwara sebopeliso sa kgutlotharo se sehilweng ka mokokotlong wa hao. Baithuti ba lokela ho noha hore ke sebopeliso sefe. Ba fe mehlala, ho etsa mohlala: 'Se na le mahlakore a mararo le mela e otlohileng e meraro.'

#### Dipotso tse tataisang:

- ★ Kgutlotharo e fapane jwang le dibopeho tse ding ka phaposing ya borutelo? Baithuti ba batlana le dikgutlotharo tse 10 tse patilweng ka phaposing ya borutelo. Ba di bea hodima mmata pela dikarete tsa matshwao a dinomoro 1–4.
- ★ Ke sehlopha sefe se nang le tse ngata/mmalwa ho feta?
- ★ Ho na le dikgutlotharo tse kae sehlopheng se pakeng tsa 2 le 4?
- ★ Re ka etsa jwang hore sehlopha se nang le dikgutlotharo tse 3 se be le lenane le lekanang le sehlopha se nang le tse 4?

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

### KELETSO

Bea ditshelo le mekotla ya dinawa e nang le dikarete tsa matshwao le mantswa a dinomoro sebakeng sa mmetse.

## Letsatsi la 3

### Tseo o di hlohang

- Pina: *Hlooho, mahetla, mangwele le menwana* (leqephe la 197)
- Diboloko tse 11 tsa patsi ho tswa sebakeng sa diboloko
- (diboloko tse bopelileng jwaloka kgutlotharo, kgutlonnetsepa le sedikadikwe)
- Thamborini

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

**Guiding questions:**

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

Together count the blocks in each group.

- ★ Whose estimation was close?

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

**Guiding questions:**

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

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

**Guiding instructions:**

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

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

**Guiding questions:**

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

Learners stand one behind the other.

- ★ Who is in front of/behind you?

Learners move to music and make new groups of four.

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



**TIP**

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

**Day 4**

**What you need**

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

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



1. **Pina:** Bina *Hlooho, mahetla, mangwele le menwana* o kenya le diketso.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea dihlopha tse pedi tsa diboloko mmateng (tse supa sehlopheng se le seng le tse nne ho se seng).

**Dipotso tse tataisang:**

- ★ O nahana hore ho na le diboloko tse kae sehlopheng sena?
- ★ Ho sena teng?

Mmoho balang diboloko sehlopheng ka seng.

- ★ Ke tekanyetso ya mang e neng e atametse haholo?

4. **Tse ngata ho feta, mmalwa ho feta, lekana le:** Bapisa dihlopha tsa diboloko.

**Dipotso tse tataisang:**

- ★ Ke sehlopha sefe se nang le ngata/mmalwa ho feta?
- ★ Re lokela ho etsa eng hore dihlopha di lekane?

5. **Boemo – pela, pakeng tsa, ka tlasa:** Efa baithuti ba mmalwa ditaello tsa ho bea diboloko hohle ka phaposeng ya borutelo ba sebedisa 'pela' le 'pakeng tsa'.

**Ditaello tse tataisang:**

- ★ Bea boloko ba sebopeho sa kgutlonnetsepa pela tafole ya mmetse.
- ★ Bea boloko ba sebopeho sa kgutlotharo pakeng tsa setulo sa ka le lemati.

Bapala thamborini ha baithuti bohle ba tsamaya dipakeng tsa diboloko. Ha mmimo o emisa ba etsa dihlopha tsa ba bane mme ba ema ba atamelane.

**Dipotso tse tataisang:**

- ★ Ke mang ya emeng pela \_\_\_\_\_?
- ★ Ke mang ya pakeng tsa \_\_\_\_\_ le \_\_\_\_\_?

Baithuti ba ema ba salane morao.

- ★ Ke mang ya leng ka pela/ka mora hao?

Baithuti ba tsamaya ho ya ka mmimo mme ba etsa dihlopha tse ntjha tsa ba bane.

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

 **KELETSO**

Buisanang ka hore baithuti ba se nang dihlopha tse felletseng tsa nne ba lokela ho ya kae ho etsa dihlopha tse felletseng. Kopa baithuti ho tla ka ditlhaliso tsa ho rarolla bothata bona.

**Letsatsi la 4**

**Tseo o di hlokang**

- Pina: *Ena ke tsela ya ho pheha sopho* (leqephe la 197)
- Pale ya dibopeho le ditshwantsho tsa meroho: *Ba hula ba nna ba hula* (leqephe la 199)
- Setshelo se tafoleng ya mmetse se nang le diboloko tse 8 tse nang le makgetha a sedikadikwe, tse 8 tsa dikgutlonnetsepa le tse 8 tsa dikgutlotharo

1. **Pina:** Tsebisa pina, *Ena ke tsela ya ho pheha sopho*.
2. **Ho bala ka molomo:** 1–15 le 5–1.



**TIP**

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

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

**Guiding questions:**

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

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

**Guiding questions:**

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

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

**Day 5**



**TIP**

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

**What you need**

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

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

**Guiding questions:**

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

Look at examples of vegetable pictures and discuss the shapes.

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

**Guiding questions:**

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



3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea ditshwantsho tsa meroho bakeng sa pale hodima mmata. Baithuti ba lekanyetsa le ho bala lenane la ditshwantsho tsa meroho tse teng moo.

**Dipotso tse tataisang:**


- ✦ Na o kile wa bona ha ho phehwa sopho?
- ✦ Na ho na le seo o se lemohang se sa tlwaelehang ka sebopelo sa meroho ena?

4. **Pale ya dibopeho:** Pheta pale o sebedisa ditshwantsho.


**Dipotso tse tataisang:**

- ✦ Ka tlwaelo meroho ena e na le dibopeho tse jwang?
- ✦ Na o ka nahana ka meroho e meng e o hopotsang sebopelo sa sedikadikwe/kgutlotharo?
- ✦ Na o kile wa bona moroho o nang le sebopelo sa kgutlonnetsepa?
- ✦ Ho na le ditapole/dihwete tse kae?
- ✦ Na dihwete di ngata kapa ditapole di ngata?

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

 **KELETSO**  
Bea diboloko tsa makgetha le dibopeho tsa meroho tafoleng ya mmetse bakeng sa ho di nyalanya.

**Letsatsi la 5**

 **KELETSO**  
Romela molaetsa ho batswadi/bahlokamedi o hlahisa hore ba phehe sopho ya meroho mmoho le bana ba bona.

**Tseo o di hlohang**

- Pina: *Ena ke tsela ya ho pheha sopho* ( leqephe la 197)
- Ditshwantsho tsa meroho
- Pale ya dibopeho: *Ba hula ba nna ba hula* ( leqephe la 199)
- Phoustara ya 9
- Koloji e 1 ya ho papala
- Naledi e 1 e nyane ya khateboto

1. **Pina:** Bina *Ena ke tsela ya ho pheha sopho*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Balang ditshwantsho tse supileng tsa eie tse tswang paleng bakeng sa Letsatsi la 4.
4. **Pale ya dibopeho:** Mmoho hopolang pale ena, o ba bontsha ditshwantsho tsa meroho.

**Dipotso tse tataisang:**

- ✦ Na le lemohile meroho kapa ditholwana tse itseng lapeng kapa mabenkeleng maobane tse tshwanang le dikgutlonnetsepa, didikadikwe kapa dikgutlotharo?
- ✦ Na le ile la buisana le ba malapa a lona mabapi le hore ka tlwaelo ba sebedisa meroho e mekae ha ba pheha sopho?

Shebang mehlala ya ditshwantsho tsa meroho mme le buisane ka dibopeho.

5. **Ditshupiso:** Shebang Phoustara ya 9. Ere baithuti ba bolele seo ba se bonang.

**Dipotso tse tataisang:**

- ✦ Ke eng eo o e bonang e tshwanang le ntho eo o kileng wa e bona haufi le lelapa la heno?
- ✦ O nahana hore ntho eo ke eng? (Supa moaho o mmapeng.)



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

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

Repeat this, with different destinations.

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

### Integration

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

## Small group activities

### Teacher-guided activity

#### What you need

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

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

#### Guiding questions:

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

#### Guiding questions:

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



### TIP

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

Bea koloi moo Malusi a emeng teng setshwantshong le naleli moo a yang teng. Baithuti ba etsa eka Malusi o ka koloina, mme ba o bontsha tsela ha o ntse o tsamaisa koloi.

- ★ Malusi o bona eng moo a fetang?
- ★ Na o lokela ho ya pele a sa kgelohe mona? (Supa.)
- ★ O lokela ho kgannela hokae hore a fihle ho \_\_\_\_\_?
- ★ O tla bona eng tseleng?
- ★ O lokela ho thinya neng?

Pheta sena, ka dibaka tse fapaneng tsa moo a yang.

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

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Kopa baithuti hore ba phetele batswadi/bahlokamedi ba bona pale ena, *Ba hula ba nna ba hula*, ba buisane ka hore ba sebedisa meroho e mekae ha ba pheha sopho, mme ba shebe dibopeho tsa ditholwana le meroho ha ba le lapeng le/kapa mabenkeleng.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlohang

- Setshelo bakeng sa moithuti ka mong se nang le:
  - Dikarete tsa matheba, matshwao le mantswe a dinomoro 1–4
  - Diboloko tse 7 tsa makgetha a tswakileng (ntle le dikgutlonne)
  - Dibadi tse 4 tsa diphoofolo

1. **Ho bala ka molomo 1–15:** Moithuti ka mong o bala ho tloha ho 1 ho isa ho 15.
2. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe ba tshwere ditshelo tsa bona. Moithuti ka mong o bala diboloko tsa hae tse 7 tsa makgetha.
3. **Ho ikwetlisa ka 1–4:** Tataisa baithuti ho sebetsa ka dibopeho tsa bona le dikarete tsa matshwao le matheba tsa 1–4.

#### Dipotso tse tataisang:

- ★ Na o ka etsa dihlopha tse pedi? Sehlopha se le seng se nang le dibopeho tse nne mme se seng se na le dibopeho tse tharo?
  - ★ Na o ka bea dikarete tsa matheba tse nyalanang le dikarete tsa matshwao a dinomoro pela dihlopha tseo?
  - ★ Na o ka bea letsoho la hao pela sehlopha se nang le dibopeho tse ngata/mmalwa?
  - ★ Re ka etsa jwang hore dihlopha tsena di lekane?
4. **Ho hlophisa:** Bea dibopeho tsohle o di etse qubu bohareng ba mmata.
 

#### Dipotso tse tataisang:

    - ★ Ke eng se tshwanang/fapaneng mabapi le dibopeho tsena?
    - ★ O bona mebala efe?
    - ★ Re ka hlophisa dibopeho tsena jwang?

### KELETSO

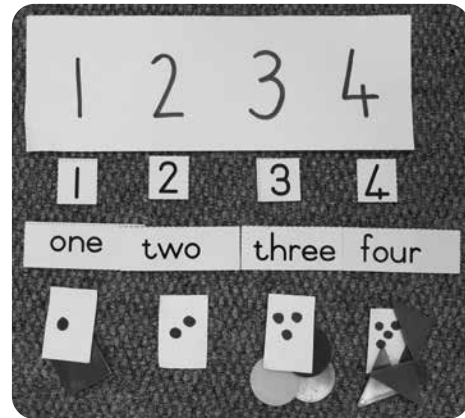
Diboloko tsa makgetha ke dintho tse mahlakore a mararo. Kereiting ya R re bua ka 'diboloko' tse 'shebehang' jwaloka dibopeho tsa mahlakore a mabedi, jwaloka didikadikwe, dikgutlonnetsepa, dikgutlotharo le dikgutlonne. Hopola ho tsepamisa maikutlo ho sefahleho sa boloko ba makgetha ha o bua ka sebopeliso seo.

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

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

**Guiding questions:**

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



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

**Guiding questions:**

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



**Check that learners are able to:**

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

**Workstation 1**

**What you need**

- Shape page per learner
- Paint or crayons

Learners colour only the triangles on the page.





5. **Ho bea ka tatelano le boemo – pela, pakeng tsa, ka tlasa le sebedisa 1–4:** Baithuti ba bea dikarete tsa matshwao, mantswa le matheba a dinomoro ka tatelano tsa 1–4.

**Dipotso tse tataisang:**

- ★ Na o ka bea monwana wa hao nomorong e pela nomoro ya 1?
- ★ Na ho na le nomoro e nngwe e pela 1?
- ★ Ke nomoro efe e tlang pele ho/ka mora 3?
- ★ Na o ka mpontsha nomoro e pakeng tsa 1 le 3?
- ★ Na o ka kgetha kgutlonnetsepa e le nngwe mme o e behe *ka tlasa* karete ya hao ya letheba la nomoro ya 1?
- ★ O hloka didikadikwe tse kae tseo o ka di beang *ka tlasa* karete ya hao ya matheba ya nomoro ya 3?
- ★ Na o ka bea lenane le nepahetseng la dikgutlotharo *ka hodima* karete ya hao ya matheba ya nomoro ya 4?



6. **Tshupiso le boemo:** Baithuti ba bala dibadi tse nne tsa diphoofolo ba di ntsha ka hara ditshelo tsa bona.

**Dipotso tse tataisang:**

- ★ Na o ka etsa hore diphoofolo tsohle tsa hao di shebele pele ka ho nna?
- ★ Na o ka bea diphoofolo tsa hao di salane morao mme di shebile monyako?
- ★ Ke phoofolo efe e emeng ka pela/ka mora \_\_\_\_\_?
- ★ Ke phoofolo efe e emeng pakeng tsa \_\_\_\_\_ le \_\_\_\_\_?
- ★ Na o ka tlosa \_\_\_\_\_ hore e eme pela \_\_\_\_\_?



**Lekola hore baithuti ba kgona ho:**

- hlophisa ho ya ka dibopeho le mebala
- utlwisisa boemo ba 'ka tlase'
- bontsha le ho utlwisisa ditshupiso
- bala ka molomo 1–15
- bala dintho 1–7
- bea ka tatelano dikarete tsa matshwao a dinomoro 1–4



**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Leqephe la dibopeho bakeng sa
- Pente kapa dikerayone moithuti ka mong

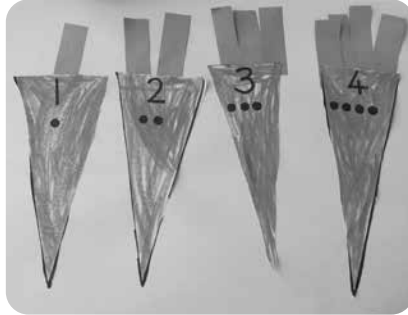
Baithuti ba kenya mebala ho dikgutlotharo feela leqepheng.

## Workstation 2

### What you need

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

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



## Workstation 3



### TIP

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

### What you need

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

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



## Workstation 4



### TIP

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

### What you need

- Blocks

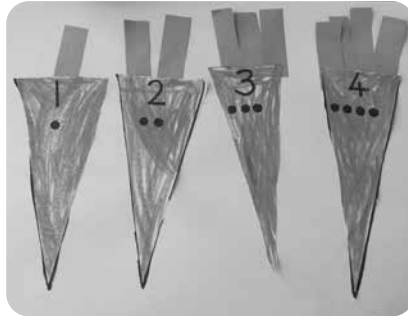
Learners build with blocks.

## Seteishene sa tshebetso sa 2

### Tseo o di hlohang

- Thempleiti ya A4 ya sehwele ho moithuti ka mong
- Dikgetjhana tse 10 bakeng sa mahlaku ho moithuti ka mong
- Leqephe la A4 ho moithuti ka mong
- Sekgomaretsi

Baithuti ba seha le ho ntsha dihwete tse nne. Ba di manamisa leqepheng ka tatelano ho tloha ho 1 ho isa ho 4 mme ba manamisa lenane le nepahetseng la mahlaku ho tsona ka bongwe.



## Seteishene sa tshebetso sa 3

### KELETSO

Hape le ka nna la sebedisa dibopeho tse sehilweng tsa difaha/dimosaiki/pholisterini tse tswang pokellong ya lona ya dintho tse lahlwang bakeng sa ho hlophisa.

### Tseo o di hlohang

- Moithuti ka mong:
  - Tereyi ya ho hlophisa, ho etsa mohlala, mabokoso a mahe
  - Setshelo se nang le motswako wa dibadi tsa ditholwana, dithupa, diboloko tsa *Unifix*, didiski tse mebala (*Khiti ya Disebediswa*)

Baithuti ba hlophisa dintho ho ya ka lekgetha le le leng ka nako, ho etsa mohlala, mmala kapa sebopelo.



## Seteishene sa tshebetso sa 4

### KELETSO

Buisanang ka diboloko nakong ya seneke, le sebedisa tlotlontswe e loketseng, ho etsa mohlala, telele ho feta, kgutshwane ho feta.

### Tseo o di hlohang

- Diboloko

Baithuti ba aha ka diboloko.

# Content Area Focus: Space and Shape (Geometry)

## Topics

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

## New knowledge

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

## Practise

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

## New maths vocabulary

one fewer

altogether

above

front

back

## Getting ready

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

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

## Whole class activities

### Day 1

#### What you need

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

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

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

## Dihlooho

- Boemo, tlwaetso le ditjhebo
- Hlalosa, hlophisa le ho bapisa dintho tsa 3-D

## Tsebo e ntjha

- Ho hlophisa dintho tsa 3-D: ditshwano le diphapang
- E nngwe ho feta, e nngwe ka tlase
- Boemo: ka hodimo

## Ho etsa

- Ho bala ka molomo 1–15 le 5–1
- Ho bala dintho 1–7
- Kgopolo ya dinomoro 1–4
- Boemo: ka tlase, hodima, ka hara, ka ntle
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo
- Diphazele tsa dikoto tse leshome le metso e mmedi

## Tlotlontswe e ntjha ya mmetse

e le nngwe ka tlase

mmoho/kaofela

ka hodimo

ka pele

ka morao

## Ho itokisetsa

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

- sedikadikwe, kgutlonnetsepa, kgutlotharo e kgolo ya khateboto (e kgolo ho lekana hore baithuti ba bane ba eme hodima yona mmoho)
- dikgutlotharo, dikgutlonnetsepa, didikadikwe tse 2 tse nyane tsa khateboto
- dikarete tsa matheba le matshwao tsa nomoro ya 3 le ya 4 bakeng sa ho eketsa ho tse ka hara *Khiti ya Disebediswa* (o hloka tse lekaneng bakeng sa baithuti ba 21)
- etsa tselana ya ditshita bakeng sa ho tsamaisa sebadi sa phoofolo (se tswang ho *Khiti ya Disebediswa*) ho yona (sebedisa dintho tse kang: mabokoso, dikhafo, ditjhupu tsa khateboto le diboloko tsa patsi)
- dipampiri tse sehilweng: didikadikwe, dikgutlonnetsepa le dikgutlotharo tsa boholo le mebala e fapaneng – tse ka bang 3 bakeng sa moithuti ka mong
- phazele ya dikotwana tse leshome le metso e mmedi (leqephe la 221).

## Diketsahalo tsa tlelase yohle

### Letsatsi la 1

#### Tseo o di hlokanang

- Raeme: *Roli Poli* (leqephe la 199)
- Bolo e le 1 e kgolo
- Sedikadikwe, kgutlotharo, kgutlonnetsepa e kgolo ya khateboto
- Phoustara ya 11
- Dintho tsa sebopeho sa sedikadikwe, kgutlonnetsepa, kgutlotharo tse beilweng hohle ka phaposing ya borutelo – e 1 bakeng sa moithuti ka mong
- Diboloko tsa makgetha (*Khiti ya Disebediswa*)

1. **Raeme:** Etsa raeme, *Roli Poli*.

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



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

**Guiding questions:**

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

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

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

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

## Day 2

### What you need

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

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

**Guiding questions:**

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

Count and match the counters to the pictures.



2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Thetela bolo ho baithuti ba supileng a le mong ka nako ha baithuti bohle ba bala 1–7. Pheta ka makgetlo a mmalwa ka baithuti ba bang. Baithuti ba fumaneng sebaka, ba opa ha lona bohle le bala mmoho.



4. **Ho ikwetlisa ka dibopeho; ditshwano le diphapang:** Phahamisa sedikadikwe, kgutlonnetsepa le kgutlotharo tse kgolo tsa khateboto. Sheba Phoustara ya 11.

**Dipotso tse tataisang:**

- ★ Ke hokae moo o bonang dibopeho tse na ho phoustara ena?
- ★ Na o ka nahana ka eng kapa eng e lapeng la hao/e lefatsheng e o hopotsang ka sefe kapa sefe sa dibopeho tse na?

Baithuti ba batlana le dintho tse nang le sebopeho sa sedikadikwe, kgutlonnetsepa kapa kgutlotharo hohle ka phaposeng ya borutelo. Ba kgutlela dibakeng tsa bona mmateng ha ba fumane ho hong.

Bapisang diphapang le ditshwano pakeng tsa dintho tsa bona. Beang dintho tseo ka dihlotshwana sebakeng sa mmetse hodima dibopeho tsa khateboto.

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

## Letsatsi la 2

**Tseo o di hlokanang**

- Raeme: *Roli Poli* (leqephe la 199)
- Pale: *Ba hula ba nna ba hula* (leqephe la 199)
- Ditshwantsho bakeng sa pale
- Kgutlonnetsepa e kgolo e 1, didikadikwe tse 2, dikgutlotharo
- tse kgolo tse 3, dikgutlotharo tse nyane tse 4 – diboloko tsa makgetha (*Khiti ya Disebediswa*)
- Mokotlana/lebokoso
- Dibadi tse mebala tse 7

1. **Raeme:** Etsa raeme, *Roli Poli*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Balang ditshwantsho tsa meroho tse paleng ena *Ba hula ba nna ba hula* ho tswa ho Beke ya 3. Shebang dibadi tse 7 hodima mmata.

**Dipotso tse tataisang:**

- ★ O nahana hore ho na le dibadi tse kae sehlopheng sena?
- ★ Na o nahana hore ho na le dibadi tse ngata ho feta meroho? Balang le nyalanye dibadi le ditshwantsho.



**TIP**

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

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

**Guiding questions:**

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

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

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

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

**Integration**

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

**Day 3**

**What you need**

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



**TIP**

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

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

**Guiding questions:**

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

 **KELETSO**

Hopola hore boloko ka bong ba makgetha bo mahlakore a mararo, empa baithuti ba tsepamisitse maikutlo ho bokahodimo kapa sefahleho sa ntho e shebehang jwaloka sedikadikwe, kgutlonnetsepa kapa kgutlotharo.

4. **Ho ikwetlisa ka dibopeho:** Bontsha baithuti mokotla o nang le diboloko tsa makgetha ka hare.

**Dipotso tse tataisang:**

- ★ Haeba dintho tse ka mokotleng di ena le sebopeliso se tshwanang le tse paleng, ke dibopeho dife tseo?
- ★ Ke dikgutlonnetsepa/didikadikwe/dikgutlotharo tse kae tse lokelang ho ba ka mokotleng?

Moithuti a le mong o phopholetsa ka hara mokotla. Baithuti ba fapanyetsana ka ho re, 'E utlwahala jwaloka a \_\_\_\_\_ (sedikadikwe/kgutlonnetsepa/kgutlotharo).'

Baithuti ba bea boloko ba makgetha pela setshwantsho sa moroho se nyalanang le bona hodima tafole ya mmetse.

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

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Tshwantshisa pale ena, *Ba hula ba nna ba hula.*

**Letsatsi la 3**

**Tseo o di hlohang**

- Pina: *Haeba o tshwere kgutlonnetsepa* (leqephe la 199)
- Ditshelo tse 3 tse nang le diboloko tsa makgetha tsa didikadikwe tse 8, dikgutlonnetsepa tse 8
- le dikgutlotharo tse 8 (*Khiti ya Disebediswa*), esitana le dikgutlotharo, dikgutlonnetsepa, didikadikwe tse 2 tsa khateboto ka ho se seng le se seng

 **KELETSO**

Ho bala ka molomo: 1–15 le 5–1 ho ka etswa nakong ya ho fetola thuto.

1. **Pina:** Baithuti ba ema ba entse sedikadikwe. Moithuti ka mong o lata sebopeliso ditshelong tse tharo tse hodima mmata. Binang *Haeba o tshwere kgutlonnetsepa*. Baithuti ba phahamisa dibopeho tse nyalanang ha ba ntse ba bina.
2. **Ho bala dintho 1–7:** Baithuti ba itlhophisa ka dihlotshwana tsa tharo: se le seng se tshwere didikadikwe, se seng se tshwere dikgutlonnetsepa mme se seng se tshwere dikgutlotharo. Efa sehlotshwana ka seng setshelo. Ba bea dibopeho tsa bona mmateng pela setshelo.
3. **Ho ikwetlisa ka 1–4; ngata ho feta, mmalwa ho feta, lekana le:** Moithuti a le mong sehlotshwaneng ka seng o bea dibopeho tse supileng tsa sehlotshwana ka hara setshelo ha sehlotshwana seo se bala 1 ho isa ho 7. Baithuti ba sheba dibopeho tse tharo tse hodima mmata.

**Dipotso tse tataisang:**

- ★ Ho na le dibopeho tse kae hodima mmata?
- ★ Na ho na le tse ngata kapa tse mmalwa ho feta nne?
- ★ Le hloka dibopeho tse kae tse ding ho etsa sehlopha sa tse nne?
- ★ Na o ka etsa sehlopha se seng se nang le lenane le lekanang la dibopeho le la sehlopha sena?



## TIP

Move between the three groups to support learners.

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

**Guiding questions:**

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

## Day 4

### What you need

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

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



**KELETSO**

Tsamaya pakeng tsa dihlotshwana tse tharo ho tshehetsa baithuti.

4. **E le nngwe ka hodimo, e le nngwe ka tlase ho:** Baithuti ba tswela pele ho sebetsa ka dibopeho tse hodima mmata.  
**Dipotso tse tataisang:**
  - ✦ Na o ka etsa hore se seng sa dihlopha se be le sebopeliso se le seng ka tlase ho feta sehlopha se seng?
  - ✦ Sehlopha seo se se se ena le dibopeho tse kae jwale?
  - ✦ Sehlopha sa pele se na le dibopeho tse kae ho feta?
5. **Ho ikwetlisa ka dibopeho le boemo:** Moithuti ka mong o nka sebopeliso. Sebedisa ditaello tse nang le mantswe a boemo, ho etsa mohlala: 'Ba nang le dikgutlotharo tse nyane, tsamayang ka lehlakoreng mme le bee dikgutlotharo tsa lona ka mora setulo sa ka.'
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

**Letsatsi la 4**

**Tseo o di hlokang**

- Pina: *Haeba o tshwere kgutlonnetsepa* (leqephe la 199)
- Masking theipi/tjhoko
- Sedikadikwe, kgutlonnetsepa, kgutlotharo e kgolo ya khateboto (e nngwe le e nngwe e kgolo ho lekana baithuti ba bane ha ba ema hodima yona mmoho)
- Seletswa sa mmino
- Diboloko tse 24 tsa makgetha a didikadikwe, dikgutlotharo, dikgutlonnetsepa (*Khiti ya Disebediswa*)
- Dikgutlotharo, dikgutlonnetsepa le didikadikwe tse nyane tsa khateboto – tse 2 tsa e nngwe le e nngwe
- Dikarete tsa matheba le matshwao tsa nomoro ya 3 le 4 bakeng sa baithuti ba 21

1. **Pina:** Bina pina ena, *Haeba o tshwere kgutlonnetsepa* o tshwere le dibopeho.
2. **Ho bala ka molomo:** 1–15 le 5–1. Sebedisa masking theipi kapa tjhoko ho etsa leri mmateng bakeng sa baithuti ho tlola ho yona ha baithuti ba bang ba ntse ba bala. Leri ya ho tlola e ka nna ya pentwa ka pente e mmala o kganyang ya enamele ka ntle sebakeng sa ho bapalla sa Kereiti ya R.



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



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

**Guiding questions:**

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



**Guiding questions:**

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



3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea sedikadikwe, kgutlonnetsepa le kgutlotharo e kgolo ya khateboto hodima mmata. Balang hore ho na le mahlakore a makae a otlohileng ho kgutlotharo le ho kgutlonnetsepa. Balang hore di na le mahlakore a makae mmoho.



4. **Ho ikwetlisa ka dibopeho:** Pata dibopeho hohle ka phaposing ya borutelo. Ka dihlotshwana tsa ba bane, baithuti ba fapanyetsana ho ba 'Mafokisi a dibopeho' bakeng sa ho fumana dibopeho. Baithuti ba tsamaya ho ya ka morethetho pakeng tsa dibopeho tse kgolo tse tharo fatshe. Ha mmino o emisa, ba dula ho potoloha sebopeliso se nyallanang le seo ba se fumaneng ka phaposing ya borutelo.

**Dipotso tse tataisang:**

- ★ Le nahana hore ke baithuti ba bakae ba tla kgona ho ema hodima sedikadikwe/kgutlonnetsepa/kgutlotharo ka nako e le nngwe?
  - ★ Na baithuti ba bangata ba tla fella ho kgutlonnetsepa kapa sedikadikwe? Hobaneng?
5. **Ho ikwetlisa ka 1–4; ngata ho feta/mmalwa ho feta:** Baithuti ba bararo ba ema hodima sebopeliso ka seng sa khateboto.



**Dipotso tse tataisang:**

- ★ Na moithuti e mong hape a le mong a ka fella hodima sebopeliso sa hao sa khateboto?
  - ★ Haeba re batla moithuti a le mong a se be teng hodima sedikadikwe, re lokela ho etsa eng?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Day 5

What you need

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

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

Guiding questions:

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

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



Guiding questions:

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

Encourage the learners to use direction and position vocabulary.

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

Small group activities

Teacher-guided activity

What you need

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



TIP

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

## Letsatsi la 5

### Tseo o di hlohang

- Raeme: *Roli Poli* (leqephe la 199)
- Bolo e kgolo e 1
- Dibadi tsa diphoofolo (*Khiti ya Disebediswa*)
- Tselana e nyane ya 'ditshita' (sheba senepe se ka tlase mona)

1. **Raeme:** Etsa raeme, *Roli Poli*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Bea sehlopha sa dibadi tsa diphoofolo tse supileng hodima mmata.

#### Dipotso tse tataisang:

- ★ O nahana hore ho na le diphoofolo tse kae sehlopheng sena? Balang dibadi tsa diphoofolo mmoho.

4. **Ho ikwetlisa ka boemo le tshupiso:** Etsa tselana ya ditshita e nyane. Latela ditaello tsa baithuti bakeng sa ho tsamaisa diphoofolo hara tselana ya ditshita.



#### Dipotso tse tataisang:

- ★ Pere e lokela ho tsamaya ka tsela efe ho ya fihla ka hodima boloko bona?
- ★ Pere e lokela ho tsamaya ka tsela efe hore e tle e be ka tlasa lebokoso?
- ★ Pere e batla ho ema ka hara sedikadikwe sena sa diboloko, e ka fihla jwang moo?

- ★ Na ho na le tsela e nngwe e fapaneng ya ho tswa?

Kgothaletsa baithuti ho sebedisa tlotlontswe ya tshupiso le boemo.

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

### KELETSO

Bea diphoofolo le tselana ya ditshita hodima lebokoso ele hore di phahame hore baithuti bohle ba kgone ho di bona.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlohang

- Koloji e kgolo ya ho bapala kapa mpopi
- Diboloko tsa *Unifix* le diboloko tsa makgetha a sedikadikwe, kgutlonnetsepa le kgutlotharo (*Khiti ya Disebediswa*)
- Diboloko tse 4 tsa makgetha: kgutlotharo e le 1, kgutlonnetsepa e le 1 le didikadikwe tse 2 (*Khiti ya Disebediswa*)
- Dikwahelo tsa ditshelo tse sedikadikwe – tse 2 bakeng sa moithuti ka mong
- Setshelo bakeng sa moithuti ka mong se nang le diboloko tse 4 tsa makgetha: dikgutlotharo/ dikgutlonnetsepa/didikadikwe (*Khiti ya Disebediswa*) (Fapanya metswako ka hara setshelo ka seng.)

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



**Guiding questions:**

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

**Integration**

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

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

**Guiding questions:**

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

Play 'Sizwe says'. For example:

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



1. **Ho bala ka molomo:** Opang mme le bale 1–15. Tilang mme le bale 5–1.
2. **Ho hlalosa ntho ho ya ka maemo a fapaneng:** Bea koloi ya ho bapala kapa mpopi hodima mmata. Kopa baithuti hore ba hlalose hore seo se bonahala jwaloka eng ho tloha moo ba dutseng, ho etsa mohlala: 'Ke bona bokamorao ba hlooho ya mpopi.'



**Dipotso tse tataisang:**

- ★ E shebahala jwaloka eng ho tswa ka hodimo?
- ★ E shebahala jwaloka eng ho tloha ka tlasa koloi/mpopi?

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Buisanang ka ditjhebo tsa dintho ho tloha maemong a fapaneng nakong ya diketso tsa tlwaelo tsa letsatsi le letsatsi, ho etsa mohlala, buka nakong ya dipale.

3. **Ho bala dintho 1–7; ditshwano le diphapang:** Bea qubu ya diboloko tsa *Unifix* le tsa makgetha hodima mmata. Baithuti ba fapanyetsana hore e mong le e mong a bale dintho tse supileng. Buisanang ka kgetho ya bona ya dintho.

**Dipotso tse tataisang:**

- ★ Ke eng se tshwanang/fapaneng mabapi le dintho tse sehlopheng sa hao?
- ★ Na o ka di hlophisa?
- ★ Mpolelle hore o di hlophisitse jwang.
- ★ Na o ka di hlophisa ka tsela e nngwe hape?

4. **Ho ikwetlisa ka dibopeho le boemo; hodima, ka tlasa, ka hare le ka ntle:** Baithuti ba ntsha le ho bala diboloko tsa makgetha ka hara ditshelo tsa bona. Ba bolela hore ke diboloko tse kae tse shebahalang jwaloka didikadikwe, dikgutlonnetsepa kapa dikgutlotharo.

Bapalang 'Sizwe o re'. Ho etsa mohlala:

- ★ Bea kgutlonnetsepa ya hao ka tlasa leoto la hao.
- ★ Bea sedikadikwe sa hao hodima hlooho ya hao.
- ★ Kgutlisetsa kgutlotharo ya hao ka setshelong.



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

**Guiding questions:**

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



**Check that learners are able to:**

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

## Workstation 1

### What you need

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

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



5. **Ho ikwetlisa ka 1–4; e le nngwe ka hodimo/e le nngwe ka tlase:**  
Baithuti ba papala papadi ya 'tsukutla o arole' ka dibadi tse nne le dikwahelo tse pedi. (Sheba Ketsahalo e tataiswang ke titjhere e ho Beke ya 2, leqephe la 49.)

**Dipotso tse tataisang:**

- ★ Na ke na le lenane le lekanang la dibadi sekwahelong ka seng?
- ★ Ke na le dibadi tse kae sekwahelong ka seng?
- ★ Ke na le dibadi tse kae kaofela?
- ★ Haeba \_\_\_\_ a ka bea sebadi se seng hape hodima sekwahelo sena ho se ho tla ba le tse kae?
- ★ Haeba \_\_\_\_ a ka tlosa sebadi se le seng sekwahelong sena, ho tla sala tse kae?
- ★ Ke sehlopha sefe se nang le se le seng ka hodimo ho 2/3?
- ★ Ke sehlopha sefe se nang le se le seng ka tlase ho 4/3/2?



**Lekola hore baithuti ba kgona ho:**

- hlalosa ditshwano le diphapang pakeng tsa dintho le ho di hlophisa
- hlalosa ntho ho tswa tjhebong e fapaneng
- bontsha kutlwisiso ya e nngwe ho feta le e nngwe ka tlase
- hlwaya sedikadikwe, kgutlonnetsepa le kgutlotharo

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Dipampiri tse sehilweng: didikadikwe, dikgutlonnetsepa le dikguttotharo tsa boholo le mebala e fapaneng
- Sekgomaretsi
- Pampiri
- Dikerayone
- Leqephe la A4 bakeng sa moithuti ka mong

Baithuti ba manamisa sebopeho kapa dibopeho maqepheng a bona. Ba taka dintlha ho sona kapa ka thoko ho dibopeho ho etsa setshwantsho.





## Workstation 2

### What you need

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

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



## Workstation 3

### What you need

- Blocks and/or Unifix blocks

Learners build whatever they like from blocks.

## Workstation 4

### What you need

- An assortment of twelve-piece puzzles

Learners build puzzles.



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

## Seteishene sa tshebetso sa 2

### Tseo o di hlokang

- Hlama ya ho bapala
- Dintho tse sehang hlama (kgutlonnetsepa, sedikadikwe, kgutlotharo)
- Dithipa tsa polastiki
- Dimmata/diboto tsa hlama
- Phoustara ya 11

Baithuti ba etsa dikgutlonnetsepa, didikadikwe le dikgutlotharo tsa hlama ya ho bapala ba sebedisa dintho tse sehang hlama. Ba bopa setshwantsho ba sebedisa dibopeho tse na.



## Seteishene sa tshebetso sa 3

### Tseo o di hlokang

- Diboloko le/kapa diboloko tsa *Unifix*


Baithuti ba aha eng kapa eng eo ba e batlang ka diboloko.

## Seteishene sa tshebetso sa 4

### Tseo o di hlokang

- Motswako wa diphazele tsa dikotwana tse leshome le metso e mmedi

Baithuti ba aha diphazele.

 **KELETSO**  
Fana ka menyetla bakeng sa baithuti ba nang le bokgoni bo fapaneng bakeng sa ho sebetsa ka lebelo la bona.

# Content Area Focus: Numbers, Operations and Relationships

## Topics

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

## New knowledge

- Number 5

## Practise

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

## New maths vocabulary

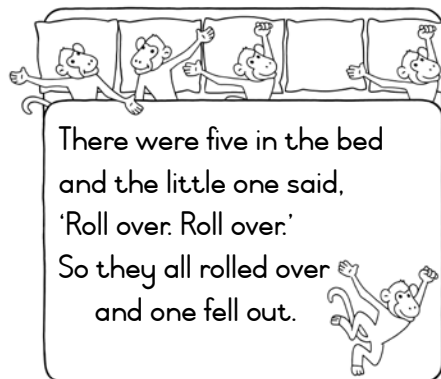
number line

order

## Getting ready

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

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



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

# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Lemoha matshwao a dinomoro le mantswe a dinomoro
- Hlalosa, bapisa le ho bea dinomoro ka tatelano

## Tsebo e ntjha

- Nomoro ya 5

## Ho etsa

- Ho bala ka molomo 1–15 le 5–1
- Ho bala dintho 1–7
- Kgopolo ya dinomoro 1–4
- Ho hlahlamanya dinomoro 1–4
- Ngata ho feta, mmalwa ho feta

## Tlotlontswe e ntjha ya mmetse

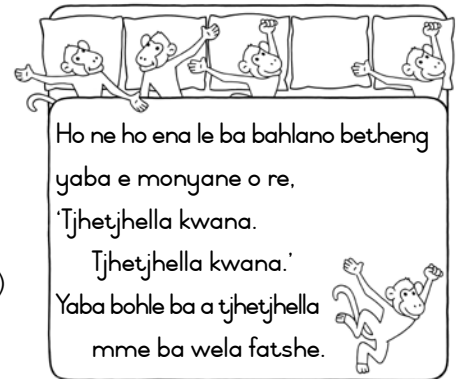
molapalo

hlophisa

## Ho itokisetsa

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

- frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 5 (leqephe la 211)
- dileibole tse 5 tsa matheba, matshwao le mantswe tsa nomoro ya '5' bakeng sa tafole ya mmetse (leqephe la 211)
- dikhateboto tse sehilweng tse 5 tsa didikadikwe tse tala (ho lekana dibadi tsa diphoofole tse 5)
- Phoustara ya *Ba bahlano betheng* e tswang ho Kotara ya 1, Beke ya 9, e fetotsweng hore e sebedise ditshwene
- mola wa ho aneha dinomoro o entsweng ka kgwele, diphekse le dikarete tsa matshwao a dinomoro 1–5 (sheba Letsatsi la 3)
- mabokoso a 5 a poso, a tshwailweng ka matshwao a dinomoro 1–5 (sheba Letsatsi la 4)
- thempleiti ya hlama ya ho bapala: Nomoro ya 5 bakeng sa moithuti ka mong (leqephe la 215)
- leqephe la A4 bakeng sa moithuti ka mong le bomaleshwane ba 5 ba takilweng ho lona (sheba Seteishene sa tshebetso sa 2)
- dipoleiti/dikwahelo tsa pampiri tse 5 bakeng sa moithuti ka mong, e nngwe le e nngwe e na le letshwao la nomoro le matheba a nyallanang a 1–5, ho etsa mohlala, 1 le letheba le le leng, 2 le matheba a mabedi (sheba Seteishene sa tshebetso sa 3)
- majwe a 30
- kopolla diphazele tsa dinomoro (e 1 ho moithuti ka mong sehlopheng) mme le kenye mebala ditshwantshong (leqephe la 220).



## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

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

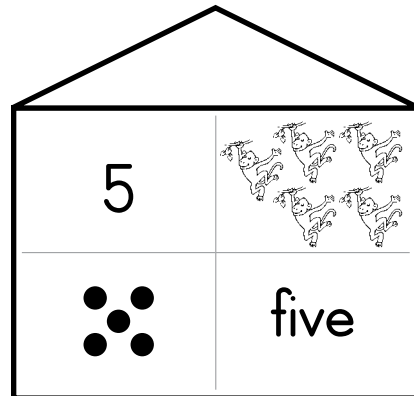
Together count the animals 1–7 in each hula hoop.

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

#### Guiding questions:

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

Tell the *Number 5 story*. The animals' house is the focus of the story. Show the parts of the number frieze as you build up the story of the animals and images of the house: the different representations of number 5, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house on the wall in the maths area. Count the monkeys together.



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

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Raeme: *Roli Poli* (leqephe la 199)
- Dihulahupu tse 2 (kapa le take didikadikwe ka tjhoko)
- Dibadi tse 14 tsa diphoofole (*Khiti ya Disebediswa*)
- Difrizi tsa dinomoro 1–4
- Frizi ya dinomoro: Nomoro ya 5 (leqephe la 211)
- *Pale ya nomoro ya 5* (leqephe la 201)

1. **Raeme:** Etsa raeme, *Roli Poli*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea dihulahupu tse pedi hodima mmata. Qadikanya dibadi tsa diphoofole tse supileng ka hara hupu e le nngwe, mme o bee dibadi tsa diphoofole tse supilieng di bapile ka hara hupu e nngwe.

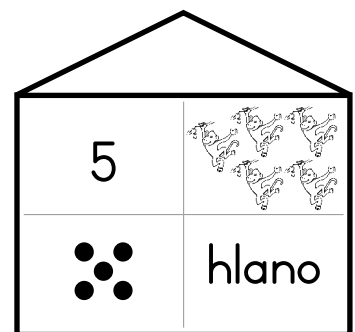
#### Dipotso tse tataisang:

- ★ Ho na le diphoofole tse kae sehlopheng sena? Sehlopheng se seng sona?
  - ★ Ke sehlopha sefe se nang le diphoofole tse ngata/mmalwa ho feta? Mmoho balang diphoofole 1–7 ka hara hulahunu ka nngwe.
4. **Ho tsebisa nomoro ya '5':** Supa difrizi tsa dinomoro 1–4 tse leboteng.

#### Dipotso tse tataisang:

- ★ Ke ntlo efe e nang le phoofole e le nngwe ho feta tse ho ntlo ya mesha?
- ★ O tseba jwang?
- ★ Ke diphoofole tse kae tse dulang ntlong e neng e ahilwe ka mora ntlo ya tlou?
- ★ O nahana hore ke diphoofole tse kae tse tlang ho dula ntlong e latelang?

Pheta *Pale ya nomoro ya 5*. Ntlo ya diphoofole ke yona mookotaba wa pale. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o aha pale ya diphoofole le ditshwantsho tsa dintlo: dipontsho tse fapaneng tsa nomoro ya 5, ho etsa mohlala, setshwantsho, matheba, letshwao le lentswe. Bea pontsheng dikarolo tsa frizi ka hara ntlo ya diphoofole leboteng sebakeng sa mmetse. Balang ditshwene mmoho.



- ★ Ke mang ya kileng a bona tshwene? Hokae?
  - ★ Tshwene e etsa modumo o jwang?
  - ★ Mpontsheng hore di tsamaya jwang.
  - ★ Ho na le ditshwene tse kae tse fetang lenane la mesha?
  - ★ Haeba mosha o le mong o ka ya ntlong ya ditshwene, ho tla sala mesha e mekae ntlong ya mesha?
5. **Diketsahalo tsa dihlotswana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

## Day 2

## What you need

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

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

## Guiding questions:

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

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

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

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

## Guiding questions:

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

Place four animals on the empty circle.

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

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

## Guiding questions:

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

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

## Day 3

## What you need

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



## TIP

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



## Letsatsi la 2

### Tseo o di hlohang

- Pina: *Ditshwene tse hlano betheng* (leqephe la 201) le ditshwantsho
- Dikarete tsa matheba, matshwao le mantswe tsa nomoro ya 5
- Didikadikwe tse 3 tse sehilweng khatebotong
- Dibadi tse 19 tsa diphoofole (*Khiti ya Disebediswa*)
- Dibadi tse 30 tsa diphoofole tse patilweng hohle ka phaposing ya borutelo (se 1 ho moithuti ka mong)

1. **Pina:** Bina pina, *Ditshwene tse hlano betheng*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea didikadikwe tse tharo tsa khateboto hodima mmata, se le seng se se nang diphoofole, se seng se nang le diphoofole tse supileng tse qadikaneng, mme se seng se nang le diphoofole tse supileng tse emeng mmoho di atamelane.

#### Dipotso tse tataisang:

- ★ O nahana hore ho na le diphoofole tse kae sehlopheng sena? Supa sehlopha se le seng sa tse supileng mme le bale diphoofole, jwale supa sehlopha se seng mme o botse, 'Ho na le diphoofole tse kae?'
  - ★ Ke sehlopha sefe ho tse pedi tseo se nang le lenane le lengata/ mmalwa/le lekanang la diphoofole?
4. **Ho ikwetlisa ka 5:** Buisanang ka dihlopha tse tharo tsa diphoofole.
 

#### Dipotso tse tataisang:

    - ★ Haeba ke batla feela diphoofole tse hlano ho se seng le se seng sa dihlopha tsena, ke lokela ho etsa eng? (Tlosa tse pedi sehlopheng ka seng.) Bea diphoofole tse nne sedikadikweng se se nang letho.
    - ★ Re hloka diphoofole tse kae hape ho eketsa sehlopheng sena hore di be hlano?
  5. **Ho tsoma diphoofole:** Bea setshelo se nang le dithupa tse tswang ho *Khiti ya Disebediswa* tafoleng ya mmetse bakeng sa baithuti hore ba bope 'dikampo' tsa diphoofole tse hlano. Bea dibadi tsa diphoofole tse tswang ho *Khiti ya Disebediswa* hohle ka phaposing ya borutelo. Baithuti ba ya ho 'tsoma diphoofole' ho fumana diphoofole. Ba di bea hodima tafole ka 'dikampo' tsa tse hlano.
 

#### Dipotso tse tataisang:

    - ★ Re ka etsa eng ka diphoofole tse sa kgoneng ho fella ka hara dikampo tsena? (Di hlophiseng ka bonngwe hodima tafole ya mmetse.)
  6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



### KELETSO

Hopotsa baithuti hore ba tsamaye ka kgutso hore ba se ke ba tshosa diphoofole.

## Letsatsi la 3

### Tseo o di hlohang

- Pina: *Ditshwene tse hlano betheng* (leqephe la 201) le ditshwantsho
- Diphekse tse 7 tsa diaparo
- Mola wa ho aneha dinomoro o nang le dikarete tsa dinomoro 1–5 ho di hakisa kgweleng
- Matshwao a dinomoro 1–5 (*Khiti ya Disebediswa*)
- Dihulahupu tse 5

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

**Guiding questions:**

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

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

**Guiding questions:**

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

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

- ★ Which number is between 2 and 4?



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

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

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

## Day 4

### What you need

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

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

1. **Pina:** Baithuti ba ema ba entse sedikadikwe. Ba tshwantshisa pina ena *Ditshwene tse hlano betheng*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Kopa baithuti ba supileng hore e mong le e mong a late ntho e le nngwe hohle ka phaposing ya borutelo. Beang dintho tseo hodima mmata. Hlophisa baithuti ele hore bohle ba kgone ho bona tse hodima mmata.

**Dipotso tse tataisang:**

- ★ Ho na le dintho tse kae hodima mmata?
- ★ Ho tla sala dintho tse kae ha re ka tlosa e le nngwe? Ha re ka tlosa e nngwe hape teng? Ha re ka tlosa tse pedi?
- ★ Re hloka ho kgutlisetsa dintho tse kae hore e be tse hlano? Re hloka ho kgutlisetsa dintho tse kae hape hore re be le tse supileng?

4. **Ho ikwetlisa le ho bea dinomoro ka tatelano 1–5:** Tsebisa mola wa ho aneha dinomoro. Tlosa dikarete tsa dinomoro moleng wa ho aneha mme o di fe baithuti ba bahlano. Baithuti ba di hlophisa ka bobona ka tatelano ho tloha ho 1 ho isa ho 5.



**Dipotso tse tataisang:**

- ★ Ke nomoro efe e lokelang ho tla pele, ho latela, pele ho, ka mora?

Shebisa moithuti kwana ele hore baithuti ba bang ba se ke ba bona karete ya hae ya nomoro.

- ★ Ke nomoro efe e pakeng tsa 2 le 4?

Bea matshwao a dinomoro 1–5 o di lobokantse fatshe. Kopa baithuti hore ba thuse ho fanyeha dikarete ka diphekse ka tatelano ho tloha ho 1 ho isa ho 5 moleng wa ho aneha. Baithuti ba fanyeha dinomoro hodima mola ha o ntse o botsa dipotso.

- ★ Ke nomoro efe e lokelang ho tla pele, ho latela, kamora eo?
- ★ Na o ka supa nomoro e tlang pele ho, e pakeng tsa?

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

## Letsatsi la 4

### Tseo o di hlokang

- Pina: *Ditshwene tse hlano betheng* (leqephe la 201) le ditshwantsho
- Dikarete tse 30 tsa ditshwantsho, matshwao le matheba a dinomoro '1–5' (*Khiti ya Disebediswa*)
- Mmino kapa seletswa
- Mola wa ho aneha dinomoro o nang le matshwao a dinomoro 1–5 a fanyehilweng ka diphekse kgweleng
- Mabokoso a 5 a poso a tshwailweng 1–5
- Dibadi tse mebala
- Dikarete tsa matheba tsa nomoro ya 5 (*Khiti ya Disebediswa*)

1. **Pina:** Tshwantshisang *Ditshwene tse hlano betheng*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Opang matsoho makgetlo afe kapa afe pakeng tsa 1 le 7. Baithuti ba bala makgetlo a ho opa matsoho mme ba bolela hore ho opilwe hakae.



## TIP

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

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

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



## Guiding questions:

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

## Day 5

## What you need

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

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

## Guiding questions:

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

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

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

**KELETSO**

Sebedisa dikarete tsa dinomoro tse tswang tafoleng ya mmetse haeba o hloka tse ngata bakeng sa moithuti ka mong bakeng sa ketsahalo ya 4.

4. **Ho ikwetlisa ka 1–5:** Baithuti ba bitsa nomoro ha o ntse o ba bontsha dikarete tsa matheba 1–5. Buisanang ka hore ke dikarete tsa matheba dife tse etsang 5. Bontsha metswako e fapaneng ya matheba bakeng sa ho etsa 5. Shebang dikarete tsa matheba tsa nomoro ya 5 mme le buisane ka dintho tse tshwanang/fapaneng ka karete ka nngwe.

Efa moithuti ka mong karete ya letshwao, ya setshwantsho kapa matheba ya 1–5. Supa difrizi tsa dinomoro. Baithuti ba phahamisa dikarete tsa bona haeba di nyalana le lenane le ho frizi ya diphoofolo ha o ntse o supa. Bapala mmimo kapa o tsukutle thamborini. Baithuti ba tsamaya ho ya ka mmimo. Ha mmimo o emisa, ba etsa dihlopha tsa baithuti ba nang le dikarete tsa dinomoro tse nyalanang.

Bea mabokoso a poso 1–5 ka tlasa mola wa ho aneha. Baithuti ba posa dikarete tsa bona ka hara mabokoso a nepahetseng ha mmimo o emisa.



**Dipotso tse tataisang:**

- ★ Ke sehlopha sefe se lokelang ho posa dinomoro tsa sona pele, morao, jwalojwalo? Hobaneng?

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

**Letsatsi la 5**

**Tseo o di hlohang**

- Pina: *Ditshwene tse hlano betheng* (leqephe la 201) le ditshwantsho
- Phoustara ya 2
- Thamborini

1. **Pina:** Tshwantshisang *Ditshwene tse hlano betheng*.
2. **Ho bala ka molomo:** 1–15 le 5–1.
3. **Ho bala dintho 1–7:** Pheta ketsahalo ya ho bala eo le e entseng ka Letsatsi la 4.
4. **Ho ikwetlisa ka 1–5:** Sebedisa thamborini ho otlala makgetlo a 1 ho isa ho 5. Baithuti ba tlola ho ya ka morethetho wa thamborini. Dipakeng tsa ho tlola, fana ka ditaelo o sebedisa dinomoro 1–5. Ho etsa mohlala: ‘Dumedisanang ka matsoho le metswalle e meraro.’ ‘Nyalanya menwana e mehlano letsohong la hao le le leng le menwana e mehlano e letsohong la motswalle wa hao.’
5. **Ho ikwetlisa ka 4 le 5:** Buisanang ka Phoustara ya 2. Buang ka seo baithuti ba se bonang.

**Dipotso tse tataisang:**

- ★ Na mabala a rona a ho bapalla a shebeha tjena?
- ★ Na ho na le dintho tse tshwanang/fapaneng?
- ★ Bana ba bapala dipapadi dife?

Balang mmoho hore ke bana ba bakae ba bapalang papadi ka nngwe. Kgetha baithuti hore ba supe ha o ntse o botsa dipotso.

- ★ Na o kgona ho bona dinomoro 4 le 5?
- ★ Ke bana ba bakae ba bapalang sekotjhe? Ba ka hara dithaere?

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

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

### Integration

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



## Small group activities

### Teacher-guided activity

#### What you need

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

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





- ✦ Ha ngwana a le mong a kopana le bana bana, ho tla ba le bana ba bakae jwale?
  - ✦ Ho na le dintho tse kae ka hara mokoti wa lehlabathe?
  - ✦ Ha re ka kenya ntho e le nngwe hape ka hare/re ntsha e le nngwe, ho tla ba le dintho tse kae?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Ha le babala dipapadi tsa ka ntle buang ka, ho etsa mohlala, dibolo tse hlano, makgetlo a mahlano, ho akgela hahlano, ho tshwara hahlano.



## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlokang

- Dikwahelo tse 2 tsa polastiki bakeng sa moithuti ka mong
- Dikarete tsa matheba tsa nomoro ya 5
- Hlama ya ho babala le mmata bakeng sa moithuti ka mong
- Pampiri ya A4 bakeng sa moithuti ka mong
- Dikerayone
- Setshelo bakeng sa moithuti ka mong se nang le:
  - Dikarete tsa matheba, matshwao, mantswe a dinomoro 1–5
  - Majwe a 5
  - Difaha tse kgubedu le tse tshehla (*Khiti ya Disebediswa*)

1. **Dikarete tsa matheba tse nyalanang:** Bontsha baithuti karete ya matheba ya nomoro ya 5. Ba hlophisa majwe a bona ho nyalana le yona. Phetang hape ka ditlhophiso tse ding tsa matheba a mahlano.





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

Place two lids in front of each learner.

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

**Guiding questions:**

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

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

- ★ Who has the same?

Choose a matching set of lids and compare these.

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

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

**Guiding questions:**

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

Hold two beads in your hand.

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

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

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



2. **Ho ikwetlisa ka 5:** Baithuti ba bala majwe a mahlano a ka ditshelong tsa bona. Ba nyalanya lentswe la nomoro ya 5 le karete ya letshwao ho majwe a mahlano.

Bea dikwahelo tse pedi ka pela moithuti ka mong. Mmoho bapalang papadi ya 'tsukutla o arole' bakeng sa nomoro ya 5. Baithuti ba bea majwe a bona hodima dikwahelo tse pedi tse ka pela bona ha ba qeta ho 'arola' pokello. Ba fapanyetsana ho bolela hore ba na le a makae sekwahelong ka seng.



**Dipotso tse tataisang:**

- ★ O arotse majwe a hao jwang?
- ★ Ke mang ya nang le ho fapaneng?

Phetang ketsahalo eo hape. Bontsha dikwahelo tsa moithuti a le mong ho sehlopha sohle.

- ★ Ke mang ya nang le tse tshwanang?

Kgetha sete e nyallanang ya dikwahelo mme o di bapise.

- ★ Ke eng e tshwanang/fapaneng mabapi le dihlopha tse pedi tseena?

3. **Difaha tsa sebopeho:** Baithuti ba bontsha lenane la difaha ha o ba kopa.

**Dipotso tse tataisang:**

- ★ Na le ka mpontsha difaha tse pedi?
- ★ Na le ka mpontsha sefaha se seng hape?
- ★ Na le ka mpontsha ha le tlositse se le seng?

Tshwara difaha tse pedi ka letsohong.

- ★ O hloka difaha tse kae hape tse ngata/ mmalwa hore o be le tse tharo/nne/hlano?



Kgothaletsa baithuti hore ba se ke ba bala difaha se le seng ka nako empa ba o bontshe lenane la difaha tseo o ba kopileng tsona. Difaha di tshehetsa baithuti ho bala ho tswela pele o tloha nomorong e kgethilweng.

4. **Ho ikwetlisa ka 5 o sebedisa hlama ya ho bapala:** Baithuti ba etsa 5 ba sebedisa hlama ya ho bapala. Tshehetsa baithuti ba loketseng ho ngola 5.





**Check that learners are able to:**

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



### Workstation 1

#### What you need

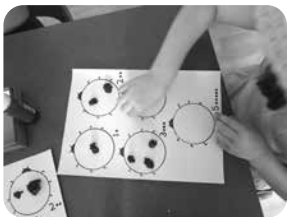
- Playdough
- Playdough template: Number 5 per learner (page 214)

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

### Workstation 2

#### What you need

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



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

### Workstation 3

#### What you need

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



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

### Workstation 4

#### What you need

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

Learners complete the number puzzles.



**Lekola hore baithuti ba kgona ho:**

- hlwaya dikarete tsa matheba, matshwao le mantswe a nomoro ya 5
- nyalanya dibadi le dikarete tsa matheba tsa nomoro ya 5
- lemoha ditshwano le diphapang dihlopheng tse pedi tsa dintho tse hlano
- bontsha ha ba ekeditse e le nngwe, ba tlositse e le nngwe
- bala ba tswela pele ho tloha nomorong eo ba e filweng, ho fihlela ho 5



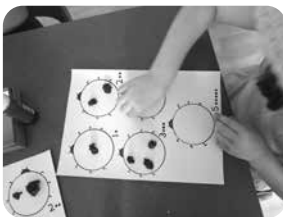
**Seteishene sa tshebetso sa 1**

**Tseo o di hlohang**

- Hlama ya ho bapala
- Thempleiti ya hlama ya ho bapala: Nomoro ya 5 ho moithuti ka mong (leqephe la 215)

Baithuti ba sebedisa hlama ya ho bapala ho qetella thempleiti ya hlama ya ho bapala bakeng sa nomoro ya 5.

**Seteishene sa tshebetso sa 2**



**Tseo o di hlohang**

- Khopi ya leqephe la A4 le nang le bomaleshwane ba 5 ba takilweng ho lona bakeng sa moithuti ka mong
- Dikgetjhana tsa pampiri
- Sekgomaretsi

Baithuti ba etsa dibolo ka dipampiri. Ba kgabisa bomaleshwane ka lenane le loketseng la dibolo.

**Seteishene sa tshebetso sa 3**



**Tseo o di hlohang**

- Diphekse tse 15 le dibadi tse 15 bakeng sa moithuti ka mong
- Sete ya dipoleiti tse nomorilweng kapa dikwahelo 1–5 ho moithuti ka mong

Baithuti ba hokela lenane le loketseng la diphekse poleiting kapa sekwahelong ka seng. Ba bea sebadi ho letheba ka leng.

**Seteishene sa tshebetso sa 4**

**Tseo o di hlohang**

- Sete e le 1 ya diphazele tsa dinomoro 1–5 bakeng sa moithuti ka mong (leqephe la 220)

Baithuti ba qetella diphazele tsa dinomoro.

# Content Area Focus: Patterns, Functions and Algebra

## Topics

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

## New knowledge

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

## Practise

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

## New maths vocabulary

carry on

continues

the same

## Getting ready

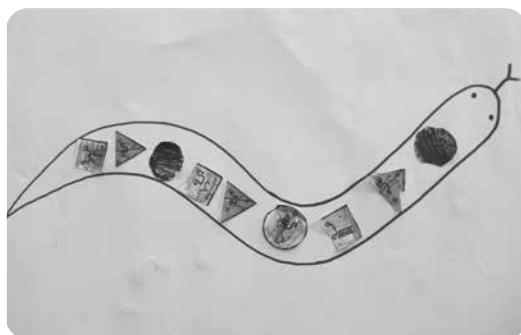
For the activities this week, you will need to prepare the following:

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



**TIP**

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



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

# Tsepamiso ho Karolo ya Dikahare: Dipaterone, Ditshebetso le Aljebra

## Dihlooho

- Kopolla le ho atolosa dipaterone tse iphetang tse bonolo
- Bopa dipaterone tsa hao
- Hlalosa phetapheto dipateroneng

## Tsebo e ntjha

- Ho kopolla le ho atolosa dipaterone tse iphetang tse bonolo
- Ho bopa le ho hlalosa dipaterone tsa hao
- Ho bala ka molomo 1–20
- Ho bala o kgutlela morao 7–1

## Ho etsa

- Ho bala dintho 1–7
- Kgopolo ya dinomoro 1–5
- Ho hlahlamanya dinomoro 1–5
- Ho etsa hore dihlopha di tshwane

## Tlotlontswe e ntjha ya mmetse

tswella

tswela pele

tshwanang

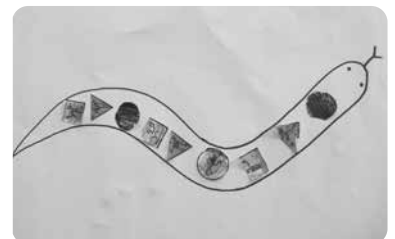
## Ho itokisetsa

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

- dikarete tse 30 tse nang le didikadikwe tse kgolo tse kgubedu, tshehla, bolou, tala le tse mmala wa lamunu (tse 6 mmala ka mong)
- ditshwantsho tse 7 tsa ditapole
- leqephe le leholo le nang le setshwantsho sa sefate se nang le mahlaku a 7 (a 3 a maholo le a 4 a manyane), a hokelletsweng ka paterone: le leholo, le lenyane, le lenyane, le leholo, le lenyane, le lenyane, le leholo
- mahlaku a 7 a mang a sehilweng pampiring
- dipalesa tse 6 tse kgubedu le tse 4 tse tshehla tse sehilweng
- dihlopha tse 4 tsa diletswa/dietsamodumo (ho etsa mohlala, ditshepe, dishwehleshwehle, dithupa, meropa) – e le 1 ho moithuti ka mong
- ditshwantsho tse 3 tsa e nngwe le e nngwe ya diletswa/dietsamodumo tse 4 (tse 12 kaofela)
- kgwele le diphekse tse 12
- dikarete tsa dipaterone tsa diboloko tsa *Unifix* – e le 1 bakeng sa moithuti ka mong bakeng sa dihlopha tse 2
- leqephe la A4 le nang le dipaterone tsa dibopeho tse lokelang ho atoloswa bakeng sa moithuti ka mong
- sebopeliso sa noha sa A4 le leqephe la A4 le nang le didikadikwe, dikgutlonnetsepa le dikgutlotharo – e le 1 ya e nngwe le e nngwe ho moithuti ka mong
- dikarete tsa dipaterone tsa ho loha sefaha (difaha tse dikareteng tsa dipaterone di lokela ho tshwana le tse tlang ho sebediswa, ka boholo le mmala – sheba Seteishene sa tshebetso sa 4).

## KELETSO

Ho ena le noha, kgetha phoofolo kapa ntho e tsamaelanang le mookotaba.





## Whole class activities

### Day 1

#### What you need

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

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

#### Guiding questions:

- ★ How many potatoes do you see?

Repeat the rhyme as you point to each potato.

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

#### Guiding questions:

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

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

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

Add other learners.

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

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



#### Guiding questions:

- ★ What patterns can you see in this picture?

Explain why this is a pattern.

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

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



# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlohang

- Raeme: *Tapole e le nngwe, ditapole tse pedi* (leqephe la 203)
- Ditshwantsho tse 7 tsa ditapole
- Phoustara ya 7

1. **Raeme ya ho bala:** Etsa raeme, *Tapole e le nngwe, ditapole tse pedi*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Beha leboteng ditshwantsho tse supileng tsa ditapole.

#### Dipotso tse tataisang:

- ★ O bona ditapole tse kae?

Phetang raeme ha o ntse o supa tapole ka nngwe.

4. **Ho kopolla le ho atolosa dipaterone:** Sebela baithuti ba tsheletseng mme o ba kope ho dula ka tsela tse latelang: ba otlolle maoto, ba fapanye maoto, ba otlolle maoto, ba fapanye maoto, ba otlolle maoto, ba fapanye maoto.

#### Dipotso tse tataisang:

- ★ Le ka mpoella eng mabapi le tsela eo baithuti bana ba dutseng ka yona?
- ★ Na ntho ena ke paterone?
- ★ Hobaneng o tjho jwalo?
- ★ Paterone ena ke ya eng?

Thetsa moithuti ka mong ha baithuti ba bang ba ntse ba bua mantswe ana: 'Maoto a otlolotsweng, maoto a fapantsweng ...'

- ★ Re ka etsa jwang hore paterone ena e tswelle ka tsela e tshwanang le eo?

Eketsa baithuti ba bang.

Sebela paterone e ntjha ho baithuti ba bang ba tsheletseng: e mong a dutse, ba babedi ba eme, a le mong a dutse, ba babedi ba eme. Botsa dipotso mabapi le paterone ena mme o kope baithuti ho atolosa paterone ena.

5. **Ho hlwaya dipaterone setshwantshong:** Buisanang ka Phoustara ya 7.

#### Dipotso tse tataisang:

- ★ Ke dipaterone dife tseo o di bonang setshwantshong sena?

Hlalosa hore ke hobaneng ntho ena e le paterone.

- ★ Ke eng eo o e bonang e se nang paterone ho yona?
- ★ Re tseba jwang hore ntho e itseng ke paterone?

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



## Day 2

## What you need

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

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

## Guiding questions:

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

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

## Guiding questions:

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

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

Learners extend the pattern.

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

Guide learners to arrange themselves based on their suggestions.

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

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

## Day 3

## What you need

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

## Letsatsi la 2

### Tseo o di hlohang

- Raeme: *Tapole e le nngwe, ditapole tse pedi* (leqephe la 203)
- Dikarete tse 30 tsa sedikadikwe tse mebala
- Ditshwantsho tse 7 tsa ditapole

1. **Raeme ya ho bala:** Etsa raeme, *Tapole e le nngwe, ditapole tse pedi*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Phetang raeme ena mme le supe ditshwantsho tse supileng tsa ditapole.
4. **Ho hlwaya dipaterone dinthong tsa letsatsi le letsatsi:** Baithuti ba batla dipaterone diaparong tsa bona, le ka phaposing ya borutelo.

#### Dipotso tse tataisang:

- ★ Hobaneng o re ntho ena ke paterone?
  - ★ Ke eng eo o e bonang e phetaphetilwe?
  - ★ Ke eng se lokelang ho latela pateroneng ena?
5. **Ho ikwetlisa ka dipaterone:** Efa moithuti ka mong karete ya sedikadikwe sa mmala. Ba batlana le ba bang ba tshwereng dikarete tse nyallanang le ya bona mme ba etsa dihlopha.

#### Dipotso tse tataisang:

- ★ Ke eng se tshwanang/fapaneng ka dikarete tsa lona?
- ★ Na ho na le didikadikwe tse ngata/mmalwa tse kgubedu ho feta tse tala?
- ★ O tseba jwang?

Tataisa baithuti ba nang le dikarete tse kgubedu le tse bolou ho ema ba tshwere dikarete tsa bona ka paterone e latelang: kgubedu, kgubedu, bolou, bolou, kgubedu, kgubedu, bolou, bolou.

Baithuti ba atolosa paterone.

- ★ Le bona paterone efe?
  - ★ Ke dipaterone dife tse ding tseo re ka di etsang?
- Tataisa baithuti hore ba itlhophise ho ya ka ditlhahiso tsa bona.
- ★ Ho tla latela eng?
  - ★ Ho tlile eng pele?
  - ★ Re ka tswella jwang ka tsela yona eo?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso. Baithuti ba bea dikarete tsa bona tafoleng ya mmetse ha ba kgutlela diteisheneng tsa bona tsa tshebetso, ho ya ka mmala oo o o bolelang.

## Letsatsi la 3

### Tseo o di hlohang

- Raeme: *Tapole e le nngwe, ditapole tse pedi* (leqephe la 203)
- Lehlaku le le 1 le ka thoko
- Setshwantsho sa sefate
- Prestik
- se nang le mahlaku a 6 a
- Mahlaku a 3 a maholo le mahlaku a 3 a manyane
- manamisitsweng ka paterone e
- Dipalesa tse sehilweng tse 6 tse
- itseng (sheba leqephe la 105)
- kgubedu le tse 4 tse tshehla



## TIP

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

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

**Guiding questions:**

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

Add another leaf. Count the leaves together.

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

**Guiding questions:**

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

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

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

**Guiding questions:**

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

Together repeat the pattern.

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

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

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

## Day 4

**What you need**

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

 **KELETSO**

Sebedisa mahlaku a nnete ha ho kgoneha. A behe tafoleng ya mmetse hore baithuti ba bope dipaterone.

1. **Raeme ya ho bala:** Baithuti ba ema ka dihlotshwana tse nne ho ya ho tse robedi. Ba etsa diketso ka raeme le papadi ya ho bala, *Tapole e le nngwe, ditapole tse pedi*, ha tlelase yohle e bua mantswa a raeme mmoho.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Sheba sefate se nang le mahlaku a tsheletseng a beilweng ka paterone.

**Dipotso tse tataisang:**

- ★ Ho na le mahlaku a makae sefateng sena?
- ★ Ho tla ba le a makae ha nka eketsa lehlaku le le leng?

Eketsa lehlaku le leng. Balang mahlaku mmoho.

4. **Ho rarolla bothata 1–5 o sebedisa dipaterone:** Bea dipalesa tse nne tse sehilweng ka mola ka tlatsa sefate ka paterone ya e kgubedu, e tshehla, e kgubedu, e tshehla.

**Dipotso tse tataisang:**

- ★ Ho na le dipalesa tse kae?
- ★ Na o bona paterone? Mpolelle ka paterone eo.
- ★ Palesa ya pele/bobedi/boraro/bone e na le mmala ofe?
- ★ Ke mebala efe eo ke lokelang ho e kenya kamora moo ho tswella ka paterone?
- ★ Ho na le dipalesa tse kae jwale?
- ★ Na ho na le dipalesa tse ngata/mmalwa tse kgubedu kapa tse tshehla?
- ★ Ha re ka tswella ka paterone ena, e tla shebeha jwang?

Bea dipalesa tse ding hape tse sehilweng tafoleng ya mmetse hore baithuti ba di sebedise nakong ya dithuto motsheare.

5. **Ho kopolla le ho atolosa dipaterone:** Baithuti ba etsa paterone ya modumo le ketso, ho etsa mohlala: opa, phathatsa, opa, phathatsa.

**Dipotso tse tataisang:**

- ★ O bone eng mme o utlwile eng?
- ★ Na hona ke paterone? Hobaneng ho le jwalo/ho se jwalo?

Mmoho phetang paterone hape.

- ★ O lemoha eng mabapi le paterone ena?
- ★ Ho latela eng kamora ho opa?
- ★ Na o ka tswela pele?

Fetola paterone, ho etsa mohlala: qhoma, qhoma, opa, opa, qhoma, qhoma, mme le buisane ka yona.

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

**Letsatsi la 4**

**Tseo o di hlohang**

- Raeme: *Tapole e le nngwe, ditapole tse pedi* (leqephe la 203)
- Setshwantsho sa sefate se nang le mahlaku a 6 a manamisitsweng ka paterone
- Mahlaku a mang a 7
- Dintho tsa letsatsi le letsatsi – jwaloka dipene, dipentshele, dibuka, dikgaba le difereko – ho etsa dipaterone
- Ditsheho tse 6 setshelo ka seng se na le dithupa tse 30 tse mebala (*Khiti ya Disebediswa*)

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Look at the tree picture with six leaves, and the seven leaves on the mat.

**Guiding questions:**

- ★ Are there more/fewer leaves on the tree or on the mat?

Count the leaves together.

4. **Copying and extending patterns:** Learners identify the pattern of the leaves on the tree.

**Guiding questions:**

- ★ How would we carry on this pattern?

They discuss patterns they see on their clothes. Create a sound and action pattern as on Day 3.

5. **Practising patterns:** Make patterns using everyday objects, for example: koki, pencil, koki, pencil. Ask guiding questions about the pattern. Learners should describe and extend the pattern.

Learners gather in groups of five. Give each group a container with coloured sticks. Learners count six sticks each. They create their own patterns and together discuss these. Move between groups to give support.

6. **Small group activities:** Describe the activities at each workstation. Learners place the stick patterns on the maths table as they go to their workstations.

## Day 5

### What you need

- Rhyme: *One potato, two potatoes* (page 202)
- String and 12 pegs
- 4 groups of instruments/sound makers (for example, bells, shakers, sticks, drums) – 1 per learner
- 3 pictures of each of the 4 sound makers

1. **Counting rhyme:** Play the counting game, *One potato, two potatoes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place a group of seven shakers and a group of seven bells on the mat.

**Guiding questions:**

- ★ How many instruments do you think there are in this group?
- ★ And in this group?
- ★ Which group do you think has more/fewer?

Count the instruments together.

- ★ Who said the correct number?



### TIP

Use objects such as yoghurt cups, sticks and blocks if you do not have instruments.

1. **Raeme ya ho bala:** Bapala papadi, *Tapole e le nngwe, ditapole tse pedi*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Sheba setshwantsho sa sefate se nang le mahlaku a tsheletseng, le mahlaku a supileng a hodima mmata.

**Dipotso tse tataisang:**

★ Na ho na le mahlaku a mangata/mmalwa sefateng kapa mmateng? Balang mahlaku mmoho.

4. **Ho kopolla le ho atolosa dipaterone:** Baithuti ba hlwaya paterone ya mahlaku a sefateng.

**Dipotso tse tataisang:**

★ Re ka tswella jwang ka paterone ena?

Ba buisana ka dipaterone tseo ba di bonang diaparong tsa bona. Bopa paterone ya modumo le ketso jwaloka ho Letsatsi la 3.

5. **Ho ikwetlisa ka dipaterone:** Etsang dipaterone le sebedisa dintho tsa kamehla, ho etsa mohlala: koki, pentshele, koki, pentshele. Botsa dipotso tse tataisang mabapi le paterone. Baithuti ba lokela ho hlalosa le ho atolosa dipaterone.

Baithuti ba bokana ka dihlopha tsa ba bahlano. Efa sehlopha ka seng setshelo se nang le dithupa tse mebala. Baithuti ba bala dithupa tse tsheletseng ka bongwe. Ba ipopela dipaterone tsa bona mme ba buisana ka tsona mmoho. Tsamaya dipakeng tsa dihlopha ho fana ka tshehetso.

6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso. Baithuti ba bea dipaterone tsa dithupa tafoleng ya mmetse ha ba ntse ba eya diteisheneng tsa bona tsa tshebetso.

## Letsatsi la 5

### Tseo o di hlohang

- Raeme: *Tapole e le nngwe, ditapole tse pedi* (leqephe la 203)
- Kgwele le diphekse tse 12
- Dihlopha tse 4 tsa diletswa/dietsamodumo (ho etsa mohlala, ditshepe, dishwehleshwehle, dithupa, meropa) – e le 1 bakeng sa moithuti ka mong
- Ditshwantsho tse 3 tsa seetsamodumo ka seng sa tse 4

1. **Raeme ya ho bala:** Bapala papadi, *Tapole e le nngwe, ditapole tse pedi*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea sehlopha sa dishwehleshwehle tse supileng le sehlopha sa ditshepe tse supileng hodima mmata.

**Dipotso tse tataisang:**

★ O nahana hore ho na le diletswa tse kae sehlopheng sena?

★ Sehlopheng sena sona?

★ Ke sehlopha sefe seo o nahanang hore se na le tse ngata/mmalwa ho feta?

Balang diletswa mmoho.

★ Ke mang ya buileng lenane le nepahetseng?



**KELETSO**  
Sebedisa dintho tse kang dikopi tsa yokate, dithupa le diboloko haeba o se na diletswa.



Add two other groups of instruments. Learners fetch instruments and all the learners with the same instruments sit next to each other in the circle.

**Guiding questions:**

- ★ If there are seven shakers, how many learners should we count for each learner to have one?
- ★ How many learners are left who don't have an instrument? (For the last group.) Give these learners an instrument.

4. **Sound patterns:** Show learners four picture cards of the four instrument groups. They play their instruments as you show these cards, one at a time. Place the cards on the washing line in different patterns for them to follow. They play as you point.

**Guiding questions:**

- ★ What pattern do you see?
- ★ How will this pattern continue?
- ★ Which picture comes next?
- ★ Which group will play first/last in this pattern?

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



**TIP**

Ask learners to keep their hands in their laps with their instruments on the floor in front of them. They must not wake them up until all learners have an instrument.

**Integration**

**Home Language and Life Skills:** Art activities that focus on pattern (for example: rhythmic patterns, low and high sound patterns, making and decorating picture frames), drawing patterns that develop fine motor skills as part of Emergent Handwriting.

## Small group activities

### Teacher-guided activity

**What you need**

- Number washing line with cards 1–5 in the incorrect order
- 2 plastic lids/paper plates per learner
- Unifix blocks sorted by colour into containers
- A tub per learner each with:
  - Structure beads
  - 5 Unifix blocks
  - A Unifix block pattern card

1. **Oral counting:** 1–20 and 7–1.
2. **Practising 5; structure beads:** Learners use the beads from their tubs.

**Guiding questions:**

- ★ Are there the same number of red and yellow beads? How do you know?
- ★ Count the red beads. How many are there?



Eketsa dihlopha tse ding tse pedi tsa diletswa. Baithuti ba lata diletswa mme baithuti bohle ba nang le diletswa tse jwalo ba dula ba bapile ka hara sedikadikwe.

**Dipotso tse tataisang:**

- ★ Haeba ho ena le dishwehleshwehle tse supileng, re lokela ho bala baithuti ba bakae hore moithuti ka mong a fumane e le nngwe?
- ★ Ke baithuti ba bakae ba setseng ba se nang seletswa? (Bakeng sa sehlopha sa ho qetela.) Neha baithuti bana seletswa.

4. **Dipaterone tsa modumo:** Bontsha baithuti dikarete tsa ditshwantsho tse nne, tsa dihlopha tse nne tsa diletswa. Ba papala diletswa tsa bona ha o ba bontsha dikarete tse, e le nngwe ka nako. Bea dikarete moleng wa ho aneha ka dipaterone tse fapaneng hore ba di latele. Ba papala ha wena o supa.

**Dipotso tse tataisang:**

- ★ Le bona paterone efe?
- ★ Paterone ena e tla tswela pele jwang?
- ★ Ke setshwantsho sefe se tlang kamora mona/latelang?
- ★ Ke sehlopha sefe se tlang ho papala pele/qetellong pateroneng ena?

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

 **KELETSO**

Kopa baithuti ho bea matsoho a bona hodima dirope tsa bona mme diletswa tsa bona di le fatshe ka pela bona. Ha ba a lokela ho a tlosa ho fihlela baithuti bohle ba ena le diletswa.

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Diketsahalo tsa bonono tse tsepameng ho dipaterone (ho etsa mohlala: dipaterone tsa morethetho, dipaterone tsa medumo e tlase le e phahameng, ho etsa le ho kgabisa diforeimi tsa ditshwantsho), ho taka dipaterone tse matlafatsang mesifa e menyane jwaloka karolo ya Ho ngola ka Letsoho ho Holang.

**Diketsahalo tsa dihlotshwana**

**Ketsahalo e tataiswang ke titjhere**

**Tseo o di hlohang**

- Mola wa ho aneha dinomoro o nang le dikarete 1–5 ka tatelano e fosahetseng
- Dikwahelo tsa polastiki/dipoleiti tsa pampiri tse 2 ho moithuti ka mong
- Diboloko tsa *Unifix* tse hlophisitsweng ho ya ka mebala ka hara ditshelo
- Setshelo bakeng sa moithuti ka mong se seng le se seng se ena le:
  - Difaha tsa sebopoho
  - Diboloko tse 5 tsa *Unifix*
  - Karete ya paterone ya diboloko tsa *Unifix*

1. **Ho bala ka molomo:** 1–20 le 7–1.
2. **Ho ikwetlisa ka 5; difaha tsa dibopoho:** Baithuti ba sebedisa difaha tse ka ditshelong tsa bona.

**Dipotso tse tataisang:**

- ★ Na ho na le lenane le lekanang la difaha tse kgubedu le tse tshehla? O tseba jwang?
- ★ Bala difala tse kgubedu. Ho na le tse kae?



- ★ Count the yellow beads. How many are there?
- ★ Show me two. Show me one more bead. Show me one less.
- ★ Hold four beads. How many more beads do you need to show five?

Learners count on to five, starting at different numbers. For example, they hold three beads and count from there up to five.

3. **Practising 1–5; number line:**

Together look at the number cards 1–5 on the washing line.

**Guiding questions:**

- ★ What do we need to do to put these numbers in the correct order?
- ★ Which card should come first, second, third, fourth and fifth?
- ★ Which number is before/after 4?

4. **Practising 1–5; Unifix blocks:**

Learners each count five Unifix blocks. They shake and break these onto the two lids in front of them.

**Guiding questions:**

- ★ How can you make both of your lids have the same number of blocks?
- ★ Do you need more blocks to make this happen?
- ★ Is there another way?
- ★ What will happen if I take one of your blocks away from this lid? Will your groups still be the same/equal?

Take a block from a lid from each of the learners.

- ★ What do you need to do to make your groups the same/equal again?

5. **Practising patterns:** Create a pattern using Unifix blocks. Discuss the pattern with the learners. Place containers with Unifix blocks on the mat. Learners use the Unifix blocks to copy the pattern. Learners work with a partner to create a Unifix block pattern. Each learner chooses a colour they want to add.

They take turns adding a colour to extend the pattern. Learners use the Unifix blocks and copy pattern cards.

**Guiding questions:**

- ★ What pattern do you see on your card?
- ★ How can you continue this pattern?
- ★ How many of each colour block do you need to use for each part of this pattern?

6. **Creating and explaining patterns:** Learners create their own pattern using the Unifix blocks. They explain their pattern to the group.

**Guiding questions:**

- ★ Can you tell us about your pattern?
- ★ Can you explain what you have repeated?



- ★ Bala difala tse tshehla. Ho na le tse kae?
- ★ Mpontshe tse pedi. Mpontshe sefaha se seng hape. Mpontshe ha o tlositse se le seng.
- ★ Tshwara difaha tse nne. Ho hlokeha difaha tse ding tse kae hore di be hlano?

Baithuti ba bala ho fihla ho hlano, ba qala dinomorong tse fapaneng. Ho etsa mohlala, ba tshwara difaha tse tharo mme ba bala ho tloha moo ho fihla ho hlano.

3. **Ho ikwetlisa ka 1–5; molapalo:** Mmoho shebang dikarete tsa dinomoro 1–5 tse moleng wa ho aneha.

**Dipotso tse tataisang:**

- ★ Re hloka ho etsa eng hore re behe dinomoro tsena ka tatelano e nepahetseng?
- ★ Ke karete efe e lokelang ho ba ya pele, ya bobedi, ya boraro, ya bone le ya bohlanano?
- ★ Ke nomoro efe e tlang pele ho/ka mora 4?



4. **Ho ikwetlisa ka 1–5; diboloko tsa Unifix:** Moithuti ka mong o bala diboloko tse hlano tsa *Unifix*. Ba di tsukutla le ho di arolela dikwahelong tse pedi tse ka pela bona.

**Dipotso tse tataisang:**

- ★ O ka etsa jwang hore dikwahelo tsa hao ka bobedi di be le lenane le lekanang la diboloko?
- ★ Na o hloka diboloko tse ding hape hore sena se etsahale?
- ★ Na ho na le tsela e nngwe hape?
- ★ Ho tla etsahala eng ha ke nka e nngwe ya diboloko tsa hao sekwahelong sena? Na dihlopha tsa lona di tla nne di tshwane/lekane? Nka boloko sekwahelong sa moithuti ka mong.
- ★ O hloka ho etsa eng hore dihlopha tsa hao di tshwane/lekane hape?

5. **Ho ikwetlisa ka dipaterone:** Etsa paterone o sebedisa diboloko tsa *Unifix*. Buisanang ka paterone le baithuti. Bea ditshelo tse nang le diboloko tsa *Unifix* hodima mmata. Baithuti ba sebedisa diboloko tsa *Unifix* ho kopolla paterone eo. Baithuti ba sebetsa le mphato ho bopa paterone ya diboloko tsa *Unifix*. Moithuti ka mong o kgetha mmala oo a tlang ho o kenya. Ba fpanyetsana ka ho kenya mebala ho atolosa paterone. Baithuti ba sebedisa diboloko tsa *Unifix* mme ba kopolla dikarete tsa paterone.

**Dipotso tse tataisang:**

- ★ O bona paterone efe kareteng ya hao?
- ★ O ka tswela pele jwang ka paterone ena?
- ★ O hloka diboloko tse kae tsa mmala ka mong bakeng sa ho di sebedisetsa karolo ka nngwe ya paterone ena?

6. **Ho bopa le ho hlalosa dipaterone:** Baithuti ba ipopela dipaterone tsa bona ba sebedisa diboloko tsa *Unifix*. Ba hlalosetsa sehlopha sohle paterone ya bona.

**Dipotso tse tataisang:**

- ★ Na o ka re bolella ka paterone ya hao?
- ★ Na o ka hlalosa seo o se phetaphetileng?



**Check that learners are able to:**

- count orally 1–20 and 7–1
- count on between 1 and 5, using the structure beads
- order numbers 1–5
- make groups the same/equal up to 5
- identify, copy and extend patterns
- create and explain their own patterns



**Workstation 1**

**What you need**

- A shape pattern sheet per learner
- Pencil crayons

Learners extend patterns. If drawing is a challenge, let learners use the attribute blocks from the *Resource Kit*.



**Workstation 2**

**What you need**

- 1 snake template (see page 104)
- 1 shape pattern sheet per learner

Learners cut and paste the shapes in a pattern on the snake.

**Workstation 3**

**What you need**

- Unifix block pattern cards
- Unifix blocks

Learners use Unifix blocks to copy patterns.

**Workstation 4**

**What you need**

- A tub per learner with:
  - Threading beads and string
- Bead pattern cards

Learners string beads according to the pattern cards.





**Lekola hore baithuti ba kgona ho:**

- bala ka molomo 1–20 le 7–1
- bala ho tswela pele pakeng tsa 1 le 5, ba sebedisa difaha tsa sebopoho
- bea dinomoro ka tatelano 1–5
- etsa dihlopha tse tshwanang/tse lekanang ho fihlela ho 5
- hlwaya, ho kopolla le ho atolosa dipaterone
- bopa le ho hlalosa dipaterone tsa bona



**Seteishene sa tshebetso sa 1**

**Tseo o di hlokang**

- Leqephe la paterone ya sebopoho bakeng sa moithuti ka mong
- Dikerayone tsa dipentshele

Baithuti ba atolosa dipaterone. Haeba ba thatafallwa ke ho taka, ere baithuti ba sebedise diboloko tsa makgetha tse ka ho *Khiti ya Disebediswa*.



**Seteishene sa tshebetso sa 2**

**Tseo o di hlokang**

- Thempleiti e le 1 ya noha (sheba leqephe la 105)
- Leqephe le 1 la paterone ya sebopoho bakeng sa moithuti ka mong

Baithuti ba seha le ho manamisa dibopoho ka hara paterone hodima noha.

**Seteishene sa tshebetso sa 3**

**Tseo o di hlokang**

- Dikarete tsa paterone ya diboloko tsa *Unifix*
- Diboloko tsa *Unifix*

Baithuti ba sebedisa diboloko tsa *Unifix* ho kopolla dipaterone.



**Seteishene sa tshebetso sa 4**

**Tseo o di hlokang**

- Setshelo bakeng sa moithuti ka mong se nang le:
  - Difaha tsa ho loha le kgwele
- Dikarete tsa dipaterone tsa difaha

Baithuti ba kenya difaha kgweleng ho ya ka dikarete tsa dipaterone.

# Content Area Focus: Data Handling

## Topics

- Collect and sort objects
- Represent sorted collections of objects
- Discuss and report on sorted collections of objects

## New knowledge

- Collect, sort and represent collections of objects
- Analyse and report on data

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- More than, fewer than, equal to
- Sorting and classifying
- Shapes: circle, square, triangle

## New maths vocabulary

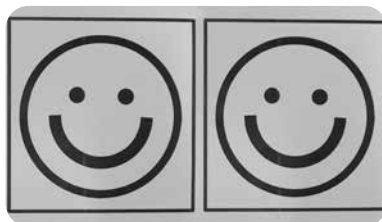
similarities

pictograph

## Getting ready

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

- 10 individual small aeroplane pictures
- 1 picture of a circle and 1 of a square
- 7 A4-sized circles and 5 squares
- 2 small pictures each of: walking, taxi, car and bus (all the same size)
- small 5 cm × 5 cm card with a smiling face (all the same size) – 2 per learner (see Day 3 and Day 4)



- 2 large sheets for pictographs each with 4 columns
- a collection of wooden and plastic construction toys, for example, blocks, Lego
- magazines with transport pictures
- 1 A4 graph page (4 columns and 6 rows) per learner: The left column has number symbols and dots 1–5. The bottom row has a colour in each – red, blue and yellow
- a different shape graph page for each learner (Each should have five columns labelled at the bottom, for example, 2 circles, 3 squares, 1 triangle, 2 squares, 1 circle, with space above each (see Workstation 3))
- cut-out circles, squares and triangles from previous weeks – approximately 12 per learner.



# Tsepamiso ho Karolo ya Dikahare: Ho Sebetsa ka Datha

## Dihlooho

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

## Tsebo e ntjha

- Bokella, hlophisa le ho bontsha dipokello tsa dintho
- Manolla le ho tlaleha ka datha

## Ho etsa

- Ho bala ka molomo 1–20 le 7–1
- Ho bala dintho 1–7
- Kgopolo ya dinomoro 1–5
- Ngata ho feta, mmalwa ho feta, lekana le
- Ho hlophisa le ho bea ka dihlopha
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo

## Tlotlontswe e ntjha ya mmetse

ditshwano

kerafo ya ditshwantsho

## Ho itokisetša

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

- ditshwantsho tse 10 tsa difofane tse nyane ka bonngwe
- setshwantsho se 1 sa sedikadikwe le se 1 sa kgutlonnetsepa
- didikadikwe tse 7 tsa boholo ba A4 le dikgutlonnetsepa tse 5
- ditshwantsho tse 2 tse nyane setshwantsho ka seng tsa: ho tsamaya, tekesi, koloi le bese (tsohle di lekane ka boholo)
- karete e nyane ya 5 cm × 5 cm e nang le sefahleho se bososelang (tsohle di lekane ka boholo) – tse 2 bakeng sa moithuti ka mong (sheba ho Letsatsi la 3 le Letsatsi la 4)
- maqephe a 2 a maholo bakeng sa kerafo ya ditshwantsho leqephe ka leng le na le dikholomo tse 4
- pokello ya dibapadiswa tsa kaho tsa patsi le tsa polastiki, ho etsa mohlala, diboloko, *Lego*
- dimakasine tse nang le ditshwantsho tsa dipalangwang
- leqephe le 1 la A4 la kerafo (dikholomo tse 4 le mela e 6) ho moithuti ka mong: Kholomo e ka ho le letshehadi e na le matshwao le matheba a dinomoro 1–5. Mola o ka tlase o na le mmala ho e nngwe le e nngwe – kgubedu, bolou le tshehla
- leqephe la kerafo la sebopeliso se fapaneng bakeng sa moithuti ka mong (Leqephe ka leng le lokela ho ba le dikholomo tse hlano tse leibotsweng tlase, ho etsa mohlala, didikadikwe tse 2, dikgutlonnetsepa tse 3, kgutlotharo e le 1, dikgutlonnetsepa tse 2, sedikadikwe se le 1, mme ho ena le sebaka dipakeng tsa tsona (sheba Seteishene sa tshebetso sa 3))
- didikadikwe, dikgutlonnetsepa le dikgutlotharo tse sehilweng ho tswa dibekeng tse fetileng – tse ka bang 12 ho moithuti ka mong.



## Whole class activities

### Day 1

#### What you need

- An A4 picture of a circle and a square for the maths table
- Circle-shaped objects (for example, cups, wastepaper bin, yoghurt containers, lids) hidden in the classroom
- Square- and rectangle-shaped objects (for example, boxes, dice, blocks, lunch boxes) hidden in the classroom

1. **Rhyme:** Learners choose a song or rhyme from previous weeks to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners go on a hunt to find objects in the classroom that look like circles, squares or rectangles. (Make sure that you have enough objects so that there is one per learner.) Learners place the objects in the middle of the mat and sit in a circle. Together sort the objects into two groups: one with objects that are circular and another with objects that have corners, flat sides and straight edges (square and rectangular objects). Discuss why the objects have been sorted into these groups. Focus on the properties of the objects and discuss the shape.

#### Guiding questions:

- ★ Does this group of objects look as though it has more or fewer than seven objects?

Together count out seven objects that have a circular shape and point out that there are more than seven circle-shaped objects altogether in that group. Repeat this with the other group of square- and rectangle-shaped objects. Put the seven items from each group on the maths table next to the circle and square/rectangle pictures.

4. **Sorting; more than, fewer than, equal to:** Look at the objects that are left.

#### Guiding questions:

- ★ Do you think there are more objects that look like circles, or more objects that have straight edges and corners?
- ★ What do we need to do to find out?

Together sort the objects into two groups and talk about them.

- ★ Do you think these two groups have an equal number of objects in them?
- ★ Which of these two groups do you think has more/fewer objects?
- ★ Which is the smallest/biggest object in this group?
- ★ What different colours can you see in this group?
- ★ What are the objects in this group made of?
- ★ How else can we sort these objects?



#### TIP

Properties of 3-D objects include length, width, height. Talk about sides, edges and corners.



#### TIP


To help learners as they sort, provide two big containers, one labelled with a picture of a square and a rectangle, and another labelled with a picture of a circle.

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Setshwantsho sa A4 sa sedikadikwe le kgutlonnetsepa bakeng sa tafole ya mmetse
- Dintho tse sebopeho sa sedikadikwe (ho etsa mohlala, dikopi, moqomo wa matlakala wa pampiri, ditshelo tsa yokate, dikwahelo) tse patilweng ka phaposeng ya borutelo
- Dintho tse dibopeho tsa kgutlonnetsepa le kgutlonne (ho etsa mohlala, mabokoso, letaese, diboloko, mabokoso a dijo tsa motsheare) tse patilweng ka phaposeng ya borutelo

 **KELETSO**  
Makgetha a dintho tsa 3-D a kenyeletsang bolelele, bophara, bophahamo. Buang ka mahlakore, maphethelo le dihuku.

1. **Raeme:** Baithuti ba kgetha pina kapa raeme ho tswa dibekeng tse fetileng bakeng sa ho e bina kapa ho e etsa.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba tsoimana le dintho ka phaposeng ya borutelo tse tshwanang le didikadikwe, dikgutlonnetsepa kapa dikgutlonne. (Etsang bonnete ba hore le na le dintho tse lekanang hore moithuti ka mong a fumane e le nngwe.) Baithuti ba bea dintho bohareng ba mmata mme ba dula ba entse sedikadikwe. Mmoho hlophisang dintho ka dihlopha tse pedi: se le seng se nang le dintho tse sedikadikwe le se seng se nang le dintho tse nang le dihuku, mahlakore a sephara le maphethelo a otlolohileng (dintho tse kgutlonnetsepa le tse kgutlotharo). Buisanang ka hore ke hobaneng ha dintho di hlophisitswe ho ya ka dihlopha tseo. Tsepamang ho makgetha a dintho mme le buisane ka sebopeho.

#### Dipotso tse tataisang:


- ★ Na sehlopha sena sa dintho se shebeha jwaloka haeka se na le dintho tse ngata kapa tse mmalwa ho feta tse supileng?

Mmoho balang dintho tse supileng tse nang le sebopeho se sedikadikwe mme le bolelele hore ho na le dintho tse sebopeho sa sedikadikwe tse fetang supa ha di kopane sehlopheng seo. Phetang sena ka sehlopha se seng sa dintho tse sebopeho sa kgutlonnetsepa le kgutlonne. Bea dintho tse supileng tse tswang sehlopheng ka seng tafoleng ya mmetse pela ditshwantsho tse sedikadikwe le tse kgutlonnetsepa/kgutlonne.

4. **Ho hlophisa; ngata ho, mmalwa ho, lekana le:** Shebang dintho tse setseng.

#### Dipotso tse tataisang:

- ★ Na le nahana hore ho na le dintho tse ngata tse tshwanang le didikadikwe, kapa dintho tse ngata tse nang le maphethelo a otlolohileng le dihuku?
  - ★ Re hloka ho etsa eng hore re fumane karabo?
- Mmoho hlophisang dintho ka dihlopha tse pedi mme le bue ka tsona.
- ★ Na le nahana hore dihlopha tsena tse pedi di na le lenane le lekanang la dintho?
  - ★ Ke sefe ho dihlopha tsena tse pedi seo le nahanang hore se na le dintho tse ngata/mmalwa?
  - ★ Ke ntho efe e nyane ka ho fetisisa/kgolo ka ho fetisisa sehlopheng sena?
  - ★ Ke mebala efe e fapaneng eo o e bonang sehlopheng sena?
  - ★ Dintho tse sehlopheng sena di entswe ka eng?
  - ★ Re ka hlophisa dintho tsena jwang ka tsela e nngwe?

 **KELETSO**  
Ho thusa baithuti ha ba ntse ba hlophisa, ba fe ditshelo tse pedi tse kgolo, se seng se leibotswe ka setshwantsho sa kgutlonnetsepa le kgutlonne, mme se seng se leibotswe ka setshwantsho sa sedikadikwe.

Learners sort objects into groups, as decided on by the class.  
Leave the objects in the maths area for further exploration.

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

## Day 2

### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 small toy cars/trucks
- Poster 8
- 7 large circles, 5 large squares

1. **Song:** Sing the song, *Little aeroplanes*. Show the aeroplane pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven toy cars or trucks on the mat.

#### Guiding questions:

- ★ How many vehicles do you think there are?

Together count the cars or trucks from 1 to 7.

4. **Data collection, sorting:** Learners stand in a circle. Call out different questions about how learners came to school today. Ask questions based on what you know of your learners' experience and how they come to school.

#### Guiding questions:

- ★ Did you walk to school today?
- ★ Did you come to school in a car today?
- ★ Did you come to school in a taxi today?
- ★ Did you come to school by bus today?

Learners who answer yes, step into the circle. Discuss the learners' responses.

- ★ Who only stepped in once?
- ★ Who stepped in more than once? Why?

Learners think of other ideas, based on transport and call out categories.

5. **Talk about different kinds of transport:** Discuss Poster 8. Talk about what types of transport learners can see.

#### Guiding questions:

- ★ How many different kinds of transport can you see?
- ★ Are there more/fewer on the ground or in the air?
- ★ What is the same about the transport on the ground?



### TIP

If learners do not fit into these categories suggest that they choose the transport that they have used most often or even once in the past to get to school.

Baithuti ba hlophisa dintho ho ya ka dihlopha, jwaloka ha ho qetilwe ke tlelase.

Siyang dintho sebakeng sa mmetse bakeng sa ho sibolla ho ya pele.

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

## Letsatsi la 2

### Tseo o di hlohang

- Pina: *Difofane tse nyane* (leqephe la 203)
- Ditshwantsho tse 10 tsa difofane
- Dikoloi/dilori tse nyane tsa ho bapala tse 7
- Phoustara ya 8
- Didikadikwe tse kgolo tse 7, dikgutlonne tse kgolo tse 5

1. **Pina:** Bina pina, *Difofane tse nyane*. Bontsha ditshwantsho tsa difofane.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea dikoloi kapa dilori tse supileng tsa ho bapala hodima mmata.

#### Dipotso tse tataisang:

- ★ Le nahana hore ho na le dipalangwang tse kae?

Mmoho balang dikoloi kapa dilori ho tloha ho 1 ho isa ho 7.

4. **Pokello ya datha, ho hlophisa:** Baithuti ba ema ba entse sedikadikwe. Botsa dipotso tse fapaneng tse mabapi le hore baithuti ba tlile ka eng sekolong kajeno. Botsa dipotso tse thehilweng ho seo o se tsebang ka boiphihlelo ba baithuti ba hao le tsela eo ba tlang sekolong ka yona.

#### Dipotso tse tataisang:

- ★ Na o tlile ka maoto kajeno sekolong?
- ★ Na o tlile ka koloi kajeno sekolong?
- ★ Na o tlile ka tekesi kajeno sekolong?
- ★ Na o tlile ka bese kajeno sekolong?

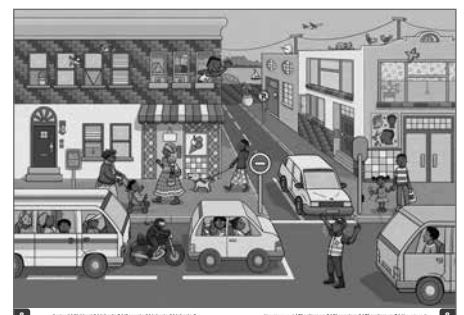
Baithuti ba arabang ka ho dumela, ba kena ka hara sedikadikwe. Buisanang ka dikarabo tsa baithuti.

- ★ Ke mang ya keneng ka hare hanngwe feela?
  - ★ Ke mang ya keneng ka hare makgetlo a fetang bongwe? Hobaneng?
- Baithuti ba nahana ka mehopolo e meng, ho ya ka dipalangwang mme ba bitsa mekgahlelo.

5. **Buang ka mefuta e fapaneng ya dipalangwang:** Buisanang ka Phoustara ya 8. Buang ka mefuta ya dipalangwang eo baithuti ba e bonang.

#### Dipotso tse tataisang:

- ★ Ke mefuta e mekae e fapaneng ya dipalangwang eo o e bonang?
- ★ Na ho na le e mengata/mmalwa fatshe ho feta moyeng?
- ★ Ke eng e tshwanang mabapi le dipalangwang tse tsamayang fatshe?



## KELETSO

Haeba baithuti ba sa felle hantle ho mekgahlelo ena hlahisa hore ba kgethe sepalangwang seo ba se sebedisitseng hangata kapa esitana le ha e le hanngwe nakong e fetileng ho tla sekolong.

- ★ How are they different?
- ★ How many vehicles have four wheels and how many have two wheels?
- ★ What kinds of transport have two wheels?

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

### Day 3

#### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- 7 toy boats
- 4 small pictures: walking, a taxi, a car, a bus
- Small cards with a smiley face (all the same size) – 1 per learner
- Prepared pictograph page

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Repeat the counting activity from Day 2 using boats instead of cars and count from 1 to 7. Place the boats on the maths table for learners to sort according to colour.

Note: If you don't have boats, these can be made from polystyrene trays with a stick pushed through the centre and paper for a sail. The sails could be different colours.



4. **Collecting data:** Discuss how learners travelled to school today.

#### Guiding questions:

- ★ If we want to know if more learners travel to school by taxi than those who walk or who travel by car or bus, what do we need to do?

Show four pictures of different forms of transport, and ask learners what these represent. Place these at each of the four corners of the mat. Learners collect a smiley face from a container on the mat and sit next to the picture that represents how they travel to school.

#### Guiding questions:

- ★ Which group do you think has the most learners?
- ★ Which group has the fewest learners?

5. **Representing data; more than, fewer than, equal to:** Ask learners how they can make a picture of how many learners use each type of transport. Guide them to place the four transport pictures in four columns to make a pictograph. Learners place their smiley face cards in the appropriate column above the correct mode of transport to complete the pictograph. Cards must be placed touching one another without spaces between them (see page 128).



#### TIP

The question about types of transport must be appropriate to the context of your learners.



#### TIP

Learners' cards must be the same size.



- ★ Di fapana jwang?
  - ★ Ke dipalangwang tse kae tse nang le mabidi a mane mme ke tse kae tse nang le mabidi a mabedi?
  - ★ Ke mefuta efe ya dipalangwang e nang le mabidi a mabedi?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### Letsatsi la 3

#### Tseo o di hlohang

- Pina: *Difofane tse nyane* (leqephe la 203)
- Ditshwantsho tse 10 tsa difofane
- Dikepe tse 7 tsa ho bapala
- Ditshwantsho tse 4 tse nyane: ho tsamaya, tekesi, koloi, bese
- Dikarete tse nyane tse nang le difahleho tse bososelang (kaofela di lekane ka boholo) – e le 1 ho moithuti ka mong
- Leqephe le lokisitsweng la kerafo ya ditshwantsho



#### KELETSO

Potso e mabapi le dipalangwang e lokela ho tshwanela tikoloho ya baithuti ba hao.

1. **Pina:** Bina pina, *Difofane tse nyane*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Phetang ketsahalo ya ho bala ho tswa ho Letsatsi la 2 le sebedisa dikepe ho ena le dikoloi mme le bale ho tloha ho 1 ho isa ho 7. Beang dikepe hodima tafole ya mmetse bakeng sa baithuti hore ba di hlophise ho ya ka mmala. Lemoha: Haeba le se na dikepe, le ka iketsetsa tsona ka diterei tsa polistirine ka thupa e kentsweng bohareng le pampiri bakeng sa seile. Diseile di ka ba mebala e fapaneng.
4. **Ho bokella datha:** Buisanang ka tsela eo baithuti ba tlileng sekolong ka yona kajeno.

#### Dipotso tse tataisang:

- ★ Haeba re batla ho tseba haeba baithuti ba bangata ke ba tlang sekolong ka tekesi ho feta ba tlang ka maoto kapa ba tlang ka koloi kapa ka bese, re lokela ho etsa eng?

Bontsha ditshwantsho tse nne tsa mefuta e fapaneng ya dipalangwang, mme o botse baithuti hore na di emetse eng. Di behe hukung ka nngwe ya tse nne tsa mmata. Baithuti ba bokella difahleho tse bososelang ho tswa setshelong se hodima mmata mme ba dula pela setshwantsho se emetseng mokgwa oo ba tlang ka ona sekolong.

#### Dipotso tse tataisang:

- ★ Ke sehlopha sefe seo o nahanang hore se na le baithuti ba bangata ka ho fetisisa?
- ★ Ke sehlopha sefe se nang le baithuti ba mmalwa ka ho fetisisa?

5. **Ho emela datha; ngata ho feta, mmalwa ho feta, lekana le:** Botsa baithuti hore ba ka etsa jwang setshwantsho se bontshang hore ke baithuti ba bakae ba sebedisang mofuta ka mong wa sepalangwang. Ba tataise ho bea ditshwantsho tse nne tsa dipalangwang dikholomong tse nne ho etsa kerafo ya ditshwantsho. Baithuti ba bea dikarete tsa bona tsa difahleho tse bososelang kholomong e nepahetseng ka hodima mofuta o nepahetseng wa sepalangwang ho qetella kerafo ya ditshwantsho. Dikarete di lokela ho bewa di thetsane ho se na sebaka dipakeng tsa tsona (sheba leqephe la 129).

#### KELETSO

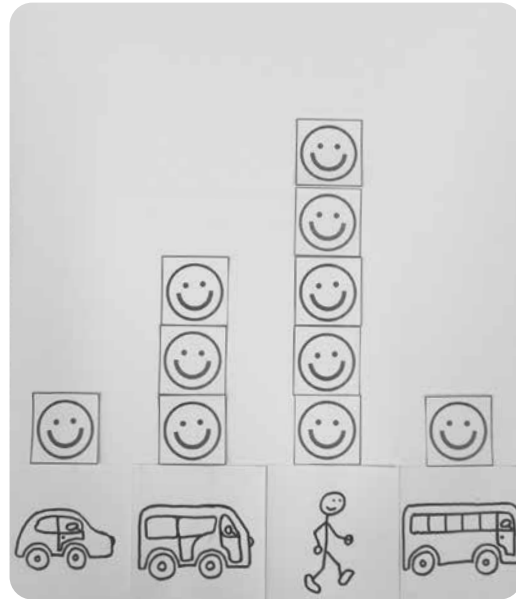
Dikarete tsa baithuti di lokela ho lekana ka boholo.



6. **Interpreting data:** Look at the pictograph.

**Guiding questions:**

- ★ Do more learners travel to school by taxi than any other form of transport?
- ★ How do you know?
- ★ Do more learners travel to school by car or by bus?
- ★ How do you know?
- ★ Do more learners walk or come by car?



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

**Day 4**

**What you need**

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- Transport pictograph from Day 3
- Another pictograph as on Day 3 with the same four pictures of transport
- Small cards with a smiley face (all the same size) – 1 per learner
- Boats and cars from the maths table

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Whisper ‘6 boats’ into a learner’s ear. He/she fetches these from the maths table, and places them on the mat. Whisper ‘7 cars’ into another learner’s ear. He/she does the same as the first learner. Learners estimate how many objects there are in each group. Together count the objects from 1 to 6 and 1 to 7.
4. **Interpreting data:** Discuss the information shown on the pictograph learners completed on Day 3.

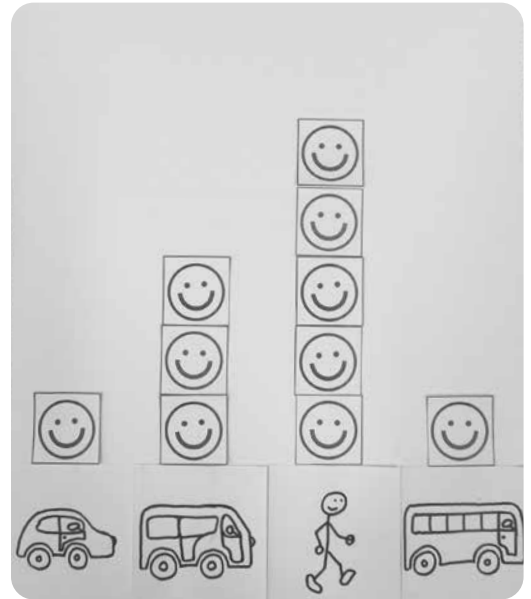
**Guiding questions:**

- ★ What did we do yesterday to find out how you all come to school?
- ★ How do most learners come to school?
- ★ What kind of transport is used by the fewest learners?

6. **Ho hlalosa datha:** Sheba kerafo ya ditshwantsho.

**Dipotso tse tataisang:**

- ★ Na baithuti ba bangata ba ya sekolong ka tekese ho feta mofuta ofe kapa ofe wa dipalangwang?
- ★ Le tseba jwang?
- ★ Na baithuti ba bangata ba ya sekolong ka koloi kapa ka bese?
- ★ Le tseba jwang?
- ★ Na baithuti ba bangata ba tla ka maoto kapa ba tla ka koloi?



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

## Letsatsi la 4

### Tseo o di hlokanang

- Pina: *Difofane tse nyane* (leqephe la 203)
- Ditshwantsho tse 10 tsa difofane
- Kerafo ya ditshwantsho tsa dipalangwang ho tswa ho Letsatsi la 3
- Kerafo e nngwe hape ya ditshwantsho jwaloka ho Letsatsi
- la 3 e nang le ditshwantsho tsona tsela tse nne tsa dipalangwang
- Dikarete tse nyane tse nang le sefahleho se bososelang (kaofela di lekane ka boholo) – se le 1 ho moithuti ka mong
- Dikepe le dikoloi tse tswang tafoleng ya mmetse

1. **Pina:** Bina pina, *Difofane tse nyane*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Sebela moithuti e mong 'dikepe tse 6'. O di lata tafoleng ya mmetse, mme o di bea hodima mmata. Sebela moithuti e mong hape 'dikoloi tse 7'. O etsa jwaloka moithuti wa pele. Baithuti ba lekanyetsa hore ho na le dintho tse kae sehlopheng ka seng. Mmoho balang dintho ho tloha ho 1 ho isa ho 6 le ho tloha ho 1 ho isa ho 7.
4. **Ho hlalosa datha:** Buisanang ka tlhahisoleseding e bontshitsweng kerafong ya ditshwantsho eo baithuti ba e phethileng ka Letsatsi la 3.

**Dipotso tse tataisang:**

- ★ Re entse eng maobane mabapi le ho fumana hore kaofela le tla ka eng sekolong?
- ★ Baithuti ba bangata ba tla jwang sekolong?
- ★ Ke mofuta ofe wa dipalangwang o sebediswang ke baithuti ba mmalwa ka ho fetisisa?

5. **Practising data collection and representation:** Discuss whether the learners used a different form of transport to get to school today. Create a pictograph as you did on Day 3, activity 4 and 5. Compare the pictographs for Day 3 and Day 4.

**Guiding questions:**

- ★ What do you see on our transport pictograph today?
  - ★ What is the same as yesterday?
  - ★ What is different?
6. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Song: *Little aeroplanes* (page 202)
- 10 aeroplane pictures
- A collection of wooden and plastic construction toys, for example, blocks, Lego

1. **Song:** Sing the song, *Little aeroplanes*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners stand in a circle. Touch seven learners, as the class counts 1–7. Learners sit down as you touch them. Move around the circle until everyone has had a turn. When you get to the last group, learners estimate whether there are still seven learners standing before you count.
4. **Sorting, classifying and comparing:** Show the learners a plastic object and a wooden object from the classroom, for example, a building block and a Lego block.

**Guiding questions:**

- ★ What can you tell me about these things?

Invite some learners to feel and describe the objects.

- ★ What do they feel like?
- ★ What is the same or different about them?

Place a collection of wooden and plastic blocks and construction toys on the mat. Learners each take an object from the group. Ask the learners to make two groups, one of wooden objects and the other of plastic objects.

- ★ Which group do you think has more/fewer?
- ★ Has anyone got anything in their group that is exactly the same? What is the same about them?
- ★ How else could we sort these items?



### TIP

Consider attributes such as colour, size, shape and texture when sorting objects.

5. **Ho ikwetlisa ka pokello le kemelo ya datha:** Buisanang ka hore ebe baithuti ba sebedisitse mofuta o fapaneng wa dipalangwang ho tla sekolong kajeno. Etsang kerafo ya ditshwantsho jwalokaha le entse ka Letsatsi la 3, ketsahalo ya 4 le ya 5. Bapisang dikerafo tsa ditshwantsho bakeng sa Letsatsi la 3 le Letsatsi la 4.

**Dipotso tse tataisang:**

- ★ Le bona eng kerafong ya ditshwantsho ya dipalangwang ya rona kajeno?
- ★ Ke eng e tshwanang le ya maobane?
- ★ Ke eng e fapaneng?

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

## Letsatsi la 5

### Tseo o di hlohang

- Pina: *Difofane tse nyane* (leqephe la 203)
- Ditshwantsho tse 10 tsa difofane
- Pokello ya dibapadiswa tsa ho aha tsa patsi le tsa polastiki, ho etsa mohlala, diboloko, *Lego*

1. **Pina:** Bina pina, *Difofane tse nyane*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba ema ba entse sedikadikwe. Thetsa baithuti ba supileng, ha tlelase e ntse e bala 1–7. Baithuti ba dula fatshe ha o ntse o ba thetsa. Tsamaya o pota sedikadikwe ho fihlela e mong le e mong a fumane sebaka. Ha o fihla sehlopheng sa ho qetela, baithuti ba lekanyetsa hore ebe ho sa na le baithuti ba supileng ba ntseng ba eme pele o ba bala.
4. **Ho hlophisa, ho bea ka dihlopha le ho bapisa:** Bontsha baithuti ntho ya polastiki le ntho ya patsi ho tswa phaposeng ya borutelo, ho etsa mohlala, boloko ba ho aha le boloko ba *Lego*.

**Dipotso tse tataisang:**

- ★ Na o ka mpoella eng mabapi le dintho tsena?  
Mema baithuti ba itseng ho tla phopholetsa le ho hlalosa dintho tseo.

- ★ Di utlwahala jwaloka eng?

- ★ Ke eng se tshwanang kapa se fapaneng ka tsona?

Bea pokello ya diboloko tsa patsi le polastiki le dibapadiswa tsa ho aha hodima mmata. Moithuti ka mong o nka ntho ho tswa sehlopheng seo. Kopa baithuti ho etsa dihlopha tse pedi, se le seng sa dintho tsa patsi mme se seng e be sa dintho tsa polastiki.

- ★ Ke sehlopha sefe seo le nahanang hore se na le tse ngata/mmalwa ho feta?

- ★ Na ho na le motho ya fumaneng eng kapa eng sehlopheng sa hae tse tshwanang hantle? Di tshwana jwang?

- ★ Re ka hlophisa dintho tsena jwang ka tsela e nngwe hape?



Nahana ka makgetha a kang mmala, boholo, sebopeho le boamo ha o hlophisa dintho.

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

### Integration

**Home Language and Life Skills:** Learners use the construction toys to make cars, boats, taxis and other vehicles. They create groups of these to place on the maths table and talk about the vehicles they made and the groups that they sorted them into.

## Small group activities

### Teacher-guided activity

#### What you need

- 60 animal counters (*Resource Kit*)
- A4 graph grid per learner
- A tub per learner with red, yellow and blue animals, in groups of 5, 4 and 3 animals
- (*Resource Kit*) (Vary the combinations for each learner, for example, 5 red, 4 yellow and 3 blue animals.)
- Red, yellow and blue crayons

1. **Counting objects 1–7:** Place animal counters on the mat. Each learner chooses and counts out seven animals.

#### Guiding questions:

- ★ Is there anything the same/different about the animals in your group?
- ★ Do you have any that are the same as the learner sitting next to you? How many are the same?
- ★ What colour animals have you chosen?
- ★ How many of each colour do you have?

2. **More/fewer:** Learners compare the number of different-coloured animals they have in their groups.

#### Guiding questions:

- ★ Do you have more/fewer red animals than other colour animals in your group?

3. **Collecting and sorting:** Learners put their animal counters from their tubs on the mat.



#### Guiding questions:

- ★ Do you have more red animals than other colour animals in your group?
- ★ How can we find out the answer to this question?

They sort their animals into colour groups.

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

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Baithuti ba sebedisa dibapadiswa tsa ho aha bakeng sa ho etsa dikoloi, dikepe, ditekesi le dipalangwang tse ding. Ba bopa dihlopha tsa dintho tse hore ba di behe tafoleng ya mmetse mme ba bue ka dipalangwang tseo ba di entseng le dihlopha tseo ba di hlophisitseng ho tsona.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

**Tseo o di hlohang**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Dibadi tse 60 tsa diphoofolo (<i>Khiti ya Disebediswa</i>)</li> <li>• Keriti ya A4 ya kerafo bakeng sa moithuti ka mong</li> <li>• Setshelo bakeng sa moithuti ka mong se nang le diphoofolo tse kgubedu, tse tsehla le tse bolou, ka dihlopha tsa</li> </ul> | <p>diphoofolo tse 5, 4 le 3 (<i>Khiti ya Disebediswa</i>) (Fetola metswako bakeng sa moithuti ka mong, ho etsa mohlala, diphoofolo tse kgubedu tse 5, tse tsehla tse 4 le tse bolou tse 3.)</p> <ul style="list-style-type: none"> <li>• Dikerayone tse kgubedu, tse tsehla le tse bolou</li> </ul> |
|--|---|

1. **Ho bala dintho 1–7:** Bea dibadi tsa diphoofolo hodima mmata. Moithuti ka mong o kgetha le ho bala diphoofolo tse supileng.

**Dipotso tse tataisang:**

- ★ Na ho na le ntho e itseng e tshwanang/fapaneng mabapi le diphoofolo tse sehlopheng sa hao?
- ★ Na o na le tse itseng tse tshwanang le tsa moithuti ya dutseng pela hao? Ke tse kae tse tshwanang?
- ★ O kgethile diphoofolo tsa mmala ofe?
- ★ O na le tse kae tsa mmala ka mong?

2. **Ngata/mmalwa ho feta:** Baithuti ba bapisa lenane la diphoofolo tse mebala e fapaneng tseo ba nang le tsona dihlopheng tsa bona.

**Dipotso tse tataisang:**

- ★ Na o na le diphoofolo tse kgubedu tse ngata/mmalwa ho feta mebala e meng ya diphoofolo sehlopheng sa hao?

3. **Ho bokella le ho hlophisa:** Baithuti ba bea dibadi tsa bona tsa diphoofolo tse tswang ditshehong tsa bona hodima mmata.

**Dipotso tse tataisang:**

- ★ Na o na le diphoofolo tse kgubedu tse ngata ho feta diphoofolo tse mebala e meng sehlopheng sa hao?



- ★ Re ka fumana karabo ya potso ena jwang?

Ba hlophisa diphoofolo tsa bona ka dihlopha tsa mebala.

4. **Representing data:** Show learners the A4 graph.

**Guiding questions:**

- ★ How can we show what colour animals each of you has in your groups?

Guide learners towards putting the animals into the red, blue and yellow columns. They colour in the blocks where each animal is standing.

5. **Interpreting data:** Learners look at their graphs together and compare them.

**Guiding questions:**

- ★ Do you have more red animals than other colour animals?
- ★ Who has fewer red animals than other colour animals?
- ★ Do you have more yellow or more blue blocks on your page?
- ★ Does anyone have the same number of red animals?
- ★ Who has fewer/more than this number of animals?
- ★ What is the difference/the same between \_\_\_\_'s and \_\_\_\_'s graphs?



**TIP**

Learners' graphs will be different. They will answer according to the colour of the animals in their tub.



**Check that learners are able to:**

- sort objects according to colour
- colour a graph according to concrete objects in a group
- answer questions based on their own picture
- compare their picture with others and notice similarities and differences

## Workstation 1

### What you need

- Magazines with transport pictures
- Scissors
- 3 containers, each with a picture label for air travel, water travel and road travel

Learners cut out pictures and place them into the container with the matching picture.

### Integration

**Home Language and Life Skills:** These pictures can be discussed as a Listening and Speaking activity and/or as a Beginning Knowledge activity.



4. **Ho emela datha:** Bontsha baithuti kerafo ya A4.

**Dipotso tse tataisang:**

- ★ Re ka bontsha jwang hore motho ka mong o na le diphoofolo tsa mmala ofe dihlopheng tsa lona?

Tataisa baithuti hore ba kgone ho bea diphoofolo ka dikholomo tsa tse kgubedu, bolou le tshehla. Ba kenya mebala dibolokong tseo phoofolo ka nngwe e emeng ho tsona.

5. **Ho hlalosa datha:** Baithuti ba sheba dikerafo tsa bona mmoho mme ba a di bapisa.

**Dipotso tse tataisang:**

- ★ Na o na le diphoofolo tse kgubedu tse ngata ho feta diphoofolo tsa mmala o mong?
- ★ Ke mang ya nang le diphoofolo tse kgubedu tse mmalwa ho feta diphoofolo tsa mmala o mong?
- ★ Na o na le diboloko tse ngata tse tshehla kapa tse ngata tse bolou leqepheng la hao?
- ★ Na ho na le motho ya nang le lenane le lekanang la diphoofolo tse kgubedu?
- ★ Ke mang ya nang le tse mmalwa/ngata ho feta lenane lena la diphoofolo?
- ★ Phapang ke efe/ke eng tse tshwanang pakeng tsa dikerafo tsa \_\_\_\_ le \_\_\_\_?

## KELETSO

Dikerafo tsa baithuti di tla fapana. Ba tla araba ho ya ka mmala wa diphoofolo tse ka setshelong sa bona.



### Lekola hore baithuti ba kgona ho:

- hlophisa dintho ho ya ka mmala
- kenya mebala kerafong ho ya ka dintho tse tshwarehang tse sehlopheng
- araba dipotso tse mabapi le ditshwantsho tsa bona
- bapisa setshwantsho sa bona le tsa ba bang mme ba lemohe ditshwano le diphapang

## Seteishene sa tshebetso sa 1

### Tseo o di hlokang

- Dimakasine tse nang le ditshwantsho tsa dipalangwang
- Dikere
- Ditshele tse 3, setshelo ka seng se na le leibole ya setshwantsho bakeng sa dipalangwang tsa moyeng, dipalangwang tsa metsing le dipalangwang tsa tseleng

Baithuti ba seha le ho ntsha ditshwantsho mme ba di kenya ka hara ditshelo tse nang le setshwantsho se nyallanang.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Ditshwantsho tsena ho ka buisanwa ka tsona jwaloka ketsahalo ya ho Mamela le ho Bua le/kapa jwaloka ketsahalo ya Tsebo ya Qalong.

## Workstation 2

### What you need

- Masking tape/string to create 4 columns on the mat/table
- A box with polystyrene, plastic, foil and paper/cardboard waste items
- Place one of each kind of waste item in each of the 4 columns

Learners sort objects according to what they are made of.

## Workstation 3

### What you need

- Shape graph page – different for each learner
- A container with cut-out circles, squares and triangles
- Glue

Learners paste or draw the correct number of shapes in each column.



## Workstation 4



### What you need

- Items from the *Resource Kit*: fruit, counters, sticks, Unifix blocks, coloured discs
- 5 containers with red, blue, yellow, green and black stickers/labels – a different colour on each
- Egg box with 6 spaces – 1 per learner

Learners sort the items from the *Resource Kit* according to colour. They then replace these and sort and classify the items in any other way using the egg boxes.

### Integration

**Home Language and Life Skills (outdoor play):** Make a grid in the outdoor play area. Learners collect and sort different outdoor objects in the grid.

## Seteishene sa tshebetso sa 2

### Tseo o di hlokgang

- Masking theipi/kgwele bakeng sa ho etsa dikholomo tse 4 hodima mmata/tafole
- Lebokoso la dintho tse lahlwang tsa pholisterini, polastiki, foile le tsa pampiri/khateboto
- Bea e le nngwe ya mofuta ka mong wa dintho tse lahlwang ka hara kholomo ka nngwe ya tse 4

Baithuti ba hlophisa dintho ho ya ka seo di entsweng ka sona.

## Seteishene sa tshebetso sa 3

### Tseo o di hlokgang

- Leqephe la kerafo ya dibopeho – a fapaneng bakeng sa moithuti ka mong
- Setshelo se nang le didikadikwe, dikgutlonnetsepa le dikgutlotharo tse sehilweng
- Sekgomaretsi

Baithuti ba manamisa kapa ba taka lenane le nepahetseng la dibopeho kholomong ka nngwe.



## Seteishene sa tshebetso sa 4

### Tseo o di hlokgang

- Dintho tse tswang ho *Khiti ya Disebediswa*: dibadi tsa ditholwana, dithupa, diboloko tsa *Unifix*, didiski tse mebala
- Ditshelo tse 5 tse nang le ditikara/dileibole tse kgubedu, bolou, tshehla, tala le tse ntsho – mmala o fapaneng ho se seng le se seng
- Lebokoso la mahe le nang le dibaka tse 6 – le 1 bakeng sa moithuti ka mong



Baithuti ba hlophisa dintho tse tswang ho *Khiti ya Disebediswa* ho ya ka mmala. Jwale ba a di tlosa mme ba hlophisa dintho tseo ka tsela efe kapa efe e nngwe ba sebedisa mabokoso a mahe.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo (papadi ya ka ntle):** Etsa keriti sebakeng sa ka ntle sa ho bapala. Baithuti ba bokella le ho hlophisa dintho tse fapaneng tsa ka ntle keriting.

# Content Area Focus: Space and Shape (Geometry)

## Topics

- Properties of shapes – compare same and different, sort according to properties
- Position
- Orientation and views

## New knowledge

- Follow directions
- Midline crossing

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Shapes: circle, square, triangle
- Forwards, backwards
- Reinforce position

## New maths vocabulary

opposite

around

along

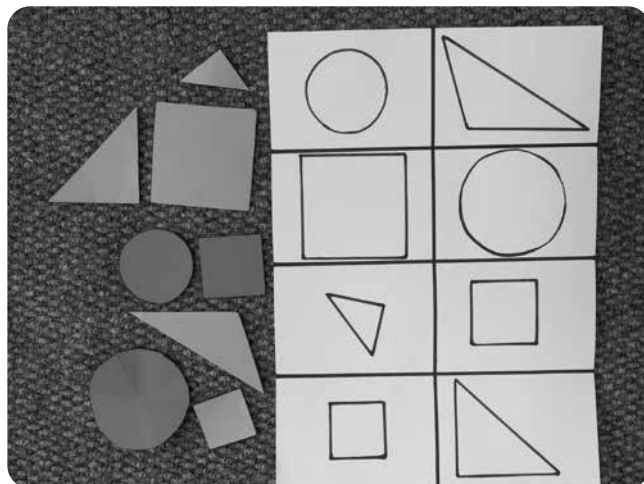
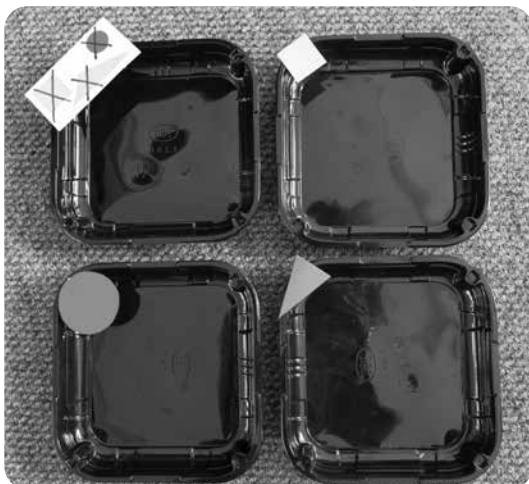
through

over

## Getting ready

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

- pictures of 7 ducklings
- 2 large cardboard circles – 1 red, 1 green
- big cardboard circles, squares and triangles – 3 of each
- 7 playdough/plastic ducks
- 40 cardboard triangles, circles and squares similar in size to the attribute blocks
- 30 cardboard circles, squares and triangles of various sizes and colours
- 30 other cardboard shapes, for example, diamonds, hearts, stars
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them
- shape matching boards and shapes that can be placed on the board – a different board for each learner.



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

## Dihlooho

- Makgetha a dibopeho – bapisa tse tshwanang le tse fapaneng, hlophisa ho ya ka makgetha
- Boemo
- Tlwaetso le ditjhebo

## Tsebo e ntjha

- Latela ditshupiso
- Ho tshela molahare

## Ho etsa

- Ho bala ka molomo 1–20 le 7–1
- Ho bala dintho 1–7
- Dikgopolo tsa dinomoro 1–5
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo
- Pele, morao
- Hatella boemo

## Tlotlontswe e ntjha ya mmetse

malebana le

ho potoloha

thoko ho

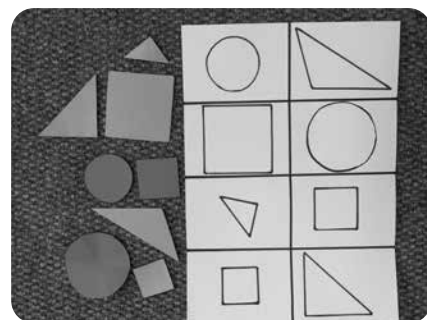
ho feta

ka hodimo

## Ho itokisetsa

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

- ditshwantsho tsa matatanyana a 7
- didikadikwe tse 2 tse kgolo tsa khateboto – se le 1 se sekgubedu, se le 1 se setala
- didikadikwe, dikgutlonnetsepa le dikgutlotharo tsa khateboto tse kgolo – tse 3 tsa e nngwe le e nngwe
- matata a 7 a hlama ya ho bapala/polastiki
- dikgutlotharo, didikadikwe le dikgutlonnetsepa tse 40 tsa khateboto tse lekanang ka boholo le makgetha a diboloko
- didikadikwe, dikgutlonnetsepa le dikgutlotharo tse 30 tsa khateboto tsa boholo le mebala e fapaneng
- dibopeho tse ding tse 30 tsa khateboto, ho etsa mohlala, ditaemane, dipelo, dinaledi
- ditshelo tse 4 tse leibotsweng – se le 1 se nang le sedikadikwe, se le 1 se nang le kgutlonnetsepa, se le 1 se nang le kgutlotharo, se le 1 se nang le setshwantsho sa dibopeho tse 3 tse nang le sefapano ho tsona
- diboto tsa dibopeho tse nyalanang le dibopeho tse ka bewang hodima boto – boto e fapaneng bakeng sa moithuti ka mong.



## Whole class activities

## Day 1

## What you need

- Song: *Seven little ducks* (page 202)
- Pictures of 7 ducklings
- 5 hula hoops
- 1 red and 1 green cardboard circle

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Count the duckling pictures from 1 to 7.
4. **Practising position:** Learners sit in a circle. Put five hula hoops in the middle of the circle. Learners move *between* the hula hoops when you show a green circle and sit *next to* a hula hoop when you show a red circle.



TIP

This activity can be done outside.

Then let five learners stand together *in* each of the hula hoops. Learners demonstrate actions according to the guiding questions.

## Guiding questions:

- ★ How high/low can you reach?
- ★ How wide can you stretch?
- ★ Do you all have the same amount of space in your hula hoops?
- ★ Why/why not?

Let another learner stand *in* each hoop.

- ★ Now that there is one more learner in your hula hoop, has the amount of space that you each have changed?
- ★ How many more learners do you think could fit into the space in your hula hoop before all the space is taken?

Learners move *between* the hula hoops again, *forwards* and *backwards*. Then let five different learners stand together *in* each of the hula hoops.

- ★ How many learners could sit *inside* the hula hoop to fill up all the space?

Learners sit *in* the hula hoop to see how many will fit into one hula hoop. They move *around* the hula hoop they have been sitting in. They sit *outside* the hula hoop with their feet *on* the hula hoop.

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





# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Pina: *Matata a manyane a supileng* (leqephe la 203)
- Dithwantsho tsa matatanyana a 7
- Dihulahupu tse 5
- Sedikadikwe sa khateboto se le 1 se sekgubedu le se le 1 se setala



1. **Pina:** Bina pina, *Matata a manyane a supileng* mmoho le dithwantsho.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Balang dithwantsho tsa matatanyana ho tloha ho 1 ho isa ho 7.

4. **Ho ikwetlisa ka boemo:** Baithuti ba dula ba entse sedikadikwe. Bea dihulahupu tse hlano bohareng ba sedikadikwe. Baithuti ba tsamaya *pakeng* tsa dihulahupu ha o ba bontsha sedikadikwe se setala mme ba dula *pele* huluhupu ha o ba bontsha sedikadikwe se sefubedu.

Jwale ere baithuti ba bahlano ba eme mmoho *ka hara* huluhupu ka nngwe. Baithuti ba bontsha ka diketso ho ya ka dipotso tse tataisang.

#### Dipotso tse tataisang:

- ★ O ka fihlella hodimo/tlase hakae?
- ★ O ka ikotlolla ha batsi hakae?
- ★ Na kaofela ha lona le na le sebaka se lekanang ka hara dihulahupu tsa lona?
- ★ Hobaneng ho le jwalo/ho se jwalo? Ere moithuti e mong a eme *ka hara* hupu ka nngwe.

- ★ Jwale kaha ho ena le moithuti e mong hape ka hara huluhupu ya hao, na boholo ba sebaka seo e mong le e mong a nang le sona bo fetohile?

- ★ Ke baithuti ba bang ba bakae bao o nahanang hore ba ka fella sebakeng se ka hara huluhupu ya hao pele sebaka seo se tlala?

Baithuti ba tsamaya *dipakeng tsa* dihulahupu hape, *ba ya pele* le *morao*. Jwale ere baithuti ba bahlano ba fapaneng ba eme mmoho *ka hara* huluhupu ka nngwe.

- ★ Ke baithuti ba bakae ba kgonneng ho dula *ka hara* huluhupu ho tlatsa sebaka seo?

Baithuti ba dula *ka hara* huluhupu ho sheba hore ke ba bakae ba ka fellang ka hara huluhupu e le nngwe. Ba *potoloha* huluhupu eo ba neng ba dutse ka hara yona. Ba dula *ka ntle* ho huluhupu ba beile maoto a bona *hodima* huluhupu.

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





## Day 2

## What you need

- Song: *Seven little ducks* (page 202) and pictures
- 7 plastic/playdough ducks
- Plastic lid
- Big cardboard circles, squares and triangles – 3 of each

1. **Song:** Sing the song, *Seven little ducks* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Put a lid with a group of seven ducks on the mat. Learners estimate how many ducks there are. Together count the ducks.
4. **Practising shapes:** Learners play the game, 'I spy ... (shape)' and identify circles, triangles and squares around the classroom. For example: 'I spy with my little eye a shape that has three corners and is stuck up on the wall.'
5. **Practising shapes and direction:** Place large cardboard shapes on the ground. Learners follow instructions to move to a specific shape. For example: 'Jump and stop at a circle, crawl to a shape with three corners, twirl to a shape with four straight sides.'
6. **Small group activities:** Describe the activities at each workstation.



## TIP

This activity could be done outside. Use chalk to draw shapes instead of using cardboard shapes.

## Day 3

## What you need

- Song: *Seven little ducks* (page 202) and pictures of ducks and ducklings
- 7 plastic/playdough ducks
- 7 circle attribute blocks (*Resource Kit*)
- Dot cards 1–5 (*Resource Kit*)
- Big cardboard circles, squares and triangles – 3 of each
- 3 beanbags

1. **Song:** Sing the song, *Seven little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and a group of seven circles on the mat. Learners estimate how many there are in each group. Together count each group.

## Guiding questions:

- ★ Do you think these groups have an equal number of objects?

4. **Practising circles and 1–5:** Discuss the ducks and circles with the learners.

## Guiding questions:

- ★ Can you see any part of the ducks or ducklings that look like circles?
- ★ Where in the room do you see circle shapes?

## Letsatsi la 2

### Tseo o di hlohang

- Pina: *Matata a manyane a supileng* (leqephe la 203) le ditshwantsho
- Matata a 7 a polastiki/hlama ya ho bapala
- Sekwahelo sa polastiki
- Didikadikwe, dikgutlonnetsepa le dikgutlotharo tse kgolo tsa khateboto – tse 3 tsa e nngwe le e nngwe

1. **Pina:** Bina pina, *Matata a manyane a supileng* mmoho le ditshwantsho.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea sekwahelo se nang le sehlopha sa matata a supileng hodima mmata. Baithuti ba lekanyetsa hore ho na le matata a makae. Mmoho balang matata ao.
4. **Ho ikwetlisa ka dibopeho:** Baithuti ba bapala papadi, 'Ke bona ... (sebopeho)' mme ba hlwaya didikadikwe, dikgutlotharo le dikgutlonnetsepa hohle ka phaposing ya borutelo. Ho etsa mohlala: 'Ke bona ka le ihlwana la ka sebopeho se nang le dihuku tse tharo mme se manehilwe leboteng.'
5. **Ho ikwetlisa ka dibopeho le tshupiso:** Beang dibopeho tse kgolo tsa khateboto fatshe. Baithuti ba latela ditaello tsa ho tsamaisa sebopeho se itseng. Ho etsa mohlala: 'Tlola mme o eme pela sedikadikwe, kgasetsa sebopehong se nang le dihuku tse tharo, tswedipanela sebopehong se nang le mahlakore a mane a otlolohileng.'
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### KELETSO

Ketsahalo ena e ka etsetswa ka ntle. Sebedisa tjhoko ho taka dibopeho ho ena le ho sebedisa dibopeho tsa khateboto.

## Letsatsi la 3

### Tseo o di hlohang

- Pina: *Matata a manyane a supileng* (leqephe la 203) le ditshwantsho tsa matata le matatanyana
- Matata a 7 a polastiki/hlama ya ho bapala
- Diboloko tse 7 tsa makgetha a sedikadikwe (*Khiti ya Disebediswa*)
- Dikarete tsa matheba 1–5 (*Khiti ya Disebediswa*)
- Didikadikwe, dikgutlonnetsepa le dikgutlotharo tse kgolo tsa khateboto – tse 3 tsa e nngwe le e nngwe
- Mekotla ya dinawa e 3

1. **Pina:** Bina pina, *Matata a manyane a supileng*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Bea matata a supileng le sehlopha sa didikadikwe tse supileng hodima mmata. Baithuti ba lekanyetsa hore ho na le tse kae sehlopheng ka seng. Mmoho balang sehlopha ka seng.

#### Dipotso tse tataisang:

- ★ Na le nahana hore dihlopha tsena di na le lenane le lekanang la dintho?

4. **Ho ikwetlisa ka didikadikwe le 1–5:** Buisanang ka matata le didikadikwe mmoho le baithuti.

#### Dipotso tse tataisang:

- ★ Na ho na le dikarolo tse itseng tseo o di bonang tsa matata kapa matatanyana tse tshwanang le didikadikwe?
- ★ Ke hokae moo o bonang dibopeho tsa didikadikwe ka phaposing ka mona?

Show the learners dot cards 1–5.

- ★ What shape are the dots?
- ★ How many dots do you see on these cards?

Show two cards with different numbers of dots.

- ★ Does this card have more/fewer dots than this one?

5. **Practising shapes:** Place cardboard shapes in the middle on the mat. Play a beanbag game. Give three learners each a beanbag. They follow instructions, for example: ‘Throw your beanbag onto the shape that has three corners, the shape that has one more than three corners, the shape that has four sides.’ The learners name the shape on which the beanbag lands and discuss the properties. Repeat with other learners.
6. **Small group activities:** Describe the activities at each workstation.

## Day 4

### What you need

- Song: *If you’re holding a square* (page 198)
- 24 circle, square, triangle attribute blocks (*Resource Kit*)
- Big cardboard circles, squares and triangles – 2 of each
- 7 boxes (3 that have square faces and 4 that have rectangular faces)
- Song: *What can I do?* (page 204)

1. **Song:** Hand out 24 circle, square and triangle attribute blocks and 6 cardboard shapes. Sing *If you’re holding a square*. Learners cross their midline by passing their shapes from one hand to the other when they stand up.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven different-sized boxes on the mat. Learners estimate how many boxes there are and then count them.

#### Guiding questions:

- ★ Do any of the boxes have square-shaped sides?
  - ★ How do you know? How many?
  - ★ Are all the sides of the box square?
  - ★ Are there any boxes that don’t have square sides? How many?
4. **More than, fewer than, equal to:** Sort the boxes into two groups: those that have a square side and those that don’t.

#### Guiding questions:

- ★ Which group has more/fewer boxes? How many are there in each group?
- ★ What do we need to do to make these groups equal?

Bontsha baithuti dikarete tsa matheba 1–5.

- ★ Matheba a na le sebopeliso sefe?
- ★ Ke matheba a makae ao o a bonang dikareteng tseo?

Bontsha dikarete tse pedi tse nang le manane a fapaneng a matheba.

- ★ Na karete ena e na le matheba a mangata/mmalwa ho feta ena?

5. **Ho ikwetlisa ka dibopeliso:** Bea dibopeliso tsa khateboto bohareng ba mmata. Bapalang papadi ya mekotla ya dinawa. Efa baithuti ba bararo mekotla wa dinawa moithuti ka mong. Ba latela ditaello, ho etsa mohlala: 'Lahlela mekotla wa hao wa dinawa sebopeliso se nang le dihuku tse tharo, sebopeliso se nang le huku e le nngwe ka hodima tse tharo, sebopeliso se nang le mahlakore a mane.' Baithuti ba bolela sebopeliso seo mekotlana o welang ho sona mme ba buisana ka makgetha. Pheta hape ka baithuti ba bang.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

## Letsatsi la 4

### Tseo o di hlohang

- |   |  |
|---|--|
| • Pina: <i>Haeba o tshwere kgutlonnetsepa</i> (leqephe la 199)  | khateboto – tse 2 tsa e nngwe le e nngwe   |
| • Diboloko tse 24 tse nang le makgetha a sedikadikwe, kgutlonnetsepa, kgutlotharo ( <i>Khiti ya Disebediswa</i> ) | • Mabokoso a 7 (a 3 a nang le difahleho tse kgutlonnetsepa le a 4 a nang le difahleho tse kgutlonne) |
| • Didikadikwe, dikgutlonnetsepa le dikgutlotharo tse kgolo tsa  | • Pina: <i>Nka etsa jwang?</i> (leqephe la 205)  |

1. **Pina:** Fana ka diboloko tse 24 tsa makgetha a sedikadikwe, kgutlonnetsepa le kgutlotharo le dibopeliso tse 6 tsa khateboto. Binang *Haeba o tshwere kgutlonnetsepa*. Baithuti ba tshela molahare wa bona ka ho fetisa dibopeliso tsa bona ho tloha letsohong le leng ho ya ho le leng ha ba ema.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Bea mabokoso a supileng a boholo bo fapaneng hodima mmata. Baithuti ba lekanyetsa hore ekaba mabokoso a makae moo mme ha ba qeta ba a a bala.

#### Dipotso tse tataisang:

- ★ Na ho na le mabokoso a nang le sebopeliso sa kgutlonnetsepa?
- ★ Le tseba jwang? Ke a makae?
- ★ Na mahlakore ohle a lebokoso a kgutlonnetsepa?
- ★ Na ho na le mabokoso a se nang mahlakore a kgutlonnetsepa? Ke a makae?

4. **A mangata ho feta, mmalwa ho feta, lekana le:** Hlophisa mabokoso ka dihlopha tse pedi: a nang le mahlakore a kgutlonnetsepa le a se nang ona.

#### Dipotso tse tataisang:

- ★ Ke sehlopha sefe se nang le mabokoso a mangata/mmalwa ho feta? Ho na le a makae sehlopheng ka seng?
- ★ Re hloka ho etsa eng hore dihlopha tsena di lekane?

5. **Practising shapes:** Learners sit in a circle. Place a triangle, circle and square attribute block behind three learners. One learner skips around the outside of the seated learners as the class sings the song *What can I do?* He or she picks up the correct attribute block from behind a learner and places it behind another learner. Repeat with different learners.
6. **Small group activities:** Describe the activities at each workstation.

## Day 5

### What you need

- Song: *What can I do?* (page 204)
- Hula hoops, boxes, chairs and other objects for obstacle course

1. **Song:** Learners sing the song, *What can I do?* while you play the game as described in Day 4, activity 5. Choose different learners from those who played the game on Day 4.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap your hands any number of times from 1 to 7. Learners count the claps.
4. **Practising direction – backwards, forwards:** Learners follow a simple obstacle course outdoors, for example, moving over, under, around, between, along, through, in and out. They follow directions to move forwards and backwards on the course.
5. **Small group activities:** Describe the activities at each workstation.



### TIP

Learners cross their midline when following instructions, like touch your foot with your opposite hand, or touch your shoulder with your opposite hand.



### Integration

**Home Language and Life Skills:** Play a game of musical shapes. Place large shape cut-outs in a circle on the floor. Learners step from shape to shape when the music plays. When it stops, they say what shape they are standing on.

5. **Ho ikwetlisa ka dibopeho:** Baithuti ba dula ba entse sedikadikwe. Bea boloko bo nang le makgetha a kgutlotharo, sedikadikwe le kgutlonnetsepa ka mora baithuti ba bararo. Moithuti a le mong o tloatlola ho pota baithuti ba dutseng ha tlelase e ntse e bina pina *Nka etsa jwang?* O nka boloko bo nepahetseng ba makgetha ka mora moithuti mme o bo bea ka mora moithuti e mong. Phetang hape ka baithuti ba bang.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

## Letsatsi la 5

### Tseo o di hlokang

- Pina: *Nka etsa jwang?* (leqephe la 205)
- Dihulahupu, mabokoso, ditulo le dintho tse ding bakeng sa tselana ya ditshita

1. **Pina:** Baithuti ba bina pina, *Nka etsa jwang?* ha le ntse le bapala papadi jwalokaha ho hlalositswe ho Letsatsi la 4, ketsahalo ya 5. Kgetha baithuti ba fapaneng ho ba ileng ba bapala papadi eo ka Letsatsi la 4.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Opa matsoho makgetlo a itseng ho tloha ho 1 ho isa ho 7. Baithuti ba bala makgetlo a ho opa.
4. **Ho ikwetlisa ka ditshupiso – ho ya morao, ho ya pele:** Baithuti ba latela tselana e bobebe ya ditshita ka ntle, ho etsa mohlala, ho tshetshella kwana, ka tlasa, ho potoloha, pakeng tsa, mabapa le, ka nqane, ka hare le ka ntle. Ba latela ditshupiso bakeng sa ho ya pele le morao tseleng.
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### KELETSO

Baithuti ba tshela molahare wa bona ha ba latela ditaello, jwaloka thesa leoto la hao ka letsoho le ka lehlakoreng le leng, kapa thesa lehetla la hao ka letsoho le ka lehlakoreng le leng.



### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Bapalang papadi ya dibopeho tsa mmimo. Bea dibopeho tse kgolo tse sehilweng fatshe, ka sedikadikwe. Baithuti ba hata ho tloha sebopelong se seng ho ya ho se seng ha mmimo o bapala. Ha o emisa, ba bolela sebopelo seo ba emeng hodima sona.

## Small group activities

### Teacher-guided activity

#### What you need

- 24 attribute blocks (triangle, circle, square)
- Sticks (*Resource Kit*)
- A tub for each learner with:
  - 7 plastic/cardboard shapes (triangles, circles, squares)
  - 1 small car or animal counter

1. **Counting objects 1–7:** Place 24 attribute blocks on the mat. Learners take turns to each count seven attribute blocks. They count how many of each shape they have in their group of seven attribute blocks.

#### Guiding questions:

- ★ Which shape does \_\_\_\_\_ have one of/two of?

2. **Practising shapes; creating images:** Place attribute blocks on the mat to make an image. Learners copy the image using their attribute blocks.

#### Guiding questions:

- ★ Do you have all the shapes you need for this?
- ★ Which shapes are you missing?
- ★ How many of each of these do you need?



### TIP

Learners practise crossing the midline by having their shapes on one side of their body and building their shape image on the other side.



Learners use the attribute blocks and cardboard shapes from their tubs to create their own image.

- ★ What shapes did you use?
  - ★ Why did you use a triangle for a hat?
  - ★ What if we added this circle here?
  - ★ How many shapes did you use?
  - ★ Who used the most circles?
  - ★ Is there anyone who doesn't have a square?
3. **Practising shapes; using sticks:** Create a triangle or square using coloured sticks. Discuss it with the learners. Cover it and ask them to copy it. Repeat the activity, varying the size of the shape. Attempt to create a circle with the sticks.



# Diketsahalo tsa dihlotshwana

## Ketsahalo e tataiswang ke titjhere

### Tseo o di hlohang

- Diboloko tse 24 tsa makgetha (kgutlotharo, sedikadikwe, kgutlonnetsepa)
- Dithupa (*Khiti ya Disebediswa*)
- Setshelo bakeng sa moithuti ka mong se nang le:
  - Dibopeho tse 7 tsa polastiki/ khateboto (dikgutlotharo, didikadikwe, dikgutlonnetsepa)
  - Sebadi se le 1 se senyane sa koloi kapa phoofolo

1. **Ho bala dintho 1–7:** Bea diboloko tse 24 tsa makgetha hodima mmata. Baithuti ba fpanyetsana ho bala diboloko tse supileng tsa makgetha. Ba bala hore ba na le tse kae tsa sebopoho ka seng sehlopheng sa bona sa diboloko tse supileng tsa makgetha.

#### Dipotso tse tataisang:

★ Ke sebopoho sefe seo \_\_\_\_\_ a nang le se le seng/tse pedi tsa sona?


2. **Ho ikwetlisa ka dibopeho; ho bopa ditshwantsho:** Bea diboloko tsa makgetha hodima mmata ho etsa setshwantsho. Baithuti ba kopolla setshwantsho ba sebedisa diboloko tsa makgetha.

#### Dipotso tse tataisang:

★ Na o na le dibopeho tsohle tseo o di hlohang bakeng sa hona?

★ Ke dibopeho dife tseo o se nang tsona?

★ O hloka tse kae tsa sebopoho ka seng?

 **KELETSO**  
Baithuti ba ikwetlisa ho tshela molahare ka ho bea dibopeho tsa bona ka lehlakoreng le leng la mmele wa bona le ho aha setshwantsho sa sebopoho sa bona ka lehlakoreng le leng.



Baithuti ba sebedisa diboloko tsa makgetha le dibopeho tsa dikhateboto tse ka ditshelong tsa bona ho bopa ditshwantsho tsa bona.

★ O sebedisitse dibopeho dife?

★ Hobaneng o sebedisitse kgutlotharo bakeng sa katiba?

★ Ha re ka kenya sedikadikwe mona teng?

★ Ke dibopeho tse kae tseo o di sebedisitseng?

★ Ke mang ya sebedisitseng didikadikwe tse ngata ho fetisisa?

★ Na ho na le motho ya se nang kgutlonnetsepa?

3. **Ho ikwetlisa ka dibopeho; o sebedisa dithupa:** Etsa kgutlotharo kapa kgutlonnetsepa o sebedisa dithupa tse mebala. Buisanang ka yona le baithuti. E kwahele mme o re ba e kopolle. Phetang ketsahalo eo hape, le fetola boholo ba sebopoho.

Leka ho bopa sedikadikwe ka dithupa.

**Guiding questions:**

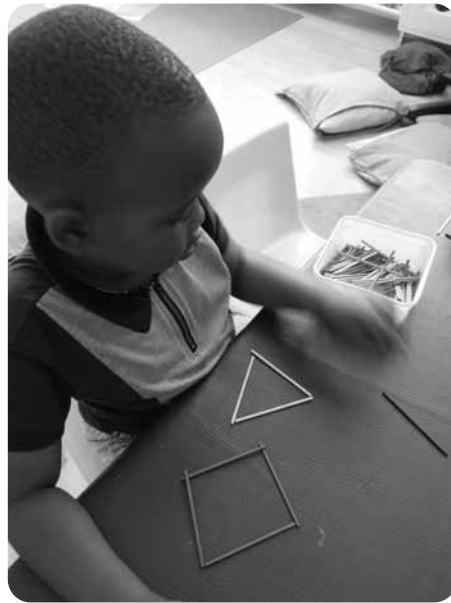
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



**TIP**

Encourage the use of position and direction vocabulary.

4. **Directions and position:** Learners use the sticks to create their own shapes. They follow instructions using the car or animal counter from their tubs. For example: 'Move the car/animal forwards around your shapes, backwards in between your shapes, forwards over the green/blue/yellow stick, reverse to park/stand inside a shape.' Ask each learner to give an instruction to the group.



**Check that learners are able to:**

- copy images made with shapes
- create images using shapes and respond to related questions
- respond to instructions with different directions and positions

**Workstation 1**

**What you need**

- 40 cardboard circles, triangles and squares
- 30 other shapes (for example, rectangle, kite, oval)
- 4 labelled containers – 1 with a circle, 1 with a square, 1 with a triangle, 1 with a picture of the 3 shapes with a cross through them (see page 138)

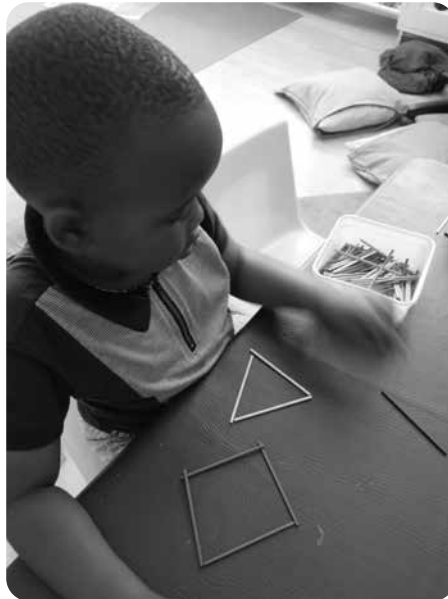
Learners sort shapes into the 4 labelled containers. They create their own images using the shapes.

**Dipotso tse tataisang:**

- ★ Na sena se shebeha jwaloka sedikadikwe? Hobaneng o nahana jwalo/o sa nahane jwalo?
- ★ Na o ka etsa sedikadikwe ka tsela e nngwe? (Tereisa ho potoloha kopi.)

 **KELETSO**  
Kgothaletsa tshebediso ya tlotlontswe ya boemo le tshupiso.

4. **Ditshupiso le boemo:** Baithuti ba sebedisa dithupa ho ipopela dibopeho tsa bona. Ba latela ditaello ba sebedisa sebadi sa koloi kapa phoofolo se tswang ditshelong tsa bona. Ho etsa mohlala: 'Tsamaisetsa koloi/phoofolo pele ho potoloha dibopeho tsa hao, morao le pakeng tsa dibopeho, pele ka hodima thupa e tala/bolou/ tshela, tjhetjha ho paka/ema kahara sebopelohu.' Kopa moithuti ka mong ho fana ka ditaello ho sehlopha.



**Lekola hore baithuti ba kgona ho:**

- kopolla ditshwantsho tse entsweng ka dibopeho
- bopa ditshwantsho ba sebedisa dibopeho le ho araba dipotso tse mabapi le tsona
- arabela ho ditaello tse nang le maemo le ditshupiso tse fapaneng

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokanang**

- Didikadikwe, dikgutlotharo le dikgutlonnetsepa tse 40 tsa khateboto
- Dibopeho tse ding tse 30 (ho etsa mohlala, kgutlonne, khaete, motopo)
- Ditsheho tse 4 tse leibotsweng – se le 1 se nang le sedikadikwe, se le 1 se nang le kgutlonnetsepa, se le 1 se nang le kgutlotharo, se le 1 se nang le setshwantsho sa dibopeho tse 3 tse nang le sefapano ho tsona (sheba leqephe la 139)

Baithuti ba hlophisa dibopeho ka hara ditshelo tse 4 tse leibotsweng. Ba bopa ditshwantsho tsa bona ba sebedisa dibopeho.

## Workstation 2



### What you need

- Wooden blocks (triangle-, square- and circle-shaped)
- Playdough
- 1 plastic knife or stick (*Resource Kit*) per learner

Learners press the playdough flat. They cut around the blocks and create images with their shapes.



**TIP**

Use other objects if you don't have blocks, for example, tiles, plastic cups or rulers, to create shapes such as triangles, circles and squares.

## Workstation 3

### What you need

- Masking tape/hula hoops
- Unifix blocks/Duplo/wooden blocks

Use hula hoops and masking tape to make shapes on the floor. Learners place blocks along the hoops and tape.



## Workstation 4

### What you need

- 1 shape board per learner (see page 138)
- Matching shape cut-outs

Learners match shapes to those on their boards. They swap boards once they have finished.

## Seteishene sa tshebetso sa 2



### Tseo o di hlokang

- Diboloko tsa patsi (tse dibopeho tsa kgutlotharo, kgutlonnetsepa le sedikadikwe)
- Hlama ya ho bapala
- Thipa kapa thupa e le 1 ya polastiki (*Khiti ya Disebediswa*) bakeng sa moithuti ka mong

Baithuti ba hatella hlama ya ho bapala e be sephara. Ba seha ho potoloha diboloko mme ba bopa ditshwantsho ka dibopeho tsa bona.



### KELETSO

Sebedisa dintho tse ding haeba o se na diboloko, ho etsa mohlala, dithaele, dikopi kapa dirula tsa polastiki, ho etsa dibopeho tse kang dikgutlotharo, didikadikwe le dikgutlonnetsepa.

## Seteishene sa tshebetso sa 3

### Tseo o di hlokang

- Masking theipi/dihulahupu
- Diboloko tsa *Unifix/Duplo*/diboloko tsa patsi

Sebedisa masking theipi le dihulahupu ho etsa dibopeho fatshe. Baithuti ba bea diboloko mabapa le dihulahupu le theipi.



## Seteishene sa tshebetso sa 4

### Tseo o di hlokang

- Boto e le 1 ya sebopeho bakeng sa moithuti ka mong (sheba leqephe la 139)
- Dibopeho tse nyalanang tse sehilweng

Baithuti ba nyalanya dibopeho le tse leng dibotong tsa bona. Ba fpanyetsana diboto hang ha ba qetile.

# Content Area Focus:

## Measurement

### Topics

- Length – compare and order objects using appropriate vocabulary

### New knowledge

- Measuring and comparing: length (long, longer, longest; short, shorter, shortest)

### Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Estimation 1–7
- Length: tall, short

### New maths vocabulary

long

short

longer

longest

length

## Getting ready

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

- pictures of 4 long worms and 3 short worms
- 4 × 20–30 cm long, and 3 shorter playdough worms
- a length of string per learner and learners' names
- scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- lengths of cardboard that should all be the same width, but different lengths – 1 per learner
- strips of coloured paper of the same width, but different lengths – 10 per learner
- A4 page per learner with line down the middle; a short strip pasted to the top of one side and a long strip pasted to the top of the other side
- A3/A4 page per learner with a different length worm on each
- A4 page per learner with 5 lines of different lengths running across the page.


**TIP**

Place various items from nature on the maths table during the week, for example, feathers, sticks, leaves. These can be used for measuring and ordering.

## Whole class activities

### Day 1

#### What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 playdough worms
- 1 A3 page
- 2 A4 pages
- Term 1 height chart
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.



# Tsepamiso ho Karolo ya Dikahare: Mometho

## Dihlooho

- Botelele – bapisa le ho hlophisa dintho o sebedisa tlotlontswe e nepahetseng

## Tsebo e ntjha

- Ho metha le ho bapisa: botelele (telele, telele ho feta, telele ho fetisisa; kgutshwane; kgutshwane ho feta, kgutshwane ho fetisisa)

## Ho etsa

- Ho bala ka molomo 1–20 le 7–1
- Ho bala dintho 1–7
- Kakanyo 1–7
- Botelele: telele, kgutshwane

## Tlotlontswe e ntjha ya mmetse

telele

kgutshwane

telele ho feta

telele ho fetisisa

botelele

## Ho itokisetsa

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

- ditshwantsho tsa diboko tse telele tse 4 le diboko tse kgutshwane tse 3
- diboko tsa hlama ya ho bapala tse 4 tsa bolelele ba 20–30 cm, le tse 3 tse kgutshwane
- bolelele ba kgwele ho moithuti ka mong le mabitso a baithuti
- dikhafo, diribone, mabanta, marapo a dieta, kgwele – tse 7 ka nngwe, tse nang le bolelele bo fapaneng kaofela
- bolelele ba khateboto bo lokelang ho lekana ka bophara, empa di fapane ka bolelele – e le 1 ho moithuti ka mong
- dikgetjhana tsa pampiri ya mebala tse nang le bophara bo lekanang, empa bolelele bo fapaneng – tse 10 ho moithuti ka mong
- leqephe la A4 ho moithuti ka mong le nang le mola o theohang bohareng; sekgetjhana se sekgutshwane se manamisitsweng hodimo lehlakoreng le leng le sekgetjhana se selelele se manamisitsweng hodimo lehlakoreng le leng
- leqephe la A3/A4 ho moithuti ka mong le nang le seboko se bolelele bo fapaneng leqepheng ka leng
- leqephe la A4 ho moithuti ka mong le nang le mela e 5 ya bolelele bo fapaneng e parolang leqephe.

## KELETSO

Bea dintho tse fapaneng tsa tlhaho hodima tafole ya mmetse hara beke, ho etsa mohlala, masiba, dithupa, mahlaku. Tsena di ka sebediswa bakeng sa ho metha le ho bea ka tatelano.

## Diketsahalo tsa tlelase yohle

### Letsatsi la 1

#### Tseo o di hlohang

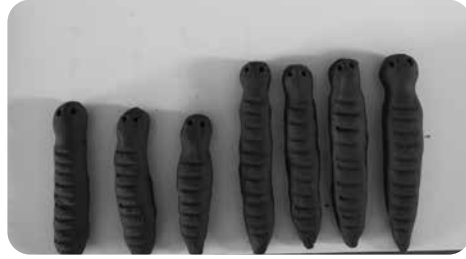
- Pina: *Di telele di kgutshwane* (leqephe la 205)
- Ditshwantsho tse 7 tsa diboko
- Diboko tse 7 tsa hlama ya ho bapala
- Leqephe le 1 la A3
- Maqephe a 2 a A4
- Tjhate ya bophahamo ya Kotara ya 1
- Kgwele le mabitso bakeng sa sehlopha se le seng sa baithuti

1. **Pina:** Bina pina, *Di telele di kgutshwane* mmoho le ditshwantsho.



2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle. Look at the seven playdough worms on an A3 page.



**Guiding questions:**

- ★ How many worms do you think there are?

Count the worms together.

4. **Long and short:** Place a long and a short worm on an A4 page.

**Guiding questions:**

- ★ What is the same/different about these worms?
- ★ What else can you see in our classroom that is long/short?
- ★ How can we find out if an object is longer or shorter than another object?
- ★ What are some of the different ways we can measure objects?

5. **Reinforcing length:** Look at the height chart from Term 1. Measure the height of one group of learners and add their measurements to the height chart. Discuss and compare similarities and differences in learners' heights.

**Guiding questions:**

- ★ Is your height the same as the last time we measured you, or are you taller than you were?
- ★ How can we find out how tall you are?
- ★ Is there another way?

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



**TIP**

Remember to measure from the ground to the top of the learner's head. Measure one group each day.

## Day 2

### What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for one group
- Sticks (*Resource Kit*)
- Scarves, ribbons, belts, shoelaces, string – 7 of each, all different lengths
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Display seven belts and six scarves in two separate groups.

**Guiding questions:**

- ★ How many belts/scarves do you think there are in each group?
- ★ Do you think each group has an equal number of objects?

Count the belts and scarves and discuss.

- ★ What do we need to do to make the groups equal? (Add one more scarf.)

2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Shebang diboko tse supileng tsa hlama ya ho bapala hodima leqephe la A3.



**Dipotso tse tataisang:**

- ★ Le nahana hore ho na le diboko tse kae moo?  
Balang diboko mmoho.

4. **Telele le kgutshwane:** Bea seboko se selelele le se sekgutshwane hodima leqephe la A4.

**Dipotso tse tataisang:**


- ★ Ke eng e tshwanang/fapaneng mabapi le diboko tseo?
- ★ Ke eng hape eo le e bonang ka phaposeng ya borutelo ya rona e telele/kgutshwane?
- ★ Re ka tseba jwang haeba ntho e le telele ho feta kapa kgutshwane ho feta ntho e nngwe?
- ★ Ke ditsela dife tse ding tse fapaneng tseo re ka methang dintho ka tsona?

5. **Ho hatella botelele:** Sheba tjhate ya bophahamo ho tswa ho Kotara ya 1. Metha bophahamo ba sehlopha se le seng sa baithuti mme o kenye memetho ya bona tjhateng ya bophahamo. Buisanang le ho bapisa ditshwano le diphapang ho bophahamo ba baithuti.

**Dipotso tse tataisang:**

- ★ Na bophahamo ba hao bo lekana le ba nako e fetileng ha re ne re o metha, kapa o motelele ho feta nakong eo?
- ★ Re ka fumana jwang hore o motelele hakae?
- ★ Na ho na le tsela e nngwe?

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

 **KELETSO**  
Hopola ho metha ho tloha fatshe ho isa ka hodima hlooho ya moithuti. Metha sehlopha se le seng letsatsi ka leng.

## Letsatsi la 2

### Tseo o di hlokang

- Pina: *Di telele di kgutshwane* (leqephe la 205)
- Ditshwantsho tse 7 tsa diboko
- Kgwele le mabitso bakeng sa sehlopha se le seng
- Dithupa (*Khiti ya Disebediswa*)
- Dikhafo, diribone, mabanta, marapo a dieta, kgwele – tse 7 tsa e nngwe le e nngwe, tsohle di fapana ka botelele
- Masking theipi/tjhoko

1. **Bina:** Bina pina, *Di telele di kgutshwane* mmoho le ditshwantsho.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Bontsha mabanta a supileng le dikhafo tse tsheletseng dihlopheng tse pedi tse arohaneng.

**Dipotso tse tataisang:**

- ★ Le nahana hore ho na le mabanta/dikhafo tse kae sehlopheng ka seng?
- ★ Na le nahana hore sehlopha ka seng se na le lenane le lekanang la dintho?

Balang mabanta le dikhafo mme le buisane ka tsona.

- ★ Re lokela ho etsa eng hore dihlopha di lekane? (Re eketse sekhafo se seng hape.)

Count the items again. Put them in two rows, matching the belts and scarves to show that each group has the same number of objects.

4. **Exploring length:** Display the scarves, ribbons, belts, shoelaces and string.

**Guiding questions:**

- ★ How did you measure your objects (in Day 1)?

Learners compare the length of the scarves, ribbons, belts, shoelaces and string by placing them next to each other and discussing which is longer/shorter.

- ★ How do you know that one is short and one is long?
- ★ Can you use your hand/foot/a stick to measure your object?

Learners sit in five groups. They measure scarves, belts and so on, and discuss length using hands/feet/sticks.



Use masking tape or draw a line with chalk. Learners place the items on the line and arrange them from longest to shortest.

- ★ Why did we put all the belts and scarves on the line when we arranged them from longest to shortest?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.

**Day 3**



**TIP**

If there is not enough time to complete measuring the learners' height and adding the measurements to the height chart, continue to do this at other times in the daily programme, for example, at snack time.

**What you need**

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 wooden sticks of different lengths
- 23 coloured plastic sticks (*Resource Kit*)
- String and names for one group of learners
- Lengths of cardboard of the same width and different lengths – 1 per learner
- Masking tape/chalk

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven coloured plastic sticks (from the *Resource Kit*) and the seven wooden sticks on the mat in two separate groups.

Balang dintho hape. Di beheng ka mela e mmedi, le nyalanya mabanta le dikhafo ho bontsha hore sehlopha ka seng se na le lenane le lekanang la dintho.

4. **Ho sibolla botelele:** Bontsha dikhafo, diribone, mabanta, marapo a dieta le kgwele.

**Dipotso tse tataisang:**

- ★ O methile dintho tsa hao jwang (ka Letsatsi la 1)?

Baithuti ba bapisa bolelele ba dikhafo, diribone, mabanta, marapo a dieta le kgwele ka ho di bea pela tse ding le ho buisana ka hore ke efe e telele/kgutshwane ho feta e nngwe.

- ★ Le tseba jwang hore e nngwe e kgutshwane mme e nngwe e telele?
- ★ Na o ka sebedisa letsoho/leoto/thupa ho metha ntho?

Baithuti ba dula ka dihlopha tsa ba bahlano. Ba metha dikhafo, mabanta jwalojwalo, mme ba buisana ka botelele ba sebedisa matsoho/maoto/dithupa.



Sebedisa masking theipi kapa o take mola ka tjhoko. Baithuti ba bea dintho moleng mme ba di hlophisa ho tloha ho e telele ka ho fetisisa ho isa ho e kgutshwane ka ho fetisisa.

- ★ Hobaneng re beile mabanta le dikhafo tsohle moleng ha re di hlophisa ho tloha ho e telele ho fetisisa ho isa ho e kgutshwane ho fetisisa?

5. **Tjhate ya bophahamo:** Metha sehlopha se latelang sa baithuti mme o kenye memetho ya bona tjhateng ya bophahamo.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

**KELETSO**

Haeba ho se nako e lekaneng ya ho qetella ho metha bophahamo ba baithuti le ho kenya memetho eo tjhateng ya bophahamo, tswelang pele ho etsa sena ka nako e nngwe lenaneong la letsatsi le letsatsi, ho etsa mohlala, ka nako ya seneke.

**Letsatsi la 3**

**Tseo o di hlokanang**

- Pina: *Di telele di kgutshwane* (leqephe la 205)
- Ditshwantsho tse 7 tsa diboko
- Dithupa tse 7 tsa patsi tsa botelele bo fapaneng
- Dithupa tse 23 tsa polastiki tse mebala (*Khiti ya Disebediswa*)
- Kgwele le mabitso bakeng sa sehlopha se le seng sa baithuti
- Botelele ba khateboto e nang le bophara bo lekanang le bolelele bo fapaneng – e le nngwe bakeng sa moithuti ka mong
- Masking theipi/tjhoko

1. **Bina:** Bina pina, *Di telele di kgutshwane* mmoho le ditshwantsho.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea dithupa tse supileng tsa polastiki tse mebala (tse tswang ho *Khiti ya Disebediswa*) le dithupa tse supileng tsa patsi hodima mmata dihlopheng tse pedi tse arohaneng.

**Guiding questions:**

- ★ How many sticks do you think there are in each of these groups?

Count the sticks and discuss.  
Compare the lengths of the sticks.

- ★ What do you think we could measure in our classroom with the short plastic sticks/longer wooden sticks?
- ★ Why?

Learners measure objects in the classroom with sticks.



4. **Reinforcing measurement – length:** Discuss the items that learners measured with sticks.

**Guiding questions:**

- ★ What did you find in the classroom that is long/short?
- ★ Whose object was longest/shortest?
- ★ What object can you think of outside of our classroom that is long/short?

Place the cardboard strips in the middle of the mat. Show the learners two of the strips.

- ★ Which of these two strips is long/short?

Repeat with two other strips.

Learners each fetch one strip from the middle of the mat. Put one strip down as a guide.

- ★ If we want to arrange our strips according to length from shortest to longest what do we need to do?
- ★ How should we line them up?



Line the strips up alongside a masking tape or a chalk line. Learners take turns to place their strips from shortest to longest. Remind learners why it is important to align the ends of the strips with the bottom of the masking tape/chalk line when measuring. They estimate where their strip will go, and help each other if a strip needs to be moved.

- ★ What do you think about where \_\_\_\_\_ has put their strip?
- ★ Should we move \_\_\_\_\_'s strip? Why?

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



Use questions to guide the learners to problem solve around the arrangement of the strips.

**Dipotso tse tataisang:**

- ★ Le nahana hore ho na le dithupa tse kae sehlopheng ka seng sa dihlopha tsena?

Balang dithupa mme le buisane ka tsona. Bapisang bolelele ba dithupa.

- ★ Le nahana hore re ka metha eng ka phaposing ya borutelo ka dithupa tse kgutshwane tsa polastiki/dithupa tse telele tsa patsi?
- ★ Hobaneng?

Baithuti ba metha dintho ka phaposing ya borutelo ka dithupa.

4. **Ho hatella mometho – botelele:** Buisanang ka dintho tseo baithuti ba di methang ka dithupa.

**Dipotso tse tataisang:**

- ★ Le fumane eng ka phaposing ya borutelo e telele/kgutshwane?
- ★ Ke ntho ya mang e neng e le telele ka ho fetisisa/kgutshwane ka ho fetisisa?
- ★ Ke ntho efe eo o ka e nahanang e ka ntle ho phaposi ya rona ya borutelo e leng telele/kgutshwane?

Bea dikgetjhana tsa khateboto bohareng ba mmata. Bontsha baithuti tse pedi tsa dikgetjhana tseo.

- ★ Ke sekgetjhana sefe ho tse pedi tsena se setelele/sekgutshwane?

Phetang hape ka dikgetjhana tse ding tse pedi.

Baithuti ka bonngwe ba lata sekgetjhana se le seng bohareng ba mmata.

Bea sekgetjhana se le seng fatshe jwaloka tataiso.

- ★ Haeba re batla ho hlophisa dikgetjhana tsa rona ho ya ka botelele ho tloha ho se sekgutshwane ka ho fetisisa ho isa ho se setelele ka ho fetisisa, re lokela ho etsa eng?
- ★ Re lokela ho di bea jwang moleng?

Bea dikgetjhana ka mola mabapa le masking theipi kapa mola wa tjhoko. Baithuti ba fpanyetsana ho bea dikgetjhana tsa bona ho tloha ho se sekgutshwane ka ho fetisisa ho isa ho se setelele ka ho fetisisa. Hopotsa baithuti hore ke hobaneng ho le bohlokwa ho amahanya maphethelo a dikgetjhana le botlase ba masking theipi/mola wa tjhoko ha re metha. Ba lekanyetsa hore dikgetjhana tsa bona di tla fihlella hokae, mme ba a thusana haeba dikgetjhana tsa bona di hloka ho tloswa.

- ★ Le nahana eng mabapi le moo \_\_\_\_\_ a beileng sekgetjhana sa hae?
- ★ Na re lokela ho tlosa sekgetjhana sa \_\_\_\_\_? Hobaneng?

5. **Tjhate ya bophahamo:** Metha sehlopha se latelang sa baithuti mme o kenye memetho ya bona tjhateng ya bophahamo.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



 **KELETSO**  
Sebedisa dipotso ho tataisa baithuti ho rarolla mathata mabapi le tlhophiso ya dikgetjhana.



## Day 4

## What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- 7 different lengths of rope
- String and names for one group of learners

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:**

Learners sit in a circle, while you stand holding five pieces of rope. Learners estimate how many you are holding. Count these together.

**Guiding questions:**

- ★ How many more pieces of rope do we need to have seven pieces?

Add two more and count again.

4. **Exploring length:** Discuss the pieces of rope you are holding.

**Guiding questions:**

- ★ How many of these pieces of rope are touching the floor?
- ★ Why don't they all touch the floor?
- ★ How can we find out which is the shortest/longest piece of rope?

Draw a line on the floor and ask learners to guide you in arranging the pieces of rope from longest to shortest. Remove five pieces of rope.

5. **Height chart:** Measure the next group of learners and add their measurements to the height chart.
6. **Small group activities:** Describe the activities at each workstation.



## Day 5

## What you need

- Song: *Long and short* (page 204)
- 7 worm pictures
- String and names for the last group of learners
- Term 1 height chart
- Birthday chart

1. **Song:** Sing the song, *Long and short* with pictures.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Clap any number of times between 1 and 7. As you clap, learners count and say how many claps there are.



## Letsatsi la 4

### Tseo o di hlohang

- Pina: *Di telele di kgutshwane* (leqephe la 205)
- Ditshwantsho tse 7 tsa diboko
- Botelele bo fapaneng ha 7 ba thapo
- Kgwele le mabitso bakeng sa sehlopha ka seng sa baithuti

1. **Bina:** Bina pina, *Di telele di kgutshwane* ka ditshwantsho.

2. **Ho bala ka molomo:** 1–20 le 7–1.

3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe, mme wena o eme o tshwere dikotwana tse hlano tsa thapo. Baithuti ba lekanyetsa hore o tshwere tse kae. Di baleng mmoho.

#### Dipotso tse tataisang:

- ★ Re hloka dikotwana tse ding tse kae tsa thapo hore re be le dikotwana tse supileng?

Eketsa tse pedi hape mme le di bale hape.



4. **Ho sibolla botelele:** Buisanang ka dikotwana tsa thapo tseo o di tshwereng.

#### Dipotso tse tataisang:

- ★ Ke tse kae tsa dikotwana tsena tse thetsitseng fatshe?
- ★ Hobaneng di sa thetse fatshe kaofela?
- ★ Re ka fumana jwang hore ke sekgetjhana sefe sa thapo se sekgutshwane ka ho fetisisa/telele ka ho fetisisa?

Thala mola fatshe mme o kope baithuti hore ba o tataise ho hlophisa dikotwana tsa thapo ho tloha ho se setelele ka ho fetisisa ho isa ho se sekgutshwane ka ho fetisisa. Tlosa dikotwana tse hlano tsa thapo.

5. **Tjhate ya bophahamo:** Metha sehlopha se latelang sa baithuti mme o kenye mometho wa bona tjhateng ya bophahamo.

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

## Letsatsi la 5

### Tseo o di hlohang

- Bina: *Di telele di kgutshwane* (leqephe la 205)
- Ditshwantsho se 7 tsa diboko
- Kgwele le mabitso a sehlopha sa ho qetela sa baithuti
- Tjhate ya bophahamo ya Kotara ya 1
- Tjhate ya matsatsi a tswalo

1. **Bina:** Bina pina, *Di telele di kgutshwane* ka ditshwantsho.

2. **Ho bala ka molomo:** 1–20 le 7–1.

3. **Ho bala dintho 1–7:** Opa matsoho makgetlo a itseng pakeng tsa 1 le 7. Ha o opa, baithuti ba a bala mme ba bolela hore o opile matsoho hakae.

4. **Height chart:** Measure the last group of learners and add their measurements to the height chart. Discuss the Term 2 height chart.

**Guiding questions:**

- ★ Who is taller/shorter than you?
- ★ How do you know?
- ★ Are there any learners that are the same height as each other?

Compare Term 1 and 2 height charts.

- ★ Has anything changed since Term 1?
- ★ Who is taller this term than they were last term?

Look at the birthday chart and count together how many months have passed since you did the Term 1 height chart.

- ★ Do you think the height chart will look different if we do it again at the end of the year, in the last month?
- ★ Why?

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

### Integration

**Home Language and Life Skills:** Outdoor activities can include measuring long and short breaths before and after running, and measuring long and short shadows at different times of the day. When reading stories to the learners, point out words that are long (have a lot of letters in them) and words that are short (have only one or two letters in them).

## Small group activities

### Teacher-guided activity

#### What you need

- 7 toilet roll tubes
- 1 small chair per learner
- Unifix blocks (*Resource Kit*)
- Different lengths of string and paper, sticks (*Resource Kit*)

1. **Practising length; sorting objects:** Place string, paper and sticks in a pile on the mat. Learners sort these into two groups: long and short.

**Guiding questions:**

- ★ How did you decide what to put into each group?

2. **Practising length; comparing objects:** Place a toilet roll tube lengthways on the mat.



4. **Tjhate ya bophahamo:** Metha sehlopha sa ho qetela sa baithuti mme o kenye memetho ya bona ho tjhate ya bophahamo. Buisanang ka tjhate ya bophahamo ya Kotara ya 2.

**Dipotso tse tataisang:**

- ★ Ke mang ya motelele/mokgutshwane ho o feta?
- ★ O tseba jwang?
- ★ Na ho na le baithuti ba lekanang ka bophahamo?  
Bapisa ditjhate tsa bophahamo tsa Kotara ya 1 le 2.
- ★ Na ho na le ho fetohileng haesale ho tloha ho Kotara ya 1?
- ★ Ke mang ya seng a le motelele kotareng ena ho feta kotareng e fetileng?  
Shebang tjhate ya matsatsi a tswalo mme le bale mmoho hore ho se ho fetile dikgwedi tse kae haesale le qetela ho etsa Tjhate ya bophahamo ya Kotara ya 1.
- ★ Na le nahana hore tjhate ya bophahamo e tla fapana ha re ka e etsa hape mafelong a selemo, kgwedding ya ho qetela?
- ★ Hobaneng?

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

**Kgokahanyo**

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Diketsahalo tsa ka ntle di ka kenyeletsa ho metha mohemo o motelele le o mokgutshwane pele le kamora ho matha, le ho metha diriti tse telele le tse kgutshwane ka dinako tse fapaneng tsa letsatsi. Ha o balla baithuti dipale, supa mantswe a matelele (a nang le ditlhaku tse ngata) le mantswe a makgutshwane (a nang le tlhaku e le nngwe kapa tse pedi).

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

**Tseo o di hlohang**

- Ditjhupu tse 7 tsa pampiri ya ntlwana
- Setulo se le 1 se senyane ho moithuti ka mong
- Diboloko tsa *Unifix (Khiti ya Disebediswa)*
- Botelele bo fapaneng ba dikgwele le dipampiri, dithupa (*Khiti ya Disebediswa*)

1. **Ho ikwetlisa ka botelele; ho hlophisa dintho:** Bea kgwele, pampiri le dithupa qubung hodima mmata. Baithuti ba hlophisa dintho tsena ka dihlopha tse pedi: telele le kgutshwane.

**Dipotso tse tataisang:**

- ★ O ile wa etsa qeto jwang ya ho bea dintho tse itseng sehlopheng ka seng?

2. **Ho ikwetlisa ka botelele; ho bapisa dintho:** Bea tjhupu ya pampiri ya ntlwana ka bolelele hodima mmata.



**Guiding questions:**

- ★ Can you find anything in the classroom that is longer/shorter than this?

Learners each fetch two things, and take turns to explain what they have found and why they are longer/shorter than the toilet roll tube.

3. **Counting objects 1–7; measuring chairs:** Place seven toilet roll tubes in a line lengthways touching one another.

**Guiding questions:**

- ★ How many toilet roll tubes do you think there are?

Count the toilet roll tubes together.

- ★ Can you see anything in the classroom that you think is the same length as these seven toilet roll tubes lined up together?
- ★ How can we use one toilet roll tube to measure the height of your chair?

Learners explore this.

- ★ Where could we start measuring?

Discuss and guide them in marking where they start and end. Together count how many toilet roll tubes were needed to measure the height of the chair.

- ★ How many toilet roll tubes do you think we will need to measure the length of the seat of the chair?
- ★ Do you think we will need more or fewer toilet roll tubes to measure the seat?
- ★ What else could we use to measure different parts of your chairs?

Learners find something in the classroom that they would like to use to measure with. They explore measuring different parts of the chair using the objects they found, paper and string lengths.



**Dipotso tse tataisang:**

- ★ Na ho na le ntho eo o ka e fumanang ka phaposing ya borutelo e telele ho feta/kgutshwane ho feta ntho ena?

Baithuti ka bonngwe ba lata dintho tse pedi, mme ba fana sebaka sa ho hlalosa seo ba se fumaneng le hore ke hobaneng ntho eo e le telele/kgutshwane ho feta tjhupu ya pampiri ya ntlwana.

3. **Ho bala dintho 1–7; ho metha ditulo:** Bea ditjhupu tse supileng tsa pampiri ya ntlwana moleng ka bolelele mme di thetsane.

**Dipotso tse tataisang:**

- ★ Le nahana hore ho na le ditjhupu tse kae tsa pampiri ya ntlwana? Balang ditjhupu tsa pampiri ya ntlwana mmoho.

- ★ Na ho na le seo le se bonang ka phaposing ya borutelo seo le nahanang hore se lekana ka bolelele le ditjhupu tse na tsa pampiri ya ntlwana tse beilweng moleng?

- ★ Re ka sebedisa jwang tjhupu ya pampiri ya ntlwana e le nngwe ho metha bophahamo ba setulo sa hao?

Baithuti ba sibolla sena.

- ★ Re ka qala hokae ka ho metha?

Buisanang mme o ba tataise ho tshwaya moo di qalang le moo di fellang. Mmoho balang hore ho ne ho hlokeha ditjhupu tse kae tsa pampiri ya ntlwana ho metha bophahamo ba setulo.

- ★ Le nahana hore re tla hloka ditjhupu tsa pampiri ya ntlwana tse kae ho metha bolelele ba bodulo ba setulo?

- ★ Na le nahana hore re tla hloka ditjhupu tsa pampiri ya ntlwana tse ngata kapa tse mmalwa ho metha bodulo ba setulo?

- ★ Ke eng hape eo re ka e sebedisang ho metha dikarolo tse fapaneng tsa ditulo tsa lona?

Baithuti ba batla ntho e nngwe ka phaposing ya borutelo eo ba ka ratang ho e sebedisa bakeng sa ho metha. Ba sibolla ho metha dikarolo tse fapaneng tsa setulo ba sebedisa ntho eo ba e fumaneng, pampiri le botelele ba dikgwele.



4. **Reinforcing length; Unifix blocks:** Show learners a length of five Unifix blocks joined together. They choose string and pieces of paper that are longer than the blocks. Repeat with lengths of up to seven Unifix blocks.



**Guiding questions:**

- ★ How do you know that this is longer than the blocks?
- ★ Can you find something that is shorter/the same length?

Learners create their own lengths using the blocks and arrange these from shortest to longest.



**TIP**

Use appropriate non-standard units to measure objects, for example, small blocks to measure books, plastic sticks to measure the seat of the chair and longer objects or pieces of string to measure the top of the desk.



**Check that learners are able to:**

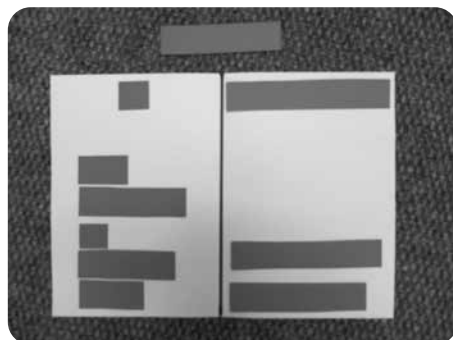
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

**Workstation 1**

**What you need**

- 10 strips of paper per learner
- Sheet of paper
- Glue
- Kokis
- 1 medium-length cardboard strip placed in the middle of the table

Learners measure paper strips against the cardboard strip. They paste strips onto the 'long' or the 'short' side of the page. They use kokis to turn the strips into anything they like.



4. **Ho hatella botelele; diboloko tsa Unifix:** Bontsha baithuti bolelele ba diboloko tsa *Unifix* tse hlano tse kopantsweng mmoho. Ba kgetha kgwele le sekgetjhana sa pampiri tse telele ho feta diboloko. Pheta hape ka bolelele bo fihlellang ho diboloko tsa *Unifix* tse supileng.



**Dipotso tse tataisang:**

- ★ Le tseba jwang hore ntho ena e telele ho feta diboloko?
- ★ Na le ka fumana ntho e nngwe e leng kgutshwane/e lekanang le tsona ka botelele?

Baithuti ba iketsetsa bolelele ba bona ba sebedisa diboloko mme ba di hlophisa ho tloha ho bo bokgutshwane ka ho fetisisa ho isa ho bo bolelele ka ho fetisisa.

 **KELETSO**

Sebedisa diyuniti tse loketseng tse sa hlophiswang ho metha dintho, ho etsa mohlala, diboloko tse nyane ho metha dibuka, dithupa tsa polastiki ho metha bodulo ba setulo le dintho tse telele kapa dikotwana tsa kgwele ho metha bokahodimo ba deske.



**Lekola hore baithuti ba kgona ho:**

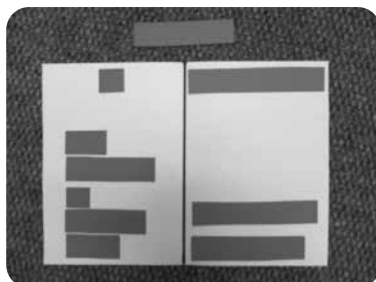
- bapisa le ho hlophisa dintho ho ya ka bolelele – e telele le e kgutshwane
- bontsha kutlwisiso ya telele le kgutshwane; e molelele le e mokgutshwane

**Seteishene sa tshebetso sa 1**

**Tseo o di hlokanang**

- |   |  |
|---|--|
| • Dikgetjhana tse 10 tsa pampiri bakeng sa moithuti ka mong | • Dikoki   |
| • Leqephe la pampiri  | • Sekgetjhana se 1 sa khateboto se bolelele bo mahareng se beilweng bohareng ba tafole |
| • Sekgomaretsi  |  |

Baithuti ba metha dikgetjhana tsa pampiri papisong le dikgetjhana tsa khateboto. Ba manamisa dikgetjhana lehlakoreng le 'lelelele' kapa le 'lekgutshwane' la leqephe. Ba sebedisa dikoki ho fetola dikgetjhana tseo ho ba ntho efe kapa efe eo ba e batlang.



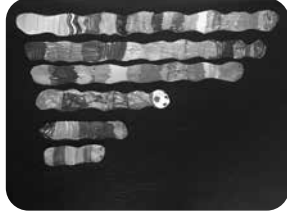


## Workstation 2

### What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

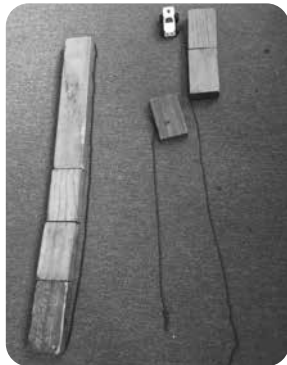


## Workstation 3

### What you need

- Wooden blocks
- Lengths of string

Learners build long and short trains/trucks/roads in the block area. They use lengths of string to measure these.



## Workstation 4

### What you need

- Playdough
- A4 page per learner with 5 lines of different lengths
- Sticks (*Resource Kit*)

Learners make lengths of playdough that match each of the lines on the template. They decorate these using sticks to make patterns.

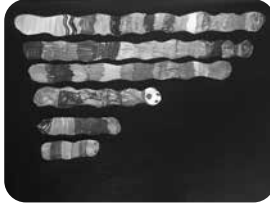


## Seteishene sa tshebetso sa 2

### Tseo o di hlokang

- Thempleiti ya diboko tsa bolelele bo fapaneng – leqephe le 1 bakeng sa moithuti ka mong
- Dikere
- Dikerayone

Baithuti ba kgabisa le ho seha diboko.

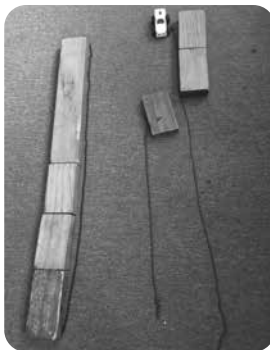


## Seteishene sa tshebetso sa 3

### Tseo o di hlokang

- Diboloko tsa patsi
- Bolelele ba kgwele

Baithuti ba aha diterene/dilori/ditsela tse telele le tse kgutshwane karolong ya diboloko. Ba sebedisa bolelele ba kgwele ho metha tsena.



## Seteishene sa tshebetso sa 4

### Tseo o di hlokang

- Hlama ya ho bapala
- Leqephe la A4 ho moithuti ka mong le nang le mela e 5 ya bolelele bo fapaneng
- Dithupa (*Khiti ya Disebediswa*)

Baithuti ba etsa bolelele ba hlama ya ho bapala e nyalanang le mola ka mong o ho thempleiti. Ba kgabisa dintho tsena ba sebedisa dithupa ho etsa dipaterone.



# Content Area Focus: Numbers, Operations and Relationships

## Topics

- Describe, compare and order numbers
- Addition and subtraction (oral)
- Problem solving

## New knowledge

- Breaking down and building up numbers
- Problem-solving techniques
- Addition and subtraction using concrete objects
- Numbers in familiar settings

## Practise

- Oral counting 1–20 and 7–1
- Counting objects 1–7
- Number concept 1–5
- Sequencing numbers 1–5
- More than, fewer than
- What number comes before, after?
- Shapes: circle, square, triangle

## New maths vocabulary

add

take away

## Getting ready

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

- 7 plastic cups and 7 plastic saucers (from fantasy area)
- small boxes/containers numbered 1, 2, 3, 4, 5
- 2 plates
- 7 Unifix blocks
- 7 Duplo blocks
- 5 chairs
- 5 A4 sheets with animal frieze phone numbers for houses 1–5: Elephant: 53 412, Zebras: 43 215, Meerkats: 33 212, Giraffes: 41 224, Monkeys: 21 543
- learners' phone numbers on individual sheets
- a different shape-tracing page for each learner in a group
- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups each with a variety of small objects up to 5. Cut the toe-end off a stocking and put the stocking over the open end of each box/cup. The objects inside should not be visible. (see Workstation 3)
- 1 set of matching number and picture cards 1–5 per learner (similar to Week 5)
- ask learners to find out their address and phone number.



# Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

## Dihlooho

- Hlalosa, bapisa le ho hlophisa dinomoro
- Ho kopanya le ho tlosa (ka molomo)
- Ho rarolla bothata

## Tsebo e ntjha

- Ho heletsa le ho aha dinomoro
- Mekgwa ya ho rarolla bothata
- Ho kopanya le ho tlosa o sebedisa dintho tse tshwarehang
- Dinomoro ditikolohong tse tlwaelehileng

## Ho etsa

- Ho bala ka molomo 1–20 le 7–1
- Ho bala dintho 1–7
- Kgopolo ya dinomoro 1–5
- Ho hlalamanya dinomoro 1–5
- Ngata ho feta, mmalwa ho feta
- Ke nomoro efe e tlang pele, kamorao?
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo

## Tlotlontswe e ntjha ya mmetse

kopanya

tlosa

## Ho itokisetsa

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

- dikopi tse 7 tsa polastiki le dipirinki tse 7 tsa polastiki (tse tswang karolong ya boinahanelo)
- mabokoso a manyane/ditshelo tse nomorilweng 1, 2, 3, 4, 5
- dipoleiti tse 2
- diboloko tse 7 tsa *Unifix*
- diboloko tse 7 tsa *Duplo*
- ditulo tse 5
- maqephe a 5 a A4 a nang le frizi ya diphoofolo ya dinomoro tsa mohala bakeng sa dintlo 1–5: Tlou: 53 412, Diqwaha: 43 215, Mesha: 33 212, Dithuhlo: 41 224, Ditshwene: 21 543
- dinomoro tsa mohala tsa baithuti maqepheng a arohaneng
- leqephe le fapaneng la ho tereisa sebopeloh bakeng sa moithuti ka mong sehlopheng
- sete e 1 ya dikarete tsa matheba 1–5 bakeng sa moithuti ka mong
- sete e le 1 ya dikarete tsa matshwao a dinomoro 1–5 bakeng sa moithuti ka mong
- mabokoso/dikopi tse 10 ka nngwe e na le dintho tse nyane tse fapaneng tse fihlang ho 5. Kgaola kausu monwaneng ebe o bea kausu hodima lehlakore le bulehileng la lebokoso/kopi ka nngwe. Dintho tse ka hare ha di a tshwanela ho bonahala. (sheba Seteishene sa tshebetso sa 3)
- sete e le 1 ya nomoro e nyalanang le dikarete tsa setshwantsho 1–5 bakeng sa moithuti ka mong (e tshwanang le ya Beke ya 5)
- kopa baithuti ho fumana aterese le dinomoro tsa mohala tsa bona.



## Whole class activities

### Day 1

#### What you need

- Song: *Long and short* (page 204)
- 7 plastic cups and 7 plastic saucers (fantasy area)
- A variety of counters from the *Resource Kit*
- Dot cards 1–5
- Small boxes/containers numbered 1, 2, 3, 4, 5

1. **Song:** Sing the song, *Long and short*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place seven cups and seven saucers on a box in the middle of the circle.

#### Guiding questions:

- ★ How many cups and saucers do you think there are in these two groups?
- ★ Do you think there are the same number in each group?

Together count the cups and saucers, discuss learners' estimations and match the cups to the saucers.



### TIP

Make sure all learners are able to see the cups and saucers.




4. **Practising numbers 1–5:** Show learners the dot cards quickly without holding them up for a long time. Learners say how many dots are on each card. Show a dot card with an instruction linked to the number of dots on the card, for example: 'Find two friends wearing shoes.' 'Clap your hands three times.' Learners take turns to think of action instructions linked to the number of dots.
5. **Ordering numbers 1–5; more than, fewer than, equal to:** Place the dot cards face down. Learners take turns to pick up two cards. If the cards match, they keep them and if not they put the cards back. When learners find a matching pair they put them in the appropriate box.

# Diketsahalo tsa tlelase yohle

## Letsatsi la 1

### Tseo o di hlokanang

- Pina: *Di telele di kgutshwane* (leqephe la 205)
- Dikopi tse 7 tsa polastiki le dipirinki tse 7 tsa polastiki (karolo ya boinahanelo)
- Mefuta e fapaneng ya dibadi tse tswang ho *Khiti ya Disebediswa*
- Dikarete tsa matheba 1–5
- Mabokoso/ditshelo tse nyane tse nomorilweng 1, 2, 3, 4, 5

 **KELETSO**  
Etsa bonnete ba hore baithuti bohle ba kgona ho bona dikopi le dipirinki.

1. **Pina:** Bina pina, *Di telele di kgutshwane*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea dikopi tse supileng le dipirinki tse supileng hodima lebokoso bohareng ba sedikadikwe.

### Dipotso tse tataisang:

- ★ Le nahana hore ho na le dikopi le dipirinki tse kae dihlopheng tse pedi tseena?
- ★ Na le nahana hore ho na le lenane le lekanang sehlopheng ka seng? Mmoho balang dikopi le dipirinki, buisanang ka dikakanyo tsa baithuti mme le nyalanye dikopi le dipirinki.



4. **Ho ikwetlisa ka dinomoro 1–5:** Bontsha baithuti dikarete tsa matheba kapele ntle le ho di phahamisa nako e telele. Baithuti ba bolela hore ke matheba a makae karete ka nngwe. Bontsha karete ya matheba mmoho le taelo e hoketsweng ho lenane la matheba a karete, ho etsa mohlala: 'Batla metswalle e mmedi e rwetseng dieta.' 'Opa matsoho a hao makgetlo a mararo.' Baithuti ba fapanyetsana ho nahana ka ditaello tsa ketso tse hoketsweng ho lenane la matheba.
5. **Ho bea dinomoro ka tatelano 1–5, ngata ho feta, mmalwa ho feta, lekana le:** Bea dikarete tsa matheba di kubutilwe. Baithuti ba fapanyetsana ho nka dikarete tse pedi. Haeba dikarete di a nyalana, ba a di boloka mme haeba di sa nyalane, ba kgutlisetsa dikarete tseo morao. Ha baithuti ba fumana bobedi bo nyalanang ba di bea ka lebokosong le tshwanetseng.

**Guiding questions:**

- ★ How many dots are on \_\_\_\_\_'s cards?
- ★ Are the cards the same?
- ★ Which card has more dots?
- ★ Which card has fewer dots?
- ★ What would we need to do to make both cards have the same number of dots?

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

**Day 2**

**What you need**

- 2 plates with 7 Unifix blocks on one and 7 Duplo blocks on another
- 5 chairs

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place two plates on a box in the middle of the circle, one with seven Unifix blocks, and one with seven Duplo blocks. Learners estimate the number of blocks on each plate.



**TIP**

Make sure all learners are able to see the blocks on the plates.



**Guiding questions:**

- ★ Do you think there are more/fewer blocks on this plate?
  - ★ How can we tell if they have the same number of blocks?
- Count the blocks on each plate and discuss learners' estimations.

4. **Adding using objects:** Two learners stand.

**Guiding questions:**

- ★ How many learners are standing?
- ★ If we add one more learner, how many will there be?

One more learner stands. Together count the learners who are standing. Continue adding one learner at a time, until there are five, counting them together each time you add one. Repeat the activity using chairs. A learner fetches two chairs.



**Dipotso tse tataisang:**

- ★ Ho na le matheba a makae kareteng ya \_\_\_\_\_?
- ★ Na dikarete di a tshwana?
- ★ Ke karete efe e nang le matheba a mangata?
- ★ Ke karete efe e nang le matheba a mmalwa?
- ★ Re ne re tla tlameha ho etsa eng hore dikarete tse pedi di be le lenane le lekanang la matheba?


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

**Letsatsi la 2**

**Tseo o di hlokanang**

- Dipoleiti tse 2 tse nang le diboloko tse 7 tsa *Unifix* letsohong le leng le diboloko tse 7 tsa *Duplo* ho le leng
- Ditulo tse 5

1. **Pina/raeme:** Baithuti ba kgetha pina kapa raeme e tswang ho Kotara ya 1 kapa ya 2 ho e bina kapa ho e etsa.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea dipoleiti tse pedi hodima lebokoso bohareng ba sedikadikwe, e le nngwe e be le diboloko tse supileng tsa *Unifix*, mme e nngwe e na le diboloko tse supileng tsa *Duplo*. Baithuti ba lekanyetsa lenane la diboloko poleiting ka nngwe.

 **KELETSO**  
Etsa bonnete ba hore baithuti bohle ba kgona ho bona diboloko tse hodima dipoleiti.



**Dipotso tse tataisang:**

- ★ Na le nahana hore ho na le diboloko tse ngata/mmalwa poleiting ena?
- ★ Re ka tseba jwang haeba ba ena le lenane le lekanang la diboloko? Balang diboloko poleiting ka nngwe mme le buisane ka dikakanyo tsa baithuti.

4. **Ho kopanya o sebedisa dintho:** Baithuti ba babedi ba a ema.

**Dipotso tse tataisang:**

- ★ Ke baithuti ba bakae ba emeng?
- ★ Haeba re ka eketsa ka moithuti e mong a le mong, ho tla ba le ba bakae? Moithuti e mong hape o a ema. Mmoho balang baithuti ba emeng. Tswelang pele le eketsa moithuti a le mong ka nako, ho fihlela ho ena le ba bahlano, le ntse le ba bala mmoho nako le nako ha le eketsa a le mong. Phetang ketsahalo ena le sebedisa ditulo. Moithuti o lata ditulo tse pedi.

- ★ If \_\_\_\_\_ fetches one more chair, how many will there be?
  - ★ If three learners have a chair, how many more chairs will we need for all of them to have a chair?
5. **Small group activities:** Describe the activities at each workstation.

### Day 3

#### What you need

- 1 container with 7 paint brushes and 1 container with 5 kokis
- 5 chairs
- Game: Musical chairs (page 204)
- Tambourine/music

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Place the two containers on a box in the middle of the circle, one containing seven paint brushes, and the other containing five kokis. Discuss the containers.

#### Guiding questions:

- ★ How many things do you think are in this container?
  - ★ Do you think there are more/fewer in this container?
4. **Subtracting objects:** Five learners stand.
 

#### Guiding questions:

    - ★ How many learners are standing?
    - ★ If \_\_\_\_\_ goes and sits at his/her table, how many learners will be left standing?
    - ★ How do you know?
    - ★ If we take another learner away, how many learners will be left standing?

Repeat this with up to five learners. Take away one learner at a time.
  5. **Subtraction game:** Play the game, Musical chairs.
  6. **Small group activities:** Describe the activities at each workstation.

### Day 4

#### What you need

- Number washing line 1–5
- Poster 1

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say. Let learners 'vote' for the song/rhyme they want. Count how many hands are held up for different song/rhyme options.

- ✦ Ha \_\_\_\_\_ a ka lata setulo se seng hape, ho tla ba le ditulo tse kae jwale?
  - ✦ Haeba baithuti ba bararo ba ena le setulo, ke ditulo tse kae tse ding tseo re tlang ho di hloka hore bohle ba be le setulo?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### Letsatsi la 3

#### Tseo o di hlokang

- Setshelo se le 1 se nang le diborosolo tsa pente tse 7 le setshelo se le 1 se nang le dikoki tse 5
- Ditulo tse 5
- Papadi: Ditulo tsa mmino (*Musical chairs*) (leqephe la 205)
- Thamborini/mmino

1. **Pina/raeme:** Baithuti ba kgetha pina kapa raeme ho tswa ho Kotara ya 1 kapa ya 2 eo ba ka e binang kapa ba e etsa.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ba entse sedikadikwe. Bea ditshelo tse pedi hodima lebokoso le bohareng ba sedikadikwe, se le seng se be le diborosolo tsa pente tse supileng, mme se seng se be le dikoki tse hlano. Buisanang ka ditshelo tseo.

#### Dipotso tse tataisang:

- ✦ Ke dintho tse kae tseo o nahanang hore di ka hara setshelo sena?
  - ✦ O nahana hore ho na le dintho tse ngata/mmalwa ka hara setshelo sena?
4. **Ho tlosa dintho:** Baithuti ba bahlano ba a ema.

#### Dipotso tse tataisang:

- ✦ Ke baithuti ba bakae ba emeng?
- ✦ Haeba \_\_\_\_\_ a ka ya dula tafoleng ya hae, ho tla sala baithuti ba bakae ba emeng?
- ✦ O tseba jwang?
- ✦ Ha re ka tlosa moithuti a le mong, ho tla sala baithuti ba bakae ba emeng?

Pheta sena ka baithuti ba fihlang ho ba bahlano. Tlosa moithuti ka mong ka nako.

5. **Papadi ya ho tlosa:** Bapalang papadi, Ditulo tsa mmino.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### Letsatsi la 4

#### Tseo o di hlokang

- Mola wa ho aneha dinomoro 1–5
- Phoustara ya 1

1. **Pina/raeme:** Baithuti ba kgetha pina kapa raeme ho tswa ho Kotara ya 1 kapa ya 2 ho e bina kapa ho e etsa. Ere baithuti ba 'voutele' pina/raeme eo ba e batlang. Bala hore ke matsoho a makae a phahameng bakeng sa kgetho tse fapaneng tsa pina/raeme.

2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Two learners stand with their backs to the class. The class says, 'Ready, steady, number!' On 'number', the learners turn and hold up any number of fingers from 1 to 7. Discuss who has the most/fewest fingers showing. Together count the number of fingers each learner is showing. Repeat with other learners.



**Guiding questions:**

- ★ Who is showing more/fewer fingers?
- ★ Who is showing the same number of fingers?
- ★ How do you know?
- ★ How many fingers is \_\_\_\_\_ showing?

Ask learners to show numbers 1–5 on the number washing line for those learners who show fingers between 1 and 5.

- ★ Does this number come before/after/between 2, 3, 4?

4. **Talk about number:** Discuss Poster 1. Talk about what learners see in the picture. Learners use their fingers to show their answers.

**Guiding questions:**

- ★ How many people are missing from the family in this picture? Who is missing?
- ★ Are there enough chairs for the number of people in the kitchen?
- ★ If one chair is taken away, how many chairs will be left?
- ★ How many bowls are on the table?
- ★ If two bowls are taken away, how many will be left on the table?
- ★ How many spoons are on the table?
- ★ If Granny joined them at the table and needed a spoon, how many spoons should we add? How many would there be altogether?

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



Learners may use their fingers to solve the problems.

## Day 5

### What you need

- Number friezes 1–5
- Number symbol and dot cards 1–5 (*Resource Kit*)
- 5 A4 sheets with animal frieze phone numbers for houses 1–5
- 2 old/toy phones
- Learners' phone numbers on individual sheets

2. **Ho bala ka molomo:** 1–20 le 7–1.

3. **Ho bala dintho 1–7:** Baithuti ba babedi ba ema ba furaletse tlelase. Tlelase e re, 'Lokile, ema hantle, nomoro!' Ha ba re 'nomoro', baithuti ba a fetoha mme ba phahamisa lenane lefe kapa lefe la menwana ho tloha ho 1 ho isa ho 7. Buisanang ka hore ke mang ya bontshang menwana e mengata ho feta/e mmalwa ho feta. Mmoho balang lenane la menwana eo moithuti ka mong a e phahamisitseng. Phetang hape ka baithuti ba bang.



**Dipotso tse tataisang:**

- ★ Ke mang ya bontshang menwana e mengata/mmalwa?
- ★ Ke bomang ba bontshang menwana e lekanang ka lenane?
- ★ O tseba jwang?
- ★ \_\_\_\_\_ o bontsha menwana e mekae?

Kopa baithuti ho bontsha dinomoro 1–5 moleng wa ho aneha dinomoro bakeng sa baithuti ba bontshang menwana e pakeng tsa 1 le 5.

- ★ Na nomoro ena e tla pele/ka mora/pakeng tsa 2, 3, 4?

4. **Bua ka nomoro:** Buisanang ka Phoustara ya 1. Buang ka seo baithuti ba se bonang setshwantshong. Baithuti ba sebedisa menwana ya bona ho bontsha dikarabo tsa bona.

**Dipotso tse tataisang:**

- ★ Ke batho ba bakae ba siyo ka hara ba lelapa setshwantshong sena? Ke mang ya siyo?
- ★ Na ho na le ditulo tse lekaneng bakeng sa lenane la batho ba ka kitjhineng?
- ★ Haeba setulo se le seng se ka tloswa, ho tla sala ditulo tse kae?
- ★ Ho na le dijana tse kae tafoleng?
- ★ Haeba dijana tse pedi di ka tloswa, ho tla sala tse kae tafoleng?
- ★ Ho na le dikgaba tse kae hodima tafole?
- ★ Ha Nkgono a ka tla ho bona tafoleng mme a hloka kgaba, re tla lokela ho eketsa ka dikgaba tse kae? Jwale di se di tla ba kae kaofela?

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

 **KELETSO**  
Baithuti ba ka sebedisa menwana ya bona ho rarolla mathata.

**Letsatsi la 5**

**Tseo o di hlokang**

- Difrizi tsa dinomoro 1–5
- Dikarete tsa matshwao le matheba tsa dinomoro 1–5 (*Khiti ya Disebediswa*)
- Maqephe a A4 a 5 a nang le frizi ya diphoofole ya dinomoro tsa mohala bakeng sa dintlo tsa 1–5
- Difouno tse 2 tsa kgale/tsa ho babala
- Dinomoro tsa mohala tsa baithuti maqepheng a arohaneng

1. **Song/rhyme:** Learners choose a song or rhyme from Term 1 or 2 to sing or say.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Repeat the activity from Day 4 with guiding questions.
4. **Practising numbers 1–5; addition, subtraction:** Show dot cards and number symbol cards 1–5. Learners organise themselves into groups according to the dot card or number symbol card that you show.



Support learners based on their level of number knowledge.

**Guiding questions:**

- ★ How many learners are in your group?
- ★ If one learner joins another group, how many learners will be left in your group?
- ★ If one more learner joins your group, how many will there be in your group altogether?
- ★ How many groups of five learners are there?
- ★ This group has one learner too few. Who can we ask to join this group so that they have the correct number?

5. **Practising addresses and phone numbers; reinforcing numbers 1–5:** Tell the learners that the meerkats phoned the animals in house numbers 1, 2, 4 and 5 to invite them to a party. Place the phone numbers for each house below the correct house.

Dramatise calling the animals. Dramatise the animals in house numbers 1, 2, 4 and 5 phoning the meerkats to say they would love to go to the party. Learners repeat the numbers with you as you role-play phoning each number.

**Guiding questions:**

- ★ If you had a party, where would you tell your friends to go?
- ★ If they got lost, what number could they phone you on?

Guide two learners to dramatise telling each other their phone number on the phone. Write these on paper. Repeat with other learners.

- ★ Are any numbers repeated in this phone number?

1. **Pina/raeme:** Baithuti ba kgetha pina kapa raeme e tswang ho Kotara ya 1 kapa ya 2 bakeng sa ho e bina kapa ho e etsa.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Phetang ketsahalo e ho Letsatsi la 4 ka dipotso tse tataisang.
4. **Ho ikwetlisa ka dinomoro 1–5; ho kopanya, ho tlosa:** Bontsha dikarete tsa matheba le dikarete tsa matshwao a dinomoro 1–5. Baithuti ba itlhophisa ka dihlotshwana ho ya ka dikarete tsa matheba kapa dikarete tsa matshwao a dinomoro tseo o ba bontshang tsona.



 **KELETSO**  
Tshehetsa baithuti ho ya ka boemo ba bona ba tsebo ya dinomoro.

**Dipotso tse tataisang:**

- ★ Ho na le baithuti ba bakae sehlopheng sa lona?
- ★ Haeba moithuti a le mong a ka kena sehlopheng se seng, ho tla sala baithuti ba bakae sehlopheng sa lona?
- ★ Haeba moithuti a le mong a ka kena sehlopheng sa lona, ho se ho tla ba le baithuti ba bakae kaofela sehlopheng sa lona?
- ★ Ho na le dihlopha tse kae tse nang le baithuti ba bahlano?
- ★ Sehlopha sena se haella ka moithuti a le mong. Ke mang eo re ka mo kopang ho kena sehlopheng sena ele hore se be le lenane le nepahetseng?

5. **Ho ikwetlisa ka diaterese le dinomoro tsa mohala; ho hatella dinomoro 1–5:** Bolella baithuti hore mesha e letseditse diphoofolo tse dintlong tsa dinomoro tsa 1, 2, 4 le 5 ho di memela moketjaneng. Bea dinomoro tsa mohala bakeng sa ntlo ka nngwe ka tlasa ntlo e nepahetseng.

Tshwantshisa ho letsetsa diphoofolo. Tshwantshisa diphoofolo tse dintlong tsa dinomoro 1, 2, 4 le 5 ka ho letsetsa mesha ho e bolella hore di ka thabela ho tla moketjaneng. Baithuti ba pheta dinomoro tseo mmoho le wena ha o ntse o tshwantshisa ho letsa nomoro ka nngwe.

**Dipotso tse tataisang:**

- ★ Ha o ne o ka ba le moketjana, o ne o tla bolella metswalle ya hao ho ya hokae?
- ★ Ha ba ne ba ka lahleha, ba ne ba tla o letsetsa nomorong efe ya mohala?

Tataisa baithuti ba babedi ho tshwantshisa ho bolellana dinomoro tsa bona tsa mohala founong. Di ngoleng pampiring. Pheteng le baithuti ba bang.

- ★ Na ho na le dinomoro tse iphetang nomorong ena ya mohala?



6. **Practising phone numbers; reinforcing numbers 1–5:** Learners each hold a copy of their phone number. They follow your directions, for example: 'Stand if you have a 4 in your phone number.' 'Wave if you have a 3.'
7. **Small group activities:** Describe the activities at each workstation.

### Integration

**Home Language and Life Skills:** Write numbers 1 to 5 in a circle outdoors with chalk. Learners count as they move around the circle and step on each number. Create an outdoor pathway of number words from one to five by writing them in order over and over again. Let the learners 'read' the words as they walk down the path.

## Small group activities

### Teacher-guided activity

#### What you need

- Number washing line
- Dot cards 1–5
- Animal counters
- Unifix blocks
- A tub per learner with number symbol cards 1–5 and 5 coloured counters

1. **Point and count 1–5:** Learners look at the number washing line. Give instructions to individual learners, for example: 'Show me number 1/3/5, show me the number that comes before/after 4, show me the number that is between 1 and 3.'
2. **Dot cards 1–5; matching numbers; estimating:** Place 10 dot cards face down on the mat. Each learner has a turn to pick up a card and to say how many dots there are. Together count the dots.



3. **Ordering numbers 1–5:** Together order the dot cards 1–5. Learners count animal counters to match the number of dots. They each order their number symbol cards 1–5. They build Unifix towers to match each number.

- Ho ikwetlisa ka dinomoro tsa mohala; ho hatella dinomoro 1–5:** Baithuti ka bonngwe ba tshwara khopi ya nomoro ya bona ya mohala. Ba latela ditaello, mohlala: 'Ema haeba o ena le 4 nomorong ya hao ya mohala.' 'Tsoka letsoho haeba o ena le 3.'
- Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

### Kgokahanyo

**Puo ya Lapeng le Bokgoni ho tsa Bophelo:** Ngola dinomoro 1 ho isa ho 5 ka hara sedikadikwe ka ntle ka tjhoko. Baithuti ba bala ba ntse ba potoloha sedikadikwe mme ba hata nomoro ka nngwe. Etsa tsela ya ka ntle ya mantswa a dinomoro ho tloha ho nngwe ho isa ho hlano ka ho di ngola ka tatelano hangata. Ere baithuti ba 'bale' mantswa ao ha ba ntse ba tsamaya ba theosa tselana.

## Diketsahalo tsa dihlotshwana

### Ketsahalo e tataiswang ke titjhere

#### Tseo o di hlohang

- Mola wa ho aneha dinomoro
- Dikarete tsa matheba 1–5
- Dibadi tsa diphoofolo
- Diboloko tsa *Unifix*
- Setshelo bakeng sa moithuti ka mong se nang le dikarete tsa matshwao a dinomoro 1–5 le dibadi tse mebala tse 5

- Supa o bale 1–5:** Baithuti ba sheba mola wa ho aneha dinomoro. Fana ka ditaello ho baithuti ka bomong, ho etsa mohlala: 'Mpontshe nomoro 1/3/5, mpontshe nomoro e tlang pele ho/kamora 4, mpontshe nomoro e tlang pakeng tsa 1 le 3.'

- Dikarete tsa matheba 1–5; dinomoro tse nyalanang; ho lekanyetsa:** Kubuta dikarete tsa matheba tse 10 hodima mmata. Moithuti ka mong o fumana sebaka sa ho phahamisa karete mme a bolele hore e na le matheba a makae. Mmoho balang matheba ao.

- Ho bea dinomoro ka tatelano 1–5:** Mmoho beang dikarete tsa matheba ka tatelano tsa 1–5. Baithuti ba bala dibadi tsa diphoofolo ho di nyalanya le lenane la matheba.



Ka bonngwe ba hlahlamanya dikarete tsa bona tsa matshwao a dinomoro 1–5. Ba aha ditora tsa *Unifix* ho nyalanya nomoro ka nngwe.

4. **Counting; more than/fewer than; using counters:** Each learner counts five counters from their tub. Give instructions, for example: 'Show me three counters; one fewer than three; one more than four.'
5. **Matching counters to dot cards:** Learners use their counters to match the dot cards 1–5. Discuss the different ways each number is shown.
6. **Dot cards; breaking up numbers:** Show learners a dot card with 3 dots and a dot card with 1 dot. They put their counters into two groups matching these.



**Guiding questions:**

- ★ How many counters are there in each of your groups?
- ★ How many counters are there altogether?
- ★ Show me the dot card that matches this group.

Now show them dot card 5.

- ★ How many more counters do you need to add to the group to have this many?
- ★ How many counters do you need to take away from this group if you only want three counters left?

Repeat with dot cards and matching counters 4 and 1; 3 and 2; 2 and 2, using guiding questions.

7. **Familiar numbers:** Guide learners in remembering their phone numbers and addresses.



**Check that learners are able to:**

- break down and build up numbers between 1 and 5
- solve problems with numbers 1–5
- demonstrate an understanding of more and fewer
- demonstrate an understanding of what number comes before and after
- demonstrate an understanding of their address and phone number

4. **Ho bala; ngata ho feta/mmalwa ho feta; ho sebedisa dibadi:** Moithuti ka mong o bala dibadi tse hlano tse ka setshelong sa hae. Fana ka ditaelo, ho etsa mohlala: 'Mpontshe dibadi tse tharo; se le seng ka tlase ho tse tharo; se leng ho feta tse nne.'
5. **Ho nyalanya dibadi le dikarete tsa matheba:** Baithuti ba sebedisa dibadi tsa bona ho nyalanya dikarete tsa matheba 1–5. Buisanang ka mekgwa e fapaneng eo nomoro ka nngwe e bontshwang ka yona.
6. **Dikarete tsa matheba; ho heletsa dinomoro:** Bontsha baithuti karete ya matheba e nang le matheba a 3 le karete ya matheba e nang le letheba le 1. Ba bea dibadi tsa bona ka dihlopha tse pedi ho nyalanya le dikarete tsena.



**Dipotso tse tataisang:**

- ★ Ho na le dibadi tse kae sehlopheng ka seng sa dihlopha tsa lona?
- ★ Ho na le dibadi tse kae kaofela?
- ★ Mpontshe karete ya matheba e nyalanang le sehlopha sena. Se bontshe karete ya matheba ya 5.
- ★ O hloka dibadi tse ding tse kae ho eketsa sehlopheng hore o be le tse kana?
- ★ O hloka ho tlosa dibadi tse kae sehlopheng sena haeba o batla feela ho siya dibadi tse tharo?

Pheta hape ka dikarete tsa matheba le dibadi tse nyalanang tsa 4 le 1; 3 le 2; 2 le 2, o sebedisa dipotso tse tataisang.

7. **Dinomoro tse tlwaelehileng:** Tataisa baithuti ho hopola dinomoro tsa bona tsa mohala le diaterese tsa bona.



**Lekola hore baithuti ba kgona ho:**

- heletsa le ho aha dinomoro tse pakeng tsa 1 le 5
- rarolla mathata ka dinomoro 1–5
- bontsha kutlwisiso ya ngata ho feta le mmalwa ho feta
- bontsha kutlwisiso ya nomoro e tlang pele ho le kamora
- bontsha kutlwisiso ya aterese le nomoro ya founo ya hae



### Workstation 1

#### What you need

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

Learners write the numbers 1 to 5 with kokis using the number washing line as a guide. They count out the number of sticks to match each number.

### Workstation 2

#### What you need

- Circle, square and triangle attribute blocks (*Resource Kit*)
- Shape-tracing page – a different page for each learner

Learners trace around the attribute blocks from the *Resource Kit* according to the number symbols on the page.



### Workstation 3

#### What you need

- 1 set of dot cards 1–5 per learner
- 1 set of number symbol cards 1–5 per learner
- 10 boxes/cups with stocking over the open end of each and objects inside (up to 5)

Learners reach into the cups and feel how many objects there are. They match dot cards and number symbol cards according to the number of objects in each cup.

### Workstation 4

#### What you need

- Number and picture matching cards

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



### Seteishene sa tshebetso sa 1

#### Tseo o di hlokgang

- Leqephe le 1 la A4 le sa ngollang ka hara polastiki ho moithuti ka mong
- Dikoki tsa letlapathweu
- Lesela bakeng sa baithuti ba bang le ba bang ba babedi
- Mola wa ho aneha dinomoro
- Dithupa (*Khiti ya Disebediswa*)

Baithuti ba ngola dinomoro 1 ho isa ho 5 ka dikoki ba sebedisa mola wa ho aneha dinomoro jwaloka tataiso. Ba bala lenane la dithupa ho nyalanya nomoro ka nngwe.

### Seteishene sa tshebetso sa 2



#### Tseo o di hlokgang

- Diboloko tsa makgetha a sedikadikwe, kgutlonnetsepa le kgutlotharo (*Khiti ya Disebediswa*)
- Leqephe la ho tereisa sebopelo – leqephe le fapaneng bakeng sa moithuti ka mong

Baithuti ba tereisa ho potoloha diboloko tsa makgetha tse tswang ho *Khiti ya Disebediswa* ho ya ka letshwao la nomoro le leqepheng.

### Seteishene sa tshebetso sa 3

#### Tseo o di hlokgang

- Sete e le 1 ya dikarete tsa matheba tsa 1–5 ho moithuti ka mong
- Sete e le 1 ya dikarete tsa matshwao a dinomoro tsa 1–5 ho moithuti ka mong
- Mabokoso/dikopi tse 10 tse kwahetsweng ka kausu lehlakoreng le bulehileng le dintho ka hare (tse fihlang ho 5)

Baithuti ba kenya letsoho ka dikoping mme ba phopholetsa hore ho na le dintho tse kae ka moo. Ba nyalanya dikarete tsa matheba le dikarete tsa matshwao ho ya ka lenane la dintho tse ka hara kopi ka nngwe.

### Seteishene sa tshebetso sa 4

#### Tseo o di hlokgang

- Dikarete tse nyalanang tsa dinomoro le ditshwantsho

Baithuti ba kgetha dikarete. Ba fumana dinomoro tse nyalanang kapa dikarete tsa ditshwantsho.

# Assessment

## Term 2: Exemplar Record of Continuous Assessments

<b>Key</b> ✓ = competent ● = partially competent ✗ = not yet competent	<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b>												<b>COMMENTS</b>
Learners' names													Final coding
Date													



# Tekanyetso

## Kotara ya 2: Mohlala wa Rekoto ya Ditekanyetso tse Tswelang

<b>Senotlolo</b> ✓ = o na le bokgoni ● = bokgoni bo sa fellang ✗ = ha a eso be le bokgoni	<b>DINOMORO, MATSHWAO LE DIKAMANO</b>	<b>DITSHWAELO</b>
Mabitso a baithuti	O bona phapang pakeng tsa ngata ho feta, mmalwa ho feta, le lekana le O hlwaya matshwao a dinomoro: 4 O ehlwa dikhoine tsa Afrika Borwa: 10c, 20c, 50c, R1, R2, R5 O hlwaya dikhoine tsa Afrika Borwa: 10c, 20c, 50c, R1, R2, R5 O utlwisisa dinomoro tsa boemo; -pele, -bodedi, -boraro le -bone O bala dintso: 1-6 O hlwaya matshwao a dinomoro: 5 O rarolla mathata ka dintso tse tshwarehang: 1-4 O rarolla mathata a sebedisa dibadi kapa leri ya dinomoro: 1-4 Ho kopanya le ho tlisa a sebedisa dintso tse tshwarehang: 1-4 O ehlwa dinomoro ditikolohong tse tiwaelehileng Ho bala ka molomo: 1-20 O bala a kgutlela morao: 7-1 Ho bala ka molomo: 1-15 O bala dintso: 1-7	Khoutu ya ho getela ya matshwao
Letsatsi		

Key ✓ = competent ● = partially competent ✗ = not yet competent	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
Learners' names	Identifies simple repeating patterns Copies and extends simple repeating patterns Creates own pattern with pictures	Describes position: underneath Sorts 3-D objects according to similarities and differences Distinguishes between one more, one fewer Follows directions Recognises and applies crossing the midline	Measures and compares objects according to length Distinguishes between long, longer, longest and short, shorter, shortest	Collects objects according to sizes Sorts collections of objects Represents collections of objects Analyses data using questions Reports on data based on own pictures or own sorted objects	Final coding
Date					

Senotlolo	DIPATERONE, DITSHIBETSO LE ALJEBRA	SEBAKA LE SEBOPEHO (JEOMETRI)	MOMETHO	HO SEBETSA KA DATHA	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = bokgoni bo sa fellang</p> <p>✗ = ha a eso be le bokgoni</p>	<p>O hlwaya dipaterone tse bobebe tse iphetang</p> <p>O kopolla le ho atolosa dipaterone tse bobebe tse iphetang</p> <p>O bopa patrone ya hae ka ditshwantsho</p>	<p>O halosa boemo: ka tlase</p> <p>O hlophisa dintso tsa 3-D ho ya ka ditshwano le diphapang</p> <p>O bona phapang pakeng tsa e le nngwe ho feta, e le nngwe ka tlase</p> <p>O latela ditaelo</p> <p>O lemoha le ho sebedisa ho tshela molahare</p>	<p>O metha le ho bapisa dintso ho ya ka botelele</p> <p>O bona phapang pakeng tsa telele, telele ho feta, telele ho fetisisa le kgutshwane, kgutshwane ho feta, kgutshwane ho fetisisa</p>	<p>O bokella dintso ho ya ka bohlo</p> <p>O hlophisa dipokeletso tsa dintso</p> <p>O bontsha dipokeletso tsa dintso</p> <p>O manolla datha a sebedisa dipotso</p> <p>O tlaleha ka datha ho ya ka ditshwantsho tsa hae kapa dintso tseo a di hlophisitseng</p>	<p>Khoutu ya ho getela ya matshwao</p>
<p>Mabitso a baithuti</p> <p>Letsatsi</p>					

# Resources

## Songs, rhymes and stories

### Week 1

#### Counting song: *Making fruit salad*

(To the tune of *Here we go round the mulberry bush*)

This is the way we make salad, make salad, make salad,

This the way we make salad,

Let us get the fruit.

We fetch one banana, one banana, one banana,

We fetch one banana,

Let's get more fruit.

We fetch two apples, two apples, two apples,

We fetch two apples,

Let's get more fruit.

*(Repeat with three oranges, four grapes.)*

We fetch five berries, five berries, five berries,

We fetch five berries,

And add some juice.

#### Story: *Number 4 story (with Number 4 frieze template)*

Next came the Giraffes. There were four of them. They looked at the other three houses and wondered how they would manage to fit into a house with their long necks. They decided that because there were four of them, they would need four high windows so that they could open them wide and stretch their long necks out.

The number symbol 4 and number word four, went on the front of the house where everyone could see them. And the four doorbells went on the door.

When the Giraffes went outside, they had to bend down very low to fit through the door, just as they did when they drank water from the nearby stream. When they stood up straight, they were tall enough to look into their house through the high windows, and could almost see over the top of their house. They loved living next to the Meerkats and chatted to them every day.

# Disebediswa

## Dipina, diraeme le dipale

### Beke ya 1

#### **Pina ya ho bala: *Ho etsa salate ya ditholwana***

(E binwa jwalo ka pina ena *Here we go round the mulberry bush*)

Ena ke tsela ya ho etsa salate, ho etsa salate, ho etsa salate,  
Ena ke tsela ya ho etsa salate,  
Ha re lateng ditholwana.  
Re nka panana e le nngwe, panana e le nngwe, panana e le nngwe,  
Re nka panana e le nngwe,  
Ha re lateng ditholwana tse ding hape.  
Re nka diapole tse pedi, diapole tse pedi, diapole tse pedi,  
Re nka diapole tse pedi,  
Ha re lateng ditholwana tse ding hape.  
(*Phetang hape ka dilamunu tse tharo, merara e mene.*)  
Re nka menokotshwai e mehlano, menokotshwai e mehlano,  
menokotshwai e mehlano,  
Re nka menokotshwai e mehlano,  
Re tshele le leronyana.

#### **Pale: *Pale ya nomoro ya 4 (ka thempleiti ya frizi ya Nomoro ya 4)***

Kamora moo ha tla Dithuhlo. E ne e le tse nne. Tsa sheba dintlo tse ding tse tharo mme tsa ipotsa hore na ebe di ka kgona ho fella ka hara ntlo ka melala ya tsona e melelele. Yaba di etsa qeto ya hore hobane di nne, di tla hloka difenstere tse nne tse phahameng ele hore di kgone ho di bula mme di otlolele melala ya tsona e melelele ka ntle.

Letshwao la nomoro ya 4 le lentswe la nomoro ya nne, tsa eba ka pela ntlo moo bohle ba ka di bonang. Mme ha bewa ditshepe tse nne tsa monyako lemating.

Ha Dithuhlo di tswela ka ntle, di ne di tlameha ho inama haholo hore di kgone ho tswa lemating, jwalo feela ka ha di etsa ha di lokela ho nwa metsi molatswaneng o haufi. Ha di ema di otlohile, di ne di eba telele hoo di kgonang ho bona ka hara ntlo ya tsona di shebile ka difenstere tse hodimo, mme di ne di batla di bona le ka hodima ntlo ya tsona. Di ne di thabetse ho dula haufi le Mesha mme di qoqe le yona letsatsi le leng le le leng.

## Week 2

### Money song: *Five shiny coins*

(To the tune of *Ten green bottles hanging on the wall*)

Five shiny coins in my pocket today,  
Five shiny coins in my pocket today,  
Five shiny coins and with one of them I pay,  
Now there are four shiny coins in my pocket today.

(Repeat with four, three, two, one, no shiny coins – nothing to pay.)

### Game: Coin in the bank

Place a bowl ('bank') on the table that learners are seated at, or in the middle of the circle of learners on the mat. Each learner attempts to flip counters into the bowl. They then count how many times they got their counters into the bowl, and which colour counters (out of the two colours they have) they got in more often.

## Week 3

### Song: *Head, shoulders, knees and toes*

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose  
Head, shoulders, knees and toes, knees and toes.

### Counting song: *This is the way we make soup*

(To the tune of *Here we go round the mulberry bush* – adaptation of *Making fruit salad* from Week 1)

This is the way we make soup, make soup, make soup,  
This the way we make soup,  
Let us get the veggies.  
We fetch one potato, one potato, one potato,  
We fetch one potato,  
Let's get some more.  
We fetch two carrots, two carrots, two carrots,  
We fetch two carrots,  
Let's get some more.

(Repeat with three big onions.)

We fetch four small onions, four small onions, four small onions,  
We fetch four small onions,  
And add some stock.

## Beke ya 2

### **Pina ya tjelete: *Dikhoine tse hlano tse benyang***

(E binwa jwalo ka pina ena *Ten green bottles hanging on the wall*)

Dikhoine tse hlano tse benyang ka pokothong ya ka kajeno,  
Dikhoine tse hlano tse benyang ka pokothong ya ka kajeno,  
Dikhoine tse hlano tse benyang mme ke lefa ka e le nngwe,  
Jwale ho setse dikhoine tse nne tse benyang ka pokothong ya ka kajeno.  
(*Pheta ka dikhoine tse benyang tse nne, tse tharo, tse pedi, e le nngwe,  
ha ho dikhoine tse benyang – ha ho letho le lefellowang.*)

### **Papadi: Khoine bankeng**

Bea sejana ('banka') tafoleng eo baithuti ba dutseng ho yona, kapa bohareng ba sedikadikwe sa baithuti mmateng. Moithuti ka mong o leka ho akgela dibadi ka hara sejana. Jwale ba bala hore ke ka makgetlo a makae moo dibadi di wetseng ka sejaneng, mme ke dibadi tsa mebala efe (ho mebala e mmedi eo ba nang le yona) tseo ba di lahletseng ka hare hangata.

## Beke ya 3

### **Pina: *Hlooho, mahetla, mangwele le menwana***

Hlooho, mahetla, mangwele le menwana, mangwele le menwana  
Hlooho, mahetla, mangwele le menwana, mangwele le menwana  
Le mahlo le ditsebe le molomo le nko  
Hlooho, mahetla, mangwele le menwana, mangwele le menwana.

### **Pina ya ho bala: *Ena ke tsela ya ho pheha sopho***

(E binwa jwalo ka pina ena *Here we go round the mulberry bush – phetolo ya Ho etsa salate ya ditholwana* ho tswa ho Beke ya 1)

Ena ke tsela ya ho pheha sopho, ho pheha sopho, ho pheha sopho,  
Ena ke tsela ya ho pheha sopho,  
Ha re lateng meroho.

Re nka tapole e le nngwe, tapole e le nngwe, tapole e le nngwe,  
Re nka tapole e le nngwe,  
Ha re lateng e meng hape.

Re nka dihwete tse pedi, dihwete tse pedi, dihwete tse pedi,  
Re nka dihwete tse pedi,  
Ha re lateng e meng hape.

(*Phetang hape ka: lata dieie tse tharo tse kgolo.*)

Re lata dieie tse nne tse nyane, dieie tse nne tse nyane, dieie tse nne tse nyane,  
Re lata dieie tse nne tse nyane,  
Re tshela setoko.



## Shape story: *They pulled and they pulled*

One day a farmer went to his fields to pull up some vegetables for supper. He went to the potatoes and began to pull one out of the ground. The farmer pulled and pulled, but he couldn't pull up the potato. He called his wife to help. The farmer pulled and his wife pulled and finally the potato came out of the ground. 'What is going on?' asked the farmer. 'This potato is square!'

Next, the farmer and his wife went to get some carrots. They pulled and they pulled and they pulled and finally two carrots came out of the ground. 'What is going on?' asked the farmer's wife. 'These carrots are circle-shaped!'

The farmer and his wife wanted onions with their supper so they went to the onion patch. The farmer pulled and his wife pulled. They both pulled and pulled, but the onions wouldn't come out. They called their four children to help. Then the family pulled and pulled and finally three onions came out of the ground. 'What is going on?' they asked. 'These onions are triangle-shaped!'

They decided to make vegetable soup, so they needed four more onions. They needed more help and called one neighbour. It took them a long time to pull four more onions out of the ground. And even though they were smaller, they were also triangle-shaped!

The farmer and his wife took their potato, carrots and onions to the kitchen and made soup for supper. They invited their neighbour. 'Delicious!' all seven of them said at the same time.

## Week 4

### Rhyme: *Roly Poly*

*(Learners roll their hands around each other as they move them according to the directions.)*

Roly Poly, Roly Poly, up, up, up. *(hands move up)*

Roly Poly, Roly Poly, down, down, down. *(hands move down)*

Roly Poly, Roly Poly, out, out, out. *(hands move away from each other)*

Roly Poly, Roly Poly, in, in, in. *(hands move towards each other)*

Roly Poly, Roly Poly, hide both hands.

### Shape song: *If you're holding a square*

*(To the tune of If you're happy and you know it)*

If you're holding a square, stand up!

If you're holding a square, stand up!

If you're holding a square, if you're holding a square,

If you're holding a square, stand up.

*(Repeat with other shapes.)*

## Pale ya dibopeho: *Ba hula ba nna ba hula*

Ka tsatsi le leng rapolasi a ya masimong a hae ho ya kga meroho bakeng sa dijo tsa mantsiboya. O ile a ya ditapoleng mme a qala ka ho ntsha e le nngwe mobung. Rapolasi a hula a ba a hula, empa a se kgone ho ntsha tapole. Yaba o bitsa mosadi wa hae ho mo thusa. Rapolasi a hula mme le mosadi wa hae a hula mme qetellong ha tswa tapole mobung. 'Ho etsahala eng?' ha botsa rapolasi. 'Tapole ena e kgutlonnetsepa!' Kamora moo, rapolasi le mosadi wa hae ba ya batla dihwete. Ba hula, ba hula ba ba ba hula mme qetellong ha tswa dihetwe tse pedi mobung. 'Ho etsahala eng?' ha botsa mosadi wa rapolasi. 'Dihwete tsena di sebopeho sa sedikadikwe!'

Rapolasi le mosadi wa hae ba ne ba batla dieie bakeng sa dijo tsa bona tsa mantsiboya mme yaba ba ya seratswaneng sa dieie. Rapolasi a hula mme le mosadi wa hae a hula. Ka bobedi ba hula ba hula, empa dieie tsa hana ho tswa. Ba hoeletsa bana ba bona ba bane ho tla thusa. Yaba lelapa lohle le a hula le a hula mme qetellong ha tswa dieie tse tharo mobung. 'Ho etsahala eng?' ba botsa. 'Dieie tsena di sebopeho sa kgutlotharo!'

Ba ile ba etsa qeto ya ho pheha sopho ya meroho, mme ba hloka dieie tse ding hape tse nne. Ba ne ba hloka thuso e nngwe mme ba bitsa moahisane a le mong. Ho ile ha ba nka nako e telele ho ntsha dieie tse ding tse nne mobung. Esitana le ha di ne di le nyane, le tsona di ne di le sebopeho sa kgutlotharo!

Rapolasi le mosadi wa hae ba ile ba nka ditapole, dihwete le dieie tsa bona ba ya kitjhineng mme ba pheha sopho bakeng sa dijo tsa mantsiboya. Ba mema moahisane wa bona. 'E monate!' ba rialo ka nako e le nngwe kaofela ha bona ba le supa.

## Beke ya 4

### Raeme: *Roli Poli*

*(Baithuti ba potolosana matsoho a bona ho ba bang mme ba a tsamaisa ho ya ka ditaelo.)*

Roli Poli, Roli Poli, hodimo, hodimo, hodimo. *(matsoho a leba hodimo)*

Roli Poli, Roli Poli, tlase, tlase, tlase. *(matsoho a leba tlase)*

Roli Poli, Roli Poli, ka ntle, ka ntle, ka ntle. *(matsoho a a suthelana)*

Roli Poli, Roli Poli, ka hare, ka hare, ka hare. *(matsoho a a atamelana)*

Roli Poli, Roli Poli, pata matsoho ka bobedi.

### Pina ya dibopeho: *Haeba o tshwere kgutlonnetsepa*

*(E binwa jwalo ka pina ena If you're happy and you know it)*

Haeba o tshwere kgutlonnetsepa, ema!

Haeba o tshwere kgutlonnetsepa, ema!

Haeba o tshwere kgutlonnetsepa, haeba o tshwere kgutlonnetsepa,

Haeba o tshwere kgutlonnetsepa, ema.

*(Phetang hape ka dibopeho tse ding.)*

## Week 5

### Counting song: *Five monkeys in a bed*

There were five in the bed  
and the little one said,  
'Roll over. Roll over.'  
So they all rolled over and one fell out.  
(Repeat for four, three, two.)  
There was one in the bed  
and the little one said,  
'Good night. Sleep tight.'

### Story: *Number 5 story (with Number 5 frieze template)*

The five Monkeys love to swing between the five branches of the tree in their garden. They also have five poles in between the tree and their house. To get inside they often swing from these onto the roof of their house and in through the windows. They do this instead of going through the door. Next to the door is a big flowerpot with five flowers. When the Monkeys get tired and need a rest, they often swing down from the roof through one of the five windows instead of going into the house through one of the five doors. Otherwise they rest on their five hammocks outside. There are five so each one has their own.

All the animals stood in the road together to look at their marvellous houses: Elephant was in number 1, the Zebras were in number 2, the Meerkats were in number 3, the Giraffes were in number 4 and the Monkeys were in number 5. They had a party to celebrate their friendship and their smart houses.

## Beke ya 5

### **Pina ya ho bala: *Ditshwene tse hlano betheng***

Ho ne ho ena le ba bahlano betheng  
yaba e monyane o re,  
'Tjhetjhella kwana. Tjhetjhella kwana.'  
Yaba bohle ba a tjhetjhella mme ba wela fatshe.  
(*Pheta hape ka nne, tharo, pedi.*)  
Ho ne ho ena le a le mong betheng  
yaba e monyane o re,  
'Fonaneng. Robalang hantle.'

### **Pale: *Pale ya nomoro ya 5 (Ka thempleiti ya frizi ya Nomoro ya 5)***

Ditshwene tse hlano di rata ho leketla pakeng tsa makala a mahlano a sefate tshimong ya tsona. Hape di na le dipalo tse hlano tse pakeng tsa sefate le ntlo ya tsona. Ho kena ka hare di atisa ho itahlela ho tloha difateng tse na ho ya marulelong a ntlo ya tsona mme di kene ka difenstere. Di etsa tjena ho ena le ho kena ka monyako. Haufi le lemati ho na le pitsa e kgolo ya dipalesa e nang le dipalesa tse hlano.

Ha Ditshwene di kgathala mme di batla ho phomola, di leketlela tlase ho tloha marulelong di fete ho e nngwe ya difenstere tse hlano ho ena le ho kena ka tlung ka o mong wa menyako e mehlano. Ho seng jwalo, di phomola hodima dihamoko tsa tsona tse hlano ka ntle. Ho na le tse hlano ele hore tshwene ka nngwe e be le ya yona.

Diphoofolo tsohle tsa ema tseleng mmoho ho sheba matlo a tsona a matle haholo: Tlou o ne a le nomorong ya 1, Diqwaha di ne di le nomorong ya 2, Mesha e ne e le nomorong ya 3, Dithuhlo di ne di le nomorong ya 4 mme Ditshwene di le nomorong ya 5. Di ile tsa etsa moketjana ho keteka setswalle sa tsona le matlo a tsona a matle.

## Week 6

### Counting rhyme and game: *One potato, two potatoes*

One potato, two potatoes,  
Three potatoes, four,  
Five potatoes, six potatoes,  
Seven potatoes, I want more!

#### Playing the potato game:

Eight learners stand in a circle, each holding out one fist in front of their bodies. Walking around the inside of the circle, one learner uses his or her fist and begins saying the rhyme to count off each fist by gently tapping it. The learner then counts back from 7 to 1 as they return to their place in the circle. The next learner then has a turn.

## Week 7

### Counting song: *Little aeroplanes*

One little, two little, three little aeroplanes  
Four little, five little, six little aeroplanes  
Seven little, eight little, nine little aeroplanes  
Ten little aeroplanes fly.

Ten little, nine little, eight little aeroplanes  
Seven little, six little, five little aeroplanes  
Four little, three little, two little aeroplanes  
One little aeroplane flies.

## Week 8

### Counting song: *Seven little ducks*

Seven little ducks went waddling one day  
over the hill and far away.  
Mother duck said, 'Quack, quack, quack,'  
and only six little ducks came back.

Six little ducks went waddling one day  
over the hill and far away.  
Mother duck said, 'Quack, quack, quack,'  
and only five little ducks came back.

*(Repeat counting backwards each time.)*

## Beke ya 6

### **Raeme le papadi ya ho bala: *Tapole e le nngwe, ditapole tse pedi***

Tapole e le nngwe, ditapole tse pedi,  
Ditapole tse tharo, tse nne,  
Ditapole tse hlano, ditapole tse tsheletseng,  
Ditapole tse supileng, ke batla tse ding hape!

#### **Ho bapala papadi ya ditapole:**

Baithuti ba robedi ba eme ka sedikadikweng, e mong le e mong o phahamisitse setebele ka pela mmele wa hae. Moithuti a le mong o tsamaya ka hara sedikadikwe, o sebedisa setebele sa hae mme o qala ho etsa raeme ho bala a tlosa setebele ka seng ka ho se phathatsa. Moithuti eo jwale o bala a kgutlela morao ho tloha ho 7 ho isa ho 1 ha a ntse a kgutlela sebakeng sa hae sedikadikweng. Moithuti ya latelang le yena o fumana sebaka.

## Beke ya 7

### **Pina ya ho bala: *Difofane tse nyane***

Sefofane se le seng se senyane, difofane tse pedi tse nyane, tse tharo tse nyane  
Difofane tse nne tse nyane, tse hlano tse nyane, tse tsheletseng tse nyane  
Difofane tse supileng tse nyane, tse robedi tse nyane, tse robong tse nyane  
Difofane tse leshome tse nyane di a fofa.

Difofane tse leshome tse nyane, tse robong tse nyane, tse robedi tse nyane  
Difofane tse supileng tse nyane, tse tsheletseng tse nyane tse hlano tse nyane  
Difofane tse nne tse nyane, tse tharo tse nyane, tse pedi tse nyane  
Sefofane se le seng se senyane se a fofa.

## Beke ya 8

### **Pina ya ho bala: *Matata a manyane a supileng***

Matata a manyane a supileng a itsamaela ka tsatsi le leng  
a nyolosa leralla a leba hole kwana.

Mme letata a re, 'Kwaa, kwaa, kwaa,'  
mme ha kgutla matata a tsheletseng feela.

Matata a manyane a tsheletseng a itsamaela ka tsatsi le leng  
a nyolosa leralla a leba hole kwana.

Mme letata a re, 'Kwaa, kwaa, kwaa,'  
mme ha kgutla matata a mahlano feela.

*(Phetang le ntse le bala ho ya morao nako le nako.)*

## Shape song and game: *What can I do?*

(To the tune of *Skip to my Lou*)

I've lost my circle, what can I do?

I've lost my triangle, what can I do?

I've lost my square, what can I do?

Can you help me, please?

## Week 9

### Length song: *Long and short*

(To the tune of *Three blind mice*)

Long and short (*hold hands wide apart and then close together*)

Long and short (*hold hands wide apart and then close together*)

See the worms (*wiggle hands*)

See the worms (*wiggle hands*)

I like to see them wiggle around

I like to see them dig in the ground

I like them 'cos they don't make a sound

Long and short. (*hold hands wide apart and then close together*)

## Week 10

### Game: Musical chairs

Each learner has one chair.

Learners move between all their chairs while the teacher plays music.

When the music stops, they sit on a chair.

Before starting the music again remove between one and five chairs.

Learners count with you as you do this and say how many fewer learners will be able to sit down the next time the music stops.

Those who don't find a chair, sit and clap with the beat.

Repeat until there is only one chair remaining.



## Pina le papadi ya sebopelo: *Nka etsa jwang?*

(Ka molodi wa *Skip to my Lou*)

Ke lahlile sedikadikwe sa ka, nka etsa jwang?

Ke lahlile kgutlotharo ya ka, nka etsa jwang?

Ke lahlile kgutlonnetsepa ya ka, nka etsa jwang?

Na o ka nthusa, hle?

## Beke ya 9

### Raeme ya bolelele: *Di telele di kgutshwane*

(Ka molodi wa *Three blind mice*)

Di telele di kgutshwane (*matsoho a arohane haholo mme a boele a tshwarane*)

Di telele di kgutshwane (*matsoho a arohane haholo mme a boele a tshwarane*)

Bona diboko (*sothasotha matsoho*)

Bona diboko (*sothasotha matsoho*)

Ke rata ho di bona di nyeunya

Ke rata ho di bona di tjheka mobung

Ke a di rata hobane ha di etse modumo

Di telele di kgutshwane. (*matsoho a arohane haholo mme a boele a tshwarane*)

## Beke ya 10

### Papadi: *Ditulo tsa mmino*

Moithuti ka mong o ba le setulo se le seng.

Baithuti ba tsamatsamaya pakeng tsa ditulo ha titjhere a ntse a bapala mmino.

Ha mmino o emisa, ba dula hodima ditulo.

Pele o qala mmino hape tlosa pakeng tsa setulo se le seng le tse hlano.

Baithuti ba bala mmoho le wena ha o ntse o etsa sena mme ba bolele

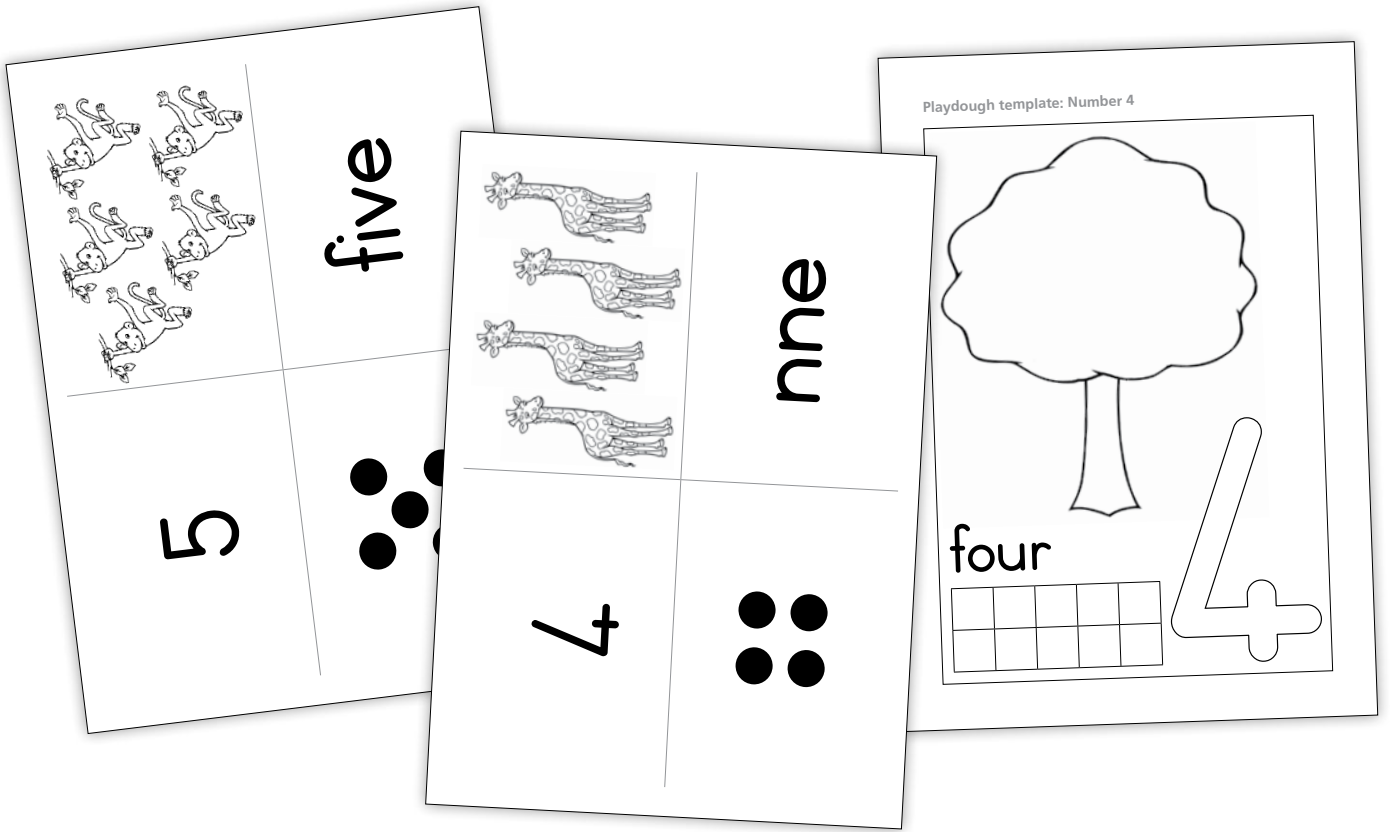
hore ke baithuti ba mmalwa bo bokae ba tlang ho kgona ho dula

kgetlong le latelang ha mmino o emisa.

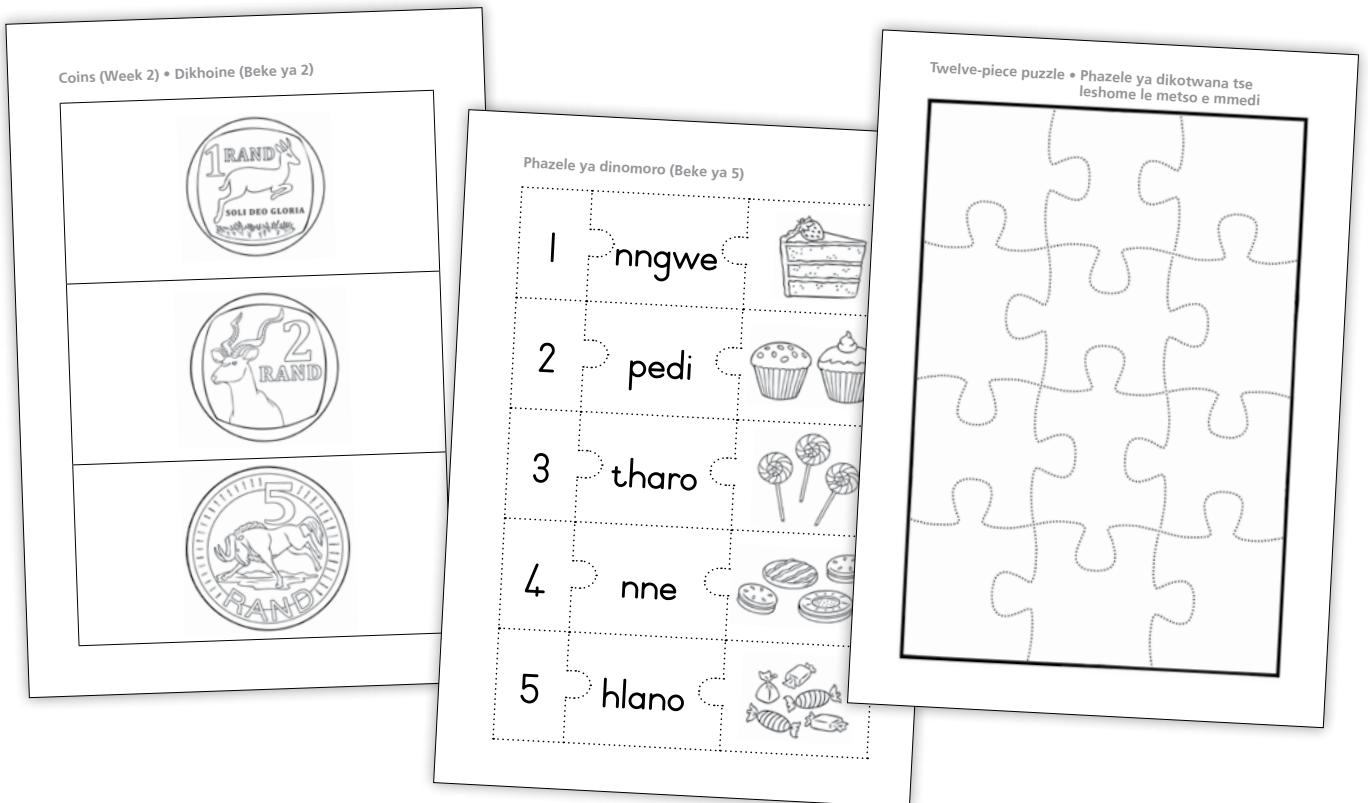
Ba sa fumaneng ditulo, ba dula mme ba opa ho ya ka morethetho.

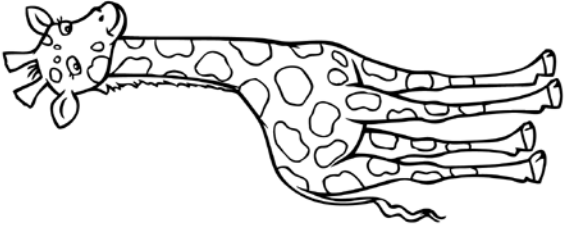
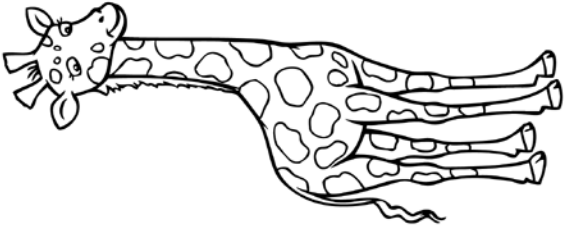
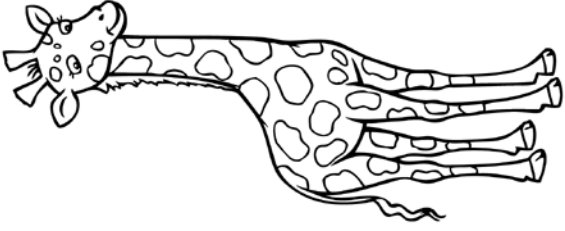
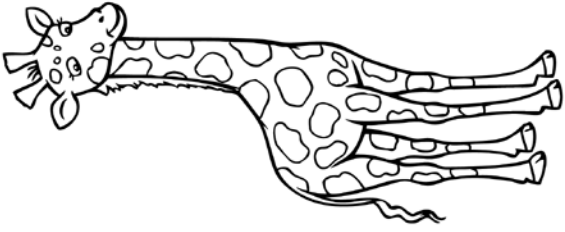
Pheta ho fihlela ho setse setulo se le seng.





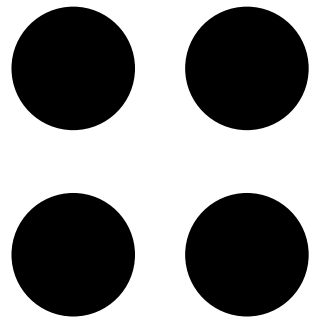
## Templates • Dithempleiti

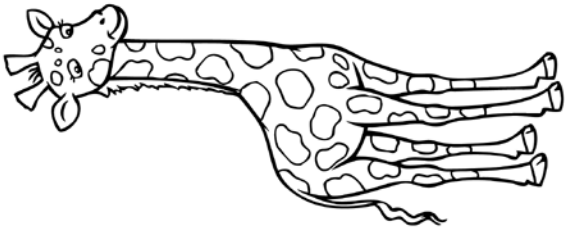
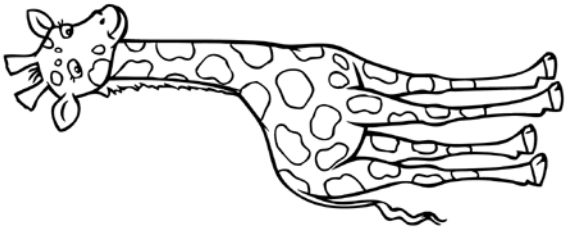
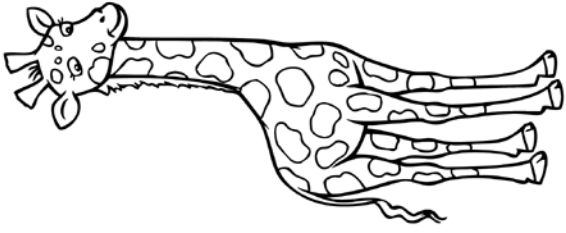
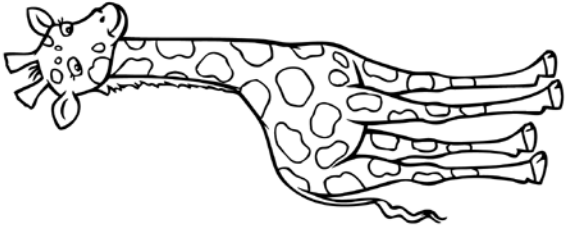




four

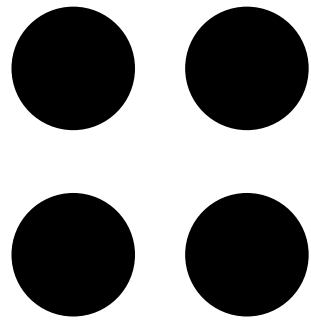
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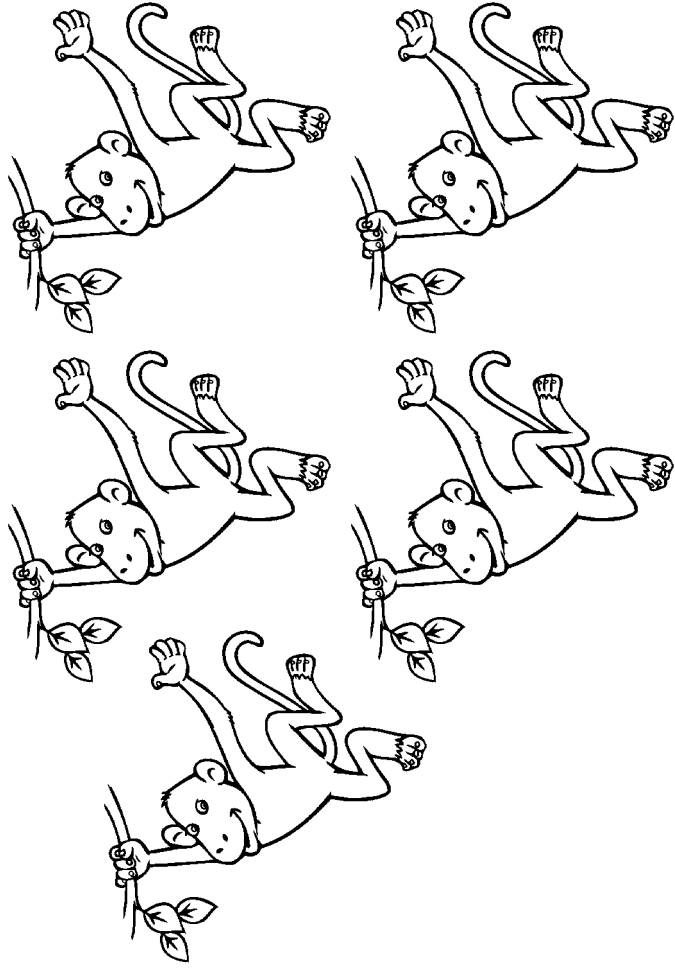




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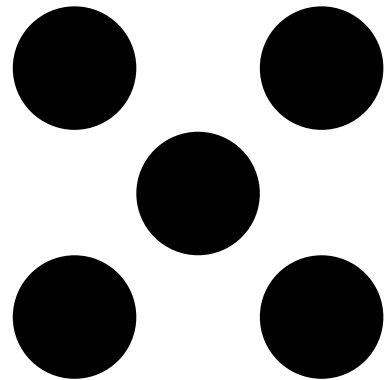
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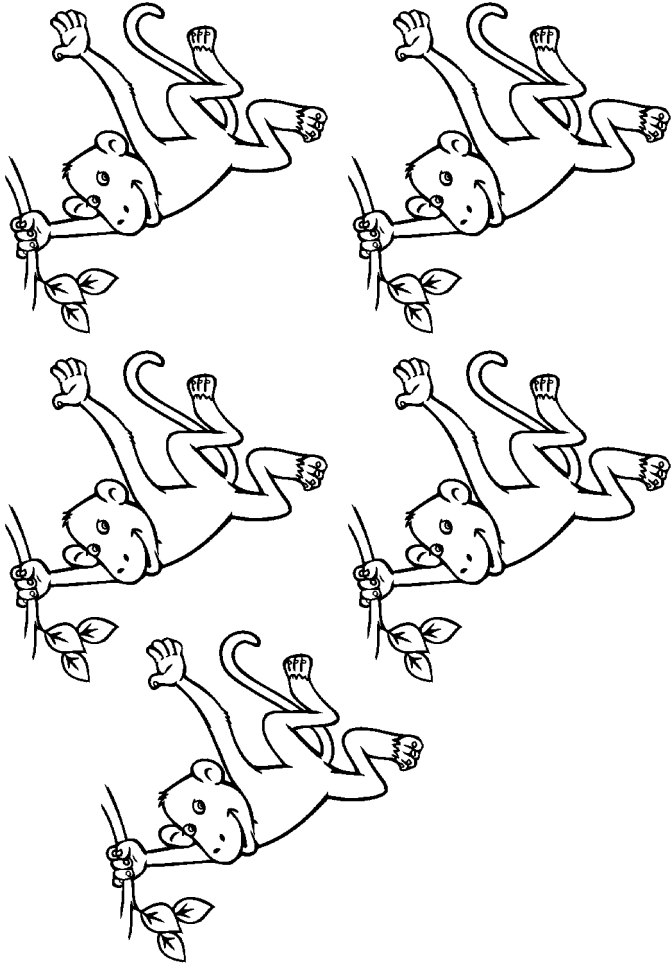




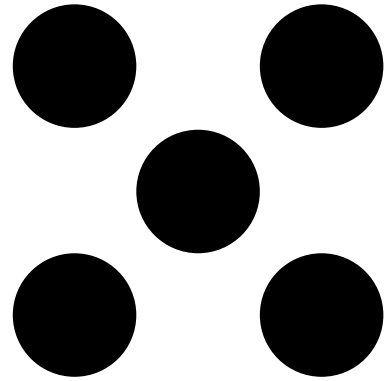
5

five





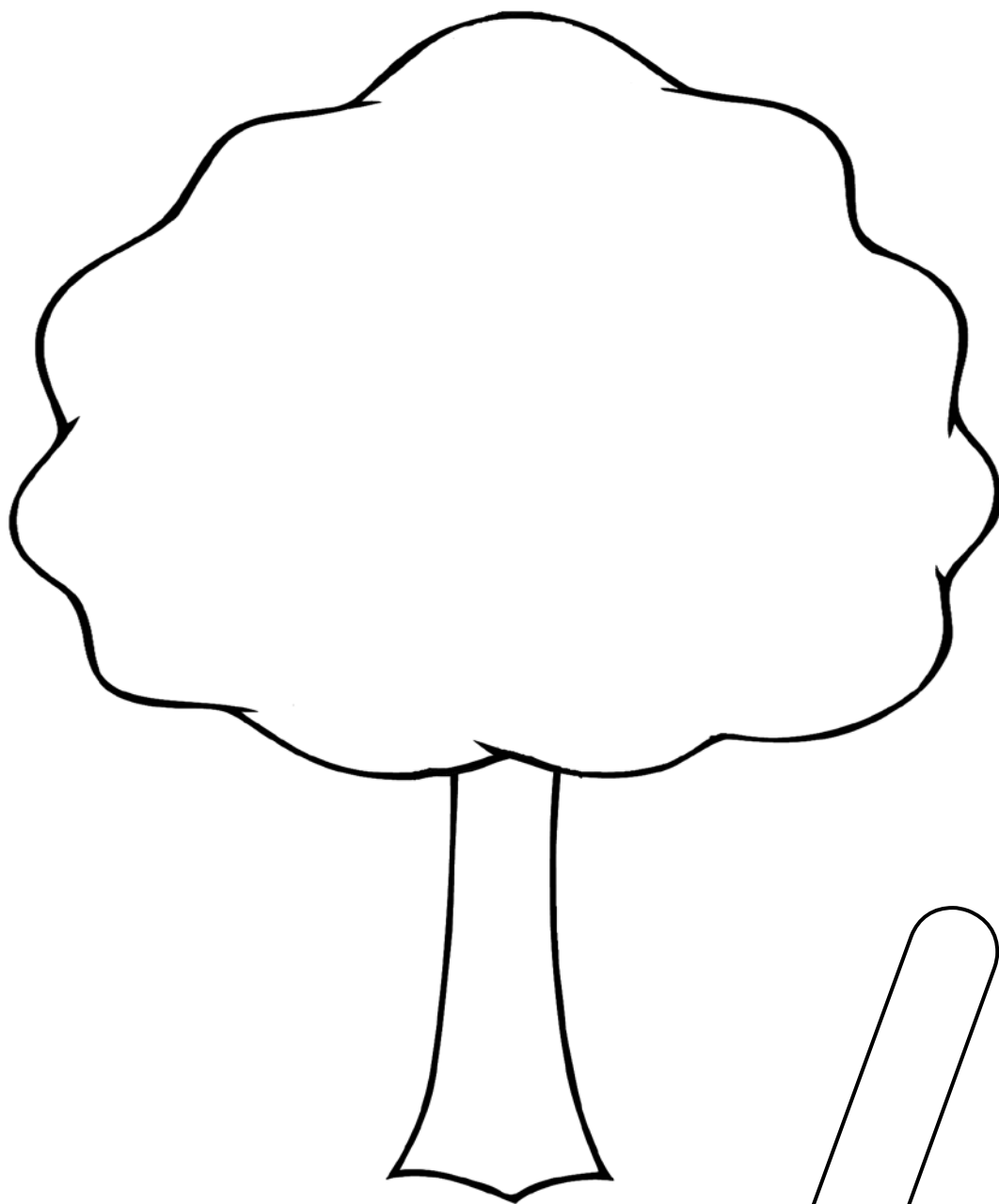
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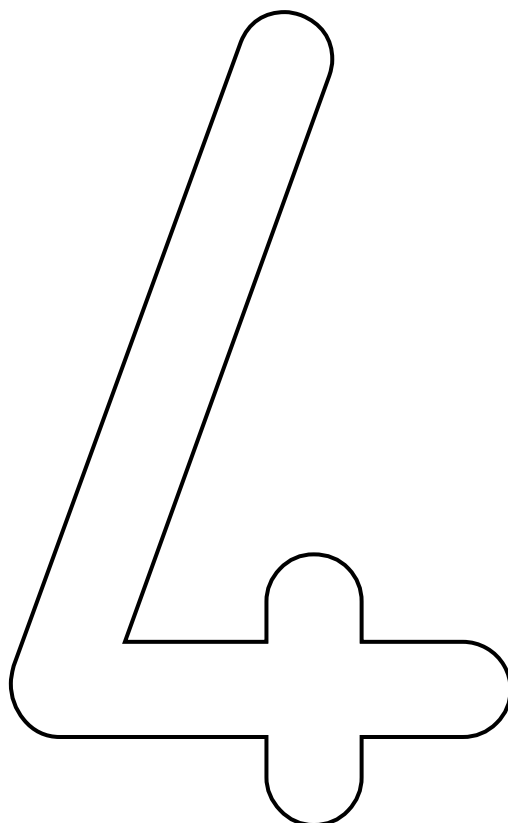
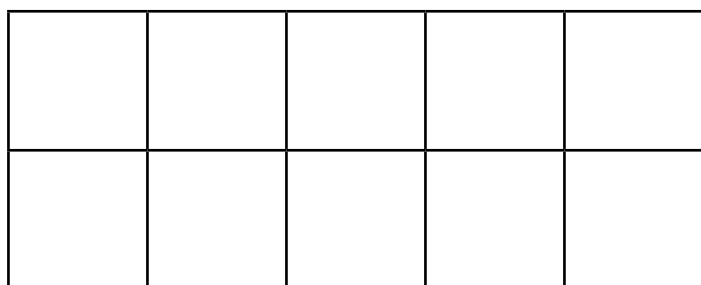
hano



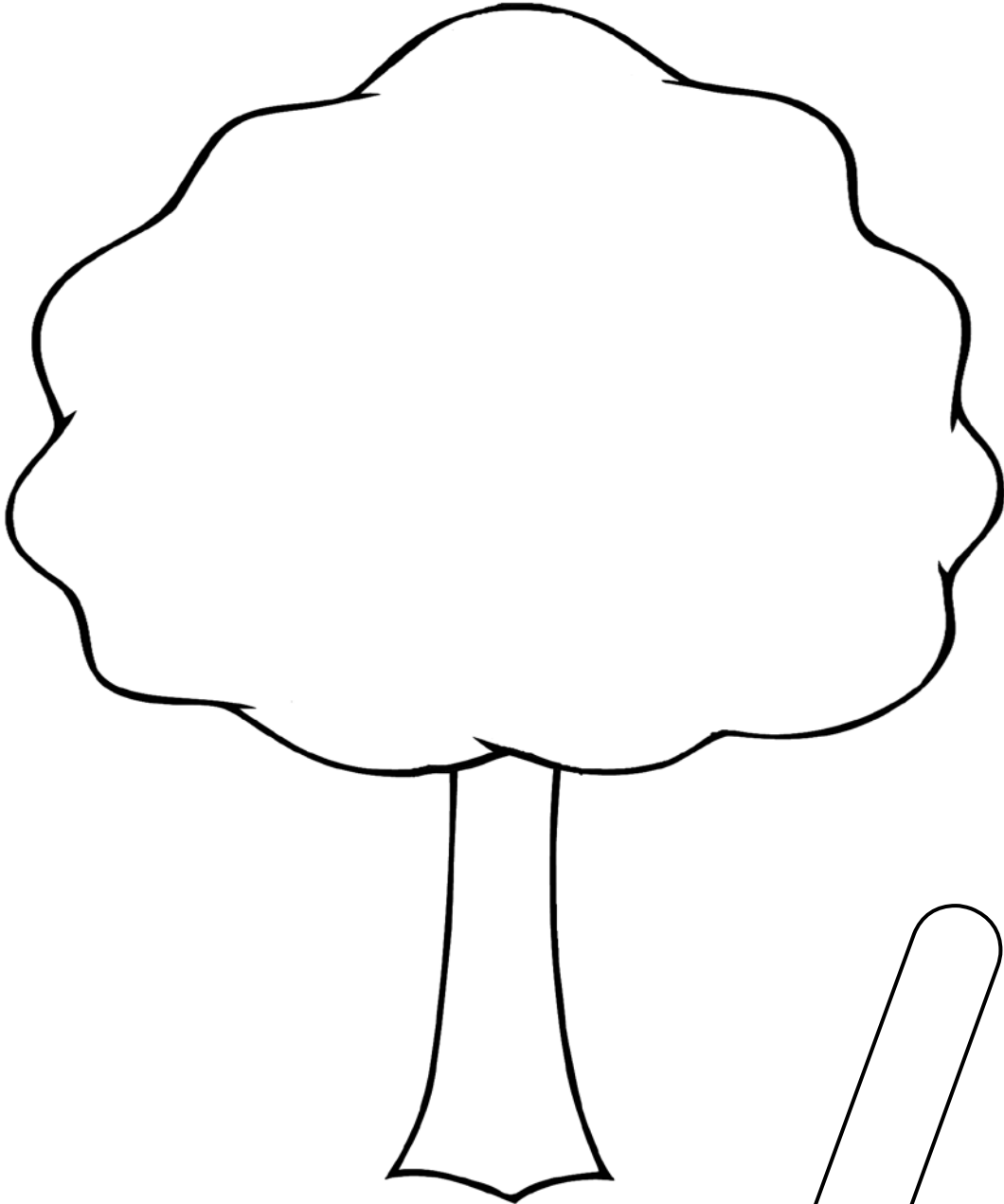
# Playdough template: Number 4



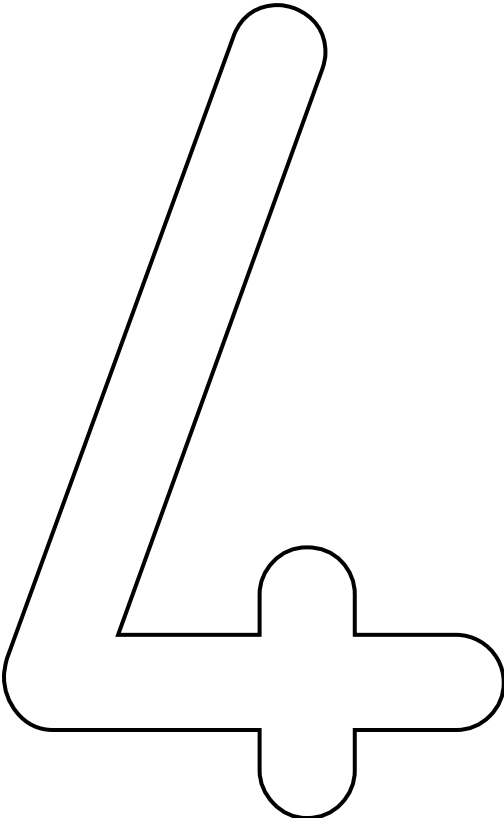
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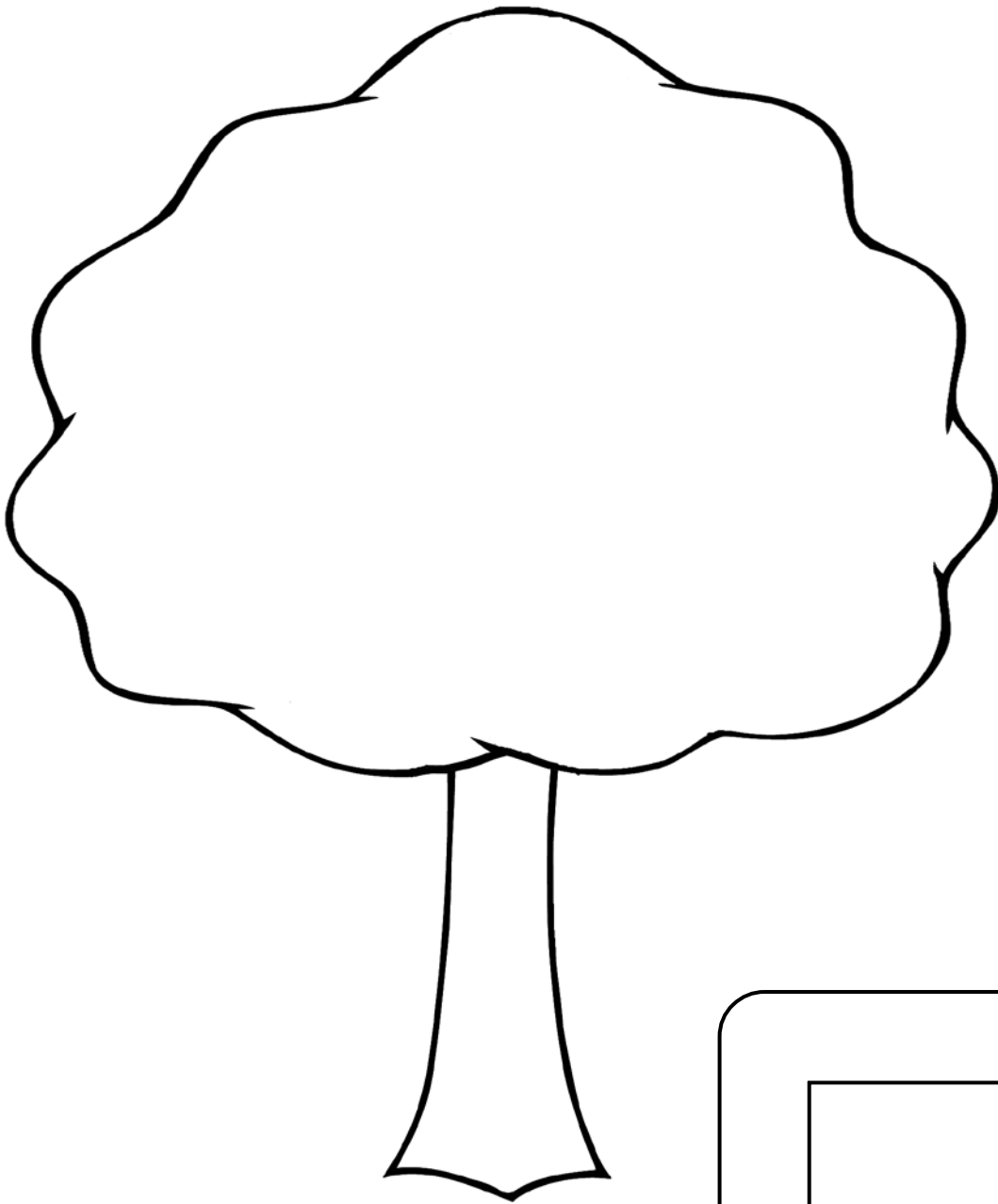
Thempleiti ya hlama ya ho bapala: Nomoro ya 4



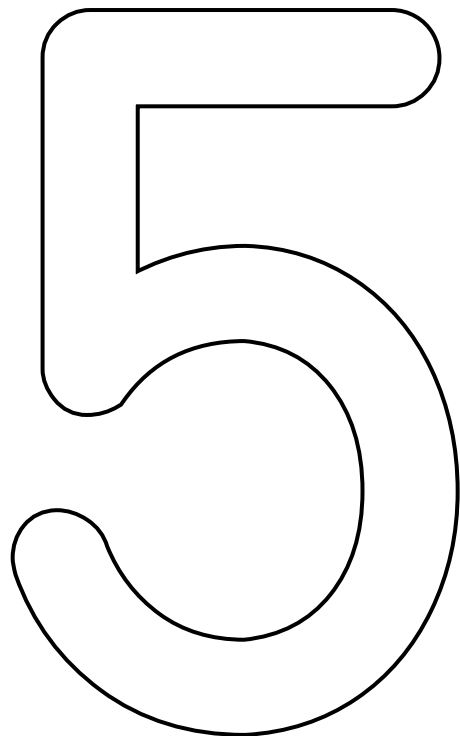
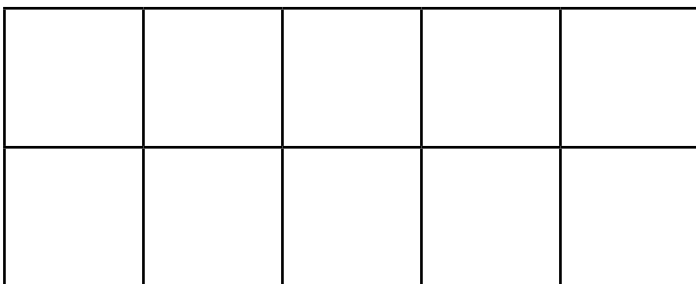
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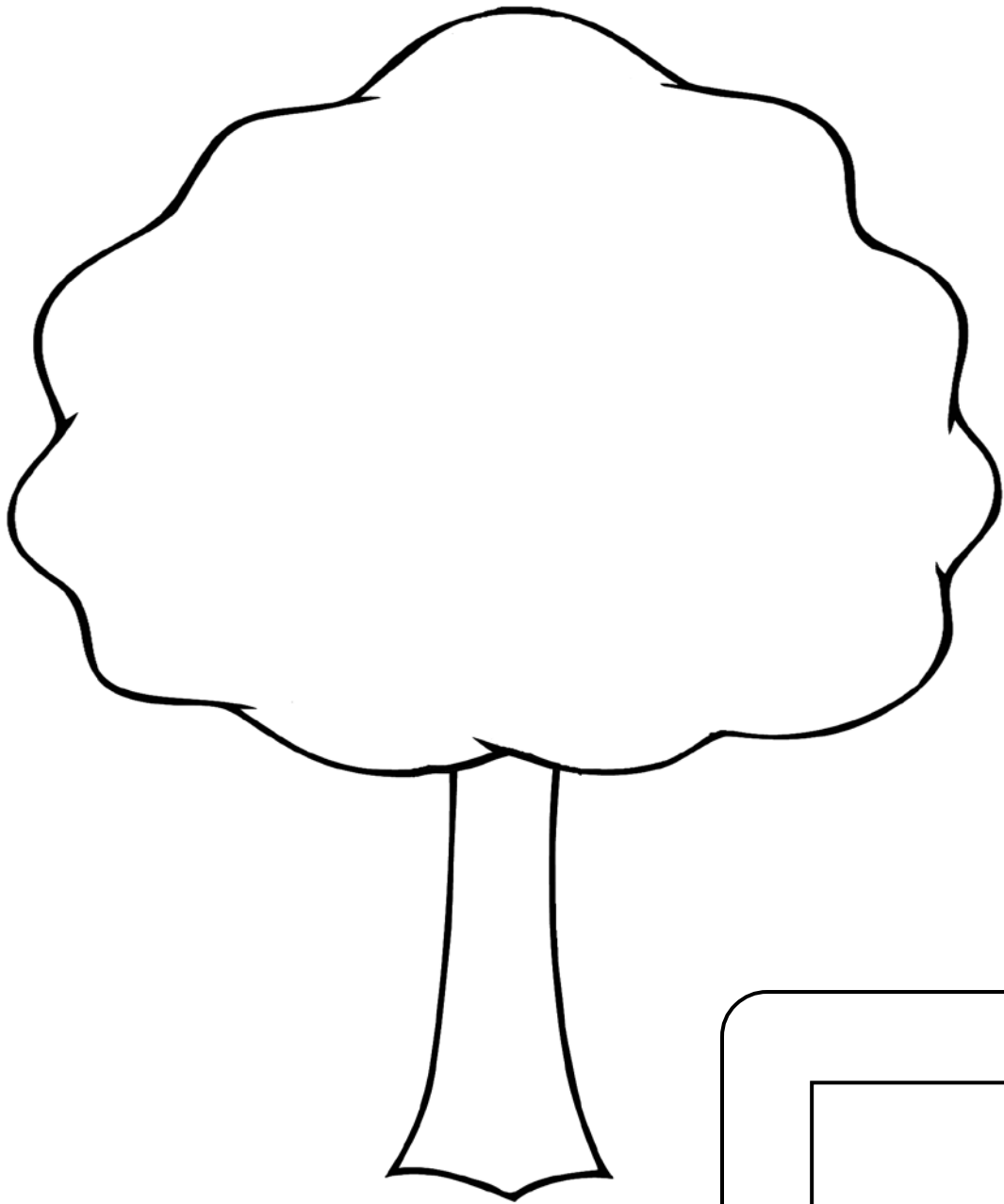
# Playdough template: Number 5



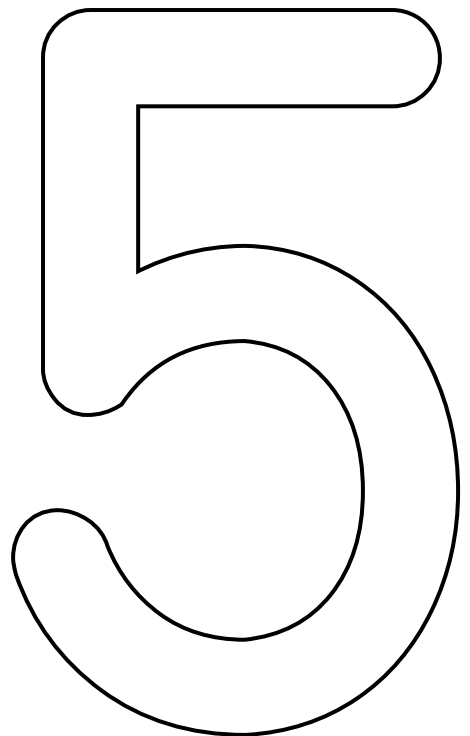
five



Thempleiti ya hlama ya ho bapala: Nomoro ya 5



hlano

# Coins (Week 2) • Dikhoine (Beke ya 2)



# Coins (Week 2) • Dikhoine (Beke ya 2)



Number grid (Week 2) • Keriti ya dinomoro (Beke ya 2)

4	
2	
1	
3	



# Number puzzle (Week 5)

1

one



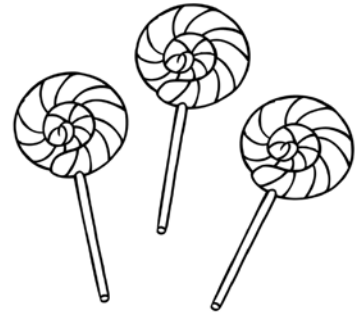
2

two



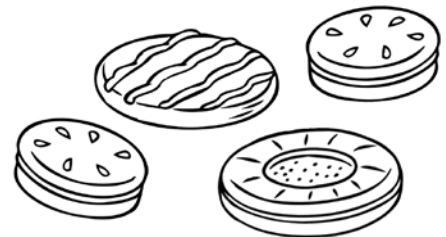
3

three



4

four



5

five



Phazele ya dinomoro (Beke ya 5)

1 nngwe



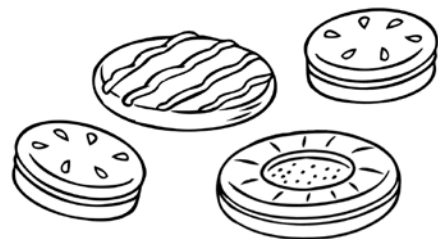
2 pedi



3 tharo



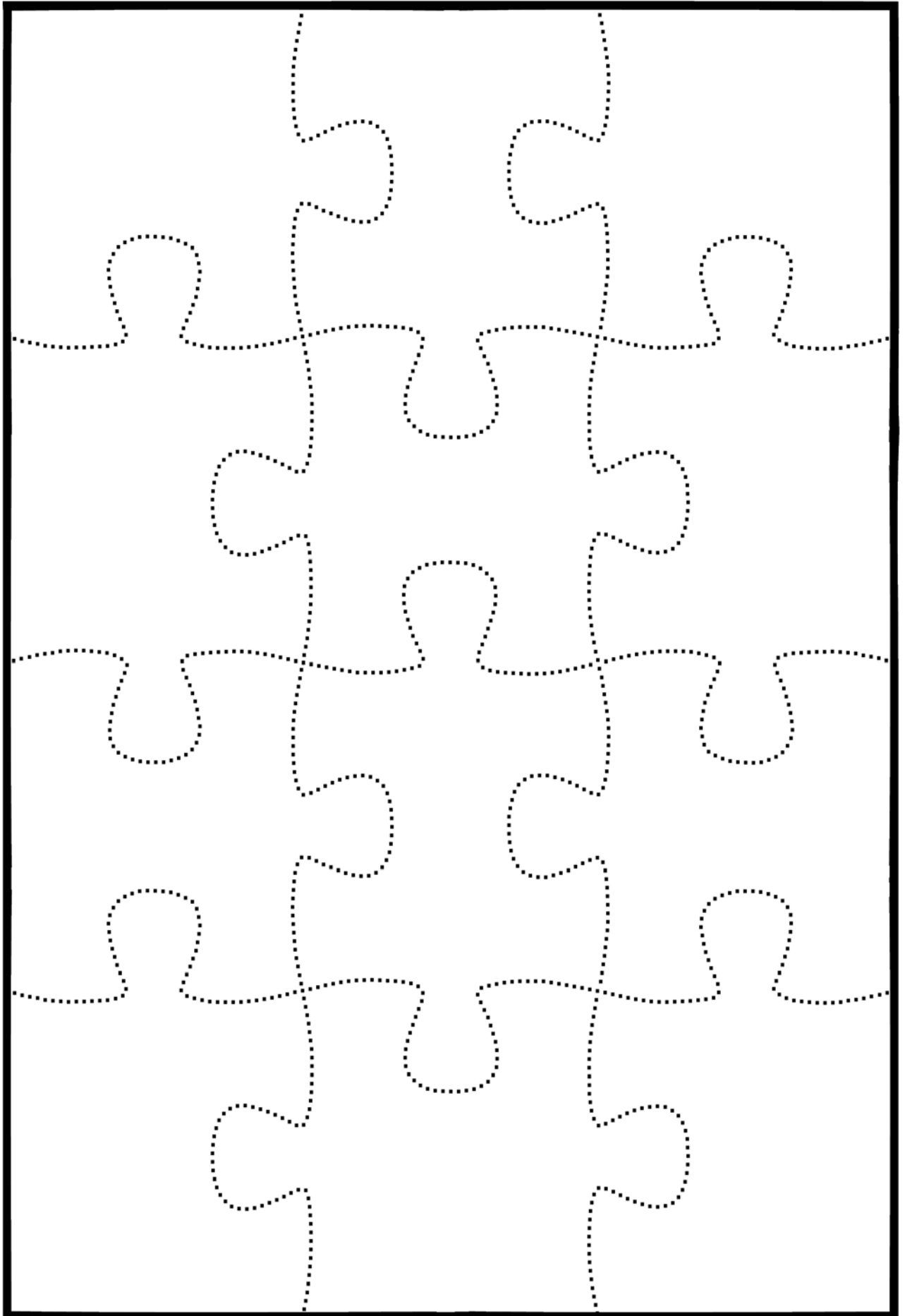
4 nne



5 hlano



Twelve-piece puzzle • Phazele ya dikotwana tse leshome  
le metso e mmedi



## Notes • Dinoutsu

Lined writing area with 25 horizontal dashed lines.

# Notes • Dinoutsu

A series of horizontal dashed lines for writing notes.

# Notes • Dinoutsu

Dotted lines for writing notes.