

Lenaneotokafatso la Dipalo  
tsa Mophato R

Grade R Mathematics  
Improvement Programme

# Kaedi ya Ditirwana: Kgweditharo 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**.

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

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

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

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

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Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Editing and proofreading: Ilse von Zeuner, Kathleen Sutton

Illustrations: Jiggs Snaddon-Wood

Typesetting: Jenny Wheeldon

Inside design: Magenta Media

Cover design: Jacqui Botha

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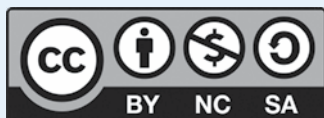
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Ditebogo di lebiswa segolobogolo go:

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

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

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Motlhami le molaodi wa lenaneo: Cally Kuhne le Tholisa Matheza

Phetolelo le phasalatso ya bolaodi jwa lenaneo: Arabella Koopman

Morulaganyi wa phetolelo (Dipuo tsa Sesotho): Lorato Trok

Phetolelo kwa Setswaneng: Gaoretelelwe Benjamin Phuti

Motseleganyi le mokanoki wa Setswana: Lorato Trok

Motseleganyi le mokanoki wa Seesimane: Ilse von Zeuner, Kathleen Sutton

Ditshwantsho: Jiggs Snaddon-Wood

Morulaganyi wa bukana: Stacey Gibson

Morulaganyaditeng: Magenta Media

Moralaeltharentle: Jacqui Botha

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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:

# Matseno

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

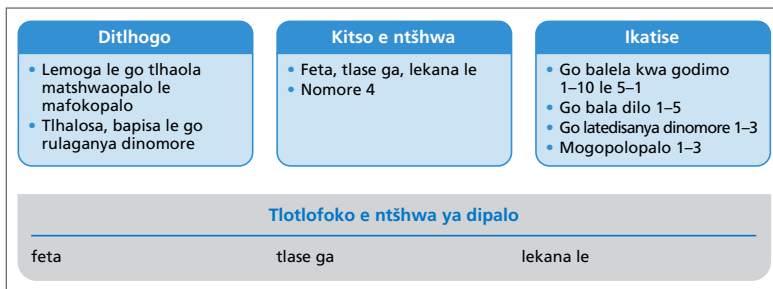
*Kaedi ya Ditirwana ya Grade R Maths: Kgweditharo 2* di neela lethomeso la go ruta dipalo mo kgweditharong ya bobedi ya Mophato R ka go:

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

## Dipopego tsa Kaedi ya Ditirwana: Kgweditharo 2

Dipopego tse di latelang ke karolo ya *Kaedi ya Ditirwana: Kgweditharo 2*:

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



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

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

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

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

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

## Whole class activities per day

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

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



## Transitions: moving between activities

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

## Small group activities

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

## Tidy-up time

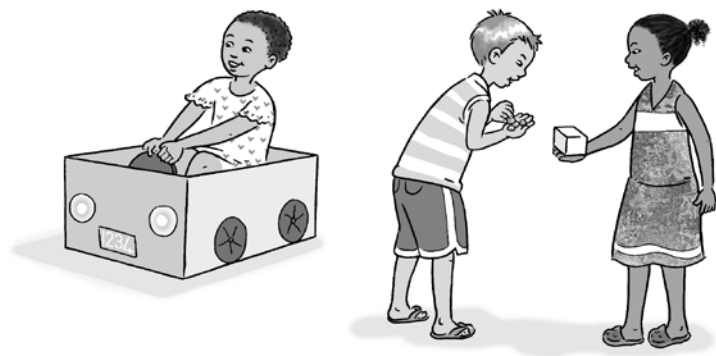
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

## Free choice activities

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

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





## Ditirwana tsa phaposiborutelo yotlhe ka letsatsi

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

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



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

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

## Ditirwana tsa ditlhopha tse dinnye

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

## Nako ya phepafatso

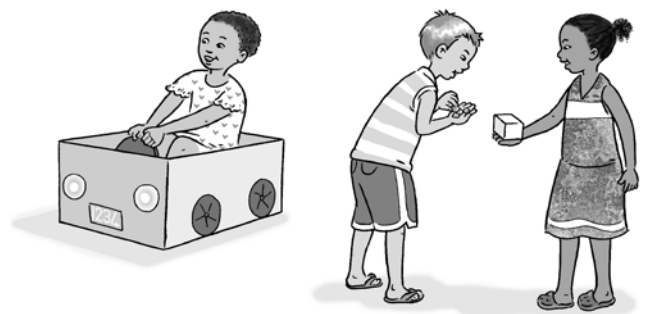
Barutwana ba tshwanetse go itse gore didiriswa di nna kae. Shelofa kgotsa tafole e e leng ya didiriswa tsa dipalo fela e tlaa thusa gore barutwana ba nne le thulaganyo. Rotloetsa barutwana go thusana ka nako ya phepafatso. Kwa tshimologong, barutwana ba tlaa tlhoka thuso mme e bile o tlaa tlhoka go ba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

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

## Ditirwana tsa go ithophela ka tokologo

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

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



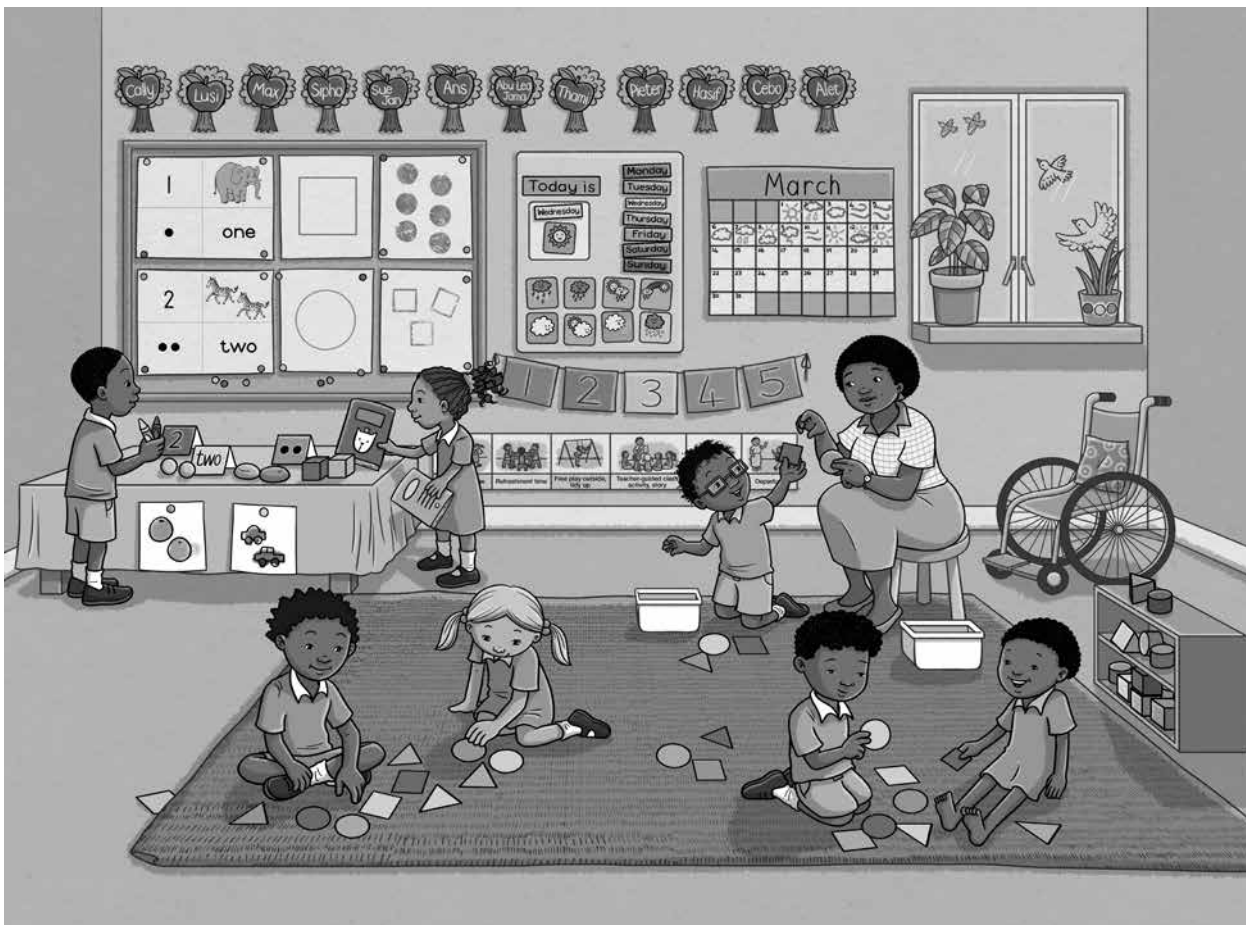
## Assessment

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



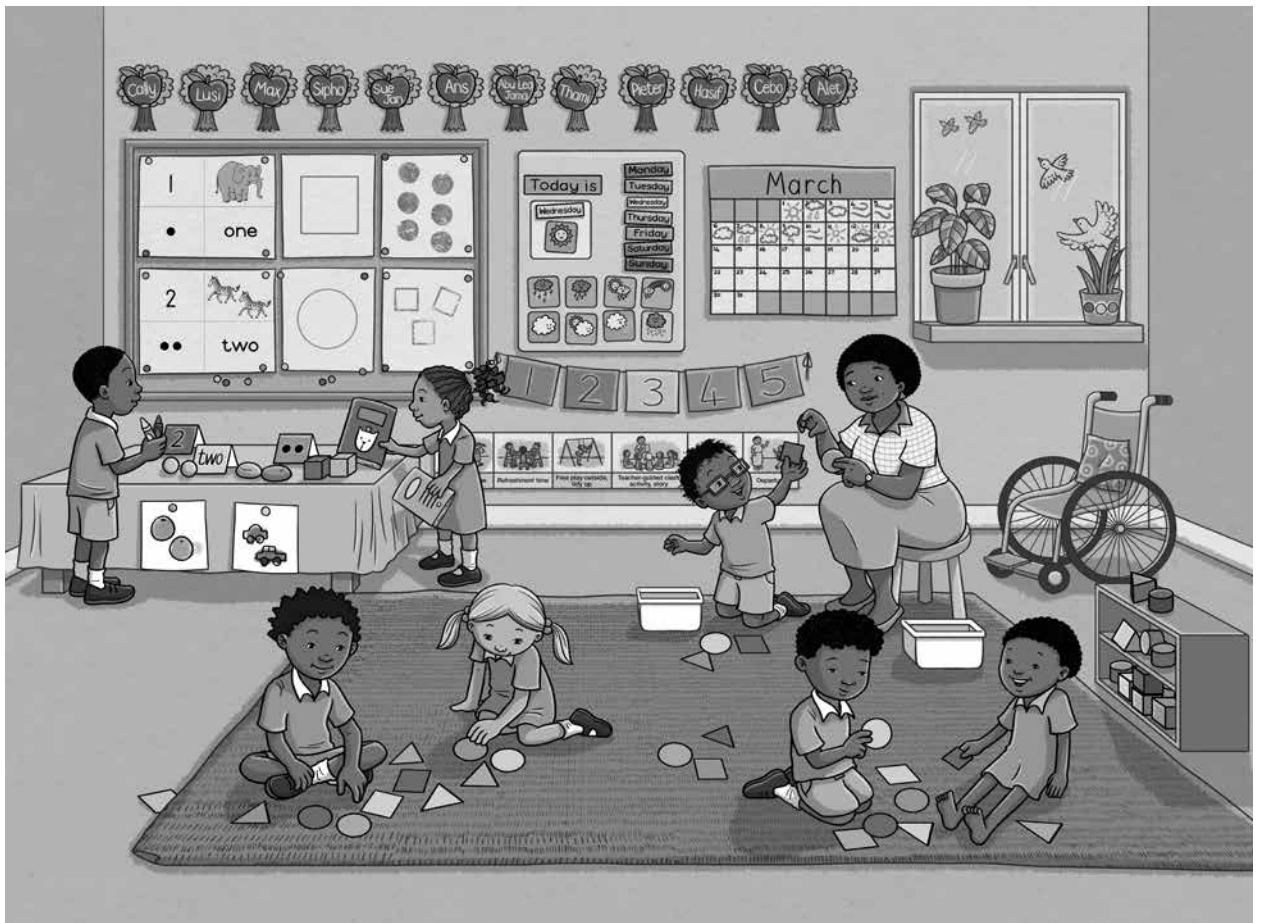
## Tlathhobo

Kelotlhoko le tlathhobotsweledi ka nako ya ditirwana tse di mo kaelong ya morutabana mmogo le tsa phaposiborutelo yotlhe di neelana ka ditšhono tsa go lemoga le go thadisa tswelelopele ya morutwana mongwe le mongwe. Tshedimotsetso eno e botlhokwa go ka kaela thuto mmogo le ditseleganyo tsa morutwana ka nosi. Lenanenetefatso la tlathhobotsweledi mo ditsebeng 191 le 193 ya kaedi eno le ikaegile ka diteng tse di rutilweng mo Kgweditharong ya 2. Thempoleiti eno e ka dirisiwa go rekota tswelelopele ya morutwana mongwe le mongwe mo kgweditharong.

## Grade R Maths mo phaposiborutelong

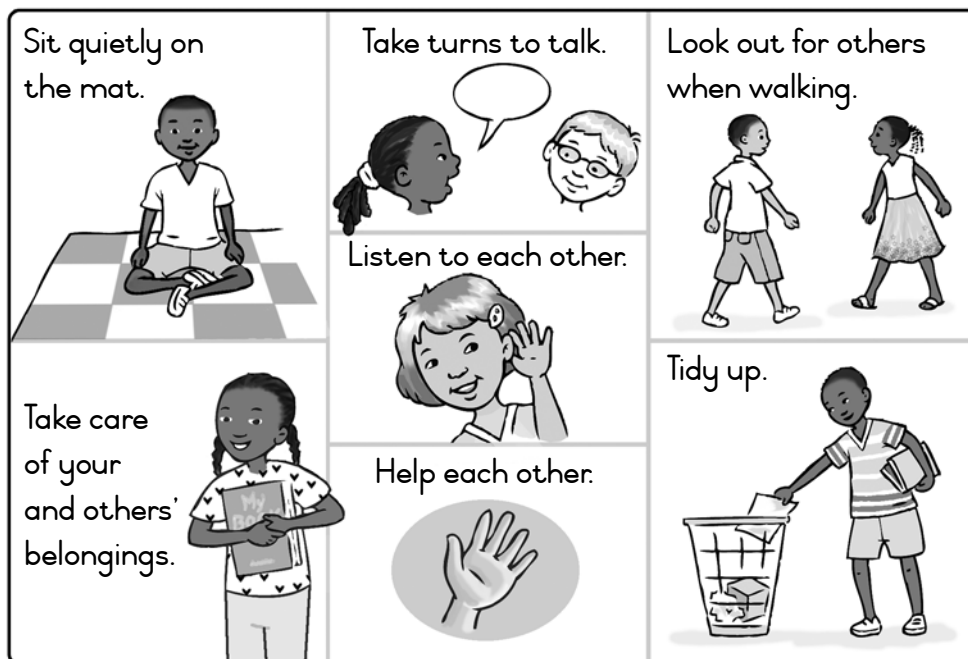
Baakanyetsa thuto ya dipalo lefelo mo phaposiborutelong mme e bile le le gaufi le mmetshe. Seno ke sebaka se se dirisiwang mmogo moo barutwana ba ka inakanyang le setlhogo se ba ithutang ka ga sona mmogo le go nna le seabe. Sebaka sa dipalo se tlaa akaretsa:

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



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

## Our classroom rules

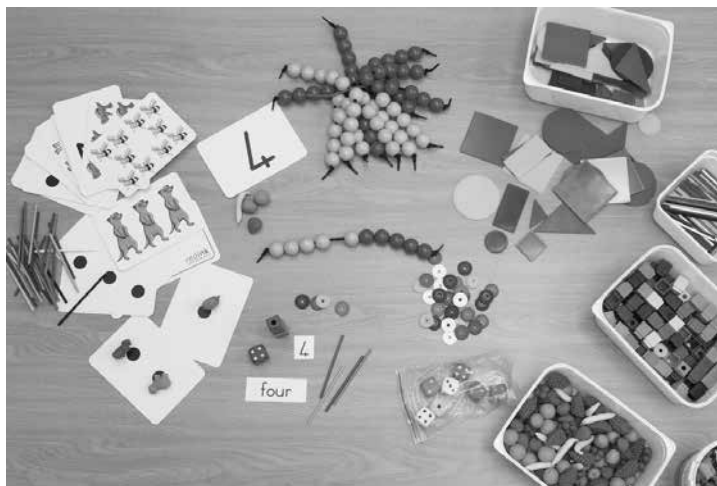


## Resources for Grade R Maths

### Grade R Maths Resource Kit

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

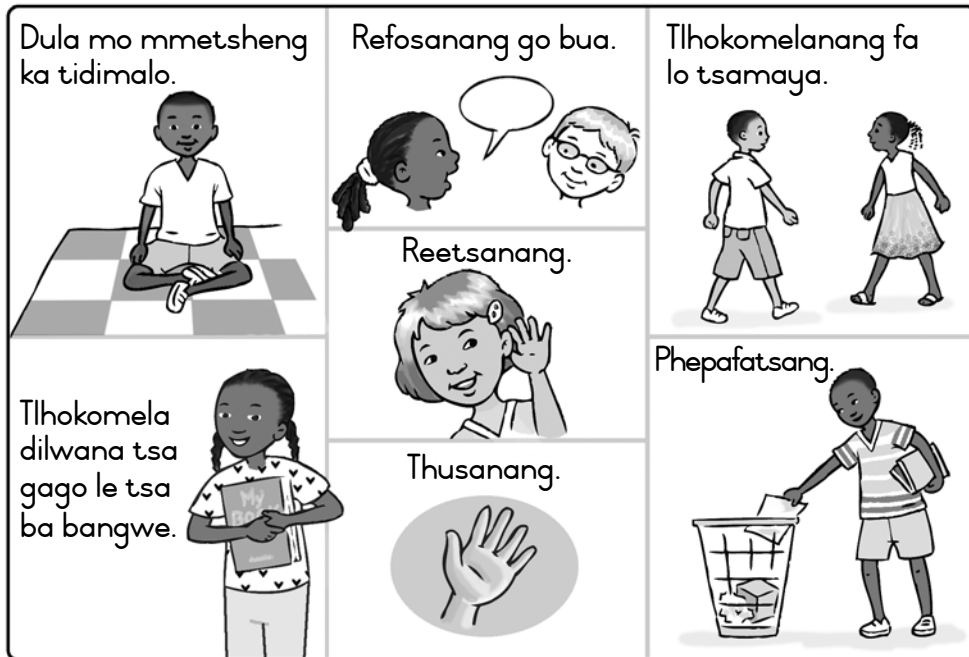
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

## Melawana ya phaposiborutelo ya rona



## Didiriswa tsa *Grade R Maths*

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

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

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



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

## Recycled materials

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

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



## Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

## Dilo tse di dirisiwang gape

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

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



## Didiriswa tse dingwe

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

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

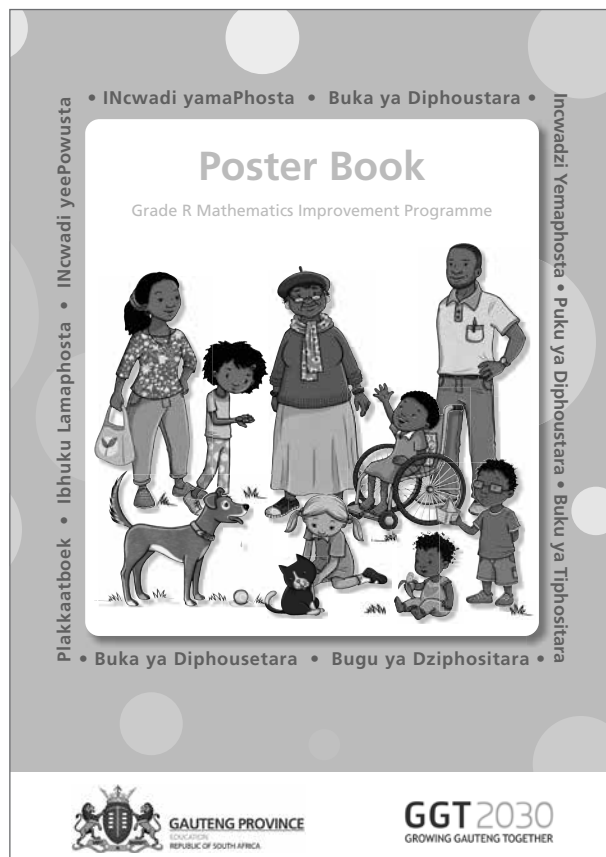
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

## The Grade R Maths Poster Book

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

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

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



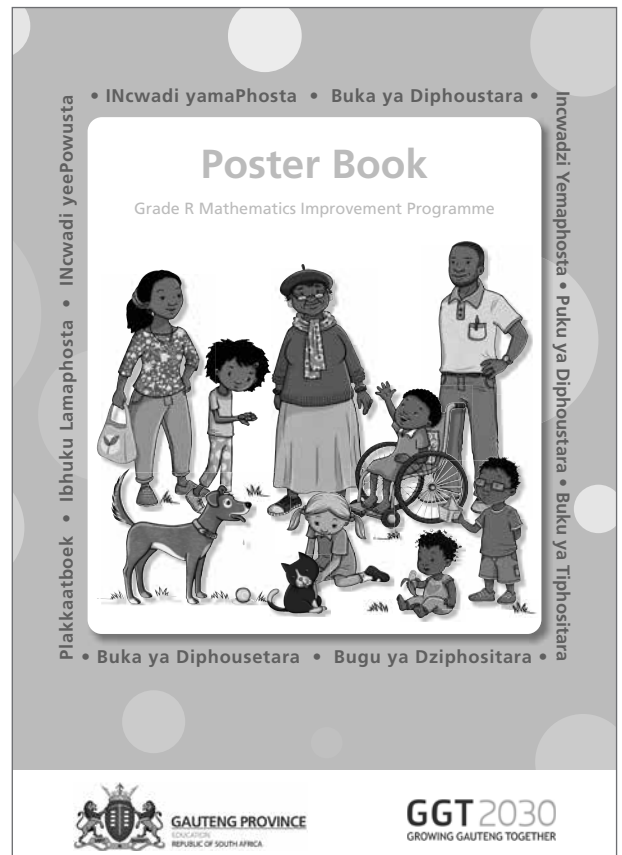


- tšhate ya bogodimo
- dikarata tsa go tshameka jambo
- sekamadi: madi a ditshipi le a dipampiri (go a dirisa mo lebenkeleng la mantlwane)
- tshupanako e kgolo ya lenaka ya lebota
- sekalamaleka
- dibaga tsa go rulaganya, go loga le go dira dipaterone
- didiriswa tsa go tshameka ka metsi le motlhaba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

## Buka ya Diphousetara tsa *Grade R Maths*

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

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



# Content overview: Term 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		

# Thadiso ya diteng: Kgweditsharo 2

Ela tlhoko: Karoloteng e e Lebeletsweng le Kitso e ntšhwa di kwadilwe ka mmala wa botala jwa legodimo. Diteng tse dingwe tse di dirilweng mo Bekeng di kwadilwe ka mmala o mobududu.

Karoloteng e e Lebeletsweng	Beke 1	Beke 2	Beke 3	Beke 4	Beke 5
1. Dinomore, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Feta, tlase ga, lekana le Nomore 4 Go balela kwa godimo 1–10 le 5–1 Go bala dilo 1–5 Go latedisanya dinomore 1–3 Mogopolopalo 1–3	Dikhoene tsa Aforikaborwa Dipalokemotatelano ntlha go ya go bone Go dira gore ditlhophha di tshwane le 4 Go bala dilo 1–6 Go balela kwa godimo 1–10 le 5–1 Go latedisanya dipalo 1–4 Mogopolopalo 1–4	Go balela kwa godimo 1–15 Go bala dilo 1–7 Mogopolopalo 1–4 Go latedisanya dinomore 1–4 Go balela kwa morago 5–1	Ka nngwe, mmalwa ka nngwe Go balela kwa godimo 1–15 le 5–1 Go bala dilo 1–7 Mogopolopalo 1–4	Nomore 5 Go balela kwa godimo 1–15 le 5–1 Go bala dilo 1–7 Mogopolopalo 1–4 Go latedisanya dinomore 1–4 Feta, mmalwanyana
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiriso le Alejebera')					
3. Boalo le Popego (Jeometeri)			Maemo: ka fa tlase Maemo: go bapa le, magareng ga, fa pele ga, morago ga, mo godimo Ntlhakaelo: kwa pele, kwa morago Dipopego: sediko, khutlonne, khutlotharo	Go rulaganya dilo tsa 3-D: dintlhatshwano le dipharologano Maemo: fa godimo Maemo: ka fa tlase, mo, mo, ntle Dipopego: sediko, khutlonne, khutlotharo Diphazele tsa dikarolo tse di lesomepedi	
4. Tekanyo		Go tswa go kgolo thata go ya go nnye thata, go tswa go nnye thata go ya go kgolo thata			
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')			Go rulaganya ka ponagalo e le nngwe		

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>			

Karoloteng e e Lebeleletsweng	Beke 6	Beke 7	Beke 8	Beke 9	Beke 10
1. Dinomore, Ditiro le Dikamano ('Dipaterone, Matshwao le Dikgolagano')	Go balela kwa godimo 1–20 Balela kwa morago 7–1 Go bala dilo 1–7 Mogopolopalo 1–5 Go latedisanya dinomore 1–5 Go dira gore ditlhophadi tshwane	Go balela kwa godimo 1–20 le 7–1 Go bala dilo 1–7 Mogopolopalo 1–5 Feta, tlasega, lekana le	Go balela kwa godimo 1–20 le 7–1 Go bala dilo 1–7 Mogopolopalo 1–5	Go balela kwa godimo 1–20 le 7–1 Go bala dilo 1–7 Tekanyetso 1–7	Go tlatlhamolola le go aga dipalo Malepa a go rarabolola dipalo Go tlhakanya le go ntsha ka go dirisa dilo tse di tshwaregang Dinomore mo maemong a a tlwaelegileng Go balela kwa godimo 1–20 le 7–1 Go bala dilo 1–7 Mogopolopalo 1–5 Go latedisanya dinomore 1–5 Go feta, tlase ga Ke nomore efe e e tlang pele, morago?
2. Dipaterone, Ditiro le Alejibora ('Dipaterone, Ditiiso le Alejebera')	Kopolola le go atolosa dipaterone tse di bonolo tse di ipoeletsang Itlhamele dipaterone				
3. Boalo le Popego (Jeometeri)		Dipopego: sediko, khutlonne, khutlotharo	Sala ntlhakaelo morago Go kgabaganya molagare Dipopego: sediko, khutlonne, khutlotharo Kwa pele, kwa morago Go gatelela maemo		Dipopego: sediko, khutlonne, khutlotharo
4. Tekanyo				Go lekanya le go bapisa: boleleele (leele, leejana, leele go gaisa; khutshwane, khutshwanyane, khutshwane go gaisa) Boleleele: telele, khutshwane	
5. Go Ranola Tshedimosetso ('Dipalo tsa Tshedimosetso')		Kokoanya, rulaganya le go tlhagisa dilo tse di kokoantsweng Sekaseka le go bega ka ga tshedimosetso Go rulaganya le go arologanya			

# 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.

# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

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

## Kitso e ntšhwa

- Feta, tlase ga, lekana le
- Nomore 4

## Ikatise

- Go balela kwa godimo 1–10 le 5–1
- Go bala dilo 1–5
- Go latedisanya dinomore 1–3
- Mogopolopalo 1–3

## Tlotlofoko e ntšhwa ya dipalo

feta

tlase ga

lekana le

## Ipaakanye

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

- dinomorekgabisi le thempoleiti ya ntlo ya nomore 4 (tsebe 209)
- dikarataronho, dikaratatshwao le dikaratafoko tse 8 tsa nomore '4'
- sete e le 1 ya dikarata tsa nomoreronho 1–4 ya morutwana mongwe le mongwe (e e nang le thulaganyo e e farologaneng a maronho)
- thempoleiti ya tege e e tshamekang: Nomore 4 ya morutwana mongwe le mongwe (tsebe 213)
- diphazele tsa ditshwantsho tsa methale tsa morutwana mongwe le mongwe (Thala kgotsa o kopololele setshwantsho mo letlhareng la la pampiri ya A5/mo khatebotong. Sega setshwantsho ka dikgemetšhana tse nne mme o neele sekgemetšhana se sengwe le se sengwe nomore 1 go fitlha ka 4. Leba Seteišenetiro 2.)
- letshwaopalo le sekgemetšhanaronho 1–4: se le 1 mo morutwaneng mongwe le mongwe (leba tirwana e e kaelwang ke morutabana, kgato 3, tsebe 33)
- sete ya dinomore tse di nyalanang mmogo le diphazele tsa ditshwantsho 1–4 bobedi bongwe le bongwe jwa barutwana (leba Seteišenetiro 4).

## Ditirwana tsa phaposiborutelo yotlhe

### Letsatsi 1



Go balela kwa godimo go ka diragala mo nakong ya diphetogo. Dira gore go bala go go diragale ka matlhagatlhaga le gore go kgatlhise.

### Se o se tlhokang

- Tšhate ya malatsi a matsalo
- Dinomorekgabisi 1–3
- Nomorekgabisi: Nomore 4 (tsebe 209)
- Kanelo ya nomore 4 (tsebe 195)

1. **Morumo:** Bua morumo go tswa kwa Kgweditharong 1.
2. **Go balela kwa godimo:** 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:**

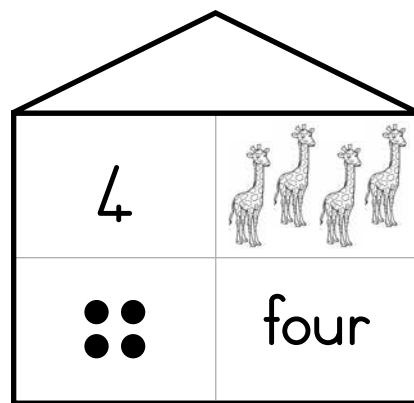
- ★ Which month are we in?
- ★ Which is the first month?
- ★ Are there any months that have five learners' names in it? (If there are, count these together.)

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?



**MAELE**

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

3. **Go bala dilo 1–5:** A barutwana ba lebelele tšhate ya malatsi a matsalo. A ba bale mmogo dikgwedi tsa ntlha tse tlhano tsa ngwaga. Buisanelang ntlha ya gore barutwana ba sa tswa go boa go tswa malatsing a boikhutso mme o ise mogopolo wa bona go kgwedi e e mo isong ya ngwaga.

**Dipotso tse di kaelang:**

- ★ Re mo kgweding efe?
- ★ Kgwedi ya ntlha ke efe?
- ★ A go na le dikgwedi tse di nang le maina a barutwana ba le batlhano? (Fa di le gona, di baleng mmogo.)

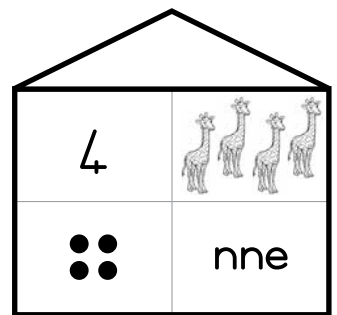
4. **Go tthagisa nomore '4':** Supa dinomorekgabisi 1 go ya go 3.

**Dipotso tse di kaelang:**

- ★ O akanya gore ke diphologolo di le kae tse di ka nngang mo ntlong e e latelang?
- ★ A di tlaa feta kgotsa di tlaa nna ka fa tlase ga 3?

Anela ka ga *Kanelo ya nomore 4*. Ntlo ya diphologolo ke yona thitokgang ya kanelo.

Bontsha dikarolo tsa nomorekgabisi fa o ntse o tlhama kanelo ya diphologolo le ditshwantsho tsa ntlo: ditlhogiso tse di farologaneng tsa nomore 4, sekao, setshwantsho, marontho, letshwao le lefoko. Bontsha dikarolo tsa kgabisi mo ntlong ya diphologolo mo loboteng mo lefelong la dipalo. Balang dithutlwa mmogo.



**Dipotso tse di kaelang:**

- ★ Ke mang yo o kileng a bona thutlwa? Kae?
- ★ O akanya gore di tsamaya jang?
- ★ Tlou/pitse e tilodi/ramošwe di tsamaya jang?
- ★ Dithutlwa tse di leng gona di feta boramošwe ka palo efe?
- ★ Boramošwe ba kwa tlase ga dithutlwa ka palo efe?
- ★ Fa thutlwa e le nngwe e ile kwa ntlong ya boramošwe, go tlaa bo go na le diphologolo di le kae mo ntlong a boramošwe?

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

**Letsatsi 2**

**Se o se tlhokang**

- Dipanana tse 5, dinamune tse 4, diapole tse 4, diterooberi tse 4 (*Kgetsana ya Didiriswa*)
- Pina: *Go dira salate ya maungo* (tsebe 195)
- Dikaratarontho, tshwao le foko tse 8 tsa nomore '4'

1. **Pina:** Tlhogisa pina, *Go dira salate ya maungo*.

**Dipotso tse di kaelang:**

- ★ Ke mang yo o kileng a ja salate ya maungo?
- ★ O rata leungo lefe mo saleteng ya gago ya maungo?
- ★ Re opetse ka mefuta e le kae ya maungo?



## 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.

**MAELE**

Dira gore go balela kwa godimo ga letsatsi le letsatsi go kgatlhise. Akaretsa dikakanyo tsa barutwana fa go kgonega.

2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** A barutwana ba dire sediko ba dutse fatshe. Baya ditlhophha di le nne tsa dibalamaungo mo mmetsheng: dipanana tse tlhano, dinamune tse tharo, diapole tse pedi le diterooberi tse nne.

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le dipanana/dinamune/diapole/diterooberi tse kae?
- ★ Ke ngatana efe e e nang le maungo a mantsi/kwa tlase go gaisa? Balang ngatana e nngwe le e nngwe ya maungo mmogo.

4. **Go feta/tlase ga; lekana le:** Tota dinamune le diapole.

**Dipotso tse di kaelang:**

- ★ Re tlhoka go dirang gore palo ya dinamune/diapole e lekane le ya diterooberi?
- ★ Re ka dira jang gore setlhophha sa dinamune/diapole se nne le tse nne?



5. **Tafole ya dipalo:** A barutwana ba ye kwa ntle mo ditlhophheng tsa barutwana ba le bane. A moutwana mongwe le mongwe mo setlhophheng a kokoanye dilo tse dinnye tse di tshwanang, sekao, dikalana kgotsa matlhare. A barutwana ba boele mo mmetsheng ka ditlhophha tsa bona. A setlhophha sengwe le sengwe se bolele gore se kokoantse eng tse kae. Buisanang ka ga dintlhatshwano le dipharologano tsa dilo tse di kokoantsweng. Neela setlhophha sengse le sengwe karatarontho, tshwao le foko ya nomore 4. Ka bongwe ka bongwe, a setlhophha sengwe le sengwe se beye dilo tsa sona le karata ya nomore 4 mo godimo ga tafole.
6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Tlotlofoko e ntšhwa ya dipalo e ka dirisiwa letsatsi lotlhe, sekao, ka nako ya dipuisano tsa nako ya diseneke.

**Letsatsi 3**

**Se o se tlhokang**

- Pina: *Go dira salate ya maungo* (tsebe 195)
- Dibalamaungo (*Kgetsana ya Didiriswa*)
- Dinomorekgabisi 1–4
- Dijana tse 2
- Dibalamaungo tse 7
- Dikaratarontho, tshwao le tshwantsho tse 20 tsa nomore '1–4' (*Kgetsana ya Didiriswa*)

1. **Pina:** Opela *Go dira salate ya maungo* ka tiragatso.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** Balang menwana ya letsogo le lengwe mmogo. Buisanang gore ka dikarolo dife tsa mmele tse barutwana ba nang le tse tlhano kgotsa kwa tlase ga tlhano.

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. **Dikataronho le go rulaganya 1–4:** Bontsha barutwana dikataronho 1–4.

**Dipotso tse di kaelang:**

- ★ Seno ke eng? (karataronho 3)
  - ★ Seno sona? (karataronho 1)
  - ★ Go diragalang fa re baya tseno, 1 le 3, mmogo? (Bontsha karataronho 4.)
- Boeletsa ka dibopego tse dingwe.

Tshwarela dikarata tsa nomoreronho, tshwantsho le tshwao tsa 1–4 mo sefoking gore barutwana ba bone fela bomorago jwa dikarata. A barutwana ba refosane go tsaya karata. Ba bue palo ya maronho a a mo karateng mme ba e bontshe phaposiborutelo yotlhe.



- ★ Ke diphologolo dife mo dinomorekgabising tsa rona di nyalanang le karata e \_\_\_\_\_ a e tshwereng?

Baya dikarata tsa dinomoretshwao 1–4 mo loboteng ka thulaganyo e e sa nepagalang.

- ★ O lemogang ka thulaganyo ya dikarata tseno?
- ★ Re ka di rulaganya ka ditsela dife gape?

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

## Letsatsi 4

### Se o se tlhokang

- Ditshodi tse 2 tsa polasetiki e e bonatshang di na le dilo tse 5 tsa bogolo jo bo farologaneng, sekao, dinawa, matlapa
- Pina: *Go dira salate ya maungo* (tsebe 195)
- Dihulahupu di le 4 (kgotsa tšhoko/mogala go dira didiko)
- Diboloko tsa polanka di le 10
- Dikaratatshwao, foko, le ronho di le 20 tsa nomore '1–4'
- Dibolokokgogedi di le 10
- Diletswa tsa mmino

1. **Pina:** Opela *Go dira salate ya maungo*.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** A barutwana ba dule mo sedikong. Baya ditshodi tse pedi tse di nang le dilo tsa bogolo jo bo farologaneng di le tlhano mo bogareng jwa mmetshe.

**Dipotso tse di kaelang:**

- ★ O akanya gore setshodi sengwe le sengwe se na le dilo tse kae?
- ★ A o akanya gore setshodi sengwe le sengwe se na le palo e e lekanang ya dilo?

A re baleng dilo mmogo. Gopotsa barutwana gore bogolo jwa dilo ga bo ame palo ya dilo.

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.

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?



**TIP**

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

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. **Go ikatisetsa le go rulaganya 1–4:** Baya dihulahupu di le nne mo mmetsheng e nngwe e na le boloko jwa polanka bo le nosi, tse pedi mo go e e latelang, jalo le jalo. Letla morutwana mongwe le mongwe go tla ka setshwantshopalo, karatatshwao, foko kgotsa ronthe tsa 1, 2, 3 kgotsa 4, kgotsa magareng ga dibolokokgogedi tsa magareng ga nngwe le nne go tswa mo mmetsheng. Tshameka pina mme o letle barutwana go tsamaya le yona. Fa pina e ema, ba nne fatshe gaufi le hulahunu mo palong e e nyalanang ya diboloko.

**Dipotso tse di kaelang:**

- ★ Re ka rulaganya dihulahupu tseno jang?
- ★ Ke hulahunu efe e e tshwanetseng go nna ya ntlha? Goreng?
- ★ Ke efe e tlang pele, e e latelang, morago?
- ★ A go na le barutwana ba le ba palo e ntsi/e e kwa tlase mo hulahunung eno?

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

**Letsatsi 5**

**Se o se tlhokang**

- Setlhopho sa dilo di le tlhano tse di beilweng mo phaposing
- Pina: *Go dira salate ya maungo* (tsebe 195)
- Phousetara 6

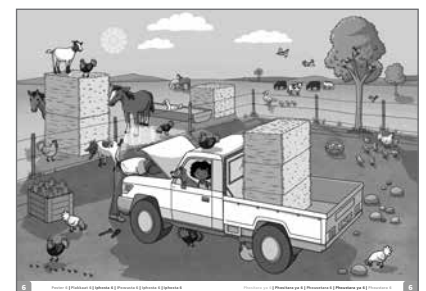
1. **Pina:** Opela *Go dira salate ya maungo* ka go e diragatsa.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–5:** Baya setlhopho sa dilo tse tlhano mo maemong a a bonalang sentle mo phaposiborutelong. Tshameka 'Ke tlhola ka leitlhonyana la me', sekao: 'Ke tlhola ka leitlhonyana la me dikgetsana di le tlhano.' Balang dilo mmogo, mme lo boeletse ka setlhopho se sengwe sa dilo.

**MAELE**  
Ga se barutwana botlhe ba ba tlaa bong ba itse pono ya polasa, jaaka eno. Tsaya nako go e tlhalosa.

4. **Go ikatisetsa 1–4:** Buisanang ka ga Phousetara 6. Buang ka se barutwana ba kgonang go se bona.

**Dipotso tse di kaelang:**

- ★ O akanya gore batho bano ba fa kae?
- ★ A o kgona go bona sengwe sa dilo di le nne, tharo, pedi kgotsa nngwe?
- ★ A go na le dinonyane tse dintsi mo setlhareng, kgotsa dipidipidi di le dintsi mo metsing?
- ★ Go na le dibale di le kae tsa furu mo llonging?
- ★ Go na le dibale di le kae tsa furu mo fatshe?
- ★ Go ya go sala dibale di le kae fa dipitse di ka ja e le nngwe?



Rotloetsa barutwana go rarabolola dipalo ka bobona. Ba neele ditšhono tsa gore ba ipatlisisetse.

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

## Small group activities

### Teacher-guided activity

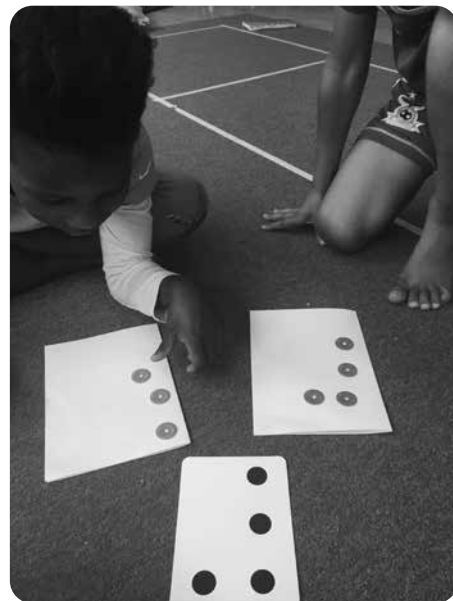
#### What you need

- 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.



# Ditirwana tsa ditlhopha tse dinnye

## Tirwana e e kaelwang ke morutabana

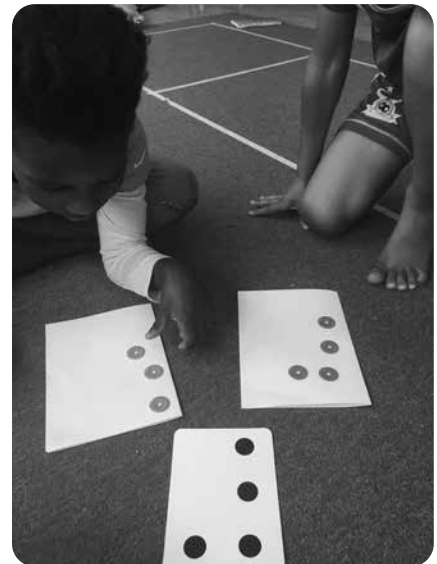
### Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dikaratatshwao le dikarataronho tsa Nomore 1–4 (*Kgetsana ya Didiriswa*)
  - Dibadi tse 5 tsa mmala
- Dikarataronho tsa Nomore 4 (*Kgetsana ya Didiriswa*)
- Tege ya go tshameka le mmetshe tsa morutwana mongwe le mongwe
- Letlhare la A4 la morutwana mongwe le mongwe
- Dikherayone

1. **Go balela kwa godimo:** A barutwana ba dule bobedi ka bobedi. A ba lebagane le go opa diatla mmogo mme ba bale 1–10 le 5–1.
2. **Go bala dilo 1–5:** A mongwe le mongwe wa barutwana a bale dibadi tse 5.
3. **Go nyalanya 1–4:** Supa dinomere mo kgabising. A barutwana ba beye dikarata tsa bona tsa nomoreronho, tshwao le foko fa pele ga bona. A ba nyalanye ditlhopha tsa dibadi le tsona, mme ba di rulaganye go tloga ka 1 go ya go 4.

### Dipotso tse di kaelang:

- ★ O na le dibadi di le kae mo setlhopheng se sengwe le se sengwe?
- ★ Ke nomore efe e e tlang pele/morago ga 3, magareng ga 1 le 3?
- ★ Ke setlhopha sefe se se nang le dibadi tse dintsi/kwa tlase go na le setlhopha sa gago ka dibadi di le 2?



4. **Go ikatisetsa 4:** A barutwana ba rulaganye dibadi tsa bona di le nne go nyalana le dikarataronho tse di farologaneng tsa nomore 4.
5. **Go ikatisetsa feta, kwa tlase ga, lekana le:** Ntsha dibadi di le mmalwa go tswa mo ditlhopheng tsa nne tsa bangwe ba barutwana.

### Dipotso tse di kaelang:

- ★ A go na le bangwe ba lona ba ba nang le palo e e lekanang ya dibadi?
- ★ A \_\_\_\_\_ o na le dibadi tse di fetang/kwa tlase ga tsa ga \_\_\_\_\_?
- ★ Re ka dira jang gore \_\_\_\_\_ le \_\_\_\_\_ ba nne le palo e e lekanang ya dibadi?

 **MAELE**  
Mogopolo wa 'kwa tlase' o tlaa tlhoka tshegetso.

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. **Go ikatisetsa nomore 4 ka go dirisa tege ya go tshameka:**

A barutwana ba dire letshwaopalo 4 ka tege ya go tshameka. Tshegetsa barutwana ba ba ipakantseng go kwala 4.



**Netefatsa gore barutwana ba kgona go:**

- balela kwa godimo 1–10
- bala dilo 1–5
- tthaola feta, kwa tlase le lekana le
- lemoga, nyalanya, bolela leina le go rulaganya dikarata tsa nomoretshwao, nomorefoko le nomorerontho 1–4
- nyalanya dilo tse di nang le dikaratarontho 1–4

**Seteišenetiro 1**

**Se o se tlhokang**

- Tege ya go tshameka
- Thempoleiti ya tege ya go tshameka: Nomore 4 ya morutwana mongwe le mongwe (tsebe 213)

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

**Seteišenetiro 2**

**Se o se tlhokang**

- Setshodi sa morutwana mongwe le mongwe se na le ditshwantsho tsa mesetwana ya phazele

A barutwana ba beye mesetwana ya phazele ka thulaganyo e e nepagetseng go dira setshwantsho. Fa ba feditse, ba di emisetse ka tse dingwe le go refosana le ba bangwe.



### 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*

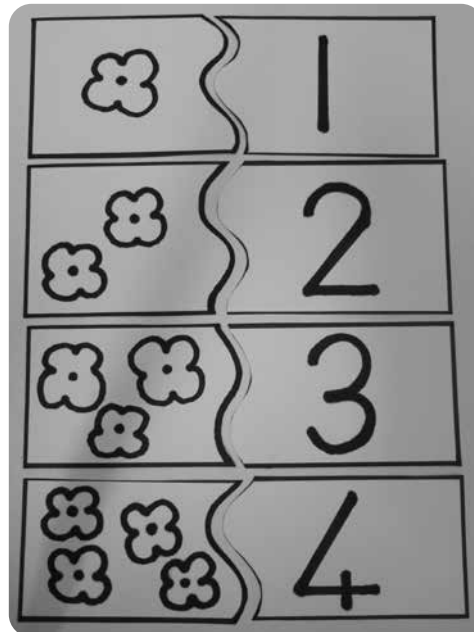
Learners match the number words one to four to the number strip (using the friezes as a reference). They place objects in columns above each number.

### 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.



### Seteišenetiro 3

#### Se o se tlhokang

- Setshodi sa morutwana mongwe le mongwe se na le:
  - Moseswana wa nomore le lerontho 1–4
  - Mafokopalo nngwe go ya go nne
  - Setshodi se se nang le dibolokokgogedi tse di tswang mo go *Kgetsana ya Didiriswa*

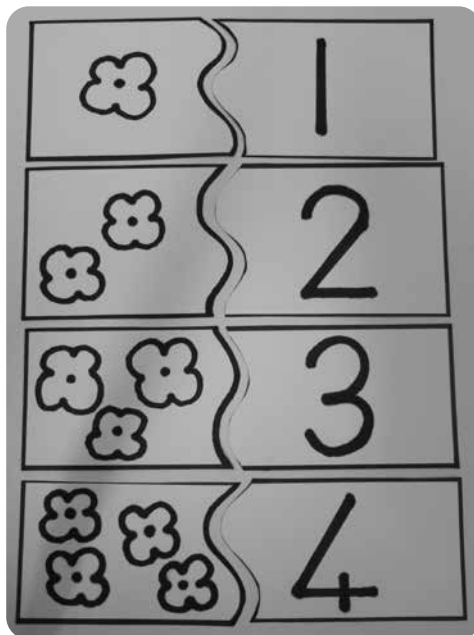
A barutwana ba nyalanye mafokopalo nngwe go ya go nne le moseswana wa nomore (ba dirisa dikgabisi jaaka kaedi). A ba beye dilo ka dikholomo tse dingwe mo godimo ga tse dingwe.

### Seteišenetiro 4

#### Se o se tlhokang

- Sete ya nomore e e nyalanyang le diphazele tsa ditshwantsho 1–4 tsa bobedi jwa barutwana

A barutwana ba tshwaraganye diphazele tsa dinomore. Fa ba feditswe, ba refosane le barutwana ba bangwe.



# 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

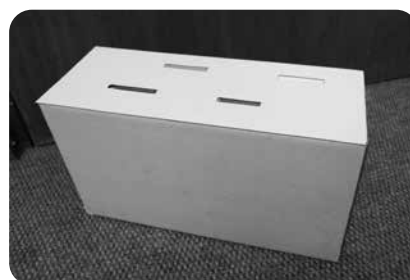
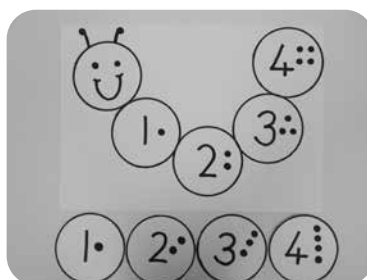
## New maths vocabulary

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.



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Madi: nna le kitso ka ga dikhoene tsa Aforikaborwa

## Kitso e ntšhwa

- Dikhoene tsa Aforikaborwa
- Dipalokemotatelano ntlha go ya go bone
- Go dira gore ditlhopho di tshwane le 4
- Go bala dilo 1–6

## Ikatise

- Go balela kwa godimo 1–10 le 5–1
- Go latedisanya dipalo 1–4
- Mogopolopalo 1–4
- Go tswa go kgolo thata go ya go nnye thata, go tswa go nnye thata go ya go kgolo thata

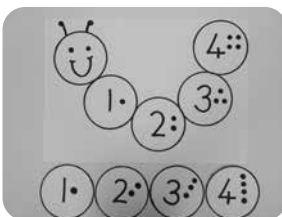
## Tlotlofoko e ntšhwa ya dipalo

dikhoene	madi	tshepe	tlhangwe	lili
diranta	10c, 20c, 50c	tholo	porothia	tlhotlha
disente	R1, R2, R5	gokong	seterelitzia	tshenyegelo

## Ipaakanye

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

- ditshwantsho tsa diphologolo le dimela tse di fitlhelwang mo dikhoeneng tsa Aforikaborwa
- dikhoene tsa mmala o morokwa le tse di phatshimang e le tsa dikhateboto tse di segolotsweng: 10c, 20c, 50c, R1, R2, R5 (ditsebe 216–217) – tse 6 tsa morutwana mongwe le mongwe, le tse 4 gape tsa yo mongwe le yo mongwe
- dilo tse 12 'tse go ka rekwa', sekao, diserele/mabokoso a sesepa sa go tlhapa meno, ditshodi tsa yokate, jalo le jalo
- lebokoso le le bonalalng la madi le na le phatlha e e tsenyang dikhoene tsa khateboto, le phatlhana e go ka ntshiwang dikhoene mo go yona (Mabotlolo a polasetiki kgotsa ditshodi di ka dirisiwa.)
- dikarata tsa matshwaopalo 1–4
- lenathwana la A4 la khateboto kgotsa pampiri ya A4 e na le thempoleiti e kgolo ya sediko e e thadilweng ya morutwana yo mongwe le yo mongwe
- pampiri ya A4 e e nang le didiko di le nne, nngwe le nngwe e na le letshwaopalo le marontho a a nyalanyang 1–4 ya morutwana yo mongwe le yo mongwe
- pampiri ya A4 ya morutwana mongwe le mongwe e na le molathoko wa sebokwana, karolwana nngwe le nngwe e na le letshwaopalo le marontho a a nyalanyang a 1–4
- pampiri ya keriti ya dipalo ya morutwana yo mongwe le yo mongwe e na le mofutapalo 1–4 (tsebe 218)
- motshameko wa khoene mo bankeng (tsebe 197)
- lebokoso le le tsenyang mebala le dinomore.



## 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.



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Dikhoene tsa nnete di le 6 (10c, 20c, 50c, R1, R2, R5)
- Dikhoene tsa khateboto tse di segolotsweng di le 6 (ditsebe 216–217)
- Phousetara 7

1. **Pina:** Opela pina e e tswang kwa dibekeng tse di fetileng.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6 (go itsise dikhoene tsa Aforikaborwa):** Tshikhinya dikhoene tsa nnete mo seatleng sa gago.

#### Dipotso tse di kaelang:

- ★ O akanya gore ke tshwereng mo seatleng sa me?
- ★ Re dirisetsang madi?
- ★ Go na le dikhoene tse di farologaneng tsa Aforikaborwa di le kae? A re di bale.

Balang dikhoene tsa khateboto fa lo ntse lo di baya mo loboteng.

4. **Phousetara 7:** Buisanang ka ga Phousetara 7. Buisanang ka se barutwana ba ka se bonang.

#### Dipotso tse di kaelang:

- ★ A o kile wa ya kwa mmarakeng?
- ★ Batho ba ba mo phousetareng eno ba rekang?
- ★ O akanya gore \_\_\_\_\_ o reka \_\_\_\_\_ di le kae?
- ★ A o tle o ye go reka? Mpolelele ka gona.
- ★ Go le gantsi balelapa la gago ba rekang kwa mabenkeleng?



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

## Letsatsi 2

### Se o se tlhokang

- Pina: *Dikhoene tse tlhano tse di phatsimang* (tsebe 197)
- Dilo tse 6 tse 'di ka rekiwang' di beilwe mo phaposiborutelong
- Setshodi se se nang le dikhoene tse di segolotsweng tsa khateboto (10c, 20c, 50c, R1, R2, R5) – 4 ya e nngwe le e nngwe ya tsona
- Semamaretsi
- Ditulo di le 4

1. **Pina:** Opela *Dikhoene tse tlhano tse di phatsimang*.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6; lemoga le go nyalanya dikhoene:** A barutwana ba tlhame tafole ya go rekela mmogo. A ba tlhophe sengwe le sengwe go tswa mo phaposiborutelong go se baya mo godimo ga tafole go rekisiwa. A ba tlhophe dikhoene tsa khateboto go di mametlelela mo dilong tse ba di tlhophileng.

**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.

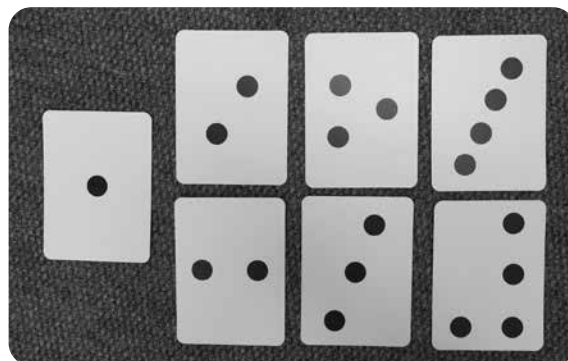


**Day 3**

**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 di kaelang:**

- ★ O tlhophileng?
- ★ O akanya gore ke khoene efe e e tshwanetseng go mametlelelwa mo \_\_\_\_? Goreng?
- ★ Ke khoene efe e e nyalanang le khoene e e mo \_\_\_\_?


4. **Dipalokemotatelano – a ntlha go ya go ya bone:** A barutwana ba le bane ba dule fatshe mo ditulong tse nne tse di tlhomagantsweng jaaka e kete ba mo thekesing go ya mabenkeleng.

**Dipotso tse di kaelang:**

- ★ Ke mang yo o dutseng mo setulong sa ntlha/boraro?
- ★ Ke mang yo o dutseng mo setulong se se fa morago ga sa ntlha?
- ★ Ke mang yo o mo setulong sa bofelo?
- ★ Ke mang yo o dutseng magareng ga \_\_\_\_ le \_\_\_\_?

Boeletsa ka barutwana ba bangwe ba bane.

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

 **MAELE**  
Go bothokwa gore barutwana ba dule ka tsela e ba ka kgonang go bona didiriswa tsotlhe tse di dirisiwang.



**Letsatsi 3**

**Se o se tlhokang**

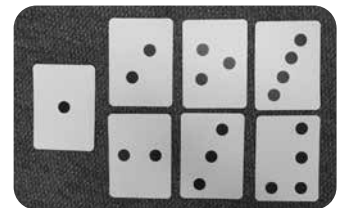
- Pina: *Dikhoene tse tlhano tse di phatsimang* (tsebe 197)
- Dikhoene tse di segolotsweng tsa khateboto di le 5, lebokoso la madi le le 1
- Dilo tse 6 tse 'di ka rekiwang' di beilwe mo phaposiborutelong
- Setshodi se se nang le dikhoene tse di segolotsweng tsa khateboto (10c, 20c, 50c, R1, R2, R5) – 4 ya e nngwe le e nngwe ya tsona
- Dikaratatshwantsho, tshwao le ronho tsa 1–4 (*Kgetsana ya Didiriswa*)
- Dibadi (*Kgetsana ya Didiriswa*)
- Moropana/Setshikhinngwa

1. **Pina:** Opela *dikhoene tse tlhano tse di phatsimang*. Dirisa dikhoene le lebokoso la madi go diragatsa.

2. **Go balela kwa godimo:** 1–10 le 5–1.


3. **Go bala dilo 1–6:** Boeletsa Letsatsi la 2, tirwana 3.

4. **Go ikatisetsa dinomere 1–4:** Ba bontshe dikarataronho 1–4 di ikemetse. A barutwana ba bue palo ya maronho mo karateng e nngwe le e nngwe. Baya dikarata mo mmetsheng di tlhakatlhakane. Di rulagannyeng mmogo go tloga ka 1 go ya go 4. Baya dikarataronho tse di setseng tsa 1–4 mo mmetsheng. A barutwana ba di nyalanye le dikarataronho tse di rulagantsweng.



5. **Motshameko wa go nyalanya:** Neela morutwana yo mongwe le yo mongwe karataronho, karatatshwantsho, karata ya matshwaopalo, kgotsa dibadi tsa nngwe, pedi, tharo kgotsa nne. Betsa moropana fa barutwana ba boela kwa mannong a bona. Fa mmimo o emisiwa, a barutwana ba iponele balekane ba palo e e tshwanang le ya bona.

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

 **MAELE**  
Neela barutwana ba ba se kileng ba nna le tšhono ya go reka, tšhono ya go nyalanya dikhoene le dilo tse di mo tafoleng fa ba ya kwa diteišeneng tsa bona tsa tiro.

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 4

Se o se tlhokang

- Pina: *Dikhoene tse tlhano tse di phatsimang* (tsebe 197)
- Dikhoene tse di segolotsweng tsa khateboto di le 5, lebokoso la madi le le 1
- Dikgetsana tsa polasetiki e e bonalang di le 2: dikhoene tse di segolotsweng tsa khateboto di le 6 mo go e nngwe le tse 5 mo go e nngwe
- Matshwaopalo 1–4 mo lebokosong

1. **Pina:** Opela *Dikhoene tse tlhano tse di phatsimang*. Dirisa dikhoene le lebokoso la madi go diragatsa.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6:** A barutwana ba dule fatshe ba dirile sediko. Ba bontshe dikgetsana tse pedi tsa polasetiki – e le nngwe e na le dikhoene tse di segolotsweng tsa khateboto fa e nngwe e na le dikhoene tse di segolotsweng di le tlhano.



**Dipotso tse di kaelang:**

- ★ O akanya gore go na le dikhoene di le kae mo kgetsaneng eno?
- ★ Mo kgetsaneng eno gona?
- ★ A o akanya gore go na le dikhoene di le dintsinyana/mmalwanyana mo kgetsaneng eno? O itse jang?

Balang dikhoene tse di mo kgetsaneng e nngwe le e nngwe mmogo mme lo di beye ka ditlhopho tse pedi mo mmetsheng.

4. **Go ikatisetsa feta, tlase ga, lekana le:** Buisanang ka ga ditlhopho tse pedi tsa dikhoene.

**Dipotso tse di kaelang:**

- ★ Ke batla dikhoene di le nne fela mo setlhopheng se sengwe le se sengwe. Re ka dirang?

Bala dikhoene di le 4 mo paketeng e nngwe le e nngwe. Lebelela dikhoene tse di setseng mo mmetsheng.

- ★ A go na le dikhoene dingwe tse di setseng mo setlhopheng seno kgotsa mo go seno?
  - ★ Goreng setlhopho seno se setse ka dikhoene tse mmalwanyana?
5. **Go rulaganya dinomoro 1–4:** Ba tswetse matlho gore ba seke ba bona dinomoro tsa bona, a mongwe le mongwe wa barutwana ba le bane a tseye karata ya letshwaopalo 1–4 go tswa mo lebokosong. A ba bape mme mongwe le mongwe a bue gore nomore ya gagwe ke efe. A barutwana ba bangwe ba bolele gore ba dire jang go ithulaganya go tloga ka 1 go ya go 4. Boeletsa seno ka barutwana ba bangwe gape ba bane.

**Dipotso tse di kaelang:**

- ★ Go tla nomore efe pele?
- ★ Go tla nomore efe ya bobedi/boraro/bone?
- ★ Go tla nomore efe morago ga \_\_\_\_\_?
- ★ Ke mang yo o tshwereng nomore ya bofelo?
- ★ Nomore e e mo magareng ga \_\_\_\_\_ le \_\_\_\_\_ ke efe?

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

## 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 5

### Se o se tlhokang

- Pina: *Dikhoene tse tlhano tse di phatsimang* (tsebe 197)
- Dinomorekgabisi 1–4
- *Kanelo ya nomore 4* (tsebe 195)
- Phousetara 7
- Dibadi tsa mmala di le 10 (*Kgetsana ya Didiriswa*)

1. **Pina:** Opela *Dikhoene tse tlhano tse di phatsimang*. Dirisa dikhoene le lebokoso la madi go diragatsa.
2. **Go balela kwa godimo:** 1–10 le 5–1.
3. **Go bala dilo 1–6:** A barutwana ba le batlhano ba eme fa pele.

#### Dipotso tse di kaelang:

- ★ Barutwana ba ba emeng ba bakae?
  - ★ A ba ka fa tlase ga thataro kana ba a feta? (Ba bale.)
  - ★ A o ne o nepile?
  - ★ Fa ke batla gore barutwana ba le barataro ba eme, go tshwanetse gat la barutwana ba le kae gape?
4. **Go ikatisetsa dinomore 1–4:** Ikgopotseng *Kanelo ya nomore 4* le kgabisi mmogo. Etsisa metsamao le/kgotsa medumo wa diphologolo, seka, terompeta e le nngwe ya tlou, selelo sa dipitse tse ditlodi gabedi.
  5. **Tharabololo ya dipalo 1–4:** Buisanang ka ga Phousetara 7. Buang ka ga se barutwana ba se bonang.

#### Dipotso tse di kaelang:

- ★ A o kgona go bona dilo dingwe di le thataro/nne/tharo/pedi?
  - ★ O bona mefuta e le mekae ya maungo?
  - ★ A go na le magapu a le mantsinyana kgotsa dipeinapole di le dintinyana? O itse jang?
  - ★ Go ya go sala dipeinapole di le kae fa Rre a reka tse tharo?
  - ★ Go na le batho ba le kae mo moleng wa rolo ya burevoroso?
  - ★ Mosimane wa sekeitiboto o eme fo kae mo moleng?
  - ★ Fa a rekela balelapa la gagwe dirolo tsa burevoroso di le tharo mme a ja tse pedi go ya go sala di le kae?
  - ★ Fa a tsamaya, Laylah o tlaa bo a eme fo kae mo moleng?
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteiseneng se sengwe le se sengwe sa tiro.



Re batla gore barutwana ba rarabolole dipalo gore ba kgone go akanya ka go sekaseka.

### Tomagano

**Puogae le Dikgono tsa Botshelo:** Tlhola maemo a a edileng a go reka mo lefelong la maitlhommo le kwa ntle; opelang dipina tsa theko mme lo diragatse dikanelo tsa theko.



## 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?



# Ditirwana tsa ditlhopha tse dinnye

## Tirwana e e kaelwang ke morutabana

### Se o se tlhokang

- Dikhoene tsa khateboto tse dithokwa le tsa selefera tse di segolotsweng di le 6 (10c, 20c, 50c, R1, R2, R5) – Dikhurumelo tsa polasetiki di le 2
- Dibadi (*Kgetsana ya Didiriswa*)
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dikhoene tsa khateboto tse dithokwa le tsa selefera tse di segolotsweng di le 6 (10c, 20c, 50c, R1, R2, R5)
  - Dikhurumelo tsa polasetiki di le 2
- Dilo tsa tafole ya dipalo di mametleletswe dikhoene 'go ka rekwa'

1. **Go bala dilo 1–6:** Baya dikhoene tsa khateboto tse di segolotsweng di le thataro mo mmetsheng. A barutwana ba fopholetse gore di kae. Balang dikhoene mmogo

#### Dipotso tse di kaelang:

- ★ A di feta palo e o neng o e akantse kana di kwa tlase ga yona?
- ★ A o na le palo e e kwa godingwana kana e e kwa tlase ya dikhoene tse thataro mo setshoding sa gago?

A mongwe le mongwe wa barutwana a bale dikhoene tse thataro go tswa mo ditshoding tsa bona.

- ★ O ka nthaya o reng ka ga dikhoene tsa gago?
- ★ O bona dinomere, diphologolo, dinonyane kgotsa dimela tse kae? A dikhoene ke tsa bogolo/mmala o o tshwanang?

A barutwana ba bapise dikhoene.

2. **Tshikhinya o bo o thube:** Lebaganya dikhurumelo tse pedi. A barutwana ba tshikhinye dibadi mme ba di 'thube' go nna ditlhopha tse pedi. A ba beye dibadi tsa bona mo dikhurumelong tsa bona ka jaana ba di 'thubile'. A ba refosane go bolela gore ba na le tse kae mo sekhumelong se sengwe le se sengwele gore ke tse kae fa di feletse.

#### Dipotso tse di kaelang:

- ★ O thubile jang tse nne?
- ★ Ke ditlhopha dife tse di neng le palo e e laekanang ya dibadi?
- ★ Ke bomang ba ba thubileng tsa bona ka go tshwana/farologana?
- ★ Goreng ditlhopha di tshwana/farologana?

Boeletsa tirwana.

3. **Go ikatisetsa go lekanya ditlhopha:** A barutwana ba beye dibadi tse tharo mo sengweng sa dikhurumelo tsa bona le se sengwe mo go se sengwe.

#### Dipotso tse di kaelang:

- ★ O ka dira jang gore ditlhopha tsa dibadi mo sekhumelong se sengwe le se sengwe di lekane?
- ★ A lona le palo e e lekanang ya dibadi mo setlhopheng se sengwe le se sengwe?

4. **Go rulaganya dikhoene tsa Aforikaborwa:** A barutwana ba beye dikhoene mo ngataneng mo gare ga sediko.

#### Dipotso tse di kaelang:

- ★ Re ka rulaganya tseno jang?
- ★ A re ka rulaganya tseno ka tsela 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. **Go rulaganya; go tloga go kgolo go gaisa go ya go nnye go gaisa:**  
A barutwana ba rulaganye dikhoene go tloga ka tse dinnye go gaisa go ya go tse dikgolo go gaisa, le go tloga ka tse dikgolo go gaisa go ya go tse dinnye go gaisa.
6. **Go nyalanya dikhoene:** Lebelela tafole ya dipalo ya theko mmogo le barutwana. A barutwana ba nyalanye e nngwe ya dikhoene tsa bona go selo sengwe mme ba bolelele setlhopha gore ditlhopha di nyalana jang.



**Netefatsa gore barutwana ba kgona go:**

- dira gore ditlhopha di lekane
- bapisa ditlhopha tse pedi le go lemoga dipharologano le dintlhatshwano ka go dirisa dilo di le nne
- lemoga dikhoene tsa Aforikaborwa, go lemoga dipharologano le dintlhatshwano magareng ga tsona, le go di nyalanya
- rulaganya dikhoene go ya ka bogolo

**Seteišenetiro 1**

**Se o se tlhokang**

- Tsebe ya A4 kgotsa sekgemetšhana sa khateboto e e nang le sediko se segolo ya morutwana yo mongwe le yo mongwe
- Sekere sa morutwana yo mongwe le yo mongwe
- Dikherayone, dipensele tsa mmala
- Dikao tsa dikhoene tsa Aforikaborwa (phousetara kgotsa khateboto e e segolotsweng), di beilwe moo barutwana ba ka di bonang

A barutwana ba segolole 'khoene' go tswa mo pampiring kgotsa mo khatebotong. A ba thale ditshwantsho tsa matlhakore otlhe a 'khoene'. A ba kwale palo ya se ba se tlhophileng mo letlhakoreng le lengwe. Dira didiko tsa tlaletso go direla ba ba ka ratang go dira go feta.



**Seteišenetiro 2**

**Se o se tlhokang**

- Tsebe ya A4 e e nang le didiko di le nne sengwe le sengwe se na le letshwaopalo le marontho a a nyalanang a morutwana yo mongwe le yo mongwe
- Tsebe ya A4 e e nang le thadiso ya seboko le matshwaopalo 1–4
- mo mmeleng a morutwana mongwe le mongwe
- Sekgomaretsi
- Dikherayone
- Sekere sa morutwana mongwe le mongwe

A barutwana ba khalare le go segolola didiko tse nne. A ba di nyalanye le mmele wa seboko le go di manega gona. A ba khalare sefatlhego sa seboko, mme ba thale maoto a mabedi mo sedikong se sengwe le se sengwe.

### 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'.



### Seteišenetiro 3

#### Se o se tlhokang

- Tsebe ya A4 e e nang le keriti ya dinomore 1–4 ya morutwana mongwe le mongwe
- Dikherayone/diphensele

A barutwana ba thale palo e e nepagetseng ya ditshwantsho (tša se ‘ba ka ratang go se reka’) gaufi le mela e e tshwailweng 1–4. A barutwana gape ba nyalanye dibadi kgotsa dimmotlolo tša tege ya go tshameka le dinomore 1–4.



### Seteišenetiro 4

#### Se o se tlhokang

- Lebokosoposo
- Setshodi sa morutwana yo mongwe le yo mongwe se na le dibadi di le 13 go tswa mo go *Kgetsana ya Didiriswa* (akaretsa se sehibidu se le sengwe, tse dibotala jwa legodimo di le pedi, tse diserolwana di le tharo le tse ditala di le nne)
- Motshameko wa khoene mo bankeng (tsebe 197)
- Sejana sa bobedi jo bongwe le jo bongwe jwa barutwana

A barutwana ba tlhophe mmala o o nepagetseng le palo ya dibadi go di manega mo kgatlheng yam mala o o nyalanang mo lebokosong. Fa ba feditse, a ba dirise dibadi tse di setseng tse tharo go tshameka ‘Khoene mo 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

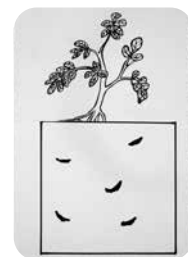
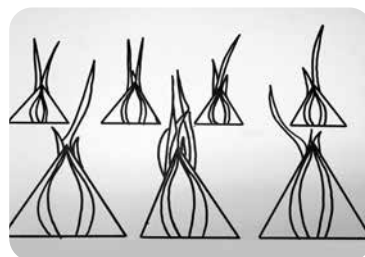
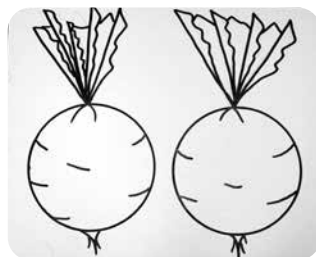
face towards

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.

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

## Ditlhogo

- Maemo, tlwaetso le tebelelo, tlwaetso le tebelelo
- Go tlhalosa, go rulaganya le go bapisa dipopego tsa 2-D

## Kitso e ntšhwa

- Go balela kwa godimo 1–15
- Go bala dilo 1–7
- Maemo: ka fa tlase

## Ikatise

- Maemo: go bapa le, magareng ga, fa pele ga, behind, mo godimo
- Ntlhakaelo: kwa pele, kwa morago
- Mogopolopalo 1–4
- Go latedisanya dinomere 1–4
- Go balela kwa morago 5–1
- Dipopego: sediko, khutlonne, khutlotharo
- Go rulaganya ka ponagalo e le nngwe

## Tlotlofoko e ntšhwa ya dipalo

dintlhakaelo

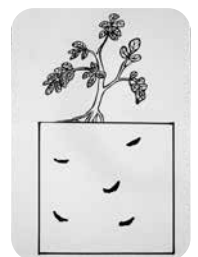
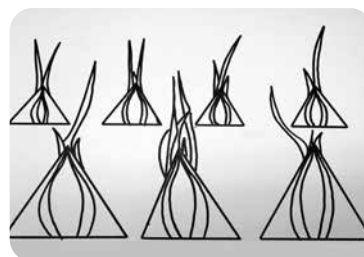
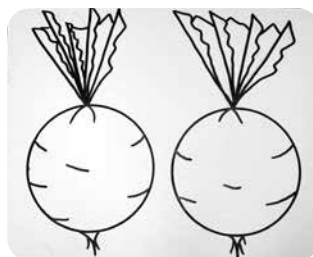
lebelela kwa

ka fa tlase

## Ipaakanye

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

- tse di segolotsweng mo khatebotong (tsa bogolo jo bo magareng): dikhutlotharo tse 4, didiko tse 3, dikhutlonne tse 7
- dikhutlotharo tsa khateboto di le 10 tsa bogolo le mmala o o farologaneng
- merogo e e segolotsweng e megolo go dirisetswa kanelo



- tege ya go tshameka
- naletsana e e segolotsweng
- popego ya tsebe ya A4 – 1 ya morutwana mongwe le mongwe (Akaretsa bontsi jwa dikhutlotharo tsa bogolo jo bo farologaneng go na le dipopego tse dingwe.)
- tsebe ya A4 e na le digwete di le 4 (leba Seteišenetiro 2)
- dikgemetšhana tsa dipampiri tse ditala di le 10 tsa morutwana yo mongwe le yo mongwe.


**MAELE**

Tsolotanya tlotlofoko e e fetileng ya boalo le popego.

## 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.



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Dikhateboto tse di segolotsweng (bogolo jo bo magareng): dikhutlotharo di le 4, didiko di le 3, dikhutlonne di le 7
- Diponagalo tsa diboloko tsa dikkhutlotharo, didiko, dikhutlonne di le 16 (*Kgetsana ya Didiriswa*)
- Pina: *Go dira salate ya maungo* (tsebe 195)
- Dileibole tsa Nomore 4 go tswa mo tafoleng ya dipalo (go tswa mo Bekeng ya 1)

### MAELE

Khateboto e matlhakore-mararo. E na le boleele, bophara (bophara) le bogodimo. Mo Mophatong wa R re dirisa dilo tse di segolotsweng go supa dipopego tsa tlhakorepedi, jaaka didiko, dikhutlonne, dikhutlotharo le dikhutlonnetsepa. Lebelele popego: boleele, gore 'popego' e bophara jo bo kae, mela, dikhutlo kgotsa dintlha.

1. **Pina:** Opela *Go dira salate ya maungo*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Lebelelang ditlhophapha tse nne tsa khutlotharo, dikhateboto tse di segolotsweng tsa di le tharo tsa didiko le di le nne tsa dikhutlonne.

#### Dipotso tse di kaelang:

- ★ O akanya gore go na le dikhutlotharo/didiko/dikhutlonne di le kae mo setlhopheng seno?
  - ★ Ke setlhophapha sefe se se nang le go le gontsinyana/mmalwanyana go na le setlhophapha se se nang le dikhutlotharo/didiko/dikhutlonne? Balang dikhutlotharo le didiko mmogo 1–7. Jaanong balang dikhutlonne.
4. **Go ikatisetsa maemo – gaufi le, magareng ga, fa pele ga, fa morago ga, mo godimo ga:** A morutwana yo mongwe le yo mongwe a tle le popego e le nngwe go tswa mo mmetsheng. Tshamekang 'Sizwe a re'. Neela ditaello tse di farologaneng mo popegong e nngwe le e nngwe fa o kaela barutwana.

#### Ditaello tse di kaelang:

- ★ Botlhe ba ba tshwereng didiko a ba beye dipopego tsa bona *fa pele ga* mangole a bona, difatlhego, dimpa. (Boeletsa ka dikhutlonne le dikhutlotharo.)
- ★ Tshwarela sediko sa gago *fa morago ga* gago, lengole, jalo jalo ka seatla se le sengwe/diatla tsotlhe.
- ★ Leka go baya khutlotharo ya gago *fa morago ga* tsebe ya gago.
- ★ Tsamaya ka popego ya gago o itshetlegile *mo godimo ga* tlhogo ya gago.
- ★ Ba ba tshwereng khutlotharo e tshware *mo magareng ga* mangole a gago.
- ★ Ba ba tshwereng sediko e beye *gaufi le* mmele wa gago. Jaanong e beye mo letlhakoreng le lengwe la mmele wa gago. (Boeletsa ka dikhutlonne le dikhutlotharo.)

5. **Maemo:** Itsise 'ka fa tlase'.

#### Dipotso tse di kaelang:

- ★ A o ka dula/robala popego ya gago e le *ka fa tlase ga* gago, *ka fa tlase ga* seatla sa gago mo boalong, *ka fa tlase ga* lonao lwa gago?
  - ★ Ke karolo efe gape ya mmele wa gago e o ka bayang popego ya gago *ka fa tlase ga* yona?
6. **Ditirwana tsa ditlhophapha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### MAELE

A barutwana ba beye dipopego mo tafoleng ya dipalo ka ditlhophapha tsa nne go bapa le dikarata tsa nomore 4, fa ba ya kwa diteišeneng tsa bona tsa tiro.

## 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 2

### Se o se tlhokang

- Pina: *Tlhogo, magetla, mangole le menwana* (tsebe 197)
- Ditshodi tse 2
- Dibinibeke/dikousu tse di tsholeditsweng di le 7
- Dilo tsa popego ya khutlotharo tsa bogolo le mmala o o
- farologaneng di le 10, di beilwe mo phaposiborutelong
- Dikarata tsa matshwaopalo 1–4 (*Kgetsana ya Didiriswa*)
- Bolokoponagalo jwa khutlotharo bo le 1

1. **Pina:** Opela *Tlhogo, magetla, mangole le menwana*.

#### Dipotso tse di kaelang:

- ★ Tlhogo ya gago e mo godimo ga \_\_\_\_\_ wa gago?
- ★ Nko ya gago e mo magareng a \_\_\_\_\_ a gago?
- ★ Nko ya gago e gaufi le \_\_\_\_\_ wa gago?
- ★ Boalo bo mo tlase ga \_\_\_\_\_ tsa gago?

2. **Go balela kwa godimo:** 1–15 le 5–1.

3. **Go bala dilo 1–7; ntsinyana/mmalwanyana:** A barutwana ba dule fatshe ba dirile sediko. Baya ditshodi tse pedi tse di seng boteng mo gare. Baya dibinibeke/dikousu di le tlhano mo setshoding se sengwe le tse pedi mo go se sengwe. A barutwana ba fopholetse gore ke dibinibeke/dikousu di le kae mo go se sengwe le se sengwe. Balang barutwana ba le supa mmogo go tsaya binibeke mme ba boele morago kwa maemong a bona. A ba refosane go latlhela dibinibeke tsa bona mo setshoding sengwe le sengwe. Boeletsa gape ka barutwana ba bangwe ba le supa. Buisanang gore ke setshodi sefe se se nang le dibinibeke di le ditsinyana/mmalwanyana.

4. **Go ikatisetsa diponagalo tsa khutlotharo; go ikatisetsa 1–4:** Kwa ntle ga go letla barutwana go bona popego, tshwarela popego e e bopegileng jaaka khutlotharo mme e segolotswe fa morago gag ago. A barutwana ba fopholetse gore ke popego efe. Ba neele dithusi, sekao: 'E na le matlhakore a mararo le mela e meraro e e tlhamaletseng.'


#### Dipotso tse di kaelang:

- ★ Khutlotharo e farologana jang le dipopego tse dingwe mo phaposiborutelong?

A barutwana ba batle dikhutlotharo di le 10 tse di fitlhilweng mo phaposiborutelong. A ba di beye mo mmetsheng gaufi le dikarata tsa matshwaopalo 1–4.

- ★ Ke setlhopha sefe se nang le tse dintsinyana/mmalwanyana?
- ★ Setlhopha se se magareng ga 2 le 4 se na le dikhutlotharo di le kae?
- ★ Re ka dira jang gore setlhopha sa 3 se nne le palo e e lekanang ya dikhutlotharo le setlhopha sa 4?

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

 **MAELE**  
Baya ditshodi le dibinibeke tse di nang le matshwaopalo le dikaratafoko mo lefelong la dipalo.

## Letsatsi 3

### Se o se tlhokang

- Pina: *Tlhogo, magetla, mangole le menwana* (tsebe 197)
- Diboloko tsa mapolanka di le 11 go tswa mo lefelong la mapolanka
- (diboloko tsa dipopego tsa khutlotharo, khutlonne le sediko)
- Moropana

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:** Opela *Tlhogo, magetla, mangole le menwana* ka go diragatsa.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya ditlhophapha tse pedi tsa diboloko mo mmetsheng (di le supa mo setlhopheng se sengwe le tse nne mo go se sengwe).

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le diboloko di le kae mo setlhopheng seno?
- ★ Mo go seno?

Balang diboloko tse di mo setlhopheng se sengwe le se sengwe mmogo.

- ★ Ke phopholetso ya ga mang e e neng e le gaufi?

4. **Ntsinyana, mmalwanyana, lekana le:** Bapisa ditlhophapha tsa diboloko.

**Dipotso tse di kaelang:**

- ★ Ke setlhophapha sefe se se nang le tse dintsinnyana/mmalwanyana?
- ★ Re tlhoka go dira gore ditlhophapha di lekane?

5. **Maemo – gaufi le, magareng ga, ka fa tlase:** Neela barutwana ba le mmalwa ditaello tsa go baya diboloko mo phaposiborutelong ba dirisa 'gaufi le' le 'magareng ga'.

**Ditaello tse di kaelang:**

- ★ Baya boloko jo bo bopegileng jaaka khutlonne gaufi le tafole ya dipalo.
- ★ Baya boloko jo bo bopegileng jaaka khutlotharo mo magareng ga setulo sa me le lebatl.

Letsa moropana fa barutwana ba ntse ba tsamaya mo gare ga diboloko. Fa mmimo o ema a ba dire ditlhophapha tsa bone mme ba eme ba bapile.

**Dipotso tse di kaelang:**

- ★ Ke mang yo o emeng gaufi le \_\_\_\_\_?
- ★ Ke mang yo o magareng ga \_\_\_\_\_ le \_\_\_\_\_?

A barutwana ba eme yo mongwe a le mo morago ga yo mongwe.

- ★ Ke mang yo o fa pele/morago ga gago?

A barutwana ba tsamaye le mmimo mme ba dire ditlhophapha tsa bone.

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



Buisanang gore barutwana ba ba senang ditlhophapha tse di tletseng tsa bone ba ka ya kae go dira ditlhophapha tse di tletseng. Ba kope dikakanyo tsa gore bothata bono bo ka rarabololwa jang.

## Letsatsi 4

**Se o se tlhokang**

- Pina: *Re dira sopo ka tsela e* (tsebe 197)
- Kanelo ya dipopego le ditshwantsho tsa merogo: *Ba gogile ba boa ba goga* (tsebe 199)
- Setshodi mo tafoleng ya dipalo se na le diboloko ponagalo tsa didiko di le 8, dikhutlonne di le 8, le dikhutlotharo di le 8

1. **Pina:** Tlhagisa pina, *Re dira sopo ka tsela e*.
2. **Go balela kwa godimo:** 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. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Beela kanelo ditshwantsho tsa merogo mo mmetsheng. A barutwana ba fopholetse le go bala palo ya ditshwantsho tsa merogo tse di leng teng.

**Dipotso tse di kaelang:**

- ✦ A o kile wa bona sopo e dirwa?
- ✦ A go na le sengwe se o bonang se sa tlwaelega tebang le popego ya merogo eno?

4. **Kanelo ka ga popego:** Anela ka go dirisa ditshwantsho.


**Dipotso tse di kaelang:**

- ✦ Ka tlwaelo, merogo eno ke ya popego efe?
- ✦ A o ka akanya ka ga merogo e mengwe e e go gopotsang popego ya sediko/khutlotharo?
- ✦ A o kile wa bona morogo o o bopegileng jaaka khutlonne?
- ✦ Go nale ditapole/digwete di le kae?
- ✦ A go na le digwete kgotsa ditapole tse dintsinzana?

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

 **MAELE**  
Baya dibolokoponagalo le dipopego tsa merogo mo tafoleng ya dipalo go nyalanya.

**Letsatsi 5**

 **MAELE**  
Kwalela batsadi/batlhokomedi ba bana lekwalo go tshikhinya gore ba apeye sopo ya merogo le bana.

**Se o se tlhokang**

- Pina: *Re dira sopo ka tsela e* (tsebe 197)
- Phousetara 9
- Kanelo ya dipopego: *Ba gogile ba boa ba goga* (tsebe 199)
- Setshamekisi sa koloi e nnye se le 1
- Ditshwantsho tsa merogo
- Naledi e nnye ya khateboto e le 1

1. **Pina:** Opela *Re dira sopo ka tsela e*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Bala ditshwantsho tsa eiye di le supa go tswa mo kanelong ya Letsatsi la 4.
4. **Kanelo ya dipopego:** Gopolang kanelo ya go bontsha ditshwantsho tsa merogo lotlhe.

**Dipotso tse di kaelang:**

- ✦ A o lemogile merogo kgotsa maungo mangwe a a lebegang jaaka dikhutlonne, didiko kgotsa dikhutlotharo kwa gae kgotsa mo mabenkeleng maabane?
- ✦ A o buile le balelapa la gago tebang le gore ke merogo e le kae e ba e dirisang fa ba apaya sopo?

Lebelela dikao tsa ditshwantsho tsa merogo mme lo buisane ka ga dipopego.

5. **Dintlhakaelo:** Lebelela Phousetara 9. Kopa barutwana go bua gore ba bonang.

**Dipotso tse di kaelang:**

- ✦ O bonang se se bonagalang jaaka sengwe se o se boneng gaufi le kwa gaeno?
- ✦ O akanya gore seno ke eng? (Supa kago mo mmepeng.)



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.



Baya setshamekisi sa koloji moo Malusi a emeng mo setshwantshong mme baya naledi e leng kwa bogorogelong jwa gagwe. A barutwana ba dire e kete Malusi o mo koloing, mme ba go kaele fa o sutisa koloji.

- ★ Malusi o bonang mo a leng?
- ★ A a tlhamalale fano? (Supa.)
- ★ O tshwanetse go tsaya tsela efe go fitlha kwa \_\_\_\_\_?
- ★ O tlaa bonang mo tseleng?
- ★ O tshwanetse go fapoga leng?

Boeletsa seno, ka magorogelo a a farologaneng.

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

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Kopa barutwana go tlotlela batsadi/batlhokomedi ba bona kanelo, *Ba gogile ba boa ba goga*, buisana ka gore ba dirisa merogo e le kae go apaya sopo, le go lebelela dipopego tsa maungo le merogo kwa gae/kgotsa kwa mabenkeleng.

## Ditirwana tsa ditlhophha tse dinnye

### Tirwana e e kaelwang ke morutabana

**Se o se tlhokang**

- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dikarataronho, tshwao le foko tsa Nomore 1–4
  - Dibolokoponagalo tse di tshwakilweng di le 7 (kwa ntle ga dikhutlonnetsepa)
  - Dibalaphologolo di le 4


1. **Go balela kwa godimo 1–15:** A morutwana mongwe le mongwe a bale go tloga ka 1–15.
2. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile didiko ka ditshodi tsa bona. A yo mongwe le yo mongwe wa bona a bale dibolokoponagalo tsa bona di le 7.
3. **Go ikatisetsa 1–4:** Kaela barutwana go dira ka dipopego tsa bona le dikaratarotshwao le dikarataronho tsa nomore 1–4.

**Dipotso tse di kaelang:**

- ★ A o ka dira ditlhophha tse pedi? Setlhophha se sengwe se na le dipopego tse nne le se sengwe se na le dipopego tse tharo?
  - ★ A o ka baya dikarataronho le dikaratatshwao tsa gago tsa dinomere tse di nyalanang gaufi le ditlhophha tseno?
  - ★ A o ka baya seatla sa gago gaufi le setlhophha se se nang le dipopego tse dintsinnyana/mmalwanyana?
  - ★ Re ka dira jang gore ditlhophha tseno di lekane?
4. **Go rulaganya:** Baya ditlhophha tsotlhe mo ngataneng mo bogareng jwa mmetshe.

**Dipotso tse di kaelang:**

- ★ Ke eng se se tshwanang/farologaneng mo dipopegong tseno?
- ★ O bona mebala efe?
- ★ Re ka rulaganya jang dipopego tseno?

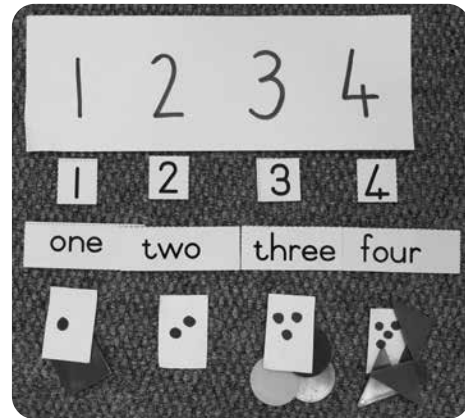
 **MAELE**  
 Dibolokopharologantsho ke dilo tsa tlhakoretharo. Mo Mophatong wa R re bua ka ga 'diboloko' tse di 'lebegang jaaka' dipopego tsa tlhakorepedi, jaaka didiko, dikhutlonne, dikhutlotharo le dikhutlonnetsepa. Gopola go lebelela sefatla sa bolokopharologantsho fa o bua ka ga popego.

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. **Go rulaganya le maemo – gaufi le, magareng ga, ka fa tlase ka go dirisa 1–4:** A barutwana ba rulaganye matshwaopalo, dikarataronho le dikaratafoko 1–4.

**Dipotso tse di kaelang:**

- ★ A o ka baya monwana wa gago mo nomoreng e e gaufi le nomore 1?
- ★ A go na le nomore e nngwe gaufi le 1?
- ★ Ke nomore efe pele/morago ga 3?
- ★ A o ka mpontsha nomore e e magareng ga 1 le 3?
- ★ A o ka tlhopha khutlonne e le nngwe go e baya *ka fa tlase ga* karataronho ya nomore 1 ya gago?
- ★ O tlhoka go baya didiko di le kae *ka fa tlase ga* karataronho ya nomore 3 ya gago?
- ★ A o ka baya palo e e nepagetseng ya dikhutlotharo *mo godimo ga* karataronho ya gago ya nomore 4?



6. **Ntlhakaelo le maemo:** A barutwana ba bale dibalaphologolo di le nne go tswa mo ditshoding tsa bona.

**Dipotso tse di kaelang:**

- ★ A o ka dira gore diphologolo tsotlhe di lebelele kwa pele kwa go nna?
- ★ A o ka dira gore diphologolo tsa gago di nne e nngwe mo morago ga e nngwe di lebelelelele kwa lebeling?
- ★ Ke phologolo efe e e emeng fa pele/morago ga \_\_\_\_\_?
- ★ Ke phologolo efe e e emeng magareng ga \_\_\_\_\_ le \_\_\_\_\_?
- ★ A o ka sutisa \_\_\_\_\_ go nna gaufi le \_\_\_\_\_?



**Netefatsa gore barutwana ba kgona go:**

- rulaganya go ya ka dipopego le mebala
- tshaloganya maemo 'ka fa tlase'
- supa go tshaloganya ntlhakaelo
- balela kwa godimo 1–15
- bala dilo 1–7
- rulaganya dikarata tsa matshwaopalo 1–4



## Seteišenetiro 1

**Se o se tlhokang**

- Tsebe ya dipopego ya morutwana
- Pente kgotsa dikherayone mongwe le mongwe

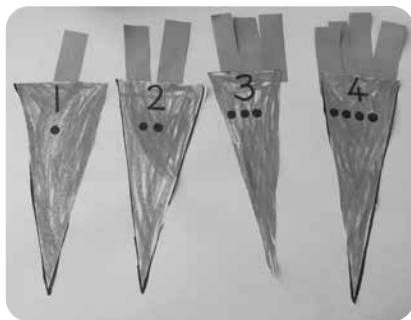
A barutwana ba khalare dikhutlotharo fela mo tsebeng.

## 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

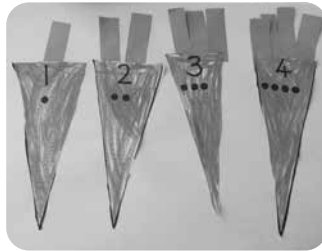
Learners build with blocks.

## Seteišenetiro 2

### Se o se tlhokang

- Thempoleiti ya digwete ya A4 ya morutwana mongwe le mongwe
- Dikgemetšhana di le 10 tsa matlhare tsa morutwana mongwe le mongwe
- Tsebe ya A4 ya morutwana mongwe le mongwe
- Sekgomaretsi

A barutwana ba segolole digwete tse nne. A ba di manege mo tsebeng ka thulaganyo go simolola ka 1 go ya go 4 mme ba manege palo e nepagetseng ya matlhare mo go e nngwe le e nngwe.



## Seteišenetiro 3

### MAELE

Gape o ka dirisa dipopego tse di segolotsweng tsa dibaga/dimosaiki/dipholiseterine go tswa mo dilong tse o di kokoantseng fa o ne o tlhopha matlakala.

### Se o se tlhokang

- Sa morutwana yo mongwe le yo mongwe:
  - Therei e e dirisediwang go rulaganya, sekao, mabokoso a mae
  - Setshodi se se nang le motswako wa dibalamaungo, dikota, dibolokokgogedi, didisiki tsa mebala (*Kgetsana ya Didiriswa*)

A barutwana ba rulaganye dilo go ya ka ponagalo e le nngwe ka nako, sekao, mmala kgotsa popego.



## Seteišenetiro 4

### MAELE

Buisanang ka ga diboloko ka nako ya dineke, lo dirisa tlotlofoko e e maleba, sekao, leelejane, khutshwanyane.

### Se o se tlhokang

- Diboloko

Barutwana ba aga 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*.

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

## Ditlhogo

- Maemo, tlwaetso le tebelelo
- Tlhalosa, rulaganya le go bapisa dilo tsa 3-D

## Kitso e ntšhwa

- Go rulaganya dilo tsa 3-D: dintlhatshwano le dipharologano
- Ka nngwe, mmalwa ka nngwe
- Maemo: fa godimo

## Ikatise

- Go balela kwa godimo 1–15 le 5–1
- Go bala dilo 1–7
- Mogopolopalo 1–4
- Maemo: ka fa tlase, mo, mo, ntle
- Dipopego: sediko, khutlonne, khutlotharo
- Diphazele tsa dikarolo tse di lesomepedi

## Tlotlofoko e ntšhwa ya dipalo

mmalwanyana ka nngwe

palogotlhe

godimo

pele

morago

## Ipaakanye

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

- sediko, khutlonne, khutlotharo e kgolo ya khateboto (tse di bogolo jo bo lekaneng moo barutwana ba le bane b aka emang mo go tsona botlhe)
- dikhutlotharo, dikhutlonne, didiko tse dinnye di le 2
- dikaratarontho le tshwao tsa nomore 3 le 4 go oketsa tse di mo *Kgetsaneng ya Didiriswa* (o tlhoka tse di ka lekanang barutwana ba le 21)
- bopa sebakagoreletso go tsamaisa sebalaphologolo (go tswa mo *Kgetsaneng ya Didiriswa*) ka go dirisa (dilo di tshwana le: mabokoso, dikhafo, ditšhupu tsa khateboto le diboloko tsa mapolanka)
- dipampiri tse di segolotsweng: didiko, dikhutlonne le dikhutlotharo tsa bogolo le mmala o o farologaneng – bokana ka di le 3 tsa morutwana yo mongwe le yo mongwe
- dikarolwana tsa phazele di le lesomepedi (tsebe 221).

## Ditirwana tsa phaposiborutelo yotlhe

### Letsatsi 1

#### Se o se tlhokang

- Morumo: *Roli Pholi* (tsebe 199)
- Bolo e kgolo e le 1
- Sediko, khutlotharo, khutlonne ya khateboto e kgolo
- Phousetara 11
- Dilo tsa popego ya sediko, khutlonne, khutlotharo tse di beilweng mo phaposiborutelong – 1 ya morutwana yo mongwe le yo mongwe
- Dibolokoponagalo (*Kgetsana ya Didiriswa*)

1. **Morumo:** Bua morumo, *Roli Pholi*.

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. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Kgokolosetsa bolo kwa barutwaneng ba le supa ka nako e le nngwe fa phaposiborutelo yotlhe e bala 1–7. Boeletsa seno makgetlho a le mmalwa ka barutwana ba bangwe. A barutwana ba ba nnileng le sebaka, ba ope diatla fa lo ntse lo bala mmogo.



4. **Go ikatisetsa dipopego; dintlhatshwano le dipharologano:** Tsholeletsa sediko, khutlonne le khutlotharo ya khateboto e kgolo kwa godimo. Lebelela Phousetara 11.

**Dipotso tse di kaelang:**

- ★ O bona kae dipopego tseno mo phousetareng eno?
- ★ A go na le sengwe se o ka akanyang ka sona kwa gae/mo lefatsheng se go gopotsa nngwe fela ya dipopego tseno?

A barutwana ba batle dilo tse di bopegileng jaaka sediko, khutlonne kgotsa khutlotharo mo phaposiborutelong. A ba boele kwa mannong a bona mo mmetsheng fa ba bone sengwe.

A ba bapise dipharologano le dintlhatshwano tsa dilo tseno. Baya dilo ka ditlhopho mo lefelong la dipalo mo godimo ga dipopego tsa khateboto.

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

## Letsatsi 2

**Se o se tlhokang**

- Morumo: *Roli Pholi* (tsebe 199) di le 3, dikhutlotharo tse dinnye
- Kanelo: *Ba gogile ba boa ba goga* (tsebe 199) di le 4 – dibolokoPONAGALO (*Kgetsana ya Didiriswa*)
- Ditshwantsho tsa dikanelo • Kgetsana/lebokoso
- Khutlonne e kgolo e le 1, didiko • Dibadi di le 7 tsa mmala tse 2, dikhutlotharo tse dikgolo

1. **Morumo:** Bua morumo, *Roli Pholi*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Balang ditshwantsho tsa merogo go tswa mo kanelong ya *Ba gogile ba boa ba goga* go tswa mo Bekeng ya 3. Lebelela dibadi tse 7 mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ O akanya gore setlhopho seno se na le dibadi di le kae?
- ★ A o akanya gore go na le dibadi tse dintsinzana go na le merogo? Bala le go nyalanya 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?

 **MAELE**

Gakologelwa gore bolokopharologantsho e nngwe le e nngwe ke ya tlhakoretharo, fela barutwana ba lebeletse bodilo kgotsa sefatla sa selo se se lebegang e kete sediko, khutlonne kgotsa khutlotharo.

4. **Go ikatisetsa dipopego:** Bontsha barutwana kgetsana e e nang le dibolokopharologantsho.

**Dipotso tse di kaelang:**

- ★ Fa dilo tse di mo kgetsaneng di na le popego e e tshwanang jaaka tse di mo kanelong, ke dipopego dife?
- ★ Go tshwanetse ga bo go na le dikhutlonne/didiko/dikhutlotharo di le kae mo kgetsaneng?

A morutwana a le mongwe a utlwelele mo teng ga kgetsana.

A barutwana ba refosane go re, 'Go utlwala e kete \_\_\_\_\_ (sediko/ khutlonne/khutlotharo).'

A barutwana ba beye bolokopharologantsho go bapa le setshwantsho sa morogo o o nyalanang mo tafoleng ya dipalo.

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

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Diragatsa kanelo, *Ba gogile ba boa ba goga.*

**Letsatsi 3**

**Se o se tlhokang**

- Pina: *Fa o tshwere khutlonne* (tsebe 199)
- Ditshodi tse 3 tse di nang le dibolokodiponagalo tsa didiko di le 8, dikhutlonne di le 8 le dikhutlotharo di le 8 (*Kgetsana ya Didiriswa*), mmogo le dikhutlotharo, dikhutlonne, didiko tsa khateboto mo go e nngwe le e nngwe



**MAELE**

Go balela kwa godimo: 1–15 le 5–1 go ka dirwa ka nako ya phetolo.

1. **Pina:** A barutwana ba eme ba dirile sediko. A ba tseye popego e le nngwe mongwe le mongwe go tswa mo diitshoding tse tharo mo mmetsheng. Opelang *Fa o tshwere khutlonne*. A barutwana ba tsholeletse dipopego tse di nyalanang kwa godimo fa ba ntse ba opela.
2. **Go bala dilo 1–7:** A barutwana ba ithulaganye go ya ka ditlhopho tse tharo: se sengwe se tshwere didiko, se sengwe se tshwere dikhutlonne fa se sengwe se tshwere dikhutlotharo. Neela setlhopho sengwe le sengwe setshodi. A ba beye dipopego tsa bona mo mmetsheng gauifi le setshodi.
3. **Go ikatisetsa 1–4; ntsi go, mmalwa go, lekana le:** A morutwana a le mongwe go tswa mo setlhopheng sengwe le sengwe a beye dipopego tsa setlhopho di le supa mo setshoding fa setlhopho se ntse se bala 1 go ya go 7. A barutwana ba lebelele dipopego tse tharo mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ Go na le dipopego di le kae mo mmetsheng?
- ★ A go na le tse di fetang kgotsa ka fa tlase ga nne?
- ★ O tlhoka dipopego di le kae gape go dira setlhopho sa bone?
- ★ A o ka dira setlhopho se sengwe se se nang le palo e e lekanang ya dipopego mo setlhopheng seno?



**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.





Tsamaya tsamaya mo gare ga ditlhophha tse tharo go tshegetsa barutwana.

4. **Feta ka nngwe, ka fa tlase ka nngwe:** A barutwana ba tswelele go dira ka dipopego mo mmetsheng.
 

**Dipotso tse di kaelang:**

  - ✦ A o ka dira gore sengwe sa ditlhophha se nne le palo ya dipopego e e kwa tlase ka nngwe go na le se sengwe?
  - ✦ Jaanong setlhophha seno se na le dipopego di le kae?
  - ✦ Setlhophha sa ntlha se oketsegile ka dipopego di le kae?
5. **Go ikatisetsa dipopego le maemo:** A morutwana yo mongwe le yo mongwe a tshware popego. Dirisa ditaello tse di nang le mafoko a maemo, sekao: 'Ba ba nang le dikhutlotharo tse dinnye, tsamayang ka letlhakore mme lo beye dikhutlotharo tsa lona fa morago ga setulo sa me.'
6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng sengwe le sengwe sa tiro.

### Letsatsi 4

#### Se o se tlhokang

- Pina: *Fa o tshwere khutlonne* (tsebe 199)
- Theipi e e sireletsang/tšhoko
- Sediko, khutlonne, khutlotharo tsa khateboto tse dikgolo (tsotlhe di lekane gore go ka ema barutwana ba le bane)
- Seletswa
- Dibolokopharologantsho tsa sediko, khutlotharo, khutlonne di le 24 (*Kgetsana ya Didiriswa*)
- Dikhutlotharo, dikhutlonne, didiko, tse dinnye tsa khateboto – 2 tsa mofuta mongwe le mongwe
- Dikaratarontho le dikaratatshwao tsa nomore 3 le 4 tsa barutwana ba le 21

1. **Pina:** Opela pina, *Fa o tshwere khutlonne* ka dipopego.
2. **Go balela kwa godimo:** 1–15 le 5–1. Dirisa theipi e e sireletsang kgotsa tšhoko go bopa llere mo mmetsheng gore barutwana ba tlolle fa phaposiborutelo yotlhe e bala. Llere ya go tlola e ka pentiwa ka pente e e phatshimang ya inamele kwa ntle mo patlelong ya motshameko ya Mophato wa 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. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya sediko, khutlonne le khutlotharo tse dikgolo tsa khateboto mo mmetsheng. Balang gore go na le matlhakore a a tlhamaletseng a khutlotharo le khutlonne di nang le ona. Balang gore di na le a le kae palogotlhe.



4. **Go ikatisetsa dipopego:** Fitlha dipopego mo phaposiborutelong. Ka ditlhophha tsa bone, a barutwana ba refosane go nna 'matseka a dipopego' go batla dipopego. A barutwana ba tsamaye go latela mosito magareng ga dipopego tse tharo tse dikgolo mo bodilong. Fa mmimo o ema, a ba dule go potologa popego e e nyalanang le e ba e boneng mo phaposiborutelong.

**Dipotso tse di kaelang:**

- ★ O akanya gore ke barutwana ba le kae ba tlaa kgonang go ema mo sedikong/khutlonneng/khutlotharong ka nako e le nngwe?
  - ★ A bontsi jwa barutwana bo tlaa lekana mo khutlonneng kgotsa mo sedikong? Goreng?
5. **Go ikatisetsa 1–4; ntsinyana/mmalwanyana:** A barutwana ba bararo ba eme mo popegong e nngwe le e nngwe ya khateboto.



**Dipotso tse di kaelang:**

- ★ A morutwana yo mongwe gape o ka tsena mo popegong ya gago ya khateboto?
  - ★ Fa re batla gore barutwana ba ba kwa tlase ka nngwe ba eme mo sedikong, re tshwanetse go dirang?
6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

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.)



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



## Letsatsi 5

### Se o se tlhokang

- Morumo: *Roli Pholi* (tsebe 199)
- Bolo e kgolo e le 1
- Dibalaphologolo (*Kgetsana ya Didiriswa*)
- 'Sebakakgoreletso' se sennye (lebelela setshwantsho fa tlase)

1. **Morumo:** Bua morumo, *Roli Pholi*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Baya setlhophapha sa dibalaphologolo di le supa mo mmetsheng.

#### Dipotso tse di kaelang:

- ★ O akanya gore go na le diphologolo di le kae mo setlhopheng seno? Balang dibalaphologolo tsothe mmogo.

4. **Go ikatisetsa maemo le ntlhakaelo:** Aga sebakakgoreletso se sennye. Sala ditaelo tsa barutwana go sutisa phologolo mo sebakakgoreletsong morago.

#### Dipotso tse di kaelang:

- ★ Pitse e tshwanetse ya tsaya tsela efe go fitlha kwa godimodimo mo bolokong jono?
- ★ Ke tsela efe e pitse e tlhokang go e tsaya gore e iphitlhele e le ka fat lase ga lebokoso?
- ★ Pitse e ka fitlha jang mo sedikong seno sa diboloko fa e batla go ema gona?
- ★ A go na tsela e e farologaneng go ka tswela kwa ntle? Rotloetsa barutwana go dirisa tlotlofoko ya ntlhakaelo le maemo.

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



**MAELE**  
Baya diphologolo le sebakakgoreletso mo lebokosong gore di tsholetsege barutwana botlhe ba di bone.

## Ditirwana tsa ditlhophapha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Koloji e kgolo ya setshamekisi kgotsa mpopi
- Dibolokokgogedi le dibolokopharologantsho tsa sediko, khutlonne le khutlotharo (*Kgetsana ya Didiriswa*)
- Dibolokopharologantsho di le 4: khutlotharo e le 1, khutlonne e le 1 le didiko di le 2 (*Kgetsana ya Didiriswa*)
- Dikhurumelo tsa ditshodi tse dikgolokwe – 2 tsa morutwana yo mongwe le yo mongwe
- Setshodi sa morutwana yo mongwe le yo mongwe se na le dibolokopharologantsho di le: dikhutlotharo/dikhutlonne/didiko (*Kgetsana ya Didiriswa*) (Farologanya dilo tse di kopantsweng mo setshoding se sengwe le se sengwe.)

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. **Go balela kwa godimo:** Opang diatla mme lo bale 1–15. Rethang lefatshe le go bala 5–1.
2. **Go tlhalosa selo go tswa mo maemong a a farologaneng:** Baya koloï ya setshamekisi kgotsa mpopi mo mmetsheng. Kopa barutwana go tlhalosa gore seno se lebega jang go tswa mob a dutseng gona, sekao: 'Ke kgona go bona bomorago jwa tlhogo ya mpopi.'



**Dipotso tse di kaelang:**

- ★ E lebega jaaka eng go tswa kwa godimo?
- ★ E lebega jaaka go tswa kwa tlase ga koloï/mpopi?

### Tomagano

**Puogae le Dikgono tsa Botshelo:** Buisanang ka ga tebelelo ya dilo go tswa mo maemong a a farologaneng ka nako ya ditiro tsa letsatsi le letsatsi, sekao, buka ka nako ya dikanelo.

3. **Go bala dilo 1–7; dintlhatshwano le dipharologano:** Baya ngatana ya dibolokokgogedi le dibolokopharologantsho mo mmetsheng. A barutwana botlhe ba refosane go bala dilo tse supa. Buisanang ka ga ditlhopho tsa bona tsa dilo.

**Dipotso tse di kaelang:**

- ★ Ke eng se se tshwanang/farologaneng mo dilong tse di mo setlhopheng sa gago?
  - ★ A o ka di rulaganya?
  - ★ Mpolelele gore o di rulagantse jang.
  - ★ A go na le mokgwa o mongwe o o ka di rulaganyang ka ona?
4. **Go ikatisetsa dipopego le maemo; mo, tlase ga, mo teng le kwa ntle:** A barutwana ba ntshe dibolokopharologantsho mo ditshoding tsa bona le go di bala. A ba bue gore ke diboloko di le kae tse di lebegang e kete didiko, dikhutlonne kgotsa dikhutlotharo.

Tshamekang 'Sizwe a re'. Sekao:

- ★ Baya khutlonne ya gago ka fa tlase ga lona lwa gago.
- ★ Baya sediko sa gago mo tlhogong ya gago.
- ★ Busetsa khutlotharo ya gago mo setshoding.



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**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Paper cut-outs: circles, squares and triangles of different sizes and colours</li> <li>• Glue</li> </ul> | <ul style="list-style-type: none"> <li>• Paper</li> <li>• Crayons</li> <li>• An A4 page per learner</li> </ul> |
|---|--|

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



5. **Go ikatisetsa 1–4; feta ka nngwe/mmalwanyana ka nngwe:**

A barutwana ba tshameke motshameko wa 'tshikhinya le go thuba' ka dibadi tse nne le dikhurumelo tse pedi. (Lebelela tirwana e e kaelwang ke morutabana mo Bekeng ya 2, tsebe 49.)

**Dipotso tse di kaelang:**

- ★ A ke na le palo e e lekanang ya dibadi mo sekhurumelong se sengwe le se sengwe?
- ★ Ke na le dibadi di le kae mo sekhurumelong se sengwe le se sengwe?
- ★ Ke na le palogotlhe ya dibadi di le kae?
- ★ Fa \_\_\_\_\_ a tsenya sebadi se sengwe gape mo sekhurumelong seno, go tlaa go na le di le kae?
- ★ Fa \_\_\_\_\_ a ntsha sebadi se le sengwe go tswa mo sekhurumelong, go tlaa bo go setse di le kae?
- ★ Ke setlhopha sefe se se nang le se le sengwe go feta 2/3?
- ★ Ke setlhopha sefe se se nang le se le sengwe ka fa tlase ga 4/3/2?



**Netefatsa gore barutwana ba kgona go:**

- tthalosa dintlhatshwano le dipharologano magareng ga dilo le go di rulaganya
- tthalosa selo go tswa mo dikakanyong tse di farologaneng
- supa kitso ya go feta ka nngwe le kwa tlase ka nngwe
- tthaola sediko, khutlonne le khutlotharo

**Seteišenetiro 1**

**Se o se tlhokang**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Pampiri e e segolotsweng: didiko, dikhutlonne le dikhutlotharo tsa bogolo le mmala o o farologaneng</li> <li>• Sekgomaretsi</li> </ul> | <ul style="list-style-type: none"> <li>• Pampiri</li> <li>• Dikherayone</li> <li>• Tsebe e le 1 ya A4 ya morutwana yo mongwe le yo mongwe</li> </ul> |
|---|--|

A barutwana ba manege popego kgotsa dipopego mo tsebeng. A ba thale dintlha mo popegong kgotsa go e dikologa go bopa 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.

## Seteišenetiro 2

### Se o se tlhokang

- Tege ya go tshameka
- Disegatege (khutlonne, sediko, khutlotharo)
- Dithipa tsa polasetiki
- Mebetshe ya tege/diboto
- Phousetara 11

A barutwana ba dire dikhutlonne, didiko le dikhutlotharo tsa tege ya go tshameka ka go dirisa disegatege. A ba bope setshwantsho ka go dirisa dipopego.



## Seteišenetiro 3

### Se o se tlhokang

- Diboloko le/kgotsa dibolokokgogedi


A barutwana ba age se ba se ratang go tswa mo dibolokong.

## Seteišenetiro 4

### Se o se tlhokang

- Methalethale ya diphazele tsa dikarolo tse di lesomepedi

A barutwana ba age diphazele.

 **MAELE**  
 Tlamela barutwana ba bokgoni jo bo farologaneng ka ditšhono go dira ka lebelo le ba le kgonang.

# 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

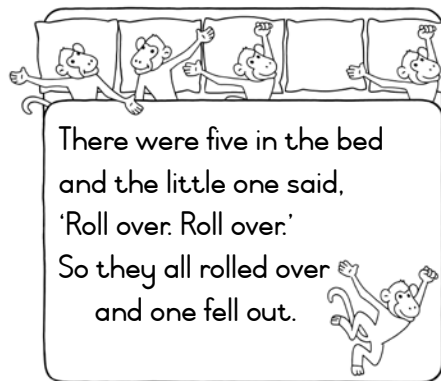
number line

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).



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

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

## Kitso e ntšhwa

- Nomore 5

## Ikatise

- Go balela kwa godimo 1–15 le 5–1
- Go bala dilo 1–7
- Mogopolopalo 1–4
- Go latedisanya dinomore 1–4
- Feta, mmalwanyana

## Tlotlofoko e ntšhwa ya dipalo

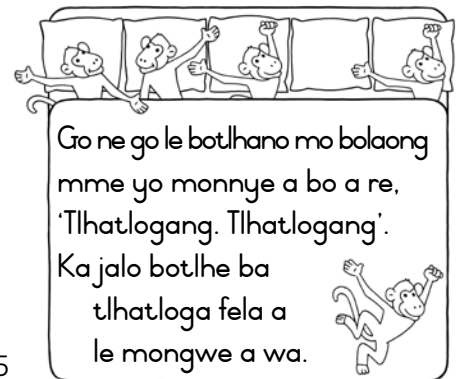
molapalo

thulaganyo

## Ipaakanye

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

- nomorekgabisi le thempoleiti ya ntlo ya nomore 5 (tsebe 211)
- marontho a nomore '5' a le 5, dileibole tsa matshwao le mafoko tsa tafole ya dipalo (tsebe 211)
- dikhateboto tse sediko se setala tse di segolotsweng di le 5 (tse di ka nyalanang le dibalaphologolo di le 5)
- phousetara ya *Botlhan*o mo *bolaong* go tswa mo Kgweditharong ya 1, Beke 9, e diretswe go dirisa dikgabo
- mogala wa dinomore o o dirilweng ka thapo, diphekese le dikarata tsa matshwaopalo 1–5 (lebelela Letsatsi 3)
- mabokosoposo a le 5, a a tshwailweng ka matshwaopalo 1–5 (lebelela Letsatsi 4)
- thempoleiti ya tege ya go tshameka: Nomore 5 ya morutwana mongwe le mongwe (tsebe 215)
- tsebe ya A4 ya morutwana yo mongwe le yo mongwe e na le dipodilekgwana di le 5 tse di thaidlweng mo go yona (leba Seteišenetiro 2)
- dipoleiti tsa pampiri/dikhurumelo di le 5 tsa morutwana mongwe le mongwe, e nngwe le e nngwe e na le letshwaopalo le marontho 1–5 a a nyalanang, sekao, 1 le lerontho le le lengwe, 2 le marontho a le mabedi (lebelela Seteišenetiro 3)
- matlapa a le 30
- kopolola diphazele tsa dinomore (e le 1 ya morutwana yo mongwe le yo mongwe mo setlhopheng) le mmala mo ditshwantshong (tsebe 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:

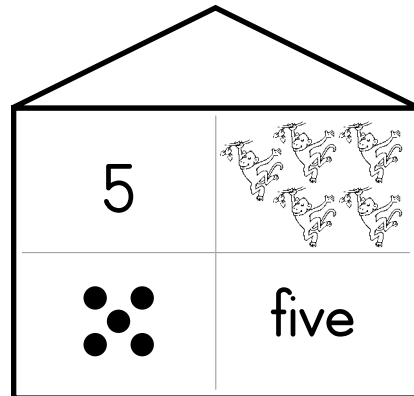
- ★ How many animals are in this group? And in this group?
  - ★ Which group has more/fewer animals?
- Together count the animals 1–7 in each hula hoop.

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.

# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Morumo: *Roli Pholi* (tsebe 199)
- Dinomorekgabisi 1–4
- Dihulahupu di le 2 (kgotsa thala sediko ka tšhoko)
- Nomorekgabisi: Nomore 5 (tsebe 211)
- Dibalaphologolo di le 14 (*Kgetsana ya Didiriswa*)
- *Kanelo ya nomore 5* (tsebe 201)

1. **Morumo:** Bua morumo, *Roli Pholi*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya dihulahupu tse pedi mo mmetsheng. Phatlhalatsa dibalaphologolo tse supa mo teng ga hupu e nngwe, gape o beye dibalaphologolo tse supa di bapile thata mo teng ga hupu.

#### Dipotso tse di kaelang:

- ★ Go na le diphologolo tse kae mo setlhopheng seno? Mo go seno?
- ★ Ke setlhopha sefe se se nang le diphologolo di le dintsinjana/mmalwanyana?

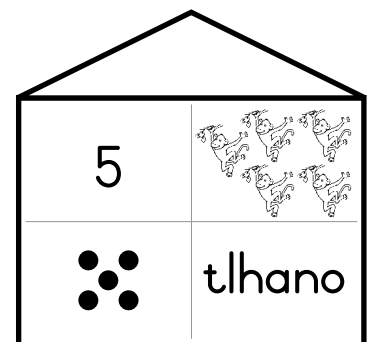
Balang diphologolo 1–7 mmogo mo hulahupung e nngwe le e nngwe.

4. **Go itsise nomore '5':** Supa dinomorekgabisi 1–4 mo loboteng.

#### Dipotso tse di kaelang:

- ★ Ke ntlo efe e e nang le diphologolo tse dintsinjana go na le ya boramošwe?
- ★ O itse jang?
- ★ Go nna diphologolo di le kae mo ntlong e e agilweng morago ga ya ditlou?
- ★ O akanya gore go ya go tshela diphologolo di le kae mo ntlong e e latelang?

Tlotla *Kanelo ya nomore 5*. Ntlo ya diphologolo ke yona thitokgang ya kanelo. Supa dikarolo tsa nomorekgabisi fa o ntse o aga kanelo ya diphologolo le ditshwantsho tsa ntlo: ditlhagiso tse di farologaneng tsa nomore 5, sekao, setshwantsho, marontho, letshwao le lefoko. Bontsha dikarolo tsa kgabisi mo ntlong ya diphologolo mo lobopteng mo lefelong la dipalo. Balang dikgabo mmogo.



- ★ Ke mang yo o kileng a bona kgabo? Kwa kae?
  - ★ Kgabo e dira modumo ofe?
  - ★ Mpontshe gore di tsamaya jang.
  - ★ Go na le dikgabo di le kae go feta boramošwe?
  - ★ Fa ramošwe a le mongwe a ile kwa ntlong ya dikgabo, go ya go sala boramošwe ba le kae mo ntlong ya boramošwe?
5. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## 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 2

### Se o se tlhokang

- Pina: *Dikgabo tse tlhano mo bolaong* (tsebe 201) le ditshwantsho
- Lerontho la nomore 5, dikaratatshwao le dikaratafoko
- Didiko tsa khateboto e e segolotsweng di le 3
- Dibalaphologolo di le 19 (*Kgetsana ya Didiriswa*)
- Dibalaphologolo di le 30 tse di fitlhilweng mo phaposiborutelong (1 ya morutwana yo mongwe le yo mongwe)

1. **Pina:** Opela pina, *Dikgabo tse tlhano mo bolaong*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya didiko di le tharo tsa khateboto mo mmetsheng, se le sengwe se se na diphologolo, se le sengwe se na le diphologolo di le supa di phatlhaladitswe, le se sengwe se na le diphologolo tse supa di bapile thata.
 

**Dipotso tse di kaelang:**

  - ★ O akanya gore go na le diphologolo di le kae mo setlhopheng seno? Supa go se sengwe sa ditlhopho tsa bosupa mme o bale diphologolo, jaanong kwa setlhopheng se sengwe mme o botse, 'Ke diphologolo tse kae?'
  - ★ Ke dife tsa ditlhopho tse pedi tseno tse di nang le palo e ntsinyana/ mmalwanyana/e e lekanang ya diphologolo?
4. **Go ikatisetsa 5:** Buisanang ka ga ditlhopho tse tharo tsa diphologolo.
 

**Dipotso tse di kaelang:**


  - ★ Fa ke batla fela diphologolo di le tlhano mo go sengwe le sengwe sa ditlhopho tseno, ke tshwanetse go dirang? (Ntsha tse pedi go tswa mo setlhopheng senegwe le sengwe.)

Baya diphologolo di le nne mo sedikong se se senang sepe.

  - ★ Re tlhoka go tsenya diphologolo tse kae gape mo setlhopheng seno go di dira tlhano?
5. **Go tsoma diphologolo:** Baya setshodi se se nang le dikota tse di tswang mo go *Kgetsana ya Didiriswa* mo tafoleng ya dipalo gore barutwana ba dire 'ditlhotshwana' tsa diphologolo tse tlhano. Baya dibala diphologolo mo phaposiborutelong go tswa go *Kgetsana ya Didiriswa*. A barutwana ba ye 'go tsoma diphologolo' A ba di beye mo tafoleng ka 'ditlhotshwana' tsa botlhano.
 

**Dipotso tse di kaelang:**

  - ★ Re ka bo re dirileng ka diphologolo tse di sa kgoneng go tsena mo ditlhotshwaneng tseno? (Di rulaganye ka boikemedi mo tafoleng ya dipalo.)
6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteiseneng se sengwe le se sengwe sa tiro.

 **MAELE**  
Gopotsa barutwana go tsamaya ka iketlo gore ba se tshose diphologolo.

## Letsatsi 3

### Se o se tlhokang

- Pina: *Dikgabo tse tlhano mo bolaong* (tsebe 201) le ditshwantsho
- Diphekese tse 7 tsa diaparo
- Mogala wa dinomere o na le dikaratapalo 1–5 go di kgwagetsa mo thapong
- Matshwaopalo 1–5 (*Kgetsana ya Didiriswa*)
- Dihulahupu di le 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:** A barutwana ba eme ba dirile sediko. A ba diragatse pina *Dikgabo tse tlhano mo bolaong*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Kopa mongwe le mongwe wa barutwana ba le supa go tla ka selo sengwe mo phaposiborutelong. Bayang dilo tseo mo mmetsheng. Rulaganya barutwana gore botlhe ba kgone go bona dilo tse di mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ Go na le dilo di le kae mo mmetsheng?
- ★ Go ya go sala dilo di le kae fa re ntsha se le sengwe? Fa re ntsha gape se sengwe? Fa re ntsha tse pedi?
- ★ Re tlhoka go busetsa dilo tse kae gore di nne tlhano? Re tlhoka go busetsa dilo tse kae gape gore di nne supa?

4. **Go ikatisetsa le go rulaganya dinomore 1–5:**

Tlhagisa mogala wa dinomore. Ntsha dikaratapalo go tswa mo molapalong wa wašene mme o di neye barutwana ba le batlhano. A barutwana ba ithulaganye ka thulaganyo go simolola ka 1 go ya go 5.



**Dipotso tse di kaelang:**

- ★ Ke palo efe e e tshwanetseng go tla pele, e e latelang, pele, morago?

Retolola morutwana gore ba bangwe ba se bone karatapalo ya gagwe.

- ★ Ke palo efe e e fag are ga 2 le 4?

Baya dinomoretshwao 1–5 mo tlhakatlhakanong fa fatshe. Kopa barutwana go thusa ka go kgwagetsa dikarata ka thulaganyo go simolola ka 1 go ya go 5 mo mogala wa dinomore. A barutwana ba kgwagetse dinomore mo mogaleng fa o ntse o botsa dipotso.

- ★ Ke nomore efe e e tshwanetseng go tla pele, go latele efe, morago?
- ★ A o ka supa nomore e e tlang pele, magareng?

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

## Letsatsi 4

### Se o se tlhokang

- Pina: *Dikgabo tse tlhano mo bolaong* (tsebe 201) le ditshwantsho
- Ditshwantsho tsa dinomore '1–5' di le 30, dikaratatshwao le dikaratarontho (*Kgetsana ya Didiriswa*)
- Mmino kgotsa seletswa
- Molapalo wa wašene le matshwaopalo 1–5 a kgwageditswe mo thapong
- Mabokosoposo a le 5 a tshwailwe 1–5
- Dibadi tsa mmala
- Dikaratarontho tsa Nomore 5 (*Kgetsana ya Didiriswa*)

1. **Pina:** Diragatsa *Dikgabo tse tlhano mo bolaong*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Opa diatla palo e o e batlang magareng ga 1 le 7. A barutwana ba bale palo ya kopodiatla mme ba kaye gore di opilwe ga kae.



## 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?



**MAELE**

Dirisa dikaratapalo go tswa mo tafoleng ya dipalo fa o sa ntse o tlhokela barutwana tse dintsinya go dira tirwana 4.

4. **Go ikatisetsa 1–5:** A barutwana botlhe ba bitse nomore fa o ba bontsha dikatarontho 1–5. A ba buisane gore ke karatarontho efe e e dirang 5. Ba bontshe ditwaki tse di farologaneng tsa marontho go dira 5. Lebelela karatarontho ya nomore 5 mme lo buisane ka gore ke eng se se tshwanang/farologaneng ka e nngwe le e nngwe.

Ba neele karatatslwao, tshwantsho kgotsa ronthe ya nomore 1–5. Supa dinomorekgabisi. A barutwana ba tsholetse dikarata tsa bona fa di nyalana le nomore mo kgabiseng ya diphologolo fa o supa. Letsa mmimo kgotsa o iteye moropana. A barutwana ba tsamaye go latela mmimo. Fa mmimo o emisiwa, a ba tlhame ditlhopho tsa barutwana ba ba nang le dikaratapalo tse di nyalanang.

Baya mabokosoposo 1–5 mo tlase ga mogala wa dinomore. A barutwana ba beye dikarata tsa bona mo mabokosong a a nepagetseng fa mmimo o emisiwa.



**Dipotso tse di kaelang:**

- ★ Ke setlhopho sefe se se tshwanetseng go baya dinomore tsa bona pele, morago, jalo jalo? Goreng?

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

**Letsatsi 5**

**Se o se tlhokang**

- Pina: *Dikgabo tse tlhano mo bolaong (tsebe 201)* le ditshwantsho
- Phousetara 2
- Moropana

1. **Pina:** Diragatsa *Dikgabo tse tlhano mo bolaong*.
2. **Go balela kwa godimo:** 1–15 le 5–1.
3. **Go bala dilo 1–7:** Boeletsa tirwana ya go bala e o e dirileng mo Letsatsing la 4.
4. **Go ikatisetsa 1–5:** Dirisa moropana go bala palelo ya 1 go ya go 5. A barutwana ba tlole fa o betsa moropana. Mo magareng a metlolo ya bona, neelana ka ditaelo o dirisa dinomore 1–5. Sekao: 'Fana diatla le ditsala tse tharo.' 'Nyalanya menwana e metlhano mo seatleng se sengwe le menwana e metlhano mo setaleng sa tsala ya gago.'
5. **Go ikatisetsa 4 le 5:** Buisanang ka ga Phousetara 2. Buang ka se barutwana ba se bonang.

**Dipotso tse di kaelang:**

- ★ A lebala la rona la motshameko le lebeja jaana?
- ★ A go na le dingwe tse di tshwanang/farologaneng?
- ★ Bana ba tshameka metshameko efe?

Balang mmogo gore ke bana ba le kae ba tshamekang motshameko o mongwe le o mongwe. Tlhopho bana ba o ka ba supang fa o ntse o botsa dipotso.

- ★ A o kgona go bona dinomore 4 le 5?
- ★ Ke bana ba le ba kae ba ba tshamekang motshameko wa sekotšhe? Mo dithaereng gona?

- ★ 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.



- ★ Fa ngwana a le mongwe a ka tsenya mo baneng bano, go tlaa bo go na le bana ba le kae?
  - ★ Go na le dilo tse kae mo mosimeng wa motlhaba?
  - ★ Fa re ka tsenya selo se sengwe/kgotsa ra ntsha se le sengwe, go ya go sala go na le dilo di le kae?
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Tomagano

**Puogae le Dikgono tsa Botshelo:** Fa lo tshameka metshameko wa kwa ntle lebelelang thata, sekao, dikgwele di le tlhano, ga tlhano, ditatlehlo tse tlhano, ditshwaro tse tlhano.



## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Dikhurumelo tsa polasetiki di le 2 tsa morutwana mongwe le mongwe
- Dikarataronho tsa nomore 5
- Tege ya go tshameka le mmetshe tsa morutwana mongwe le mongwe
- Tsebe ya A4 ya morutwana mongwe le mongwe
- Dikherayone
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Nomoreronho, dikaratatshwao, dikaratafoko 1–5
  - Matlapa a le 5
  - Dibaga tse dikhibidu le tse diserolwana (*Kgetsana ya Didiriswa*)

1. **Go nyalanya dikarataronho:** Bontsha barutwana karataronho ya nomore 5. A ba rulaganye matlapa a bona go nyalanya le seno. Boeletsa ka dithulaganyo tsa maronho a mangwe a matlhano.



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. **Go ikatisetsa 5:** A barutwana ba bale matlapa a matlhano go tswa mo ditshoding tsa bona. A ba nyalanye dikaratapalo le dikaratatshwao tsa bona tsa nomore 5 le matlapa a matlhano.



Baya dikhurumelo tse pedi o di lebagantse. Tshamekelang nomore 5 motshameko wa 'tshikhinya o thube' mmogo. A barutwana ba beye matlapa a bona mo dikhurumelong tse pedi fa pele ga bona fa ba sena go 'thuba' dilo tse di kokoantsweng. A ba refosane go bolela gore ba na le di le kae mo sekhurumelong sengwe le sengwe.

**Dipotso tse di kaelang:**

- ★ O thubile jang matlapa?
- ★ Ke mang yo o nang le sengwe se se farologaneng?  
Boeletsa tirwana. Bontsha setlhopha sekhurumelo sa ngwana yo mongwe.
- ★ Ke mang yo o nang le tse di tshwanang?  
Boeletsa tirwana. Bontsha setlhopha dikhurumelo tsa morutwana a le mongwe.
- ★ Ke eng se se tshwanang/farologaneng ka ga ditlhopha tse pedi tseno?

3. **Dibaga tsa dikago:** A barutwana ba bontshe palo ya dibaga fa o ba kopa.



**Dipotso tse di kaelang:**

- ★ A o ka mpontsha dibaga tse pedi?
- ★ A o ka mpontsha sebaga se sengwe gape?
- ★ A o ka mpontsha tse di kwa tlase ka nngwe?  
Tshwara dibaga tse pedi mo seatleng sa gago.
- ★ O tlhoka dibaga go bona bontsinyana/ bommalwanyane jo bo kae jwa dibaga go nna le tse tharo/nne/tlhano?

Rotloetsa barutwana gore ba se bale dibaga se le sengwe ka nako mme ba go bontshe palo e o e kopileng ya tsona. Dibaga di tshegetsatsa barutwana go simolola go bala go tloga mo palong e e tlhophilweng.

4. **Go ikatisetsa 5 ka go dirisa tege ya go tshameka:** A barutwana ba dire 5 ka go dirisa tege ya go tshameka. Tshegetsatsa barutwana ba ba iketleeditseng go kwala 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

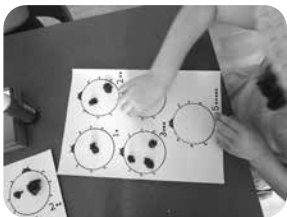
- Playdough
- Playdough template: Number 5 per learner (page 214)

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.



**Netefatsa gore barutwana ba kgona go:**

- tthaola dikarataronho, dikaratatshwao le dikaratafoko tsa nomore 5
- nyalanya dibadi le dikarataronho tsa nomore 5
- lemoga dintlhatshwano le dipharologano mo ditlhopheng tse pedi tsa dilo tse tlhano
- bontsha go feta ka nngwe, kwa tlase ka nngwe
- bala go simolola ka palo e e rileng, go fitlhelela mo go 5



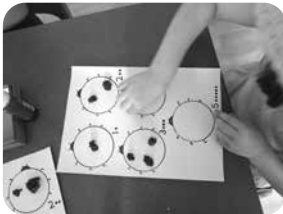
**Seteišenetiro 1**

**Se o se tlhokang**

- Tege ya go tshameka morutwana yo mongwe le yo mongwe (tsebe 215)
- Thempoleiti ya tege ya go tshameka: Nomore 5 ya

A barutwana ba dirise tege ya go tshameka go tlatsa thempoleiti ya tege ya go tshameka ya nomore 5.

**Seteišenetiro 2**



**Se o se tlhokang**

- Khophi ya tsebe ya A4 e nang le dipodilekgwana tse 5 tse di thadilweng mo go yona ya morutwana yo mongwe le yo mongwe
- Manathwana a dipampiri
- Sekgomaretsi

A barutwana ba tsholeletse dikgwele tsa pampiri kwa godimo. A ba kgabise dipidilekgwana ka palo e e maleba ya dikgwele.

**Seteišenetiro 3**



**Se o se tlhokang**

- Diphekese tse 15 le dibadi tsa morutwana mongwe le mongwe
- Sete ya dipoleiti tse di nomorilweng kgotsa dikhurumelo 1–5 tsa morutwana mongwe le mongwe

A barutwana ba mametlelele palo e e maleba ya diphekese mo poleiting/ sekhurumelong se sengwe le se sengwe. A ba beye sebadi mo leronthong lengwe le lengwe.

**Seteišenetiro 4**

**Se o se tlhokang**

- Sete e le 1 ya diphazele tsa dinomore 1–5 ya morutwana mongwe le mongwe (tsebe 220)

A barutwana ba tlatse diphazele tsa dinomore.

# 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

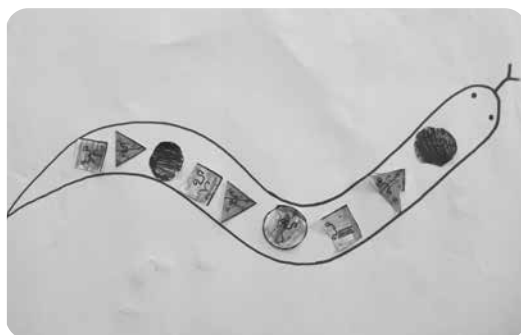
For the activities this week, you will need to prepare the following:

- 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).



# Karoloteng e e Lebeletsweng: Dipaterone, Ditiro le Alejibora

## Ditlhogo

- Kopolola le go atolosa dipaterone tse di bonolo tse di ipoeletsang
- Itlhomele dipaterone
- Tlhalosa poeletso mo dipateroneng

## Kitso e ntšhwa

- Kopolola le go atolosa dipaterone tse di bonolo tse di ipoeletsang
- Itlhomele dipaterone
- Go balela kwa godimo 1–20
- Balela kwa morago 7–1

## Ikatise

- Go bala dilo 1–7
- Mogopolopalo 1–5
- Go latedisanya dinomore 1–5
- Go dira gore ditlhophadi tshwane

## Tlotlofoko e ntšhwa ya dipalo

tswelala pele

tswelala

tshwana

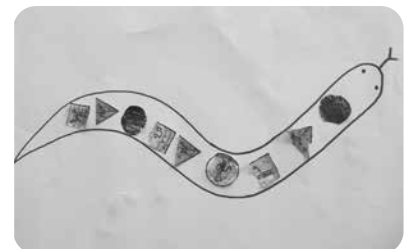
## Ipaakanye

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

- dikarata di le 30 tse dikgolo tse di nang le didiko tse dikhibidu, tse diserolwana, tse di mmala wa loapi, tse ditala le tse di mmala wa lamune (di le 6 mmala o mongwe le o mongwe)
- ditshwantsho di le 7 tsa ditapole
- tsebe e kgolo e e nang le thadiso ya setlhare se se nang le matlhare a le 7 (a magolo a le 3 le a mannye a le 4), a mameteletswe mo pateroneng: kgolo, nnye, nnye, kgolo, nnye, nne, kgolo
- matlhare a mangwe a a segolotsweng a le 7
- malomo a a segolotsweng a mahibidu a le 6 le a le 4 a a serolwana
- ditlhophadi di le 4 tsa diletswa/didiramodumo (sekao, ditleloko, ditshikhingwa, dikota, meropa) – 1 ya morutwana yo mongwe le yo mongwe
- ditshwantsho di le 3 tsa sengwe le sengwe sa diletswa/didiramodumo tse 4 (palogotlhe ya di le 12)
- thapo le diphekese di le 12
- dikarata tsa paterone ya dibolokokgogedi – 1 le nngwe ya morutwana yo mongwe le yo mongwe tsa ditlhophadi tse 2
- tsebe ya A4 e e nang le dipaterone tsa dipopego e e ka atolosetswang morutwana mongwe le mongwe
- popego ya noga mo A4 le tsebe ya A4 e e nang le didiko, dikhutlonne le dikhutlotharo – e le 1 ya morutwana mongwe le mongwe
- dikarata tsa dipaterone tse di logang dibaga (dibaga tse di mo dikarateng tsa paterone di tshwanetse tsa lebega jaaka tse di tlaa dirisiwang, ka bogolo le mmala – lebelela Seteišenetiro 4).



Boemong jwa noga, tlhophadi phologolo kgotsa selo se se malebana le thitokgang.



## 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.

# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Morumo: *Tapole e le nngwe, ditapole tse pedi* (tsebe 203)
- Ditshwantsho di le 7 tsa ditapole
- Phousetara 7

1. **Morumo wa go bala:** Bua morumo, *Tapole e le nngwe, ditapole tse pedi*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Tsholetsa ditshwantsho tse supa tsa ditapole.

#### Dipotso tse di kaelang:

- ★ O bona ditapole tse kae?

Boeletsa morumo o ntse o supa tapole e nngwe le e nngwe.

4. **Go kopolola le go atolosa dipaterone:** Sebela mo ditsebeng tsa barutwana ba le baratara go ba kopa go dula jaana: maoto a tlhamaletse, maoto a sekagane, maoto a tlhamaletse, maoto a sekagane, maoto a tlhamaletse, maoto a sekagane.

#### Dipotso tse di kaelang:

- ★ O ka nthaya o reng tebang le mokgwa o barutwana bano ba dutseng ka ona?
- ★ A seno ke paterone?
- ★ Goreng o rialo?
- ★ Paterone eno ke efe?

Kgoma morutwana mongwe le mongwe fa phaposiborutelo yotlhe e opela: 'Maoto a tlhamaletse, maoto a sekagane ...'

- ★ Re ka dira jang gore paterone eno e tswelale ka ona tsela e?

Tsenya barutwana ba bangwe.

Sebela barutwana ba bangwe ba baratara paterone e ntšhwa: a le mongwe a dutse, ba babedi ba emeletse, a le mongwe a dutse, ba babedi ba emeletse. Ba botse dipotso ka ga paterone eno mme o ba kope go atolosa paterone.

5. **Go tlhaola paterone mo setshwantshong:**

Buisanang ka ga phousetara 7.

#### Dipotso tse di kaelang:

- ★ O bona dipaterone dife mo setshwantshong seno?

Tlhalosa gore goreng seno e le paterone.

- ★ Ke eng se o se boning se sena paterone mo go sona?
- ★ Re itse jang fa selo e le paterone?

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



## 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 2

### Se o se tlhokang

- Morumo: *Tapole e le nngwe, ditapole tse pedi* (tsebe 203)
- Dikarata tsa sediko sa mmala di le 30
- Ditshwantsho di le 7 tsa ditapole

1. **Morumo wa go bala:** Bua morumo, *Tapole e le nngwe, ditapole tse pedi*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Boeletsa morumo mme o supe ditshwantsho tse supa tsa ditapole.
4. **Go tlaola dipaterone mo dilong tsa letsatsi le letsatsi:** A barutwana ba bone dipaterone mo diaparong tsa bona, le mo phaposiborutelong.

#### Dipotso tse di kaelang:

- ★ Goreng o re seno ke paterone?
  - ★ O bonang se se boeleditsweng?
  - ★ Go ya go latelang mo pateroneng?
5. **Go ikatisetsa dipaterone:** Neela morutwana yo mongwe le yo mongwe karata ya sediko sa mmala. A ba batle ba bangwe ka dikarata tse di nyalanang mme ba tlhame ditlhopha.

#### Dipotso tse di kaelang:

- ★ Ke eng tse di tshwanang/farologaneng ka ga dikarata?
- ★ A go na dikarata tse dikhibidu di le dintsi/mmalwa go na le tse ditala?
- ★ O itse jang?

Kaela barutwana ka dikarata tse dikhibidu le tsa botala jwa legodimo, go ema ba tshoeditse dikarta tsa bona ka paterone e e latelang: hibidu, hibidu, botala jwa legodimo, botala jwa legodimo, hibidu, hibidu, botala jwa legodimo, botala jwa legodimo.

A barutwana ba atolose paterone.

- ★ O bona paterone efe?
- ★ Re ka dira dipaterone dife gape?

Kaela barutwana go ithulaganya go ya ka ditshikhinyo tsa bona.

- ★ Go ya go latelang?
- ★ Go tlileng pele?
- ★ Re ka tswelala jang ka yona tsela eo?

6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. A barutwana ba beye dikarata tsa bona mo tafoleng ya dipalo fa ba ya kwa diteišeneng tsa bona tsa tiro, go ya ka mmala o o o buang.

## Letsatsi 3

### Se o se tlhokang

- Morumo: *Tapole e le nngwe, ditapole tse pedi* (tsebe 203)
- Setshwantsho sa setlhare se na le matlhare a le 6 a a mametleletsweng ka paterone (jaaka go tlhalositswe mo tsebe 105)
- Letlhare le le 1
- Sekgomaretsi
- Matlhare a 3 a magolo le a mararo a mannye
- Malomo a a segolotsweng a mahibidu a le 6 le a a serolwana a le 4



## 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*)



Dirisa matlhare a nnete fa go kgonega. A beye mo tafoleng ya dipalo gore barutwana ba tlhame dipaterone.

1. **Morumo wa go bala:** Barutwana ba ema ka ditlhophha tse nne go ya go tse robedi. Ba dira ditiragatso ka morumo wa go bala le motshameko, *Tapole e le nngwe, ditapole tse pedi*, fa barutwana botlhe ba bua mafoko a morumo mmogo.

2. **Go balela kwa godimo:** 1–20 le 7–1.

3. **Go bala dilo 1–7:** Lebelela setlhare sa matlhare a marataro a a mametleletsweng mo pateroneng.

**Dipotso tse di kaelang:**

- ★ Go na le matlhare a le kae mo setlhareng seno?
- ★ A ya go nna makae fa ke tsema letlhare le lengwe gape? Tsenya letlhare le lengwe. Balang matlhare mmogo.

4. **Go rarabolola dipalo 1–5 ka go dirisa dipaterone:** Baya malomo a le mane a a segolotsweng mo moleng ka fa tlase ga setlhare ka paterone khibidu, serolwana, khibidu, serolwana.

**Dipotso tse di kaelang:**

- ★ Go na le malomo a le makae?
- ★ A o bona paterone? Mpolelele ka ga paterone.
- ★ Lelomo la ntlha/bobedi/boraro/bone ke la mmala ofe?
- ★ Ke tshwanetse go tsenya mmala ofe go tsweletsa paterone?
- ★ Jaanong go na le malomo a le kae?
- ★ A go na le malomo a mahibidu a le mantsi/mmalwa kgotsa a a serolwana?
- ★ Fa re tsweletsa paterone eno, e tlaa nna jang?

Baya malomo a a segolotsweng a tlaleletso mo tafoleng ya dipalo gore barutwana ba a dirise mo tsamaong ya letsatsi.

5. **Go kopolola le go atolosa dipaterone:** A barutwana ba tlhame modumo paterone ya tiragatso, sekao: itaya diatla, kgoma, itaya diatla, kgoma.

**Dipotso tse di kaelang:**

- ★ O bone le go utlwang?
- ★ A seno ke paterone? Goreng/Goreng go se jalo? Boeletsang paterone mmogo.
- ★ O lemogang ka paterone eno?
- ★ Go latelang morago ga go itaya diatla?
- ★ A o ka tswelela?

Fetola paterone, sekao, tlola tlola, tlola, tlola, itaya diatla, itaya diatla, tlola tlola, tlola, tlola, itaya diatla, itaya diatla, mme lo e buisanele.

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

**Letsatsi 4**

**Se o se tlhokang**

- Morumo: *Tapole e le nngwe, ditapole tse pedi* (tsebe 203)
- Setshwantsho sa setlhare se na le matlhare a le 6 a a mametleletsweng ka paterone
- Matlhare a mangwe a le 7
- Dilo tsa tlwaelo – jaaka dipene, diphensele, dibuka, maswana le diforoko – go dira dipaterone
- Ditshodi tse 6 sengwe le sengwe se na le dikota tse 30 tse di mmalafaditsweng (*Kgetsana ya Didiriswa*)

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. **Morumo wa go bala:** Tshameka motshameko, *Tapole e le nngwe, ditapole tse pedi*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Lebelela setshwantsho sa setlhare sa matlhare a le marataro, le matlhare a le supa a mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ A matlhare a mantsinyana/mmalwa ke a a mo setlhareng kgotsa a a mo mmetsheng?

Balang matlhare mmogo.

4. **Go kopolola le go atolosa dipaterone:** A barutwana ba tlhaole paterone ya matlhare mo setlhareng.

**Dipotso tse di kaelang:**

- ★ Re ya go tswelletsa jang paterone eno?

A ba buisanele dipaterone tse ba di bonang mo diaparong tsa bona. Tlhama paterone ya modumo le tiragatso jaaka mo Letsatsing la 3.

5. **Go ikatisetsa dipaterone:** Dira dipaterone ka go dirisa dilo tsa tlwaelo, sekao: khokhi, phensele, khokhi, phensele. Botsa dipotso tse di kaelang ka ga paterone. A barutwana ba tlhalose le go atolosa paterone.

A barutwana ba kokoane ka ditlhopho tsa botlhano. Neela setlhopho sengwe le sengwe setshodi se se nang le dikota tse di mmalafaditsweng. A morutwana mongwe le mongwe a bale dikota tse thataro. A ba tlhame dipaterone tsa bona mme ba di buisanele mmogo. Tsamaya tsamaya mo ditlhopeng tsotlhe go di tshegetsa.

6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro. A barutwana ba beye dipaterone tsa dikota mo tafoleng ya dipalo fa ba ya kwa diteišeneng tsa bona tsa tiro.

## Letsatsi 5

### Se o se tlhokang

- **Morumo:** *Tapole e le nngwe, ditapole tse pedi* (tsebe 203)
- Thapo le diphekese tse 12
- Ditlhopho di le 4 tsa diletswa/ didiramodumo (sekao, ditleloko, ditshikhinngwa, dikota, meropa) – se le 1 sa morutwana mongwe le mongwe
- Ditshwantsho di le 3 tsa sengwe le sengwe sa didiramodumo di le 4


1. **Morumo wa go bala:** Tshameka morumo, *Tapole e le nngwe, ditapole tse pedi*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya setlhopho sa ditshikhinngwa tse supa le setlhopho sa ditleloko di le supa mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le diletswa di le kae mo setlhopeng seno?
- ★ Mo go seno?
- ★ O akanya gore ke setlhopho sefe se se nang le tse dintsinjana/ mmalwanana?

Balang diletswa mmogo.

- ★ Ke mang yo o buileng palo e e nepagetseng?

 **MAELE**  
Dirisa dilo tse di tshwanang le dikopi tsa yokate, dikota le diboloko fa 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?



Tsenya ditlhopha tse dingwe gape tsa diletswa. A barutwana ba tle ka diletswa mme barutwana botlhe ba ba nang le diletswa tse di tshwanang ba bape mo sedikong.

**Dipotso tse di kaelang:**

- ★ Fa go na le ditshikhingwa tse supa, re tshwanetse go bala barutwana ba le kae gore morutwana mongwe le mongwe a nne le se le sengwe?
- ★ Ke barutwana ba le kae ba ba salang ba se na seletswa? (Mo setlhopheng sa bofelo.) Ba fe seletswa.

**MAELE**

Kopa barutwana gore ba beye diatla tsa bona mo diropeng le gore ba beye diletswa tsa bona fa fatshe fa pele ga bona. Ba seka ba ba tsosa go fitlhelela barutwana botlhe ba nna le diletswa.

4. **Paterone ya modumo:** Bontsha barutwana dikaratatshwantsho di le nne tsa setlhopha tse nne tsa diletswa. A ba letse diletswa tsa bona fa o bontsha dikarata tseno, e le nngwe ka nako e le nngwe. Baya dikarata mo mogaleng wa dinomoro ka dipaterone tse di farologaneng gore ba di sale morago. A ba letse fa o supa.

**Dipotso tse di kaelang:**

- ★ O bona paterone efe?
- ★ Paterone eno e ya go tswela jang?
- ★ Go latela setshwantsho sefe?
- ★ Go tlaa letsa setlhopha sefe pele/la bofelo mo pateroneng eno?

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

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Ditirwana tsa botsweretshi tse di lebeleletseng paterone (seka: paterone ya moribo, dipaterone tsa modumo o o kwa godimo le o o kwa tlase, go dira le go kgabisa diforeime tsa ditshwantsho), dipaterone tsa go thala tse di godisang dikgono tsa go dirisa methapo jaaka karolo ya Mokwalo wa Tshoganyetso.

**Ditirwana tsa ditlhopha tse dinnye**

**Tirwana e e kaelwang ke morutabana**

**Se o se tlhokang**

- Molapalo wa dikarata 1–5 ka thulaganyo e e sa nepagalang
- Dikhurumelo tsa polasetiki/dipoleiti tsa pampiri di le 2 tsa morutwana yo mongwe le yo mongwe
- Dibolokokgogedi tse di rulagantsweng ka mmala mo ditshoding
- Setshodi sa morutwana yo mongwe le yo mongwe se sengwe le se sengwe se na le:
  - Dibaga tsa dikago
  - Dibolokokgogedi di le 5
  - Karata ya paterone ya bolokokgogedi



1. **Go balela kwa godimo:** 1–20 le 7–1.
2. **Go ikatisetsa 5; dibaga tsa dikago:** A barutwana ba dirise dibaga tse di tswang mo ditshoding tsa bona.

**Dipotso tse di kaelang:**

- ★ A go na le palo e e lekanang ya dibaga tse dikhibidu le tse diserolwana? O itse jang?
- ★ Bala dibaga tse dikhibidu. Di 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 dibaga tse diserolwana. Di kae?
- ★ Mpontshe tse pedi. Mpontshe seba se sengwe gape. Mpontshe se se tlhaelang ka nngwe.
- ★ Tshwara dibaga tse nne. O tlhoka dibaga di le kae go bontsha di le tlhano?

A barutwana ba tswelela go bala go fitlha kwa go tlhano, ba simolola mo nomoreng e e farologaneng. Sekao, a ba tshware dibaga tse tharo mme ba simolole go bala go tloga foo go ya go tlhano.



3. **Go ikatisetsa 1–5; molapalo:** Lebelelang dikaratapalo 1–5 mo mogaleng wa dinomore mmogo.

**Dipotso tse di kaelang:**

- ★ Re tlhoka go dirang go rulaganya dipalo tseno ka thulaganyo e e nepagetseng?
- ★ Ke karata efe e e tshwanetseng go tla pele, ya bobedi, ya boraro, ya bone le ya botlhano?
- ★ Ke nomore efe e e tlang pele/morago ga 4?

4. **Go ikatisetsa 1–5; dibolokokgogedi:** A barutwana ba bale dibolokokgogedi di le tlhano mongwe le mongwe. A ba di tshikhinye le go di thuba go nna dikhurumelo tse pedi mo pele ga bona.

**Dipotso tse di kaelang:**

- ★ O ka dira jang gore dikhurumelo tsotlhe tsa gago di nne le palo e e lekanang ya diboloko?
- ★ A o tlhoka diboloko tse dingwe go dira gore seno se diragale?
- ★ A go la tsela e nngwe?
- ★ Go ya go diragalang fa ke tsaya nngwe ya diboloko tsa gago go tswa mo sekhurumelong se? A ditlhopha tsa gago di sa ntse di le tshwana/lekana?

Tsaya boloko go tswa mo sekhurumelong go tswa mo go mongwe le mongwe wa barutwana.

- ★ O tlhokang go dira gore diboloko tsa gago di tshwane/lekane gape?

5. **Go ikatisetsa dipaterone:** Dira paterone ka go dirisa dibolokokgogedi. Buisanela paterone le barutwana. Baya ditshodi tse di nang le dibolokokgogedi go kopolola paterone. A barutwana ba dire le balekane go dira paterone ya bolokokgogedi. A morutwana mongwe le mongwe a tlhophe mmala o a batlang go o tsenya.

A ba refosane go tsenya mmala go atolosa paterone. A barutwana ba dirise dibolokokgogedi mme ba kopolole dikaratapaterone.

**Dipotso tse di kaelang:**

- ★ O bone paterone efe mo karateng ya gago?
- ★ O ka tswelletsja jang paterone eno?
- ★ O tlhoka go dirisa diboloko tse kae tsa mmala mo karolong e nngwe le e nngwe ya paterone eno?

6. **Go tlhama le go tlhalosa dipaterone:** A barutwana ba itlhamele dipaterone ka go dirisa dibolokokgogedi. A ba tlhalosetse setlhopha dipaterone tsa bona.

**Dipotso tse di kaelang:**

- ★ A o ka re bolelela sengwe ka ga paterone ya gago?
- ★ A o ka re tlhalosetsa se o se boeleditseng?



**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.





**Netefatsa gore barutwana ba kgona go:**

- balela kwa godimo 1–20 le 7–1
- bala magareng ga 1 le 5, ka go dirisa dibaga tsa dikago
- rulaganya dinomere 1–5
- dira gore ditlhopha di tshwane/lekane go fitlha ka 5
- tthaola, kopolola le go atolosa dipaterone
- itlhamela dipaterone le go di tthalosa



**Seteišenetiro 1**

**Se o se tlhokang**

- Letlhare la paterone popego ya morutwana mongwe le mongwe
- Dikherayone tsa phensele

A barutwana ba atolose dipaterone. Fa sethalo e le kgwetlho, letla barutwana go dirisa dibolokoponagalo go tswa mo *Kgetsaneng ya Didiriswa*.



**Seteišenetiro 2**

**Se o se tlhokang**

- Thempoleiti ya noga e le 1 (lebelela tsebe 105)
- Letlhare la paterone ya popego le le 1 la morutwana mongwe le mongwe

A barutwana ba sege le go manega dipopego mo pateroneng mo nogeng.

**Seteišenetiro 3**

**Se o se tlhokang**

- Dikarata tsa paterone ya dibolokokgogedi
- Dibolokokgogedi

A barutwana ba dirise dibolokokgogedi go kopolola dipaterone.

**Seteišenetiro 4**

**Se o se tlhokang**

- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dikarata tsa paterone ya dibaga
  - Dibaga tse di logang le thapo



A barutwana ba loge dibaga go ya ka paterone ya dikarata.

# 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

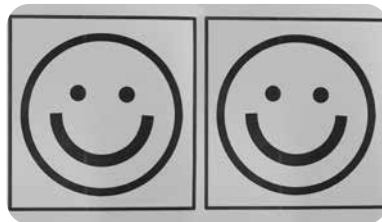
similarities

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.



# Karoloteng e e Lebeletsweng: Go Ranola Tshedimosetso

## Ditlhogo

- Kokoanya le go rulaganya dilo
- Tlhagisa dilo tse di kokoantsweng mme di rulagantswe
- Buisanang le go bega ka ga dilo tse di kokoantsweng e bile di rulagantswe

## Kitso e ntšhwa

- Kokoanya, rulaganya le go tlhagisa dilo tse di kokoantsweng
- Sekaseka le go bega ka ga tshedimosetso

## Ikatise

- Go balela kwa godimo 1–20 le 7–1
- Go bala dilo 1–7
- Mogopolopalo 1–5
- Feta, tlasega, lekana le
- Go rulaganya le go arologanya
- Dipopego: sediko, khutlonne, khutlotharo

## Tlotlofoko e ntšhwa ya dipalo

dintlhatshwano

kerafotshwantsho

## Ipaakanye

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

- ditshwantsho tsa difofane tse dinnye tse di ikemetseng di le 10
- setshwantsho se le 1 sa sediko le se le sengwe sa khutlonne
- didiko tsa bogolo jwa A4 di le 7 le dikhutlonne di le 5
- ditshwantsho tse dinnye di le 2 tsa nngwe le nngwe ya: thekesi, sejanaga, le bese (tsotlhe e le tsa bogolo jo bo lekanang)
- karata e nnye ya 5 cm × 5 cm e na le sefatlhego se se nyebang (tsotlhe e le tsa bogolo jo bo lekanang) – tse 2 tsa morutwana yo mongwe le yo mongwe (lebelela Letsatsi 3 le Letsatsi 4)
- matlhare a magolo a le 2 a dikerafotshwantsho lengwe le lengwe le na le dikholomo di le 4
- ditshamekisi tsa dikago tse di kokoantsweng tsa mapolanka le polasetiki, sekao, diboloko, *Lego*
- dimakasine di na le ditshwantsho tsa dipalangwa
- tsebe ya kerafo ya A4 e le 1 (dikholomo di le 4 le mela e le 6) ya morutwana yo mongwe le yo mongwe: Kholomo ya molema e na le matshwaopalo le dinomororontho 1–5. Mola o o kwa tlase o na le mmala mo go le lengwe le le lengwe – khibidu, botala jwa legodimo le serolwana
- tsebe ya kerafo ya popego e e farologaneng ya morutwana mongwe le mongwe (E nngwe le e nngwe e tshwanetse ya bo e na le dikholomo di le tlhano tse di tshwailweng kwa tlase, sekao, didiko tse 2, dikhutlonne tse 3, khutlotharo e le 1, dikhutlonne tse 2, sediko se le 1, go na le sebaka mo godimo ga nngwe le nngwe (lebelela Seteišenetiro 3))
- didiko tse di segolotsweng, dikhutlonne le dikhutlotharo go tswa mo dibekeng tse di fetileng – bokana ka 12 morutwana mongwe le mongwe.



## 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.

# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Setshwantsho sa sediko mo A4 le khutlonne ya tafole ya dipalo
- Dilo tsa popego ya sediko (sekao, dikopi, bini ya matlakala, ditshodi tsa yokate, dikhurumelo) tse di fitlhilweng mo phaposiborutelong
- Dilo tsa popego ya khutlonne le khutlonnetsepa (sekao, mabokoso, mataese, diboloko, dikhafothini tsa dijo) tse di fitlhilweng mo phaposiborutelong



Diponagalo tsa dilo tsa 3-D go akaretsa boleele, bophara, bogodimo. Buang ka matlhakore, mathoko le dikhutlo.

1. **Morumo:** A barutwana ba tlhophe pina e ba ka e opelang kgotsa morumo o ba ka o buang go tswa mo dibekeng tse di fetileng.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba tsome mme ba batle dilo tse di lebegang jaaka didiko, dikhutlonne kgotsa dikhutlonnetsepa mo phaposiborutelong. (Netefatsa gore o na le dilo tse di lekaneng gore morutwana mongwe le mongwe a iponele se le sengwe.) A barutwana ba beye dilo mo gare ga mmetshe mme ba dule fatshe mo sedikong. Rulaganyang dilo mo ditlhopheng tse pedi mmogo: se sengwe se nne le dilo tse dikgolokwe mme se sengwe se nne le dilo tse di nang le dikhutlo, matlhakore a a sephaphathi le mathoko a a tlhamaletseng (dilo tsa dikhutlonne le tsa dikhutlonnetsepa). Buisanang gore ke ka ntlha yang dilo di rulagantswe ka ditlhopheng tseno. Tota diponagalo tsa dilo mme lo buisaneng ka ga popego.

#### Dipotso tse di kaelang:

- ★ A setlhopheng seno sa dilo se lebelega jaaka e kete se na le dilo feta kgotsa di le ka fa tlase ga supa?

Balang mmogo dilo tse supa tsa popego e e kgolokwe mme o tshagise gore go na le dilo tsa popego ya sediko tse di fetang supa mo setlhopheng seo. Boeletsana seno ka setlhopheng se sengwe sa dilo tsa popego ya khutlonne le khutlonnetsepa. Baya dilo tse supa go tswa mo setlhopheng se sengwe le se sengwe mo tafoleng ya dipalo gaufi le ditshwantsho tsa sediko le khutlonne/khutlonnetsepa.

4. **Go rulaganya; go feta, nnye go, lekana le:** Lebelela dilo tse di setseng.

#### Dipotso tse di kaelang:

- ★ A o akanya gore go na le dilo tse dintsi tse di tshwanang le sediko, kgotsa tse dintsi tse di nang le mathoko a a tlhamaletseng le dikhutlo?
- ★ Re tlhokang go dirang go batlisisa?

Rulaganyang dilo mmogo go ya ka ditlhopheng tse pedi mme lo buisane ka se.

- ★ A o akanya gore ditlhopheng tse pedi tseno di na le dilo tse di lekanang?
- ★ Ke sefe sa ditlhopheng tse pedi tseno se o akanyang gore se na le dilo tse dintsinzana/mmalwanyana?
- ★ Ke selo sefe se se sennye/golo go gaisa mo setlhopheng seno?
- ★ O bona mebala efe e e farologaneng mo setlhopheng seno?
- ★ Dilo tse di mo setlhopheng seno di dirilwe ka eng?
- ★ Re ka rulaganya jang dilo tseno gape?



Go thusa barutwana fa ba ntse ba rulaganya, tlamela ka ditshodi tse pedi tse dikgolo, se sengwe se tshwailwe ka setshwantsho sa khutlonne le khutlonnetsepa, fa se sengwe se tshwailwe ka setshwantsho sa sediko.

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?



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.

A barutwana ba rulaganye dilo go ya ka ditlhopha, jaaka go rulagantswe ke phaposiborutelo.

Tlogelang dilo mo lefelong la dipalo gore di tswelele go batlisisiwa.

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

## Letsatsi 2

### Se o se tlhokang

- Pina: *Difofanenyana* (tsebe 203)
- Phousetara 8
- Ditshwantsho di le 10 tsa difofane
- Didiko tse dikgolo di le 7, dikhutlonne tse dikgolo di le 5
- Dikoloi/dillori tse dinnye tsa ditshamekisi di le 7

1. **Pina:** Opela pina, *Difofanenyana*. Bontsha ditshwantsho tsa difofane.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya dikoloi tsa ditshamekisi kgotsa dillori mo mmetsheng.

#### Dipotso tse di kaelang:

- ★ O akanya gore go na le dijanaga di le kae?

Mmogo balang dikoloi kgotsa dillori go tloga ka 1 go ya go 7.

4. **Kokoanyo ya tshedimosetso, go rulaganya:** A barutwana ba eme mo sedikong. Botsa dipotso tse di farologaneng mabapi le gore barutwana ba tlile jang sekolong gompieno. Botsa dipotso tse di ikaegileng ka se o se itseng le maitemogelo a gago ka barutwana le gore bat la jang sekolong.

#### Dipotso tse di kaelang:

- ★ A o tlile sekolong ka dinao gompieno?
- ★ A o tlile sekolong ka sejanaga gompieno?
- ★ A o tlile sekolong ka thekesi gompieno?
- ★ A o tlile sekolong ka bese gompieno?

Barutwana ba ba arabang ka ee, ba tsene mo sedikong. Buisanang tebang le dikarabo tsa barutwana.

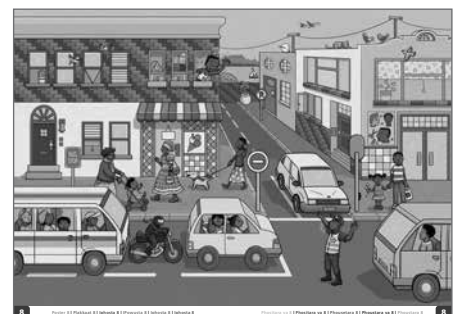
- ★ Ke mang yo o tseneng gangwe fela?
- ★ Ke mang yo o tseneng go feta gangwe? Goreng?

A barutwana ba tle ka dikakanyo tse dingwe, mabapi le dipalangwa mme ba bue dikhatekori tseo.

5. **Buang ka ga mefuta e e farologaneng ya dipalangwa:** Buisanang ka ga Phousetara 8. Buang ka ga mefuta ya dipalangwa e barutwana ba e bonang.

#### Dipotso tse di kaelang:

- ★ O bona mefuta e le mekae ya dipalangwa?
- ★ A go na le tse dintsinzana/ mmalwanyana tsa mo fatshe kgotsa tsa mo moweng?
- ★ Ke eng se se tshwanang ka ga dipalangwa tsa mo fatshe?



## MAELE

Fa e le gore barutwana ga ba wele mo khatekoring eno, tshikhinya gore ba tlhophe sepalangwa se ba se dirisitseng thata kgotsa gangwe mo nakong e e fetileng go 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 farologane jang?
  - ★ Ke dipalangwa di le kae tse di nang le maotwana a le mane le di le kae tse di nang le a le mabedi?
  - ★ Ke mefuta efe ya dipalangwa e e nang le maotwana a le mabedi?
6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Letsatsi 3

#### Se o se tlhokang

- Pina: *Difofanenyana* (tsebe 203)
- Ditshwantsho di le 10 tsa difofane
- Mekoro ya ditshamekisi e le 7
- Ditshwantsho tse dinnye di le 4: motsamao, thekesi, koloi, bese
- Dikarata tse dinnye tse di nang le sefatlhego se se nyebang (tsotlhe di lekana ka bogolo) – e le 1 sa morutwana mongwe le mongwe
- Tsebe ya kerafotshwantsho e e baakantsweng



#### MAELE

Dipotso ka ga mefuta ya dipalangwa di tshwanetse go nna maleba le bokaelo jwa barutwana ba gago.

#### MAELE

Dikarata tsa barutwana di tshwanetse go lekana ka bogolo.

1. **Pina:** Opela pina, *Difofanenyana*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe mo sedikong. Boeletsang tirwana ya go bala go tswa mo Letsatsing la 2 ka go dirisa mekoro boemong jwa dikoloi mme lo bale go tloga ka 1 go ya go 7. Bayang mekoro mo tafoleng ya dipalo gore barutwana ba e rulaganye go ya ka mmala. Ela tlhoko: Fa o se na mekoro, e ka dirwa ka ditherei tsa pholiseterine ka kota e e tlhabetwang mo bogareng le pampiri e e kgontshang gore se sese. Meseso e ka nna mebala e e farologaneng.
4. **Go kokoanya tshedimosetso:** Buisanang ka gore barutwana ba ile jang sekolong gompiono.

#### Dipotso tse di kaelang:

- ★ Fa re batla go itse gore a barutwana ba le bantsinyana ba ya sekolong ka thekesi go na le ba ba yang ka dinao kgotsa koloi kgotsa bese, re tlhoka go dirang?

Bontsha ditshwantsho di le nne tsa mefuta ya dipalangwa, mme o botse barutwana gore di emetseng. Di beye kwa dikhutlo tsotlhe tse nne tsa mmetshe. A barutwana ba tseye sefatlhego sa monebo go tswa mo setshoding mo mmetsheng mme ba dule gaufi le setshwantsho se se emetseng se ba tsamayang ka sona go ya sekolong.

#### Dipotso tse di kaelang:

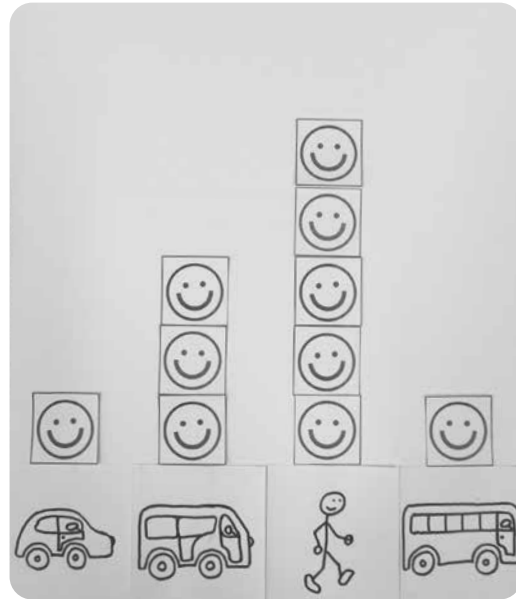
- ★ O akanya gore ke setlhophha sefe se se nang le barutwana ba bantsi go gaisa?
- ★ Ke setlhophha sefe se se nang le barutwana ba le mmalwa go gaisa?

5. **Go tthagisa tshedimosetso; feta, mmalwa go, lekana le:** Botsa barutwana gore ba ka dira jang setshwantsho sa gore ke barutwana ba le kae ba dirisang mofuta mongwe le mongwe wa sepalangwa. Ba kaele go baya ditshwantsho tse nne tsa dipalangwa mo dikholomong tse nne go dira kerafotshwantsho. A barutwana ba beye dikarata tsa bona tsa difatlhego tsa menyebelo mo kholomong e e maleba mo godimo ga mofuta o o nepagetseng wa sepalangwa go feleletsa kerafotshwantsho. Dikarata di tshwanetse go bewa ka go kgomana go se na le fa e le sebaka magareng ga tsona (lebelela tsebe 129).

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:**

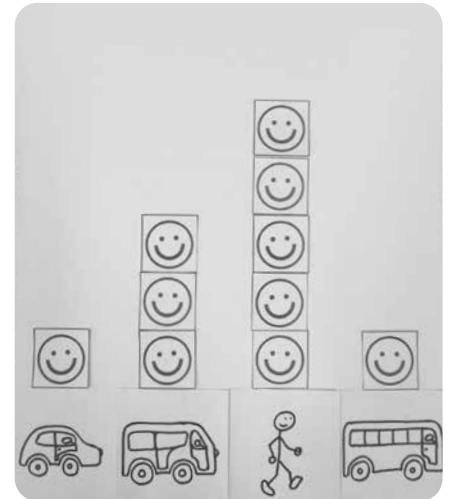
- ★ What did we do yesterday to find out how you all come to school?
- ★ How do most learners come to school?
- ★ What kind of transport is used by the fewest learners?



6. **Go ranola tshedimosetso:** Lebelela kerafotshwantsho.

**Dipotso tse di kaelang:**

- ★ A barutwana ba le bantsi ba ya sekolong ka thekesi go gaisa mefuta e mengwe ya dipalangwa?
- ★ O itse jang?
- ★ A barutwana ba bantsi ba ya sekolong ka dikoloi kgotsa ka bese?
- ★ O itse jang?
- ★ A barutwana ba bantsi ba ya sekolong ka dinao kgotsa ka dijanaga?



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

### Letsatsi 4

#### Se o se tlhokang

- Pina: *Difofaneyana* (tsebe 203)
- Ditshwantsho di le 10 tsa difofane
- Kerafotshwantsho ya dipalangwa go tswa mo Letsatsing la 3
- Kerafotshwantsho e nngwe jaaka mo Letsatsing la 3 e na le ditshwantsho tse nne tse di tshwanang tsa dipalangwa
- Dikarata tse dinnye tsa sefatlhego se se nyebang (tsotlhe di lekana ka bogolo) – e le 1 ya morutwana yo mongwe le yo mongwe
- Mekoro le dikoloi go tswa mo tafoleng ya dipalo

1. **Pina:** Opela pina, *Difofaneyana*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Sebela morutwana o re 'mekoro e 6'. A a tle ka yona go tswa mo tafoleng ya dipalo, mme a e beye mo mmetsheng. Sebela morutwana yo mongwe o re 'dikoloi tse 7'. A a dire fela jaaka morutwana wa ntlha. A barutwana ba fopholetse gore go na le dilo di le kae mo setlhopheng se sengwe le se sengwe. Balang dilo mmogo go tloga ka 1 go ya go 6 le 1 go ya go 7.
4. **Go ranola tshedimosetso:** Buisanang ka ga tshedimosetso e e bonsthitsweng mo kerafotshwantshong e barutwana ba e feleleditseng mo Letsatsing la 3.

**Dipotso tse di kaelang:**

- ★ Re dirileng maabane go batlisisa gore lotlhe lo tla jang sekolong?
- ★ Bontsi jwa barutwana bo tla jang sekolong?
- ★ Ke mofuta ofe wa sepalangwa o o dirisiwang ke barutwana ba le mmalwa thata?

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.

- Go ikatisetsa kokoanyo le tthagiso ya tshedimosetso:** Buisanang gore a mme barutwana ba dirisitse mefuta e e farologaneng ya dipalangwa go ya sekolong gompieno. Dirang kerafotshwantsho jaaka lo dirile mo Letsatsing la 3, ditirwana 4 le 5. Bapisang dikerafotshwantsho tsa Letsatsi 3 le Letsatsi 4.
 

**Dipotso tse di kaelang:**

  - ★ O bonang mo kerafotshwantshong ya rona ya dipalangwa gompieno?
  - ★ Ke eng se se tshwanang le maabane?
  - ★ Ke eng se se farologanang?
- Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 5

### Se o se tlhokang

- Pina: *Difofanenyana* (tsebe 203)
- Dikokoanyo tsa ditshamekisi tsa dipolanka kgotsa polasetiki tsa dikago, sekao, diboloko, *Lego*
- Ditshwantsho tsa sefofane di le 10

- Pina:** Opela pina, *Difofanenyana*.
- Go balela kwa godimo:** 1–20 le 7–1.
- Go bala dilo 1–7:** A barutwana ba eme mo sedikong. Kgoma barutwana ba le supa, fa phaposiborutelo e bala 1–7. A barutwana ba dule fatshe fa o ba kgoma. Tsamaya tsamaya go dikologa sediko go fitlhelela mongwe le mongwe a nnile le sebaka. Fa o fitlha mo setlhopheng sa bofelo, a barutwana ba fopholetse gore a go sa ntse go na le barutwana ba le supa ba ba emeng pale o bala.
- Go rulaganya, go arologanya le go bapisa:** Bontsha barutwana selo sa polasetiki le sa polanka go tswa mo phaposiborutelong, sekao, bolokokago le *Lego*.
 

**Dipotso tse di kaelang:**


  - ★ O ka moplelelang ka dilo tse?

Laletsa barutwana bangwe go utlwa le go tlhalosa dilo.

  - ★ Di utlwala jang?
  - ★ Ke eng se se tshwanang kana se se farologaneng mo go tsona?

Baya diboloko tse di kokoantsweng tsa polasetiki le ditshamekisi tsa kago mo mmetsheng. A morutwana yo mongwe le yo mongwe a tseye selo mo setlhopheng. Kopa barutwana go dira ditlhopho tse pedi, se sengwe e le sa dilo tsa polanka mme se sengwe e le sa dilo tsa polasetiki.

  - ★ O akanya gore ke setlhopho sefe se se nang le di le dintsinnyana/mmalwanyana?
  - ★ A go na le bangwe ba mo ditlhopheng tsa bona ba tshwereng tse di lekanang? Ke eng se se tshwanang ka ga bona?
  - ★ Re ka rulaganya dilo tseno jang gape?

 **MAELE**  
 Lebelela diponagalo di etsa mmala, bogolo, popego le phopholego fa o rulaganya dilo.

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:

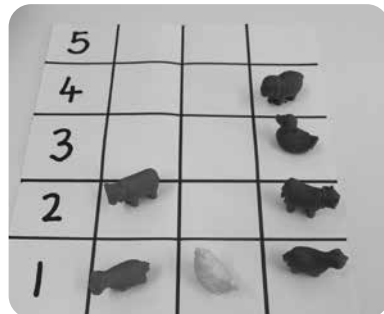
- ★ Is there anything the same/different about the animals in your group?
- ★ Do you have any that are the same as the learner sitting next to you? How many are the same?
- ★ What colour animals have you chosen?
- ★ How many of each colour do you have?

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

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** A barutwana ba dirise ditshamekisi tsa dikago go dira dikoloi, dithekesi le dijanaga tse dingwe. A ba tlhame ditlhopha tsa dilo tseno go di baya mo tafoleng ya dipalo le go bua ka dijanaga tse ba di dirileng le ditlhopha tse ba di rulagantseng ka tsona.

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

**Se o se tlhokang**

- Dibaladiphologolo di le 60 (*Kgetsana ya Didiriswa*)
  - Keriti ya kerafo ya A4 ya morutwana yo mongwe le yo mongwe
  - Setshodi sa morutwana yo mongwe le yo mongwe se na le diphologolo tse dikhibidu, diserolwana le tse di botala jwa legodimo, mo ditlhopheng
- tsa diphologolo di le 5, 4 le 3 (*Kgetsana ya Didiriswa*) (Farologanya dikopantsho tsa morutwana mongwe le mongwe, sekao, tse dikhibidu di le 5, tse diserolwana di le 4 le tse dibotala jwa legodimo di le 3.)
- Dikherayone tse dikhibidu, serolwana le botala jwa legodimo

1. **Go bala dilo 1–7:** Bayang dibalaphologolo mo mmetsheng. A morutwana yo mongwe le yo mongwe a tlhophe mme a bale diphologolo di le supa.

**Dipotso tse di kaelang:**

- ★ A go na le sengwe se se farologaneng/se se tshwanang mo diphologolong tse di mo setlhopheng sa gago?
- ★ A go na le tse di tshwanang jaaka morutwana yo o dutseng fa thoko ga gago? Ke tse kae tse di tshwanang?
- ★ O tlhophile diphologolo tsa mmala ofe?
- ★ O na le di le kae tsa mmala mongwe le mongwe?

2. **Feta/mmalwanyana:** A barutwana ba bapise palo ya diphologolo tsa mebala e e farologaneng tse ba nang natso mo ditlhopheng tsa bona.

**Dipotso tse di kaelang:**

- ★ A o na le diphologolo tsa mmala o mohibidu di le dintsinzana/mmalwanyana go na le tsa mebala e mengwe mo setlhopheng sa gago?

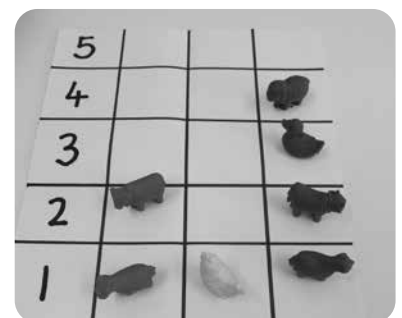
3. **Go kokoanya le go rulaganya:**

A barutwana ba beye dibadi tsa bona tsa diphologolo go tswa mo ditshoding tsa bona mo mmetsheng.

**Dipotso tse di kaelang:**

- ★ A o na le diphologolo tse dikhibidu di le dintsinzana go na le tsa mebala e mengwe mo setlhopheng sa gago?
- ★ Re ka bona jang karabo ya potso eno?

A ba rulaganye diphologolo tsa bona go ya ka ditlhopha 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.



**TIP**

Learners' graphs will be different. They will answer according to the colour of the animals in their tub.

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?



**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. **Go tlhagisa tshedimosetso:** Bontsha barutwana kerafo ya A4.

**Dipotso tse di kaelang:**

- ★ Re ka bontsha jang gore mongwe le mongwe wa lona o na le diphologolo tsa mmala ofe mo ditlhopheng tsa lona?

Kaela barutwana gore o tlaola diphologolo jang go ya ka mmala o mohibidu, o o botala jwa legodimo le o o serolwana mo kholomong. A ba khalare diboloko moo phologolo nngwe le nngwe e emeng gona.

5. **Go ranola tshedimosetso:** A barutwana ba lebelele dikerafo tsa bona mmogo le go di bapisa.

**Dipotso tse di kaelang:**

- ★ A o na le diphologolo tsa mmala o mohibidu di le dintsi go gaisa tsa mebala e mengwe?
- ★ Ke mang yo o nang le diphologolo tse dikhibidu di le mmalwa go na le tsa mebala e mengwe?
- ★ A o na le diboloko tse di serolwana di le dintsi kgotsa tse di botala jwa legodimo mo tsebeng ya gago?
- ★ A go na le ba ba nang le palo e e lekanang ya diphologolo tse dikhibidu?
- ★ Ke ofe yo o nang le palo e mmalwa/ntsinyana ya diphologolo tseno?
- ★ Pharologano/ntlhatshwano magareng ga \_\_\_\_ le \_\_\_\_ tsa dikerafo?



Dikerafo tsa barutwana di tlaa farologana. Ba tlaa araba go ya ka mmala wa diphologolo mo ditshoding tsa bona.



**Netefatsa gore barutwana ba kgona go:**

- rulaganya dilo go ya ka mmala
- khalara kerafo go ya ka dilo tse di bonalang mo setlhopheng
- araba dipotso tse di ikaegileng ka setshwantsho sa bona
- bapisa setshwantsho sa bona le tsa ba bangwe mme ba kgona go lemoga dintlhatshwano le dipharologano

**Seteišenetiro 1**

**Se o se tlhokang**

- Dimakasine di na le ditshwantsho tsa dipalangwa
- Dikere
- Ditshodi tse 3, sengwe le sengwe se na le letshwao la setshwantsho sa leeto ka sefofane, ka metsi le ka dijanaga

A barutwana ba segolole ditshwantsho mme ba di tsenye mo setshoding le setshwantsho se se nyalanang.

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Ditshwantsho tseno di ka buisanelwa jaaka tirwana ya go Reetsa le go Bua le/kgotsa jaaka tirwana ya Kitso ya Tshimologo.

## 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.



## Seteišenetiro 2

### Se o se tlhokang

- Theipi e e sireletsang/thapo go tlhama dikholomo tse 4 mo mmetsheng/tafoleng
- Lebokoso la polisterine, polasetiki, foele le dilo tse di latlhilweng tsa pampiri/khateboto
- Baya mofuta mongwe le mongwe wa selo se se latlhilweng mo go e nngwe le nngwe ya dikholomo tse 4

A barutwana ba rulaganye dilo go ya ka tse di dirilweng ka tsona.

## Seteišenetiro 3

### Se o se tlhokang

- Tsebe ya kerafo ya dipopego – tse di farologaneng tsa morutwana mongwe le mongwe
- Setshodi se se nang le didiko, dikhutlonne le dikhutlotharo tse di segolotsweng
- Sekgomaretsi

A barutwana ba manege kgotsa ba thale palo e e nepagetseng ya dipopego mo kholomong e nngwe le e nngwe.



## Seteišenetiro 4



### Se o se tlhokang

- Dilo tse di tswang mo *Kgetsaneng ya Didiriswa*: dibalamaungo, dikota, dibolokokogedi, didisiki tsa mebala
- Ditshodi tse 5 tse di nang le dikgomaretdi/dileibole tse dikhibidu, botala jwa legodimo, serolwana, tala le tse dintsho – mmala o o farologaneng mo go se sengwe le se sengwe
- Lebokoso la mae le na le dibaka di le 6 – e le 1 ya morutwana mongwe le mongwe

A barutwana ba rulaganye dilo tse di tswang mo go *Kgetsana ya Didiriswa* go ya ka mmala. A jaanong ba di emisetse ka tse dingwe mme ba di rulaganye le go arologantsha ka tsela nngwe le nngwe fela ba dirisa mabokoso a mae.

### Tomagano

**Puogae le Dikgono tsa Botshelo (motshameko wa kwa ntle):** Dira keriti mo patlelong ya motshameko wa kwa ntle. A barutwana ba kokoanye le go rulaganyetsa dilo tse di farologaneng tsa kwa ntle mo 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

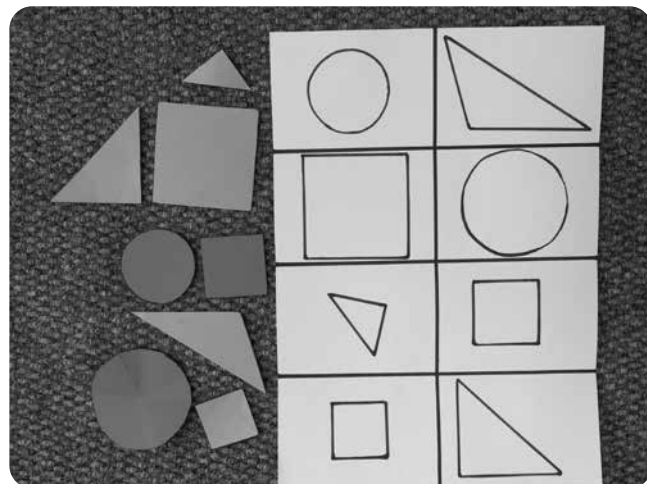
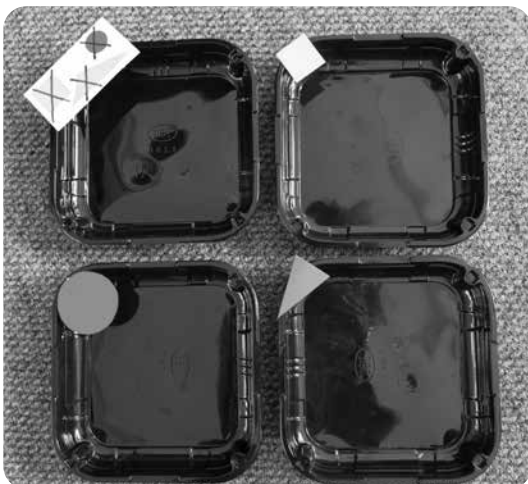
through

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.



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

## Ditlhogo

- Diponagalo tsa dipopego – bapisa tse di tshwanang le tse di farologaneng, rulaganya go ya ka diponagalo
- Maemo
- Tlwaelo le dikakanyo

## Kitso e ntšhwa

- Sala ntlhakaelo morago
- Go kgabaganya molagare

## Ikatise

- Go balela kwa godimo 1–20 le 7–1
- Go bala dilo 1–7
- Mogopolopalo 1–5
- Dipopego: sediko, khutlonne, khutlotharo
- Kwa pele, kwa morago
- Go gatelela maemo

## Tlotlofoko e ntšhwa ya dipalo

lebagane

dikologa

mmogo

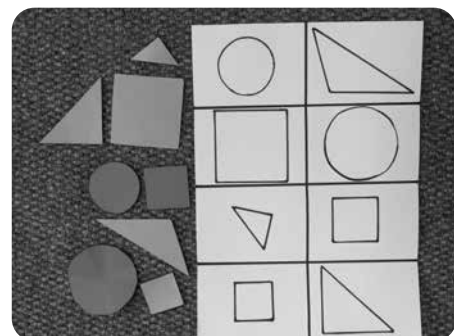
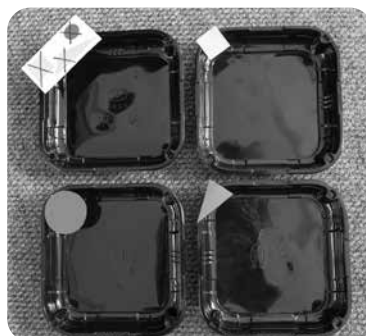
ralala

mo godimo ga

## Ipaakanye

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

- ditshwantsho tsa dipidipitsana di le 7
- didiko tse dikgolo tsa khateboto di le 2 – 1 e khibidu, 1 e tala
- didiko, dikhutlonne le dikhutlotharo tse dikgolo tsa khateboto – 3 ya mofuta mongwe le mongwe
- dipidipidi tsa polasetiki/ditege tsa go tshameka di le 7
- dikhutlotharo, didiko, le dikhutlonne tsa khateboto di le 40 tse di lekanang le dibolokoponagalo ka bogolo
- didiko, dikhutlonne le dikhutlotharo tsa khateboto di le 30 tsa bogolo le mmala o o farologaneng
- dipopego tse dingwe tsa khateboto di le 30, sekao, ditaemane, dipelo, dinaledi
- ditshodi tse di tshwailweng di le 4 – 1 e na le sediko, 1 e na le khutlonne, 1 e na le khutlotharo, 1 e na le setshwantsho sa dipopego tse 3 di na le molakgabaganyo
- popego e e nyalanang le diboto le dipopego tse di ka bewang mo botong – boto e e farologaneg ya morutwana mongwe le mongwe.



## 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.



# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Pina: *Dipidipitsana di le supa* (tsebe 203)
- Ditshwantsho tsa dipidipitsana di le 7
- Dihulahupu di le 5
- Sediko sa khateboto se le 1 se sehibidu le se le 1 se setala



1. **Pina:** Opela pina, *Dipidipitsana di le supa* ka ditshwantsho.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bala ditshwantsho tsa dipidipitsana go tloga ka 1 go ya go 7.
4. **Go ikatisetsa maemo:** A barutwana ba dule fatshe ba dirile sediko. Baya dihulahupu tse tlhano mo gare ga sediko. A barutwana ba tsamaye tsamaye *mo thoko* ga dihulahupu fa o bontsha sediko se setala mme ba dule fatshe fa o bontsha sediko se sehibidu.

Jaanong letla barutwana ba le batlhano go ema mmogo *mo* go nngwe le nngwe ya dihulahupu. A barutwana ba supe ditiragatso go a ka dipotso tse di kaelang.

#### Dipotso tse di kaelang:

- ★ O ka fitlha bogodimong/botlase jo bo kana kang?
- ★ O ka taologa go le kana kang?
- ★ A lotlhe lo na le sebaka se se lekanang mo dihulahupung tsa lona?
- ★ Goreng go ntse jalo/goreng go se jalo?

A morutwana yo mongwe a eme *mo* hupung e nngwe le e nngwe.

- ★ Jaanong ka gobo go na le morutwana yo mongwe gape mo hulahunung a gago, a bogolo jwa sebaka se mongwe le mongwe o nang naso bo fetogile?
- ★ O akanya gore go ka tsena barutwana ba le kae gape mo sebakeng mo hulahunung ya gago pele ga sebaka se tsewa sotlhe?

A barutwana ba tsamaye tsamaye *mo gare* ga dihulahupu gape, *kwa pele* le *kwa morago*. Jaanong letla barutwana ba ba farologaneng ba le batlhano go ema mmogo *mo* go e nngwe le e nngwe ya dihulahupu.

- ★ Go ka dula barutwana ba le kae mo *teng* ga hulahunung go tlasta sebaka?

A barutwana ba dule *mo* hulahunung go bona gore go ka tsena ba le kae mo hulahunung e le nngwe. A ba tsamaye tsamaye *go dikologa* hulahunung e ba ntseng ba dutse mo go yona. A ba dule *kwa ntle* ga hulahunung maoto a le *mo teng* ga hulahunung.

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



## 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 2

### Se o se tlhokang

- Pina: *Dipidipitsana di le supa* (tsebe 203) le ditshwantsho
- Dipidipidi tsa polasetiki/tege ya go tshameka di le 7
- Sekhurumelo sa polasetiki
- Didiko, dikhutlonne le dikhutlotharo tse dikgolo tsa khateboto – tsa 3 tsa mofuta mongwe le mongwe

1. **Pina:** Opela pina, *Dipidipitsana di le supa* ka ditshwantsho.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe mo sedikong. Baya sekhurumelo le setlhopha sa dipidipidi tse supa mo mmetsheng. A barutwana ba fopholetse gore go na le dipidipidi di le kae. Balang dipidipidi mmogo.
4. **Go ikatisetsa dipopego:** A barutwana ba tshameke motshameko wa, 'Ke nna setlhodi ... (popego)' mme ba tlaole didiko, dikhutlotharo le dikhutlonne mo phaposiborutelong. Sekao: 'Ke tlhola popego e e nang le dikhutlo tse tharo mo loboteng ka leithonyana la me.'
5. **Go ikatisetsa dipopego le ntlhakaelo:** Baya dipopego tse dikgolo tsa khateboto mo boalong. A barutwana ba latele ditaello go tsamaela kwa poegong e e rileng. Sekao: 'Tlola mme o emise mo sedikong, gagabela popego e e nang le dikhutlo di le tharo, dikologela kwa popegong e e nang le matlhakore a a tlhamaletseng a le mane.'
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.



Tirwana eno e ka direlwa kwa ntle. Dirisa tšhoko go thala dipopego boemnonng jwa go dirisa dipopego tsa khateboto.

## Letsatsi 3

### Se o se tlhokang

- Pina: *Dipidipitsana di le supa* (tsebe 203) ditshwantsho tsa dipidipidi le dipidipitsana
- Dipidipidi tse 7 tsa polasetiki/tege ya go tshameka
- DibolokoPONAGALO tsa sediko di le 7 (*Kgetsana ya Didiriswa*)
- Dikarataronho 1–5 (*Kgetsana ya Didiriswa*)
- Dikhutlonne le dikhutlotharo tsa khateboto tse dikgolo – di le 3 tsa mofuta mongwe le mongwe
- Dibinibeke tse 3

1. **Pina:** Opela pina, *Dipidipitsana di le supa*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Baya dipidipidi tse supa le setlhopha sa didiko di le supa mo mmetsheng. A barutwana ba fopholetse gore di kae mo setlhopheng se sengwe le se sengwe. Balang setlhopha sengwe le sengwe mmogo.  
**Dipotso tse di kaelang:**  
★ A o akanya gore ditlhopha tseno di na le palo e e lekanang ya dilo?
4. **Go ikatisetsa didiko le 1–5:** Buisana le barutwana ka ga dipidipidi le didiko.  
**Dipotso tse di kaelang:**  
★ A o kgona go bona karolo nngwe ya dipidipidi kgotsa dipidipitsana e e tshwanang le didiko?  
★ O bona kae dipopego tsa sediko mo phaposing?

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 barutwana dikarataronho 1–5.

- ★ Maronho ke a popego efe?
- ★ O bona maronho a le makae mo dikarateng tseno?

Bontsha dikarata tse pedi tse di nang le palo e e farologaneng ya maronho.

- ★ A karata eno e na le maronho a le mmalwa/mantsinyana go na le eno?

5. **Go ikatisetsa dipopego:** Baya dipopego tsa khateboto mo gare mo mmetsheng. Tshamekang motshameko wa binibeke. Naya barutwana ba bararo binibeke mongwe le mongwe. A ba sale ditaello morago, sekao: 'Latlhela binibeke ya gago mo popegong e e nang le dikhutlo tse tharo, popego e e nang le khutlo tse di fateng boraro ka nngwe, popego e e nang le matlhakore a le mane.' A barutwana ba bolele leina la popego e binibeke e welang mo go yona mme ba buisane ka ga diponagalo. Boeletsa ka barutwana ba bangwe.
6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 4

### Se o se tlhokang

- Pina: *Fa o tshwere khutlonne* (tsebe 199)
- Dibolokoponagalo tse 24 tsa didiko, dikhutlonne le dikhutlotharo (*Kgetsana ya Didiriswa*)
- Didiko, dikhutlonne le dikhutlotharo tse dikgolo tsa khateboto – di le 2 tsa mofuta mongwe le mongwe
- Mabokoso a le 7 (3 e e nang le difatla tsa khutlonne le 4 e e nang le difatla tsa khutlonnetsepa)
- Pina: *Nka dirang?* (tsebe 205)

1. **Pina:** Neelana ka dibolokoponagalo tse 24 tsa didiko, dikhutlonne le dikhutlotharo le dipopego tse 6 tsa khateboto. Opela *Fa o tshwere khutlonne*. A barutwana ba kgabaganye molagare wa bona ka go fetisa dipopego tsa bona go tswa mo seatleng se sengwe go ya go sengwe fa ba ema.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Baya mabokoso a bogolo jo bo farologaneng mo mmetsheng. A barutwana ba fopholetse gore go na le mabokoso a le makae mme ba a bale.

#### Dipotso tse di kaelang:

- ★ A mangwe a mabokoso ano a na le matlhakore a popego ya khutlonne?
- ★ O itse jang? Ke a le makae?
- ★ A matlhakore otlhe a lebokoso a bopegile sekhutlonne?
- ★ A go na le mabokoso mangwe a a se nang matlhakore a khutlonne? Ke a le makae?

4. **Go feta, kwa tlase ga, lekana le:** Rulaganya mabokoso go ya ka ditlhophha tse pedi: a a nang le matlhakore a khutlonne le a a senang ona.

#### Dipotso tse di kaelang:

- ★ Ke setlhophha sefe se se nang le mabokoso a le mantsi/mmalwa? A makae mo setlhopheng se sengwe le se sengwe?
- ★ Re tlhoka go dirang go dira gore ditlhophha tseno 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. **Go ikatisetsa dipopego:** A barutwana ba dule fatshe ba dirile sediko. Baya diboloko ponagalo tsa khutlotharo, sediko le khutlonne kwa morago ga barutwana ba le bararo. Morutwana a le mongwe o tlola kgati a dikologa bokwantle jwa barutwana ba ba dutseng fatshe fa phaposi yotlhe e opela pina e go tweng *Nka dirang?* A a tseye boloko ponagalo e e nepagetseng go tswa kwa morago ga morutwana le go e baya fa morago ga morutwana yo mongwe. Boeletska ka barutwana ba bangwe.
6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## Letsatsi 5

### Se o se tlhokang

- Pina: *Nka dirang?* (tsebe 205)
- Dihulahupu, mabokoso, ditulo le dilo tse dingwe tsa sebakakgoreletso

1. **Pina:** Barutwana ba opela pina, *Nka dirang?* fa o ntse o tshameka motshameko jaaka go tlhalositswe mo Letsatsing la 4 tirwana ya 5. Tlhopho barutwana ba ba farologaneng le ba ba tshamekileng motshameko mo Letsatsing la 4.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Opa diatla sebaka se o se ratang go tloga ka 1 go ya go 7. A barutwana ba bale gore o di opile ga kae.
4. **Go ikatisetsa ntlhakaelo – kwa morago, kwa pele:** A barutwana ba dire sebakakgoreletso se se bonolo kwa ntle, sekao, mowa o o fokang, mo tlase, mo sebakabakeng, mo gare, go iphaphapha, go ralala, mo teng, kwa ntle. A ba sale dintlhakaelo go ya kwa pele le kwa morago mo sebakeng.
5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### MAELE

A barutwana ba kgabaganye molagare fa ba ntse ba latela ditaello, jaaka tshwara leoto la gago ka seatla se se farologaneng, kgotsa tshwara legetla la gago ka seatla se se farologaneng.



### Tomagano

**Puogae le Dikgono tsa Botshelo:** Tshameka motshameko wa dipopego tsa mmino. Baya dipopego tse di segolotsweng tse dikgolo mo sedikong mo boalong. A barutwana ba gate popego go ya go e nngwe fa pina e lela. Fa e emisa, a ba bue gore ba eme mo popegong efe.

## 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.

# Ditirwana tsa ditlhophha tse dinnye

## Tirwana e e kaelwang ke morutabana

### Se o se tlhokang

- Dibolokoponagalo di le 24 (khutlotharo, sediko, khutlonne)
- Dikota (*Kgetsana ya Didiriswa*)
- Setshodi sa morutwana mongwe le mongwe se na le:
  - Dipopego tse 7 tsa polasetiki/khateboto (dikhutlotharo, didiko, dikhutlonne)
  - Kolotsana e le 1 kgotsa sebaladiphologolo

1. **Go bala dilo 1–7:** Baya dibolokoponagalo di le 24 mo mmetsheng. A barutwana ba refosane go bala dibolokoponagalo di le 7 mongwe le mongwe. A ba bale gore ba na le dipopego di le kae mo ditlhopheng tsa bona tsa dibolokoponagalo tse supa.

#### Dipotso tse di kaelang:

- ★ Ke popego efe e \_\_\_\_\_ o nang le e le nngwe/tse pedi?

2. **Go ikatisetsa dipopego; go bopa ditshwano:** Baya dibolokoponagalo mo mmetsheng go bopa setshwano. A barutwana ba kopolole setshwano ka go dirisa dibolokoponagalo tsa bona.


#### Dipotso tse di kaelang:

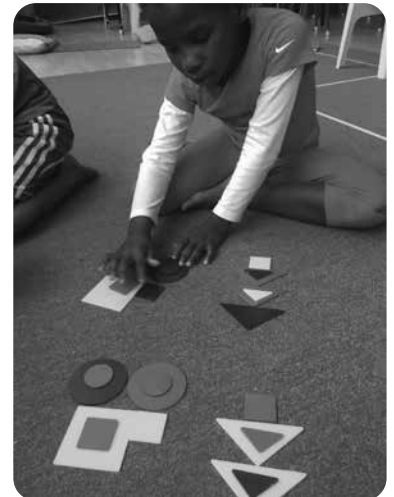
- ★ A o na le dipopego tsotlhe tse o di tlhokelang seno?
- ★ O tlaela dipopego dife?
- ★ O tlhoka dingwe le dingwe tsa tseno di le kae?

A barutwana ba dirise dibolokoponagalo le dipopego tsa khateboto go tswa mo ditshoding tsa bona go ipopela ditshwano.

- ★ O dirisitse dipopego dife?
- ★ Goreng o diriseditse kuane khutlotharo?
- ★ Go ne go ka nna jang fa re ne re ka tsenya sediko seno fa?
- ★ O dirisitse dipopego tse kae?
- ★ Ke mang yo o dirisitseng didiko tse dintsi go gaisa?
- ★ A go na le yo o senang khutlonne?

3. **Go ikatisetsa dipopego; ka go dirisa dikota:** Bopa khutlotharo kgotsa khutlonne ka go dirisa dikotsa tsa mebala. E buisanele le barutwana. E apese mme o ba kope go e kopolola. Boetsa tirwana, ka go farologanya bogolo jwa popego. Leka go bopa sediko ka dikota.

 **MAELE**  
A barutwana ba ikatisa go kgabaganya molagare ka go dira gore dipopego tsa bona di nne mo letlhakoreng le le lengwe la mebele ya bona le go aga setshwano sa popego ya bona mo letlhakoreng le lengwe.



**Guiding questions:**

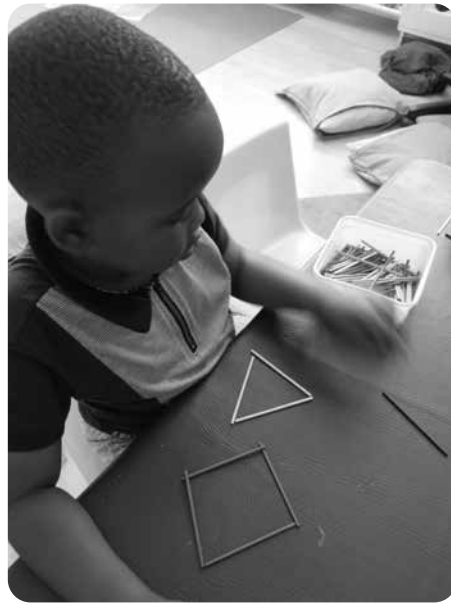
- ★ Does this look like a circle? Why do you think so/not?
- ★ Could you make a circle in any other way? (Trace around a cup.)



**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)

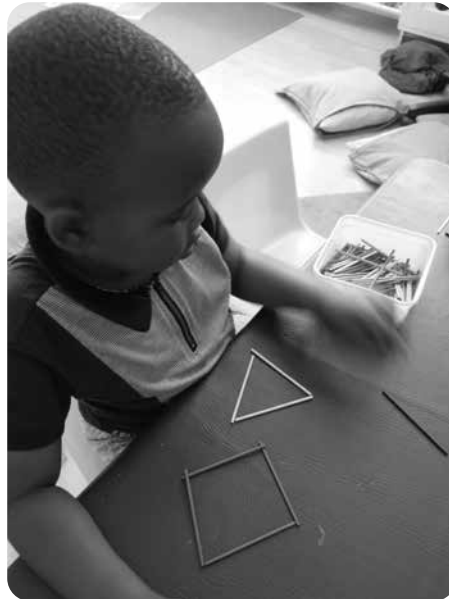
Learners sort shapes into the 4 labelled containers. They create their own images using the shapes.


**Dipotso tse di kaelang:**

- ★ A seno se lebega jaaka sediko? Goreng o akanya/o sa akanye jalo?
- ★ A go na le ka moo o ka dirang sediko ka gona? (Thalelela go dikologa kopi.)

 **MAELE**  
Rotloetsa tiriso ya tlotlofoko ya maemo le ntlhakaelo.

4. **Dintlhakaelo le maemo:** A barutwana ba dirise dikota go ipopela dipopego. A ba latele ditaello ka go dirisa dibaladijanaga kgotsa dibaladiphologolo go tswa mo ditshoding tsa bona. Sekao: 'Isa sejanaga, phologolo kwa pele go dikologa dipopego tsa gago, kwa morago mo gare ga dipopego tsa gago, kwa pele go feta kota e tala/ botala jwa legodimo/serolwana, boela morago go botha/ema mo gare ga popego.' Kopa morutwana mongwe le mongwe go laela setlhophha.



 **Netefatsa gore barutwana ba kgona go:**

- kopolola ditshwano tse di dirilweng ka dipopego
- bopa ditshwano ka go dirisa dipopego le go tsibogela dipotso tse di maleba
- tsibogela ditaello tsa dintlhakaelo le maemo a a farologaneng

**Seteišenetiro 1**

**Se o se tlhokang**

- Didiko, dikhutlotharo le dikhutlonne tsa khateboto di le 40
- Dipopego tse dingwe tse 30 (sekao, khutlonnetsepa, khaete, motopo)
- Ditshodi tse di tshwailweng di le 4 – 1 e na le sediko, 1 e na le khutlonne, 1 e na le khutlotharo, 1 e na le setshwantsho sa dipopego tse 3 di na le molakgabaganyo (lebelela tsebe 139)

A barutwana ba rulaganyetse dipopego mo ditshoding tse 4 tse di tshwailweng. A ba bope ditshwano tsa bona ka go dirisa dipopego.

## 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.



## Seteišenetiro 2



### Se o se tlhokang

- Diboloko tsa mapolanka (tse di bopegileng sekhutlotharo, sekhutlonne le sediko)
- Tege ya go tshameka
- Thipa ya polasetiki e le 1 kgotsa kota (*Kgetsana ya Didiriswa*) ya morutwana mongwe le mongwe

A barutwana ba gatelele tege ya go tshameka gore e nne sephaphathi. A ba sege go dikologa diboloko mme ba bope ditshwano ka ditshwano tsa bona.



### MAELE

Dirisa dilo tse dingwe fa o se na diboloko, sekao, dithaele, dikopi tsa polasetiki kgotsa dirulara, go bopa dipopego jaaka dikhutlotharo, didiko le dikhutlonne.

## Seteišenetiro 3

### Se o se tlhokang

- Theipi e e sireletsang/dihulahupu
- Dibolokokgogedi/*Duplo*/diboloko tsa mapolanka

Dirisa dihulahupu le theipi e e sireletsang go dira dipopego mo boalong. A barutwana ba tseye diboloko mmogo le dihulahupu le theipi.



## Seteišenetiro 4

### Se o se tlhokang

- Boto ya popego e le 1 ya morutwana mongwe le mongwe (lebelela tsebe 139)
- Go nyalanya dipopego tse di segolotsweng

A barutwana ba nyalanye dipopego le tse di mo dibotong tsa bona. A ba refosane diboto fa ba feditse.

# 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.

# Karoloteng e e Lebeletsweng: Tekanyo

## Ditlhogo

- Boleele – bapisa le go rulaganya dilo ka go dirisa tlotlofoko e e maleba

## Kitso e ntšhwa

- Go lekanya le go bapisa: boleele (leele, leejana, leele go gaisa; khutshwane, khutshwanyane, khutshwane go gaisa)

## Ikatise

- Go balela kwa godimo 1–20 le 7–1
- Go bala dilo 1–7
- Tekanyetso 1–7
- Boleele: telele, khutshwane

## Tlotlofoko e ntšhwa ya dipalo

leele

khutshwane

leejana

leele go gaisa

boleele

## Ipaakanye

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

- ditshwantsho tsa diboko tse dileele di le 4 le tse dikhutshwane di le 3
- diboko tsa boleele jwa  $4 \times 20-30$  cm, le diboko tsa tege ya go tshameka tse dikhutshwanyane di le 3
- boleele jwa thapo ya morutwana mongwe le mongwe le maina a barutwana
- dikhafo, diribone, mabanta, megala ya ditlhako, thapo di le – 7 tsa mofuta mongwe le mongwe, tsothe ka boleele jo bo farologaneng
- boleele jwa dikhateboto tsa bophara jo bo tshwanang, mme di farologana ka boleele – 1 ya morutwana mongwe le mongwe
- dithapo tsa pampiri ya mebala ya bophara jo bo tshwanang, boleele jo bo farologaneng – 10 tsa morutwana mongwe le mongwe
- tsebe ya A4 ya morutwana mongwe le mongwe e na le mola mo gare; sekgametšhana se sekhutshwane se se mamareditsweng mo bogodimong jwa letlhakore le lengwe le se seleele mo bogodimong jwa letlhakore le lengwe
- tsebe ya A3/A4 ya morutwana mongwe le mongwe e na le seboko sa boleele jo bo farologaneng mo letlhakoreng le lengwe le le lengwe
- tsebe ya A4 ya morutwana mongwe le mongwe e na le mela e le 5 ya boleele jo bo farologaneng go kgabaganya tsebe.



**MAELE**  
Baya dilo tsa methale go tswa mo tthagong mo tafoleng ya dipalo mo gare gab eke, sekao, dikota, matlhare. Tseno di ka dirisediwa go lekanya le go rulaganya.

## Ditirwana tsa phaposiborutelo yotlhe

### Letsatsi 1

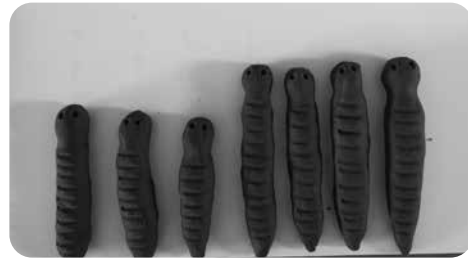
#### Se o se tlhokang

- Pina: *Leele le khutshwane* (tsebe 205)
- Ditshwantsho tse 7 tsa seboko
- Diboko tsa tege ya go tshameka di le 7
- Pampiri ya A3 e le 1
- Dipampiri tsa A4 di le 2
- Tšhate ya bogodimo ya Kgweditharo 1
- Thapo le maina a setlhopha se le sengwe sa barutwana

1. **Pina:** Opela pina, *Leele le khutshwane* ka 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. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Lebelela diboko tsa tege ya go tshameka di le supa mo pampiring ya A3.



**Dipotso tse di kaelang:**

★ O akanya gore go na le diboko di le kae? Balang diboko mmogo.

4. **Leele le khutshwane:** Baya seboko se seleele le se sekhutshwane mo pampiring ya A4.

**Dipotso tse di kaelang:**


- ★ Ke eng se se tshawanang/farologaneng mo dibokong tse?
- ★ Ke eng gape se o se boning mo phaposiborutelong ya rona se seleele/khutshwane?
- ★ Re ka bona jang fa selo se le seleejana kgotsa sekhutshwanyane mo go se sengwe?
- ★ Ke dilo dife gape tse dingwe tse di farologaneng tse di ka dirisiwang go lekanya dilo?

5. **Go gatelela boleele:** Lebelela tshate ya bogodimo go tswa mo Kgweditharong ya 1. Lekanya bogodimo jwa setlhopho se le sengwe sa barutwana mme o tsenye ditekanyo tsa bona mo tshateng ya bogodimo. Buisanang lo bo lo bapise dintlhatshwano mmogo le dipharologano tsa bogodimo jwa barutwana.

**Dipotso tse di kaelang:**

- ★ A bogodimo jwa gago bo lekana le jwa maloba fa re ne re go lekanya, a kgotsa o moleeja go feta maloba?
- ★ Re ka bona jang gore o moleele go le kana kang?
- ★ A go na le tsela e nngwe?

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

 **MAELE**  
Gopola go lekanya go tswa fa fatshe go ya kwa godimo ga tlhogo ya morutwana. Lekanya setlhopho se le sengwe letsatsi le lengwe le le lengwe.

## Letsatsi 2

### Se o se tlhokang

- Pina: *Leele le khutshwane* (tsebe 205)
- Ditshwantsho tsa diboko di le 7
- Thapo le maina a setlhopho se le sengwe
- Dikota (*Kgetsana ya Didiriswa*)
- Dikhafo, diribone, mabanta, megala ya ditlhako, thapo – 7 ya morutwana mongwe le mongwe, tsotlhe di farologane ka boleele
- Theipi e e sireletsang/tshoko

1. **Pina:** Opela pina, *Leele le khutshwane* ka ditshwantsho.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Supa mabanta a le supa le dikhafo di le thataro mo ditlhopheng tse pedi tse di ikemetseng.

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le mabanta/dikhafo di le kae mo setlhopheng se sengwe le se sengwe?
- ★ A o akanya setlhopho se sengwe le se sengwe se na le palo e e lekanang ya dilo?

Bala mabanta le dikhafo mme lo buisane.

- ★ Re tlhoka go dirang gore ditlhopho di lekane? (Oketsa ka sekhafo se le sengwe.)

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.

Bala dilo gape. Di beye mo meleng e mebedi, o nyalanya mabanta le dikhafo go supa gore setlhophha se sengwe le se sengwe se na le palo e e lekanang ya dilo.

4. **Go tlhotlhomisa bolelee:** Supa dikhafo, diribone, mabanta, megala ya ditlhako le thapo.

**Dipotso tse di kaelang:**

- ★ O lekantse jang dilo tsa gago (mo Letsatsing la 1)?

A barutwana ba bapise bolelee jwa dikhafo, diribone, mabanta, megala ya ditlhako le thapo ka go di baya gaufi le bona le go buisana ka gore ke dife tse dileejana/dikhutshwanyane.

- ★ O itse jang gore se sengwe le sekhutshwane le gore se sengwe se seleele?

- ★ A o ka dirisa seatla sa gago/lonao/kota go lekanya selo sa gago?

A barutwana ba nne fatshe ka ditlhophha tse tlhano. A ba lekanye dikhafo, mabanta, jalo jalo, le go buisana ka ga bolelee ba dirisa diatla/dinao/kota.



Dirisa theipi e e sireletsang kgotsa o thale mola ka tšhoko. A barutwana ba beye dilo mo moleng mme ba di rulaganye go simolola ka tse dileele go gaisa go ya go tse dikhutshwane go gaisa.

- ★ Goreng o beile mabanta le dikhafo tsotlhe mo moleng fa re di rulaganya go simolola ka tse dileele thata go ya go tse dikhutshwane thata?

5. **Tšhate ya bogodimo:** Lekanya setlhophha se se latelang sa barutwana mme o tsenye ditekanyo tsa bona mo tšhateng ya bogodimo.
6. **Ditirwana tsa ditlhophha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

## MAELE

Fa go se na nako e e lekaneng go wetsa tema ya go lekanya bogodimo jwa barutwana le go tsenya ditekanyo mo tšhateng ya bogodimo, tswelala go dira se ka dinako tse dingwe mo lenaneong la letsatsi le letsatsi, sekao, ka nako ya seneke.

## Letsatsi 3

### Se o se tlhokang

- Pina: *Leele le khutshwane* (tsebe 205)
- Ditshwantsho tse 7 tsa seboko
- Dikotsa tsa mapolanka tse 7 tsa bolelee jo bo farologaneng
- Dikota tsa polasetiki ya mebala di le 23 (*Kgetsana ya Didiriswa*)
- Thapo le leina la setlhophha se sengwe sa barutwana
- Boleele jwa khateboto ya bophara jo bo tshwanang le bolelee jo bo farologaneng – e le 1 ya morutwana yo mongwe le yo mongwe
- Theipi e e sireletsang/tšhoko

1. **Pina:** Opela pina, *Leele le khutshwane* ka ditshwantsho.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba nne fatshe ba dirile sediko. Baya dikota tsa polasetiki ya mebala (go tswa mo go *Kgetsana ya Didiriswa*) le dikota tse 7 tsa mapolanka mo mmetsheng mo ditlhophheng tse pedi tse di aroaganeng.

**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.



**TIP**

Use questions to guide the learners to problem solve around the arrangement of the strips.



**Dipotso tse di kaelang:**

- ★ O akanya gore mo go e nngwe le e nngwe ya ditlhopha tseno go na le dikota tse kae?

Bala dikota mme lo buisane. Bapisa boleele jwa dikota.

- ★ O akanya gore re ne re ka lekanyang mo phaposiborutelong ya rona ka dikota tse dikhutshwane tsa polasetiki/ dikota tse dileele tsa mapolanka?
- ★ Goreng?



A barutwana ba lekanye dilo mo phaposiborutelong ka dikota.

4. **Go gatelela tekanyo – boleele:** Buisanang ka ga dilo tse barutwana ba di lekantseng ka dikota.

**Dipotso tse di kaelang:**

- ★ O boneng se seleele/sekhutshwane mo phaposiborutelong?
- ★ Ke selo sa ga mang se se neng se le seleele/khutshwane go gaisa?
- ★ Ke selo sefe se o ka akanyang ka sona se le kwa ntle ga phaposiborutelo a rona mme se le seleele/sekhutshwane?

Dikgemetšhana tsa khateboto mo bogareng jwa mmetshe. Bontsha barutwana dikgemetšhana tse pedi.

- ★ Ke sefe sa dikgemetšhana tse se seleele/ sekhutshwane?

Boeletsa ka dikgemetšhana tse dingwe gape tse pedi.

A morutwana yo mongwe le yo mongwe a tseye sekgemetšhana mo bogareng jwa mmetshe. Baya sekgemetšhana se sengwe fatshe jaaka kaedi.



- ★ Fa re batla go rulaganya dikgemetšhana tsa rona go ya ka boleele go simolola ka tse dikhutshwane thata go ya go tse dileele thata re tlhoka go dirang?


- ★ Re tshwanetse go di tlhomaganya jang?

Tlhomaganya dikgemetšhana go iphaphatha le theipi e e sireletsang kgotsa mola wa tšhoko. A barutwana ba refosane go baya dikgemetšhana tsa bona go tloga ka tse dikhutshwane thata go ya go tse dileele thata. Gopotsa barutwana gore ke ka ntlha yang go le botlhokwa go lebaganya megatla ya dikgemetšhana le botlse jwa theipi e e sireletsang/ mola wa tšhoko fa ba lekanya. A ba fopholetse moo sekgemetšhana sa bona se tlaa felelang, mme ba thusane fa se tlhoka go sutisiwa.

- ★ O akanyang ka moo \_\_\_\_\_ a beileng sekgemetšhana sa gagwe gona?
- ★ A re sutise sekgemetšhana sa ga \_\_\_\_\_? Goreng?

5. **Tšhate ya bogodimo:** Lekanya setlhopha se se latelang sa barutwana mme o tsenye ditekanyo tsa bona mo tšhateng ya bogodimo.

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

 **MAELE**  
Dirisa dipotso go kaela barutwana go rarabolola dipalo mp thulaganyong ya dikgemetšhana.

## 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 4

### Se o se tlhokang

- Pina: *Leele le khutshwane* (tsebe 205)
- Ditshwantsho tse 7 tsa diboko
- Megala ya boleele jo bo farologaneng e le 7
- Thapo le maina a setlhopha se le sengwe sa barutwana

1. **Pina:** Opela pina, *Leele le khutshwane* ka ditshwantsho.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko, fa o ntse o eme ka dinao o tshwere dikarolwana tse tlhano tsa mogala. A barutwana ba fopholetse gore o tshwere tse kae. Di baleng mmogo.

#### Dipotso tse di kaelang:

- ★ Re tlhoka manathwana a le kae a mogala go nna le manathwana a le supa?

Oketsa ka a mabedi mme o bale gape.

4. **Go tlhotlhomisa boleele:** Buisanang ka ga manathwana a mogala a lo a tshwereng.

#### Dipotso tse di kaelang:

- ★ Ke manathwana a le kae a mogala a amang bodilo?
- ★ Goreng a sa ame bodilo otlhe?
- ★ Re ka lemoga jang gore ke lenathwana le lekhutshwane/telele go gaisa la mogala?

Thala mola mo bodilong mme o kope barutwana go go kaela go rulaganya manathwana a mogala go tloga ka le leleele go ya go le lekhutshwane go gaisa. Tlosa manathwana a le matlhano a mogala.

5. **Tšhate ya bogodimo:** Lekanya setlhopha se se latelang sa barutwana mme o tsenye ditekanyo tsa bona mo tšhateng ya bogodimo.
6. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.



## Letsatsi 5

### Se o se tlhokang

- Pina: *Leele le khutshwane* (tsebe 205)
- Ditshwantsho tse 7 tsa diboko
- Mogala le maina a ditlhopha tsa bofelo tsa barutwana
- Tšhate ya bogodimo ya Kgweditharo 1
- Tšhate ya malatsi a botsalo

1. **Pina:** Opela pina, *Leele le khutshwane* ka ditshwantsho.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Opang diatla makgetlho mangwe le mangwe magareng ga 1 le 7. Fa lo ntse lo di opa, a barutwana ba bale le go bua gore di opilwe makgetlho a le kae.

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. **Tšhate ya bogodimo:** Lekanya setlhopha sa bofelo sa barutwana mme o tsenye ditekanyo tsa bona mo tšhateng ya bogodimo. Buisanang ka ga tšhate ya bogodimo ya Kgweditharo 2.

**Dipotso tse di kaelang:**

- ★ Ke mang yo moleejana/mokhutshwanyane mo go wena?
- ★ O itse jang?
- ★ A go na le barutwana b aba lekanang ka bogodimo?

Bapisa ditšhate tsa bogodimo tsa Kgweditharo 1 le 2.

- ★ A go na le se se fetogileng morago ga Kgweditharo 1?
- ★ Ke mang yo moleejana mo kgweditharong e go na le mo kgweditharong e e fetileng?

Lebelelang tšhate ya malatsi a matsalo mme lo baleng gore go fetile dikgwedi di le kae fa e sale lo dira tšhate ya bogodimo mo Kgweditharong ya 1.

- ★ A o akanya gore tšhate ya bogodimo e tlaa fetoga fa re ka e dira gape mo mafelong a ngwaga, mo kgweding ya bofelo?
- ★ Goreng?

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

**Tomagano**

**Puogae le Dikgono tsa Botshelo:** Ditirwana tsa kwa ntle di ka akaretsa go lekanya khemo e telele le e khutshwane pele le morago ga go taboga, le go lekanya meriti e meleele le e mekhutshwane mo dinakong tse di farologaneng tsa letsatsi. Fa o buisetsa barutwana dikanelo, supa mafoko a maleele (a a nang le ditlhaka tse dintsi) le mafoko a makhutshwane (a a nang le tlhaka e le nngwe kgotsa di le pedi).

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

**Se o se tlhokang**

- Ditšhupu di le 7 tsa pampiri ya ntlwanaboithusetso
- Setulo se sennye se le 1 sa morutwana mongwe le mongwe
- Dibolokogogedi (*Kgetsana ya Didiriswa*)
- Dithapo le dipampiri tsa bogolo jo bo farologaneng, dikota (*Kgetsana ya Didiriswa*)

1. **Go ikatisetsa boleele; go rulaganya dilo:** Baya thapo, pampiri le dikota mo ngataneng mo mmetsheng. A barutwana ba rulaganye dilo tseno ka ditlhopha tse pedi: leele le khutshwane.

**Dipotso tse di kaelang:**

- ★ O sweditse jang gore o tsenyang mo setlhopheng sefe?

2. **Go ikatisetsa boleele; go bapisa dilo:** Baya setshodi sa pampiri ya ntlwanaboithusetso ka boleele mo mmetsheng.



**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 di kaelang:**

- ★ A o ka bona sengwe mo phaposiborutelong se seleejana/ sekhutshwanyane go na le se?

A mongwe le mongwe wa barutwana a tle ka dilo tse pedi, le go refosana go tlhalosa tse ba di boneng le gore goreng di le dileejana/ dikhutshwanyane go na le setshodi sa pampiri ya ntlwanaboithusetso.

3. **Go bala dilo 1-7; go lekanya ditulo:** Baya ditshodi tse supa tsa pampiri ya ntlwanaboithusetso mo moleng ka boleele di kgomana.

**Dipotso tse di kaelang:**

- ★ O akanya gore go na le ditshodi tse kae tsa pampiri ya ntlwanaboithusetso?

Balang ditshodi tsa pampiri ya ntlwanaboithusetso mmogo.

- ★ A go na le sengwe mo phaposiborutelong se o akanyang gore se lekana le ditshodi tse supa tse di tlhomagantsweng tsa pampiri ya ntlwanaboithusetso ka boleele?

- ★ Re ka dirisa jang setshodi se le sengwe sa pampiri ya ntlwanaboithusetso go lekanya bogodimo jwa setulo?

A barutwana ba tlhotlhomise seno.

- ★ Re ka se simolola ke go lekanya?

Buisanang le go ba kaela ka go tshwaya foo ba ka simololang le mo ba felelang. Balang mmogo gore go tlhokega ditshodi di le kae tsa pampiri ya ntlwanaboithusetso go lekanya bogodimo jwa setulo.

- ★ O akanya gore go a go tlhokega ditshodi di le kae tsa pampiri ya ntlwanaboithusetso go lekanya boleele jwa manno a setulo?

- ★ A o akanya gore re tlaa tlhoka ditshodi tsa pampiri a ntlwanaboithusetso di le dintsinzana kana di le mmalwa go lekanya senno?

- ★ Re ka dirisang gape go lekanya dikarolo tse di farologaneng tsa ditulo?

A barutwana ba batle sengwe mo phaposiborutelong se ba ka se dirisang go lekanya. A ba tlhotlhomise go lekanya dikarolo tse di farologaneng tsa setulo ka go dirisa dilo tse ba di boneng, boleele jwa pampiri thapo.



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:**

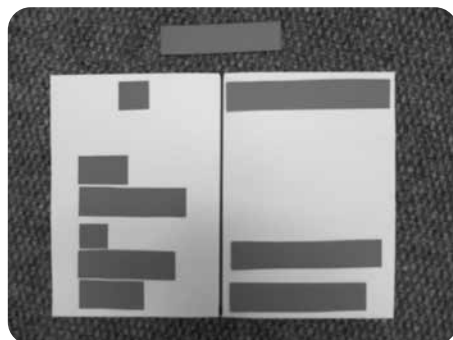
- compare and order objects according to length – long and short
- show an understanding of long and short; tall and short

**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. **Go gatelela boleele; dibolokokgogedi:** Bontsha barutwana boleele jwa dibolokokgogedi di le tlhano di kopantswe. A ba tlohpe dithapo le matlhare a pampiri a a fetang diboloko. Boeletsa ka boleele jwa bokana ka boleele jwa dibolokokgogedi di le supa.



**Dipotso tse di kaelang:**

- ★ O itse jang gore seno se seleejana go na le diboloko?
  - ★ A o ka batla sengwe se sekhutshwanyane/sa boleele jo bo lekanang?
- A barutwana ba tlhame boleele jwa bona ka go dirisa diboloko le go dirulaganya go tloga ka tse dikhutshwane go ya go tse dileele thata.

**MAELE**

Dirisa diyuniti tse di sa tlhomamang tse di maleba go lekanya dilo, sekao, diboloko tse dinnye go lekanya dibuka, dikotsa tsa polasetiki go lekanya bonno jwa setulo le dilo tse dileejana kgotsa dikarolwana tsa thapo go lekanya bogodimo jwa deseke.



**Netefatsa gore barutwana ba kgona go:**

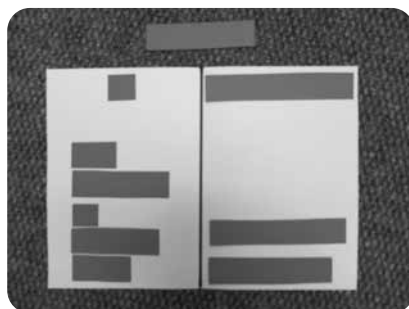
- bapisa le go rulaganya dilo go ya ka boleele – leele le khutshwane
- bontsha go tlhaloganya leele le khutshwane; telele le khutshwane

**Seteišenetiro 1**

**Se o se tlhokang**

- Dikgemetšhana tsa pampiri di le 10 tsa morutwana mongwe le mongwe
- Letlhare la pampiri
- Sekgomaretsi
- Dikhokhi
- Sekgemetšhana se le 1 sa boleele jo bo magareng se beilwe mo bogareng jwa tafole

A barutwana ba lekanye dikgemetšhane tsa pampiri kgatlhanong le sekgemetšhana sa khateboto. A ba manege dikgemetšhane mo letlhakoreng le 'lelele' kgotsa le 'lekhutshwane' la tsebe. A ba dirise dikhokhi go fetolela dikgemetšhane go nna sengwe le sengwe se ba se ratang.



## Workstation 2

### What you need

- Template of different length worms – 1 page per learner
- Scissors
- Crayons

Learners decorate and cut out the worms.

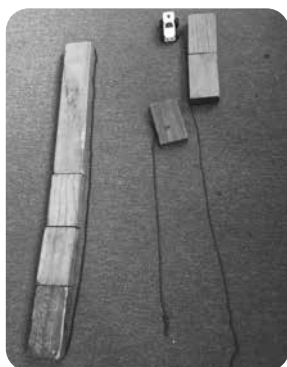


## Workstation 3

### 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.

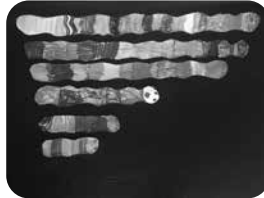


## Seteišenetiro 2

### Se o se tlhokang

- Thempoleiti ya diboko tsa boleele jo bo farologaneng – tsebe e le 1 ya morutwana mongwe le mongwe
- Dikere
- Dikherayone

A barutwana ba kgabise le go segolola diboko.

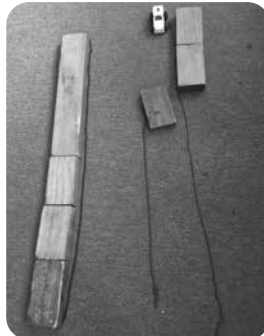


## Seteišenetiro 3

### Se o se tlhokang

- Diboloko tsa mapolanka
- Boleele jwa dithapo

A barutwana ba bope diterena/dillori/ditsela tse dileele le tse dikhutshwane mo karolong ya boloko. A ba dirise boleele jwa thapo go di lekanya.



## Seteišenetiro 4

### Se o se tlhokang

- Tege ya go tshameka
- Tsebe ya A4 ya morutwana mongwe le mongwe e na le mela e le 5 ya boleele jo bo farologaneng
- Dikota (Kgetsana ya *Didiriswa*)

A barutwana ba dire boleele jwa tege ya go tshameka jo bo nyalanang le mola o mongwe le o mongwe mo thempoleiting. A ba kgabise seno ka go dirisa dikota go dira 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.



# Karoloteng e e Lebeletsweng: Dinomore, Ditiro le Dikamano

## Ditlhogo

- Tlhalosa, bapisa le go rulaganya dinomore
- Go tlhakanya le go ntsha (ka molomo)
- Tharabololo ya dipalo

## Kitso e ntšhwa

- Go tthatlhamolola le go aga dipalo
- Malepa a go rarabolola dipalo
- Go tlhakanya le go ntsha ka go dirisa dilo tse di tshwaregang
- Dinomore mo maemong a a tlwaelegileng

## Ikatise

- Go balela kwa godimo 1–20 le 7–1
- Go bala dilo 1–7
- Mogopolopalo 1–5
- Go latedisanya dinomore 1–5
- Go feta, tlase ga
- Ke nomore efe e e tlang pele, morago?
- Dipopego: sediko, khutlonne, khutlotharo

## Tlotlofoko e ntšhwa ya dipalo

tlhakanya

ntsha

## Ipaakanye

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

- dikopi tse 7 tsa polasetiki le dipirinki tse 7 tsa polasetiki (go tswa mo lefelong la maitlhommo)
- mabokoso/ditshodi tse dinnye tse di nomorilweng 1, 2, 3, 4, 5
- dipoleiti tse 2
- dibolokokgogedi tse 7
- diboloko tsa *Duplo* di le 7
- ditulo tse 5
- matlhare a A4 a le 5 a na le dinomorekgabisi tsa mogala tsa dintlo 1–5: Tlou: 53 412, Dipitse tse ditilodi: 43 215, Boramošwe: 33 212, Dithutlwa: 41 224, Dikgabo: 21 543
- dinomore tsa barutwana tsa mogala mo matlhareng a a ikemetseng
- tsebe ya tatedisopopego e e farologaneng ya morutwana mongwe le mongwe mo setlhopheng
- sete ya dikaratarontho 1–5 e le 1 ya morutwana mongwe le mongwe
- sete e le 1 ya dikarata tsa letshwaopalo 1–5 ya morutwana mongwe le mongwe
- mabokoso/dikopi di le 10, nngwe le nngwe e na le dilo tse dinnye tsa methale go fitlha ka 5. Sega karolo ya monwana ya molense mme o baya molense mo godimo ga bomorago jo bo bulegileng jwa lebokoso/kopi. Dilo tse di mo teng ga di a tshwanela go bonala. (leba Seteišenetiro 3)
- sete e le 1 ya nomore e e nyalanang le dikaratatshwantsho 1–5 tsa morutwana mongwe le mongwe (go tshwana le Beke 5)
- kopa barutwana go batlisisa diaterese le dinomore tsa bona tsa mogala.



## 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.

# Ditirwana tsa phaposiborutelo yotlhe

## Letsatsi 1

### Se o se tlhokang

- Pina: *Leele le khutshwane* (tsebe 205)
- Dikopi tse 7 tsa polasetiki le dipirinki tse 7 tsa polasetiki (lefelo la maitlomo)
- Dibadi tse di farologaneng go tswa mo *Kgetsaneng ya Didiriswa*
- Dikarataronho 1–5
- Mabokoso/ditshodi tse dinnye tse di nomorilweng 1, 2, 3, 4, 5

1. **Pina:** Opela pina, *Leele le khutshwane*.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya dikopi tse supa le dipirinki tse supa mo lebokosong mo gare ga sediko.

### Dipotso tse di kaelang:

- ★ O akanya gore go na le dikopi le dipirinki di le kae mo ditlhopheng tse pedi tseno?
- ★ A o akanya gore go na le palo e e lekanang mo setlhopheng sengwe le sengwe?

Balang dikopi le dipirinki mmogo, buisanang mabapi le diphopholetso tsa barutwana mme lo nyalanye dikopi le dipirinki.



4. **Go ikatisetsa dinomere 1–5:** Bontsha barutwana dikarataronho ka bonako ntle le go di tsholetsa sebaka se seleele. A barutwana ba bue gore go na le maronho a le kae mo karateng e nngwe le e nngwe. Bontsha karataronho e e nang le taelo e e golaganang le palo ya maronho mo karateng, sekao: 'Batla ditsala tse pedi tse di rweleng ditlhako.' 'Opa diatla makgetlho a le mararo.' A barutwana ba refosane go nagana ka ga ditaello tsa tiragatsso tse di golaganeng le palo ya maronho.
5. **Go rulaganya dinomere 1–5, feta, tlase ga, lekana le:** Ribega dikarataronho. A barutwana ba refosane go tsaya dikarata tse pedi. Fa dikarata di nyalana, ba di tshware mme fa di sa nyalane, ba di buse. Fa barutwana ba tshwere bobedi jo bo nyalanang ba di beye mo lebokosong le le maleba.

**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 di kaelang:**

- ★ Go na le marontho a le ka e mo dikarateng tsa ga \_\_\_\_\_?
- ★ A dikarata di a tshwana?
- ★ Ke karata efe e e nang le marontho a mantsi?
- ★ Ke karata efe e e nang le marontho a a kwa tlase?
- ★ Re ka dirang go dira gore dikarata tsotlhe di nne le palo e e lekanang ya marontho?

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

**Letsatsi 2**

**Se o se tlhokang**

- Dipoleiti tse 2 di na le dibolokokgogedi di le 7 mo go e nngwe le diboloko tsa *Duplo* di le 7 mo go e nngwe
- Ditulo tse 5

1. **Pina/morumo:** A barutwana ba tlhophe pina kgotsa morumo go tswa mo Kgweditharong 1 kgotsa 2 go e opela kgotsa go o bua.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba due fatshe ba dirile sediko. Baya dipoleiti tse pedi mo lebosong mo gare ga sediko, e nngwe e na le dibolokokgogedi tse supa fa e nngwe e na le diboloko tse supa tsa *Duplo*. A barutwana ba fopholetse palo ya diboloko mo poleiting e nngwe le e nngwe.

 **MAELE**  
 Netefatsa gore barutwana botlhe ba kgona go bona diboloko mo dipoleiting.



**Dipotso tse di kaelang:**

- ★ A o akanya gore go na le palo e e ntsi/kwa tlase ya diboloko mo poleiting e?
- ★ Re itse jang gore di na le palo e e lekanang ya diboloko? Bala palo ya diboloko mo poleiting e nngwe le e nngwe mme lo buisaneng ka ga diphopholetso tsa barutwana.

4. **Go bala ka go dirisa dilo:** A barutwana ba babedi ba eme ka dinao.

**Dipotso tse di kaelang:**

- ★ Go eme barutwana ba le kae?
- ★ Fa re oketsa ka morutwana a le mongwe, ba tlaa bo ba le kae? A morutwana yo mongwe le ena a eme. Balang palo ya barutwana ba ba emeng mmogo. Tswelala pele go oketsa ka morutwana a le mongwe go fitlhelela ba le batlhano, lo ba bala mmogo nako nngwe le nngwe fa lo oketsa ka a le mongwe. Boeletsa seno ka go dirisa ditulo. A morutwana a tle ka 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.

- ✦ Fa \_\_\_\_\_ a tla ka setulo se sengwe gape, di tlaa bo di le kae?
  - ✦ Fa barutwana ba bararo ba na le ditulo, re ya go tlhoka ditulo di le kae gape gore mongwe le mongwe a nne le setulo?
5. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Letsatsi 3

#### Se o se tlhokang

- Setshodi se le 1 se na le maraše a a pentang a le 7 le setshodi se le 1 se na le dikhokhi
- Ditulo tse 5
- Motshameko: Ditulo tsa mmino (tsebe 205)
- Moropana/mmino

1. **Pina/morumo:** A barutwana ba tlhophe pina kgotsa morumo go tswa mo Kgweditharong ya 1 kgotsa ya 2 go e opela kgotsa go o bua.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** A barutwana ba dule fatshe ba dirile sediko. Baya ditshodi tse pedi mo lebokosong mo gare ga sediko, e nngwe e na le maratšhe a a pentang a le supa fa e nngwe e na le dikhokhi di le tlhano. Buisanang ka ga ditshodi.

#### Dipotso tse di kaelang:

- ✦ O akanya gore go na le dilo tse kae mo setshoding seno?
  - ✦ A o akanya gore go na le dilo tse dintsi/kwa tlase ka palo mo setshoding seno?
4. **Go ntsha dilo:** A barutwana ba batlhano ba eme ka dinao.
- #### Dipotso tse di kaelang:
- ✦ Go eme barutwana ba le kae?
  - ✦ Fa \_\_\_\_\_ a tsamaya go ya go dula kwa tafoleng ya gagwe, go ya go sala go eme barutwana ba le kae?
  - ✦ O itse jang?
  - ✦ Fa re tlosa morutwana yo mongwe, go ya go sala go eme barutwana ba le kae?
- Boeletsa seno ka barutwana ba ka nna batlhano. Tlosa morutwana a le mongwe ka gale.
5. **Motshameko wa go ntsha:** Tshameka motshameko, Ditulo tsa mmino.
  6. **Ditirwana tsa ditlhopho tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Letsatsi 4

#### Se o se tlhokang

- Megala ya dinomere 1–5
- Phousetara 1

1. **Pina/morumo:** A barutwana ba tlhophe pina kgotsa morumo go tswa mo Kgweditharong ya 1 kgotsa 2 go e opela kgotsa go e bua. A barutwana ba 'tlhophe' pina/morumo o ba o ratang. Bala gore ke diatla tse kae tse di tsholeleditsweng ditlhopho tsa dipina/merumo e e farologaneng.

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. **Go balela kwa godimo:** 1–20 and 7–1.

3. **Go bala dilo 1–7:** A barutwana ba babedi ba eme ba huletse phaposiborutelo. A phaposiborutelo e re, 'Ipaakanyeng, tsepamang, nomore!' Mo go 'nomore' a barutwana ba retologe mme ba tsholetse palo nngwe le nngwe ya menwana go tloga ka 1 go ya go 7. Buisanang gore ke mang yo o bontshang menwana e mentsi/e e kwa tlase ka palo. Balang palo ya menwana e morutwana mongwe le mongwe o e bontshang mmogo. Boeletsa ka barutwana ba bangwe.



**Dipotso tse di kaelang:**

- ★ Ke mang yo o bontshang menwana e mentsi/e e kwa tlase?
- ★ Ke bomang ba ba bontshang palo e e lekanang ya menwana?
- ★ O itse jang?
- ★ \_\_\_\_\_ o bontsha menwana e mekae?

Kopa barutwana go bontsha dinomore 1–5 mo molapalong moo barutwana ba bontshang menwana e e magareng ga 1 le 5.

- ★ A nomore e e tla pele/morago/magareng ga 2, 3, 4?

4. **Buang ka ga nomore:** Buisanang ka ga Phousetara 1. Buang ka se barutwana ba se boneng mo setshwantshong. A barutwana ba dirise menwana ya bona go bontsha dikarabo tsa bona.

**Dipotso tse di kaelang:**

- ★ Ke batho ba le kae ba lelapa leno ba ba seyong mo setshwantshong seno? Ke mang yo o seyong?
- ★ A go na le ditulo tse di lekaneng palo ya batho mo phaposing ya boapeelo?
- ★ Fa setulo se le sengwe se tlositswe, go ya go sala ditulo di le kae?
- ★ Go na le dijana di le kae mo tafoleng?
- ★ Fa go tlosiwa dijana tse pedi, go ya go sala di le kae mo tafoleng?
- ★ Go na le maswana a le kae mo tafoleng?
- ★ Fa Mmemogolo a tla fa tafoleng mme a tlhoka leswana, re tlhoka go oketsa ka maswana a le kae? Go tlaa bo go na le palogotlhe ya maswana a le kae?

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



Barutwana ba ka dirisa menwana ya bona go rarabolola dipalo.

**Letsatsi 5**

**Se o se tlhokang**

- Dinomorekgabisi 1–5
- Letshwaopalo le dikaratarontho 1–5 (*Kgetsana ya Didiriswa*)
- Matlhare a A4 a le 5 a na le dinomore tsa megala tsa dikgabisi tsa diphologolo tsa dintlo 1–5
- Megala e 2 ya kgale/ditshamekisi
- Dinomore tsa megala ya barutwana mo matlhareng a a ikemetseng

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/morumo:** A barutwana ba tlhophe pina kgotsa morumo go tswa mo Kgweditharong ya 1 kgotsa 2 go e opela kgotsa go o bua.
2. **Go balela kwa godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Boeletsa tiragalo ya Letsatsi la 4 ka dipotso tse di kaelang.
4. **Go ikatisetsa dinomere 1–5; go tlhakanya, go ntsha:** Bontsha dikarataronho le dikarata tsa matshwaopalo 1–5. A barutwana ba ithulaganye ka ditlhopho go latela karataronho kgotsa karata ya letshwaopalo e o e bontshang.



 **MAELE**  
Tshegetsa barutwana o ikaegile ka maemo a kitso ya bona ya dipalo.

**Dipotso tse di kaelang:**

- ★ Go na le barutwana ba le kae mo setlhopheng sa gago?
  - ★ Fa morutwana yo mongwe e nna tokololo ya setlhopho se sengwe, setlhopho sag ago se tlaa bo se setse ka barutwana ba le kae?
  - ★ Fa morutwana yo mongwe e nna tokololo ya setlhopho sa gago, o tlaa bo o na le palogotlhe ya barutwana ba le kae?
  - ★ Go na le ditlhopho di le kae tsa barutwana ba le batlhano sengwe le sengwe?
  - ★ Setlhopho seno se tlhela ka morutwana a le mongwe. Re ka kopa mang go nna tokololo ya setlhopho seno gore re nne le palo e e lekaneng?
5. **Go ikatisetsa diaterese le dinomere tsa mogala; go gatelela dinomere 1–5:** Bolelela barutwana gore boramošwe ba letseditse diphologolo tse di mo dintlong tsa dinomere 1, 2, 4 le 5 go di laetsa kwa moletlong. Baya nomore ya mogala ya ntlo e nngwe le e nngwe fa tlase ga ntlo e e nepagetseng.

Diragatsa o letsetsa diphologolo. Diragatsa diphologolo tse di mo dintlong tsa dinomere 1, 2, 4 le 5 di letsetsa boramošwe di re di ka itumelela go nna teng kwa moletlong. A barutwana ba boeletse dinomere le wena fa o diragatsa ka go letsetsa nomore e nngwe le e nngwe.

**Dipotso tse di kaelang:**

- ★ Fa o ne o na le moletlo, o ne o ka bolelela ditsala tsa gago go ya kae?
- ★ Fa ba timetse, ba ka go leletsisa mo nomoreng efe?

Kaela barutwana ba babedi go diragatsa ba bolelelana dinomere tsa bona tsa mogala mo mogaleng. Di kwale mo pampiring. Boeletsa ka barutwana ba bangwe.

- ★ A go na le dinomere dingwe tse di boeleditsweng mo nomoreng eno ya mogala?

- 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.'
- 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

- 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.'
- 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.



- 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.



6. **Go ikatisetsa dinomere tsa mogala; go gatelela dinomere 1–5:** A morutwana mongwe le mongwe a tshware khophi ya nomore ya gagwe ya mogala. A ba latele dikaelo tsa gago, sekao: 'Ema ka dinao fa o na le 4 mo nomoreng ya gago ya mogala.' 'Tsholetsa seatla fa o na le 3.'
7. **Ditirwana tsa ditlhopha tse dinnye:** Tlhalosa ditirwana kwa seteišeneng se sengwe le se sengwe sa tiro.

### Tomagano

**Puogae le Dikgono tsa Botshelo:** Kwala dinomere 1 go ya go 5 mo sedikong kwa ntle ka tšhoko. A barutwana ba bale fa ba ntse ba tsamaya tsamaya go dikologa sediko mme ba eme mo godimo ga nomore e nngwe le e nngwe. Tlhama tselana ya kwa ntle ka mafokopalo go tloga ka nngwe go ya go tlhano ka go a kwala ka tatelano gangwe le gape. A barutwana ba 'buisse' mafoko fa ba ntse ba tsamaya mo tselaneng.

## Ditirwana tsa ditlhopha tse dinnye

### Tirwana e e kaelwang ke morutabana

#### Se o se tlhokang

- Mogala wa dinomere
- Dikarataronho 1–5
- Dibadi tsa diphologolo
- Dibolokoggedi
- Setshodi sa morutwana mongwe le mongwe ka dikarata tsa matshwaopalo 1–5 le dibadi tsa mebalabala di le 5

1. **Supa le go bala 1–5:** A barutwana ba lebe molapalo. Neela barutwana ka boshi ditaelo, sekao: 'Mpontshe nomore 1/3/5, mpontshe nomore e e tlang pele/morago ga 4, mpontshe nomore e e magareng ga 1 le 3.'
2. **Dikarataronho 1–5; go nyalanya dinomere; go fopholetsa:** Baya dikarataronho tse 10 o di ribegile mo mmetsheng. A morutwana mongwe le mongwe a nne le sebaka sa go tsaya karata le go bua gore e na le maronho a le kae. Balang maronho mmogo.



3. **Go rulaganya dinomere 1–5:** Mmogo rulaganyang dikarataronho 1–5. A barutwana ba bale dibadi tsa diphologolo go di nyalanya le palo ya maronho.  
Mongwe le mongwe wa bona a rulaganye dikarata tsa bona tsa matshwaopalo 1–5. A ba age ditorakgogedi go nyalana le nomore nngwe le 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. **Go bala; feta/kwa tlase ga; o dirisa dibadi:** A morutwana mongwe le mongwe a bale dibadi tse tlhano go tswa mo setshoding. Neela ditaelo, sekao: 'Mpontshe dibadi di le tharo; tse di kwa tlase ga tharo ka nngwe; e e fetang nne ka nngwe.'
5. **Go nyalanya dibadi le dikarataronho:** A barutwana ba dirise dibadi tsa bona go nyalanya dikarataronho 1–5. Buisanang ka ga ditsela tse di farologaneng moo nomore nngwe le nngwe e bontshiwang.
6. **Dikarataronho; go tthatlhamolola dinomore:** Bontsha barutwana karataronho e e nang le maronho a le 3 le karataronho e e nang le leronho le le 1. A ba beye dibadi tsa bona mo ditlhopheng tse pedi tse di nyalanang le tse.



**Dipotso tse di kaelang:**

- ★ Go na le dibadi di le kae mo setlhopheng sengwe le sengwe sa gago?
- ★ Go na le palogotlhe ya dibadi di le kae?
- ★ Mpontshe karataronho e e nyalanang le setlhopha seno. Se ba bontshe karataronho 5.
- ★ O tlhoka dibadi di le kae gape go di abela setlhopha se sengwe gore se nne le palo e kana ka e?
- ★ O tlhoka go ntsha dibadi di le kae go tswa mo setlhopheng seno fa e le gore o tlhoka gore go sale fela dibadi di le tharo?

Boeletsa ka go dirisa dikarataronho le dibadi tse di nyalanang 4 le 1; le 3 le 2; 2 le 2 o dirisa dipotso tse di kaelang.

7. **Dinomore tse di tlwaelegileng:** Kaela barutwana go gopola dinomore tsa bona tsa mogala le diaterese.



**Netefatsa gore barutwana ba kgona go:**

- tthatlhamolola le go aga dinomore tse di magareng ga 1 le 5
- rarabolola dipalo tsa dinomore 1–5
- supa gore ba tlhaloganya go feta le kwa tlase
- supa gore ba itse gore ke nomore efe e e tlang pele le morago
- supa gore ba itse diaterese le dinomore tsa bona tsa mogala



## 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.



### Seteišenetiro 1

#### Se o se tlhokang

- Tsebe e e lolea ya A4 e le 1 e le mo kgetsaneng ya polasetiki ya morutwana mongwe le mongwe
- Dikhokhi tsa bototshweu
- Lesela la bobedi bongwe le bongwe jwa barutwana
- Mogala wa dinomore
- Dikota (*Kgetsana ya Didiriswa*)

A barutwana ba kwale dinomore 1 go a go 5 ka dikhokhi ba dirisa mogala wa dinomore jaaka kaedi. A ba bale palo ya dikota go di nyalanya le nomore e nngwe le e nngwe.

### Seteišenetiro 2

#### Se o se tlhokang

- Dibolokoponagalo tsa sediko, khutlonne le khutlotharo (*Kgetsana ya Didiriswa*)
- Tsebe ya thalelelo ya dipopego – tsebe e e farologaneng ya morutwana mongwe le mongwe

A barutwana ba thalelele go dikologa dibolokoponagalo go tswa mo go *Kgetsana ya Didiriswa* go ya ka letshwaopalo le le mo tsebeng.



### Seteišenetiro 3

#### Se o se tlhokang

- Sete e le 1 ya dikaratarontho 1–5 ya morutwana mongwe le mongwe
- Sete e le 1 ya dikarata tsa matshwaopalo 1–5 ya morutwana mongwe le mongwe
- Mabokoso/dikopi di le 10 di na le melense mo molomong o mongwe le o mongwe wa tsona mmogo le dilo ka fa gare (go fitlhelela ka 5)

A barutwana ba fitlhelele dikopi le go utlwa gore go na le dilo di le kae. A ba nyalanye dikaratarontho le dikarata tsa matshwaopalo go ya ka palo ya dilo mo koping e nngwe le e nngwe.

### Seteišenetiro 4

#### Se o se tlhokang

- Dikaratapalo le dikaratatshwantsho tse di nyalanang

A barutwana ba tlhophe dikarata. A ba bone dinomore tse di nyalanang kgotsa dikaratatshwantsho.

# Assessment

## Term 2: Exemplar Record of Continuous Assessments

Key ✓ = competent ● = partially competent ✕ = not yet competent  Learners' names	NUMBERS, OPERATIONS AND RELATIONSHIPS  Distinguishes between more than, fewer than, and equal to  Identifies number symbols: 4  Recognises the South African coins: 10c, 20c, 50c, R1, R2, R5  Identifies the South African coins: 10c, 20c, 50c, R1, R2, R5  Understands ordinal numbers; first, second, third and fourth  Counts objects: 1–6  Identifies number symbols: 5  Solves problems with concrete objects: 1–4  Solves problems using counters or number ladder: 1–4  Addition and subtraction using concrete objects: 1–4  Recognises numbers in familiar contexts  Oral counting: 1–20  Counts backwards: 7–1  Oral counting: 1–15  Counts objects: 1–7	COMMENTS  Final coding
Date		

# Tlhatlhobo

## Kgweditharo 2: Rekoto ya Sekai sa Tlhatlhobotsweledi

Taetsi	DINOMORE, DITIRO LE DIKAMANO	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = o na le bokgoni jo bo thaelang</p> <p>✗ = ga a na bokgoni</p>	<p>Farologanya magareng ga feta, kwa tlase ga, le go lekana le</p> <p>Lemoga matswapaalo: 4</p> <p>Lemoga dikhoene tsa Aforikaborwa: 10c, 20c, 50c, R1, R2, R5</p> <p>Tlhaola dikhoene tsa Aforikaborwa: 10c, 20c, 50c, R1, R2, R5</p> <p>Tlhaloganya dipalokemotatelan; nthla, bobedi, boraro le bone</p> <p>Bala dilo: 1-6</p> <p>Tlhaola matswapaalo: 5</p> <p>Rarabolola dipalo ka dilo tse di tshwaregang: 1-4</p> <p>Rarabolola dipalo ka go dirisa dibadi kgotsa dilire tsa dinomoro: 1-4</p> <p>Go tlhakanya le go ntsa ka go dirisa dilo tse di tshwaregang: 1-4</p> <p>Lemoga dinomoro mo bokaelong jo bo tswaeleng</p> <p>Go balela kwa godimo: 1-20</p> <p>Go balela kwa morago: 7-1</p> <p>Go balela kwa godimo: 1-15</p> <p>Go bala dilo: 1-7</p>	<p>Khouto ya mafelo</p>
<p>Maina a barutwana</p> <p>Letlha</p>		

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent ● = partially competent ✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>Creates own pattern with pictures</p>	<p>Describes position: underneath</p> <p>Sorts 3-D objects according to similarities and differences</p> <p>Distinguishes between one more, one fewer</p> <p>Follows directions</p> <p>Recognises and applies crossing the midline</p>	<p>Measures and compares objects according to length</p> <p>Distinguishes between long, longer, longest and short, shorter, shortest</p>	<p>Collects objects according to sizes</p> <p>Sorts collections of objects</p> <p>Represents collections of objects</p> <p>Analyses data using questions</p> <p>Reports on data based on own pictures or own sorted objects</p>	<p>Final coding</p>
<p>Learners' names</p>					
<p>Date</p>					



Taetsi	DIPATERONE, DITIRO LE ALEJIBORA	BOALO LE POPEGO (JEOMETERI)	TEKANYO	GO RANOLA TSHEDIMOSSETSO	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = o na le bokgoni jo bo thaelang</p> <p>✗ = ga a na bokgoni</p>	<p>Lemoga dipaterone tse di bonolo tse di ipoletsang</p> <p>Kopolola le go atolosa dipaterone tse di bonolo tse di ipoletsang</p> <p>Tlhamma paterone ya gago ka ditshwantsho</p>	<p>Tlhalosa maemo: kwa tlase</p> <p>Rulaganya dilo tsa 3-D go ya ka dintlhatshwano le dipharologano</p> <p>Farologanya magareng ga feta ka nngwe, kwa tlase ka nngwe</p> <p>Latela dintlhakaelo</p> <p>Lemoga le go diragatsa go kgabaganya molagare</p>	<p>Lekanya le go bapisa dilo go ya ka boleele</p> <p>Farologanya magareng ga leele, leelna, leele go gaisa le khutshwane, khutshwanyane, khutshwane go gaisa</p>	<p>Kokoanya dilo go ya ka bogolo</p> <p>Rulaganya dilo tse di kokoantsweng</p> <p>Tlhaqisa dilo tse di kokoantsweng</p> <p>Sekaseka tshedimosetso ka go dirisa dipotso</p> <p>Bega ka tshedimosetso o lkaegile ka ditshwantsho tsa rona kgotsa dilo tsa gago tse di rulagantsweng</p>	<p>Khouto ya mafelo</p>
<p>Maina a barutwana</p> <p>Letlha</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.

# Didiriswa

## Dipina, merumo le dikanelo

### Beke 1

#### **Pina ya go bala: Go dira salate ya maungo**

(Go latela molodi wa *Here we go round the mulberry bush*)

Re dira salate jaana, dira salate, dira salate,

Re dira salate jaana,

Re tla ka leungo.

Re tla ka panana e le nngwe, panana e le nngwe, panana e le nngwe,

Re tla ka panana e le nngwe,

Re tla ka ka maungo a mangwe.

Re tla ka diapole tse pedi, diapole tse pedi, diapole tse pedi,

Re tla ka diapole tse pedi,

Re tla ka maungo a mangwe.

(*Boeletsa ka dinamune tse tharo, diterebe tse nne.*)

Re tla ka meretlwa e metlhano, meretlwa e metlhano, meretlwa e metlhano,

Re tla ka meretlwa e metlhano,

Tsenya jusinyana.

#### **Kanelo: Kanelo ya nomore 4 (ka thempoleiti ya Nomorekgabisi 4)**

Go ne ga latela Dithutlwa. Di ne di le nne. Di ne tsa lebelela dintlo tse dingwe tse tharo mme tsa gakgamala gore di tlaa kgona jang go tsena jang mo ntlong ka melala e meleele. Di ne tsa swetsa gore ka gobo di le nne, di tlaa tlhoka matlhabaphefo a a kwa godimo a le mane gore di kgone go ka a bula gotlhelele le go ntshetsa melala ya tsona e meleele kwa ntle.

Letshwaopalo 4 le lefokopalo nne, le ne la bewa fa pele ga ntlo gore le bonwe ke mongwe le mongwe. Ditleloko tsa mabati di le nne le tsona di ne di tsa bewa mo lebating.

Fa Dithutlwa di ile kwa ntle, di ne di tshwanela go obegela kwa tlase thata gore di kgone go tsena mo lebating, fela jaaka di ne di dira fa di nwa metsi kwa nokaeng. Fa di ema ka tlhamalalo, di ne di le dileele mo go lekaneng go ka bona ntlo ya tsona ka go dirisa matlhabaphefo a a kwa godimo mme e bile di ne di batla di bona go tswa kwa bogodimong jwa ntlo ya tsona. Di ne di rata go nna gaufi le Boramošwe le go tsaya dikgang le tsona letsatsi le letsatsi.

## 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 2

### **Pina ya madi: *Dikhoene tse tlhano tse di phatsimang***

(Go latela molodi wa *Ten green bottles hanging on the wall*)

Dikhoene tse tlhano tse di phatsimang mo kgetsaneng ya me gompieno,  
Dikhoene tse tlhano tse di phatsimang mo kgetsaneng ya me gompieno,  
Dikhoene tse tlhano tse di phatsimang mme ke duela ka e le nngwe ya tsona,  
Jaanong go na le dikhoene tse nne tse di phatsimang mo kgetsaneng ya  
me gompieno.

(*Boeletsa ka nne, tharo, pedi, nngwe, ga go na dikhoene tse di phatsimang –  
ga go sepe go duela.*)

### **Motshameko: Khoene mo bankeng**

Baya sejana ('banka') mo tafoleng e barutwana ba dutseng mo go  
yona, kgotsa mo bogareng jwa sediko sa barutwana mo mmetsheng.  
Morutwana yo mongwe le yo mongwe a leke go fetola dibadi mo teng  
ga sejana. Mme jaanong ba bale gore ba kgonne go tsenya dibadi tsa  
bona mo sejaneng ga kae, le gore ba kgonne go tsenya sebadi sa mmala  
ofe (go tswa mo mebaleng e mebedi e di nang le yona) go gaisa.

## Beke 3

### **Pina: *Tlhogo, magetla, mangole le menwana***

Tlhogo, magetla, mangole le menwana, mangole le menwana  
Tlhogo, magetla, mangole le menwana, mangole le menwana  
Le matlho le ditsebe le molomo le nko  
Tlhogo, magetla, mangole le menwana, mangole le menwana.

### **Pina ya go bala: *Re dira sopo ka tsela e***

(Go latela molodi wa *Here we go round the mulberry bush* – botlwaetso  
jwa *Go dira salate ya maungo* go tswa mo Bekeng ya 1)

Eno ke tsela e re dirang sopo ka yona, dira sopo, dira sopo,  
Eno ke tsela e re dirang sopo ka yona,  
Tlang ka merogo.

Re tla ka tapole e le nngwe, tapole e le nngwe, tapole e le nngwe,  
Re tla ka tapole e le nngwe,

A re tleng ka tse dingwe gape, tse dingwe gape.

Re tla ka digwete di le pedi, digwete di le pedi, digwete di le pedi,

Re tla ka digwete di le pedi,

A re tleng ka tse dingwe gape.

(*Boeletsa ka dieiye tse dikgolo di le tharo.*)

Re tla ka dieiye tse dinnye di le nne, dieiye di le nne tse dinnye, dieiye tse  
dinnye di le nne,

Re tla ka dieiye tse dinnye di le nne,

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.)*

## Kanelo ya dipopego: *Ba gogile ba boa ba goga*

Letsatsi lengwe molemi o ne a ya kwa masimong a gagwe go tla ka merogo go apaya dilalelo. O ne a ya kwa ditapoleng mme a epolola e le nngwe. Molemi o ne a e goga a ba a e goga, mme a retelelwa ke go tla ka yona. O ne a bitsa mosadi wa gagwe go mo thusa. Ba ne ba goga botlhe mme ba kgona go tla ka yona. 'Go diragalang?' ga botsa molemi. 'Tapole eno e khutlonne!'

Morago ga foo molemi le mosadi wa gagwe ba ya go tla ka digwete. Ba di goga, ba di goga ba boa ba di goga mme ba feleletsa ba ntshitse digwete tse pedi. 'Go diragalang?' ga botsa mosadi wa molemi yo. 'Digwete tseno di na le popego ya sediko!'

Molemo le mosadi wa gagwe ba ne ba batla dieiye mo dilalelong tsa bona ka jalo ba ya fa lefelong la dieiye. Ba goga ka bobedi. Ba goga thata botlhe, mme di gana go tswa. Ba bitsa ban aba bona ba bane go ba thusa. Lelapa lotlhe la goga la ba la goga mm emo labofelong ga tswa dieiye tse tharo. 'Go diragalang?' ba botsa. 'Dieiye tseno di na le popego ya khutlotharo!'

Ba tsaya tshwetso ya go dira sopo ya merogo, ka jalo ba ne ba tlhoka dieiye tse dingwe gape tse nne. Ba ne ba tlhoka thuso ka jalo ba bitsa moagisani. Go bat sere nako e telele tota go epolola dieiye tse dingwe tse nne. Le fa di ne di le dinnye, le tsona di ne di bopegile sekhutlotharo!

Molemi le mogatse ba isa ditapole, digwete le dieiye tsa bona kwa ntlwaneng ya boapeelo mme ba apaya sopo go lalela ka yona. Ba ne ba laletsa baagisani ba bona. 'E a balola!' botlhe ka bosupa ba buela gongwe.

## Beke 4

### Morumo: *Roli Pholi*

*(A barutwana ba dikolose diatla tsa bona mo go ba bangwe fa ba ntse ba di tsamaisa go ya ka dintlhakaelo.)*

Roli Pholi, Roli Pholi, godimo, godimo, godimo. *(diatla di ya kwa godimo)*

Roli Pholi, Roli Pholi, tlase, tlase, tlase. *(diatla di ya kwa tlase)*

Roli Pholi, Roli Pholi, ntle, ntle, ntle. *(diatla di a katologana)*

Roli Pholi, Roli Pholi, teng, teng, teng. *(diatla di a atamelana)*

Roli Pholi, Roli Pholi, fitlha diatla tsotlhe.

### Pina ya popego: *Fa o tshwere khutlonne*

*(Go latela molodi wa If you're happy and you know it)*

Fa o tshwere khutlonne, emelela!

Fa o tshwere khutlonne, emelela!

Fa o tshwere khutlonne, fa o tshwere khutlonne,

Fa o tshwere khutlonne, emelela.

*(Boeletsa ka dipopego tse dingwe.)*

## 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 5

### Pina ya go bala: *Dikgabo tse tlhano mo bolaong*

Go ne go le botlhano mo bolaong

mme yo monnye a bo a re,

'Tlhatlogang. Tlhatlogang'.

Ka jalo botlhe ba tlhatloga fela a le mongwe a wa.

*(Boeletsa ka nne, tharo, pedi.)*

Go ne go na le mongwe mo bolaong

mme yo monnye a re,

'Robalang sentle. Lo lale lo robotse.'

### Kanelo: *Kanelo ya nomore 5 (ka thempoleiti ya Nomorekgabisi 5)*

Dikgabo tse tlhano di rata go ikakga magareng ga dikala tse tharo mo tshingwaneng ya tsona. Gape di na le dipale di le tlhano magareng ga setlhare le ntlo ya tsona. Go tsena monate, go le gantsi di ikakga go tswa mo go tseno go ya kwa marulelong a ntlo ya tsona mme di tsene ka matlhabaphefo. Di dira jaana boemong jwa go tsena ka mojako. Fa thoko ga mojako go na le pitsana e kgolo ya ditšheše.

Fa Dikgabo di lapa di tlhoka go ikhutsa, ka gale di ikakga go tswa kwa marulelong mme di tswe ka dingwe tsa matlhabaphefo a le matlhano go na le go tsena ka mengwe ya mejako e metlhano. Go seng jalo di ikhutsa mo ditlhatshaneng tsa tsona tse tlhano kwa ntle. Ka botlhano jwa tsona e nngwe le e nngwe e na le setlhatshana sa yona.

Diphologolo tsotlhe di eme mo tseleng mmogo go lebelela dintlo tsa tsona tse di mabono: Tlou e ne e le mo maemong a 1, Dipitse tse ditilodi mo maemong a 2, Boramošwe mo maemong a 3, Dithutlwa mo maemong a 4 fa Dikgabo di ne di le mo maemong a 5. Di ne tsa nna le moletlo wa go keteka botsalano jwa tsona mmogo le dintlo tsa tsona tsa mabono.

## 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 6

### Go bala morumo le motshameko: *Tapole e le nngwe, ditapole tse pedi*

Tapole e le nngwe, ditapole tse pedi,  
Ditapole tse tharo, nne,  
Ditapole tse tlhano, ditapole tse thataro,  
Ditapole tse supa, Ke batla gape!

#### **Go tshameka motshameko wa ditapole:**

A barutwana ba le robedi ba eme ba dirile sediko, mongwe le mongwe wa bona a tsholeleditse lebole fa pele ga gagwe. A tsamaya mo gare ga sediko, morutwana a le mongwe a dirise lebole la gagwe mme a simolole go bua morumo go bala lebole lengwe le lengwe ka go le kgoma bonolo. A barutwana jaanong ba balele morago go tloga ka 7 go ya go 1 fa ba boela mo mannong a bona mo sedikong. A go latela morutwana yo o latelang jaanong.

## Beke 7

### Pina ya go bala: *Difofanenyana*

Sefofanenyana se le sengwe, difofanenyana di le pedi, di le tharo  
Difofanenyana di le nne, di le tlhano, di le thataro  
Difofanenyana di le supa, di le robedi, di le robonngwe  
Difofanenyana di le lesome di a fofa.

Difofanenyana di le lesome, di le robonngwe, di le robedi  
Difofanenyana di le supa, di le thataro, di le tlhano  
Difofanenyana di le nne, di le tharo, di le pedi  
Sefofanenyana se le sengwe se a fofa.

## Beke 8

### Pina ya go bala: *Dipidipitsana di le supa*

Dipidipitsana tse supa di ne di ngonka  
godimo ga thabana go ya kgakala letsatsi lengwe  
Mme Pidipidi a re, 'Kwak, kwak, kwak,'  
mme ga boa fela dipidipitsana di le thataro.

Dipidipitsana tse thataro di ne di ngonka  
godimo ga thabana go ya kgakala letsatsi lengwe  
Mme Pidipidi a re, 'Kwak, kwak, kwak,'  
mme ga boa fela dipidipitsana di le tlhano.

*(Boeletsa go balela kwa morago nako e nngwe le e nngwe.)*

## 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 motshameko wa dipopego: *Nka dirang?*

(Go latela molodi wa *Skip to my Lou*)

Ke latlhegetswe ke sediko, nka dirang?

Ke latlhegetswe ke khutlotharo, nka dirang?

Ke latlhegetswe ke khutlonne, nka dirang?

A o ka nthusa tsweetswee?

## Beke 9

### Morumo wa boleele: *Leele le khutshwane*

(Go latela molodi wa *Three blind mice*)

Leele le khutshwane (*tshwaranang ka diatla lo di phutholotse morago lo di tswale mmogo*)

Leele le khutshwane (*tshwaranang ka diatla lo di phutholotse morago lo di tswale mmogo*)

Bonang diboko (*tsamaisang diatla*)

Bonang diboko (*tsamaisang diatla*)

Ke rata go di bona di tsamaya tsamaya

Ke rata go di bona di epa

Ke a di rata gone ga di dire modumo

Leele le khutshwane. (*tshwaranang ka diatla lo di phutholotse morago lo di tswale mmogo*)

## Beke 10

### Motshameko: *Ditulo tsa mmino*

Morutwana yo mongwe le yo mongwe o na le setulo se le sengwe.

Barutwana ba tsamaya magareng ga ditulo tsa bona fa morutabana a tshameka mmino.

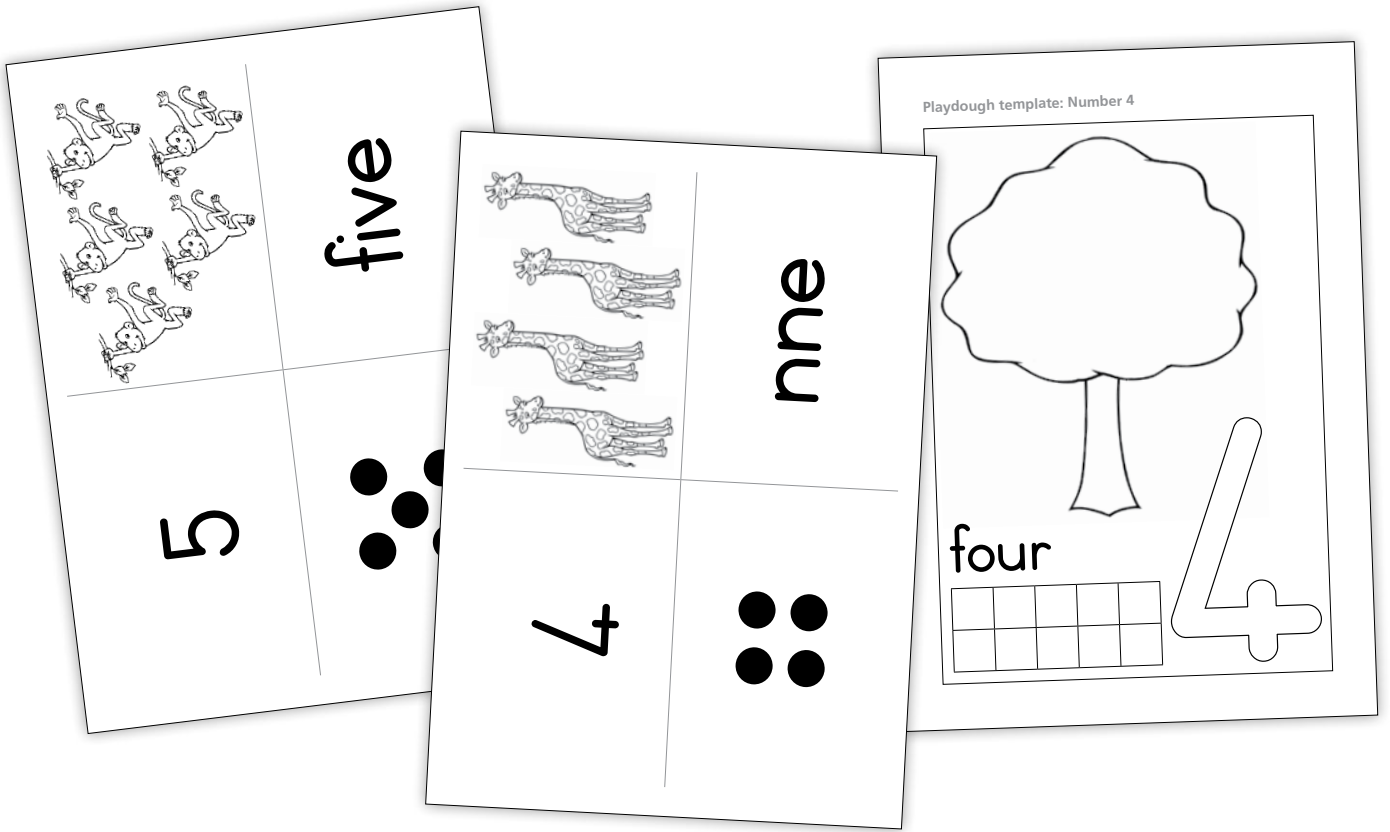
Fa mmino o didimala ba dula mo setulong.

Pele ga o simolola pina gape tlosa ditulo di le magareng ga se le sengwe le di le tlhano. A barutwana ba bale le wena fa o ntse o dira jalo le go bua gore ke barutwana ba le kae ba le mmalwa ba tlaa kgonang dula fa pele mmino o emisiwa.

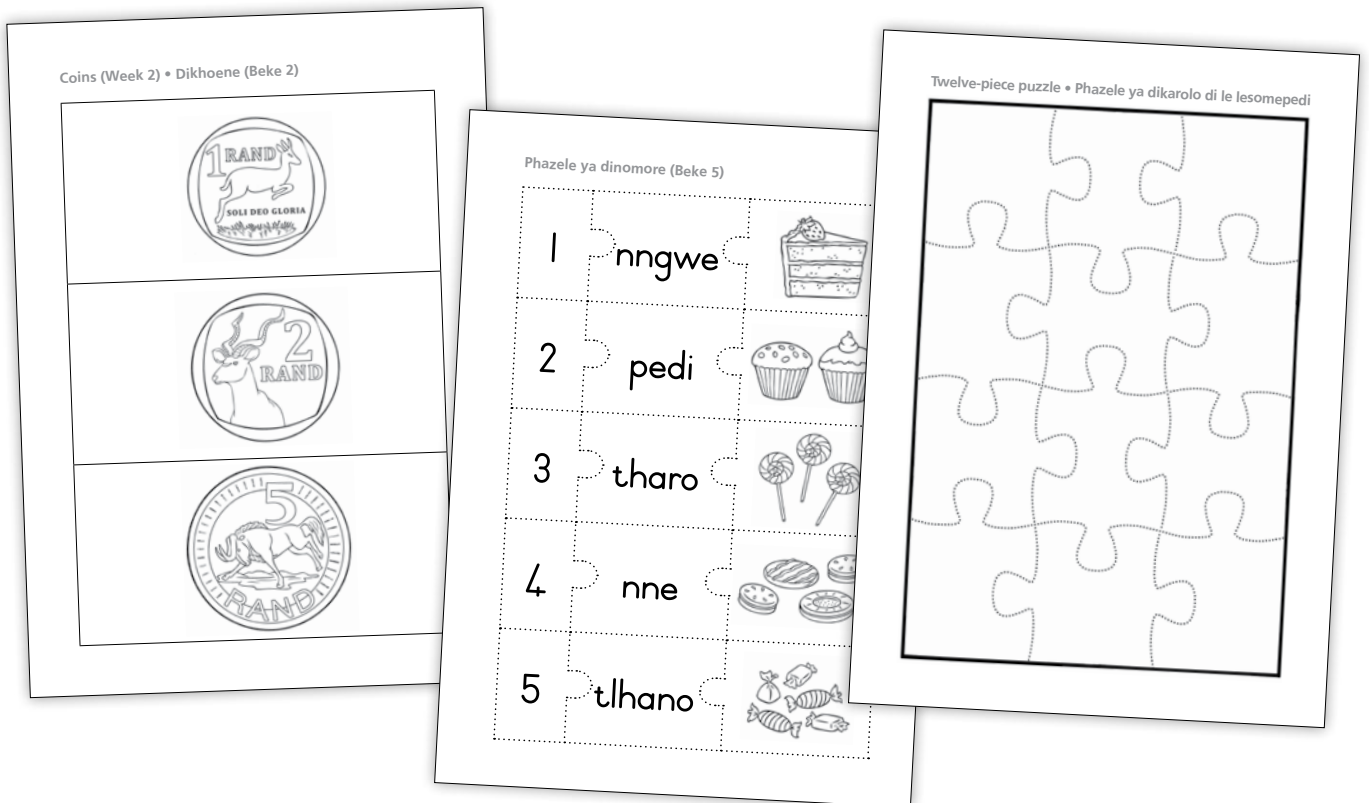
Ba ba sa boneng ditulo ba dule fatshe mme ba ope diatla ka mosito.

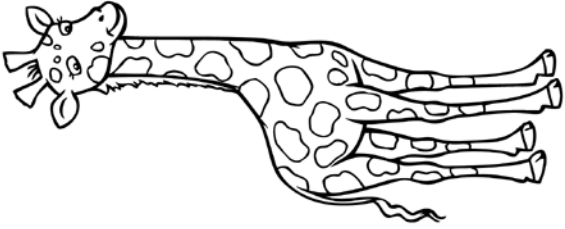
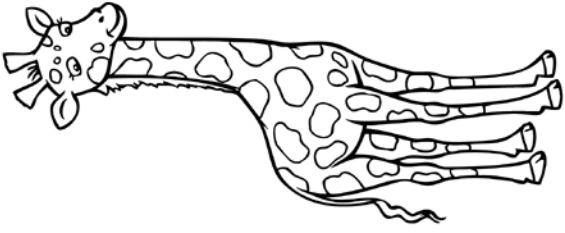
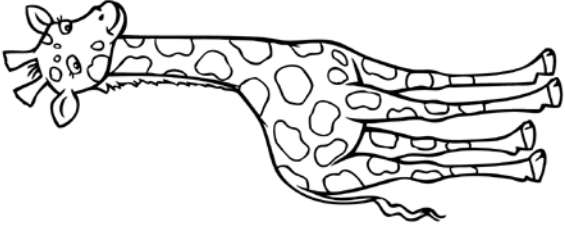
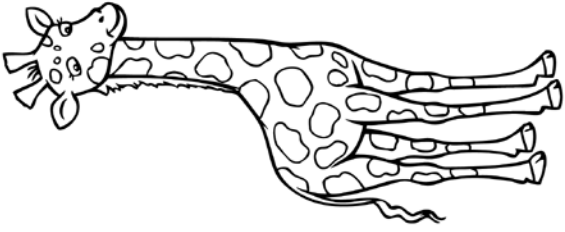
Boeletsa go fitlhelela go sala setulo se le sengwe.





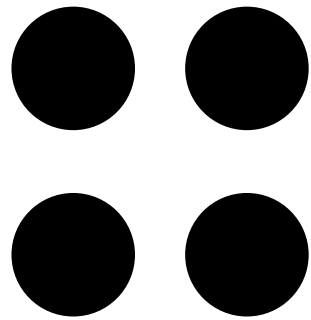
## Templates • Dithempoleiti



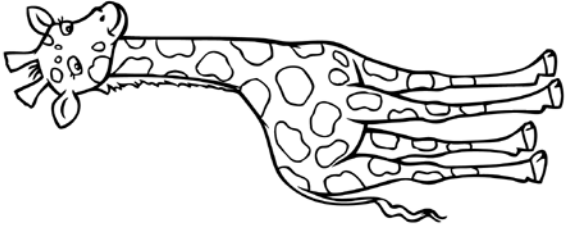
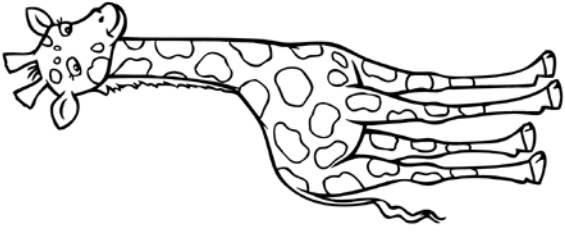
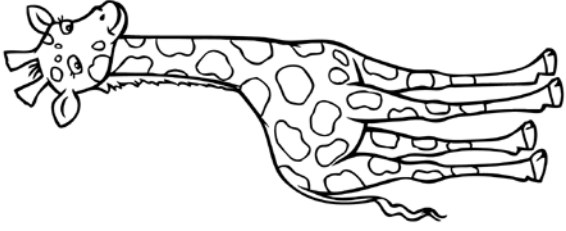
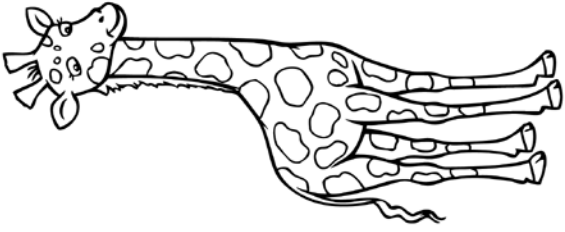


four

4

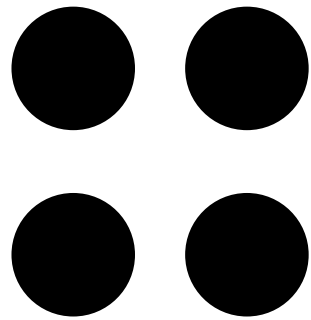


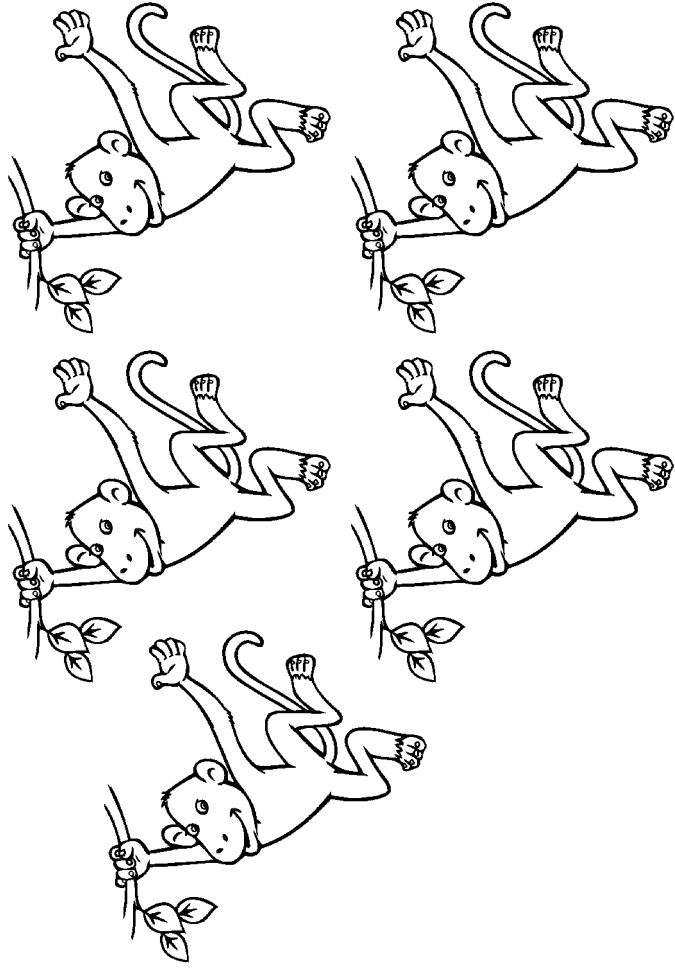




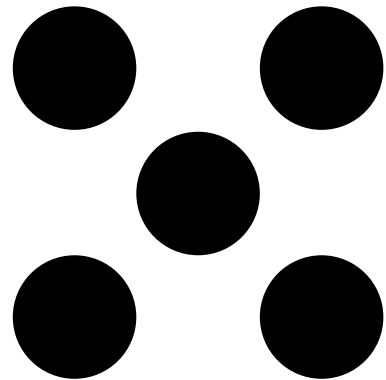
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rne

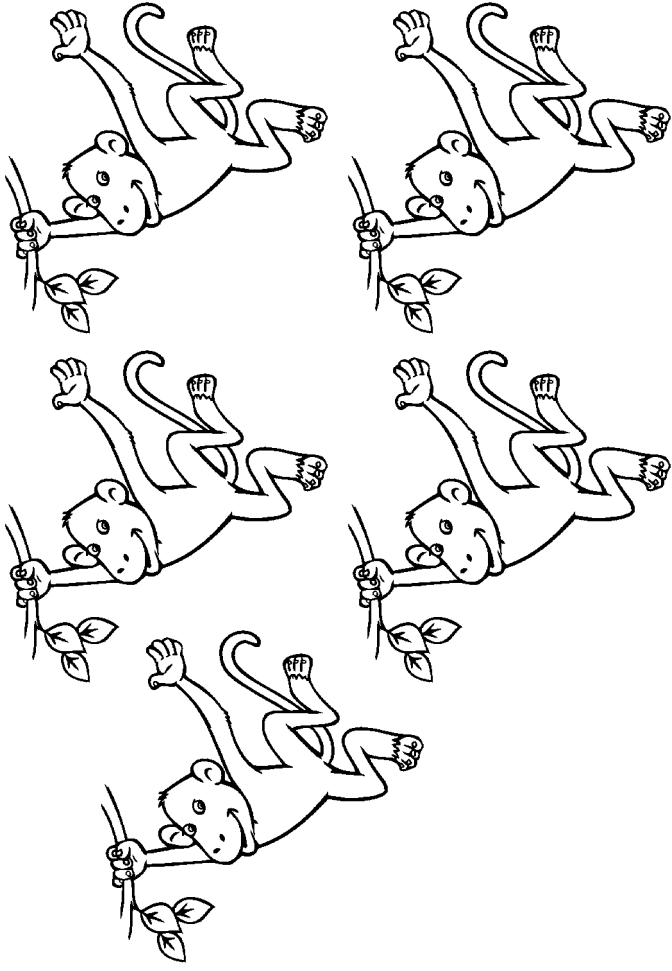




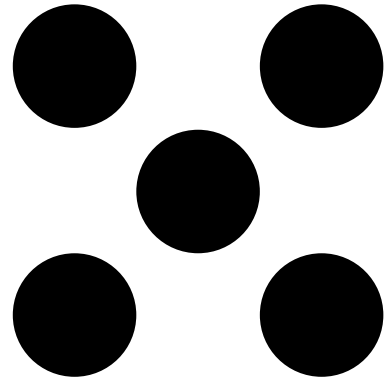
5



five

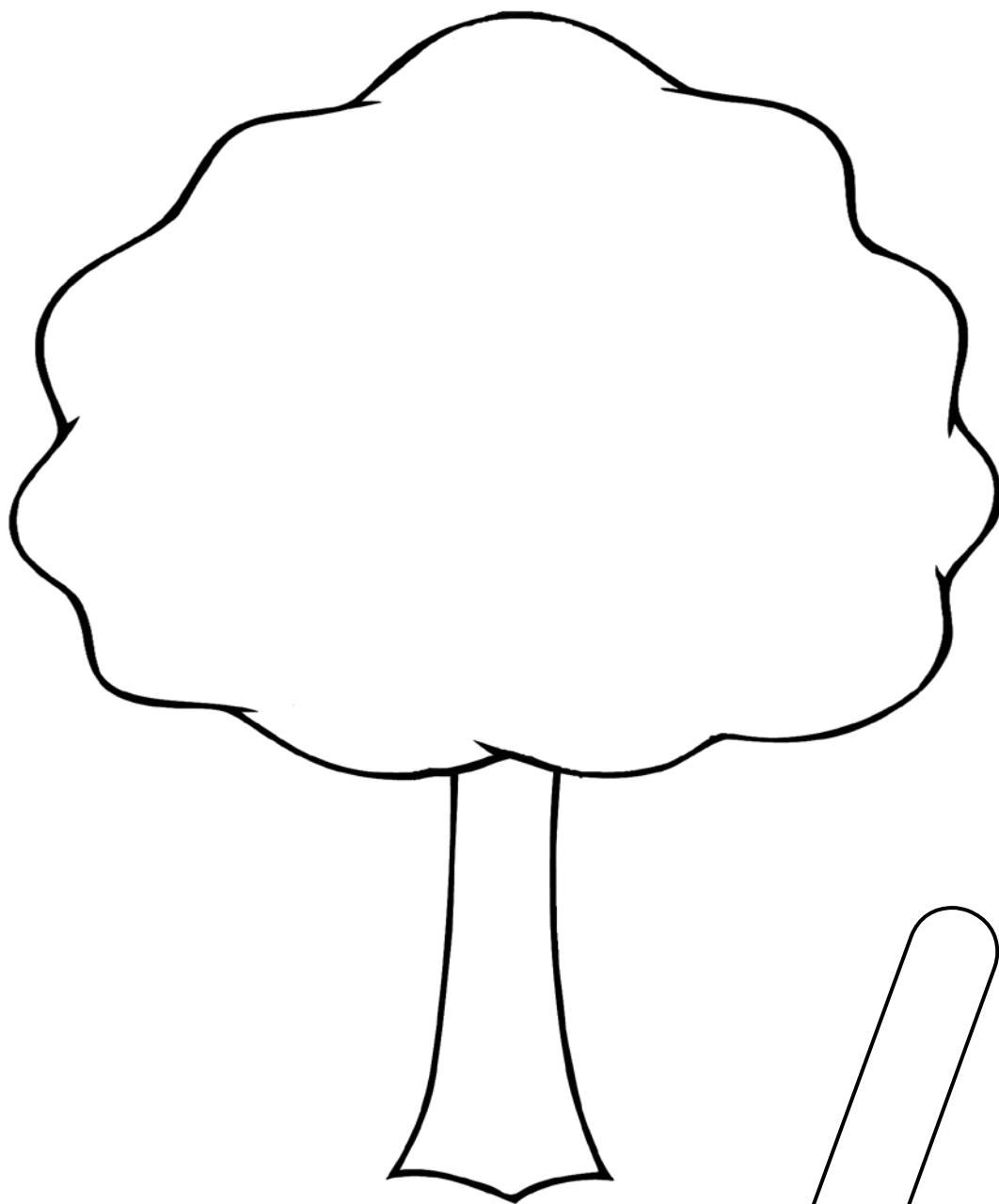


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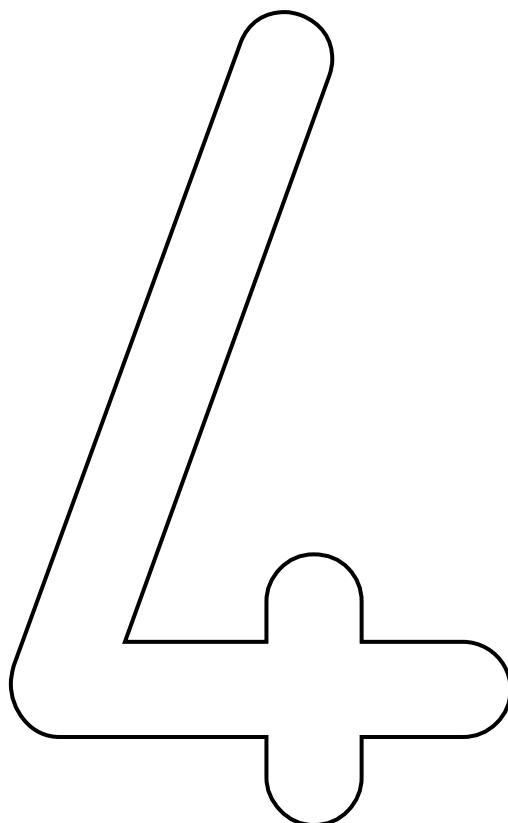
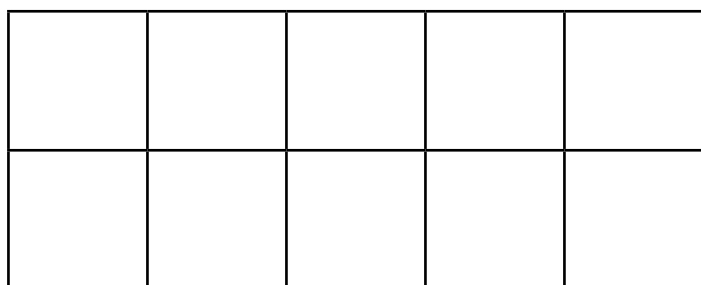


tlhano

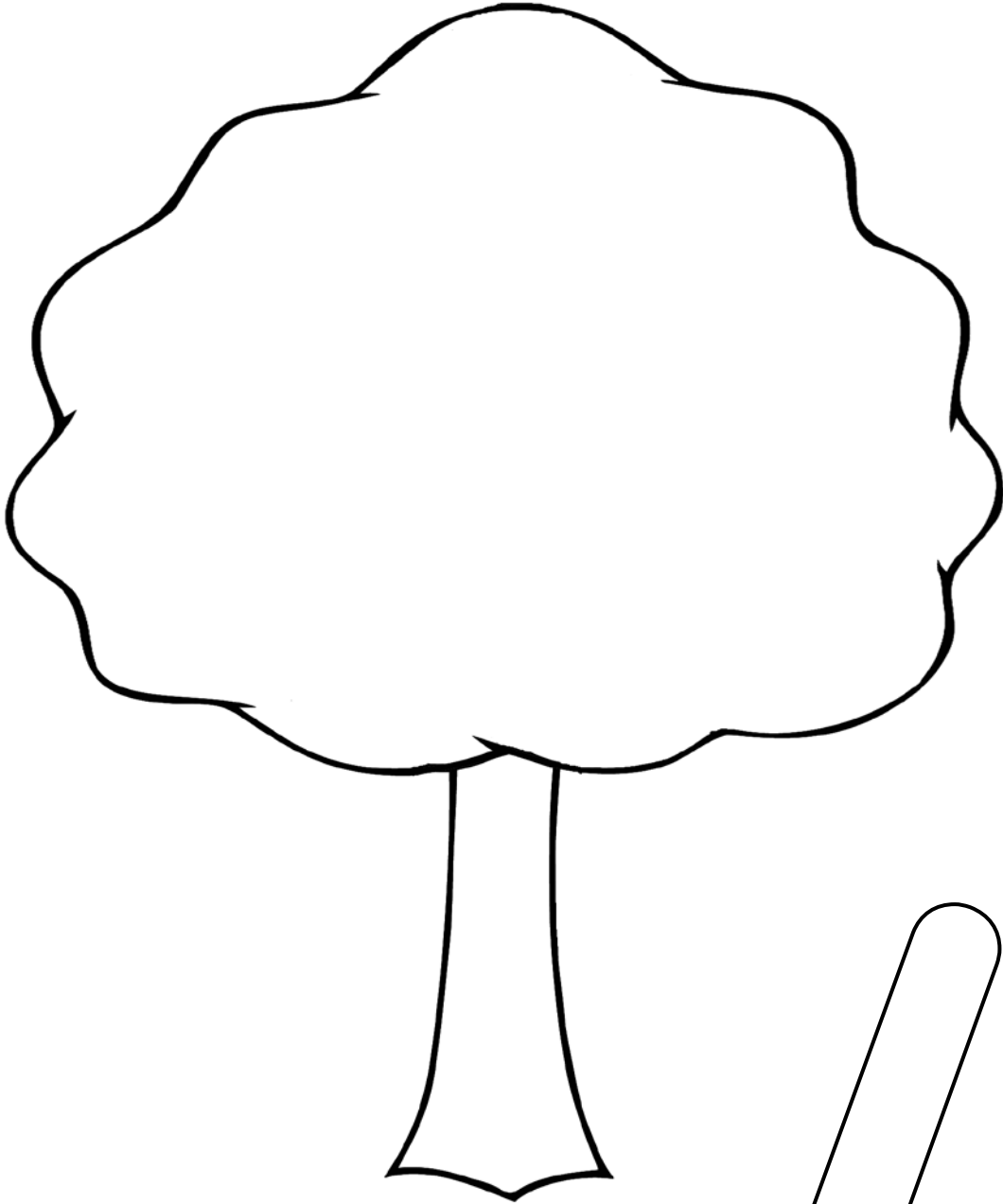
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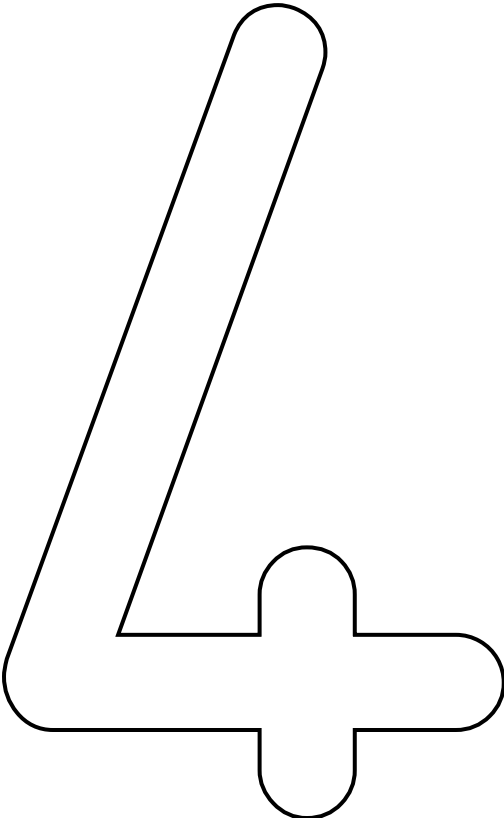
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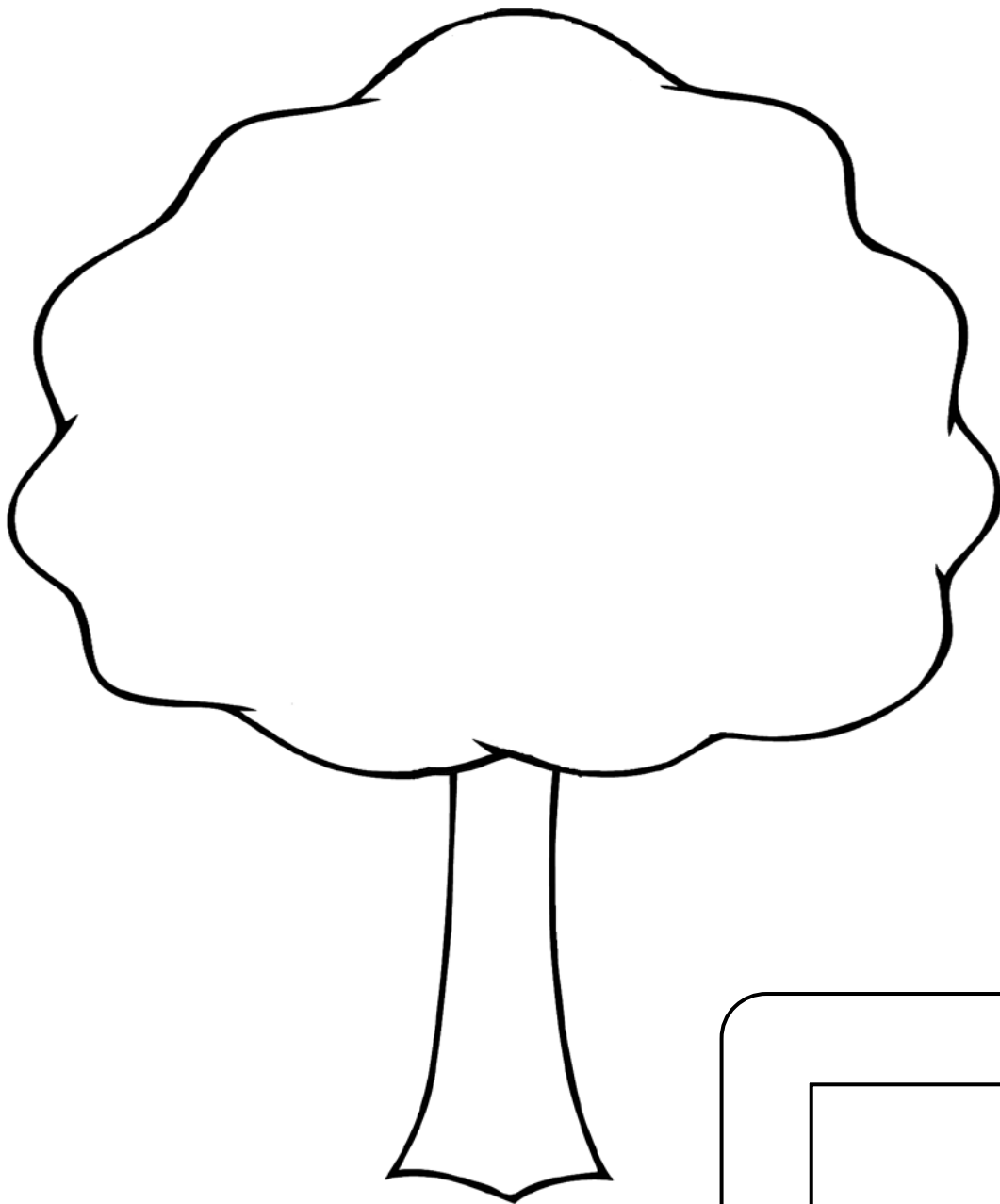
Thempoleiti ya tege ya go tshameka: Nomore 4



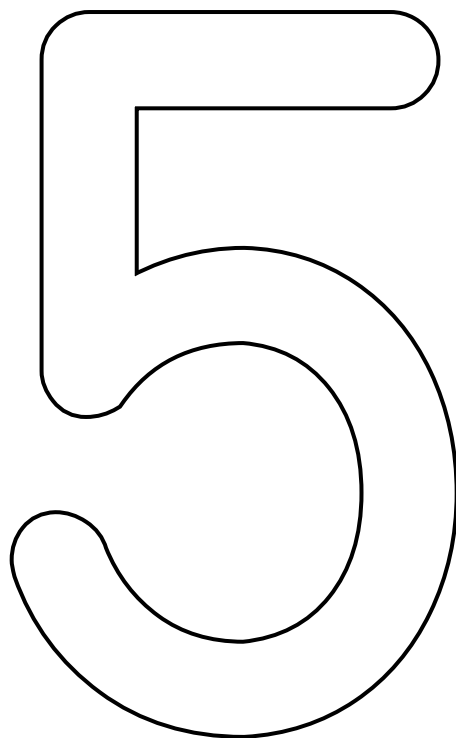
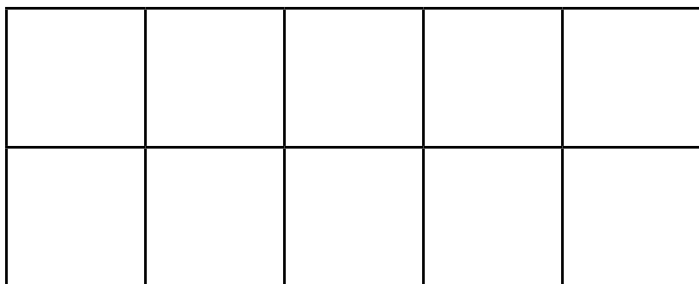
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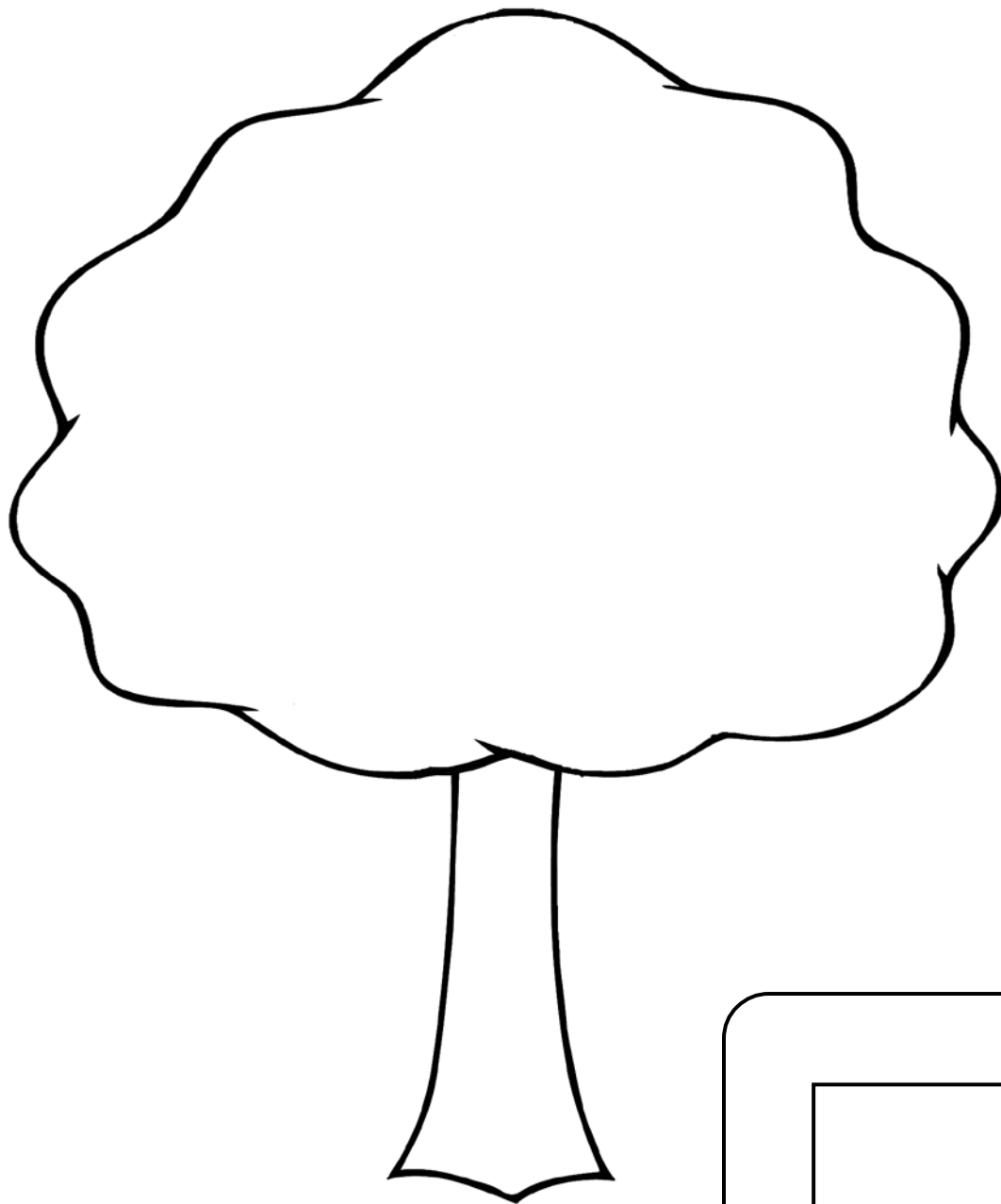
# Playdough template: Number 5



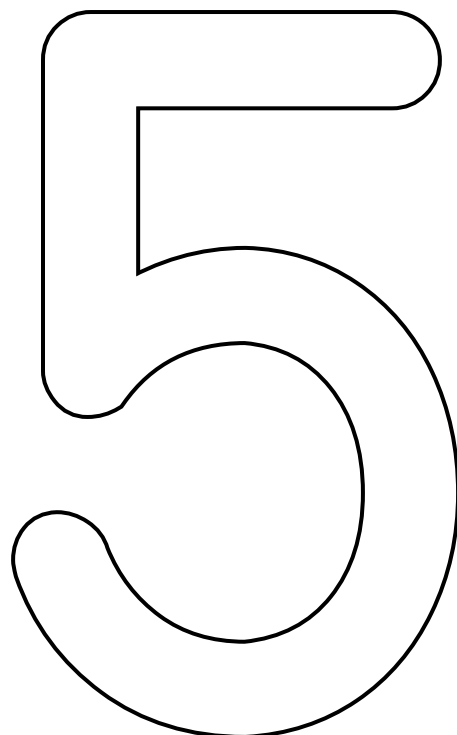
five



Thempoleiti ya tege ya go tshameka: Nomore 5



tlhano

Coins (Week 2) • Dikhoene (Beke 2)





## Coins (Week 2) • Dikhoene (Beke 2)



## Number grid (Week 2) • Keriti ya dinomore (Beke 2)

4	
2	
1	
3	

# Number puzzle (Week 5)

1

one



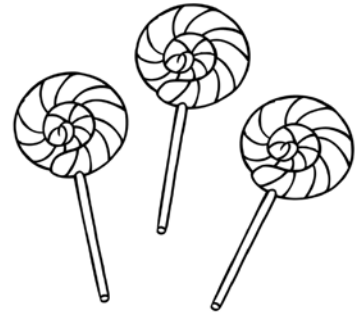
2

two



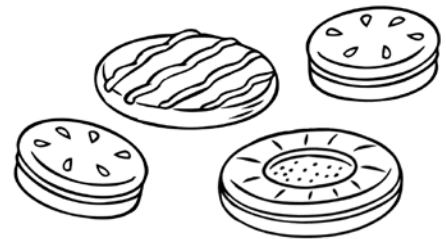
3

three



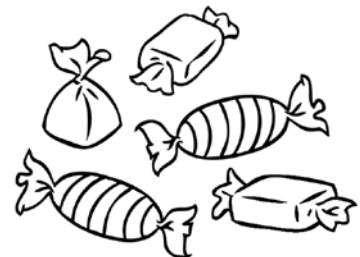
4

four



5

five



Phazele ya dinomore (Beke 5)

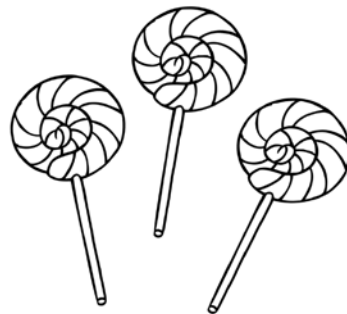
1 nngwe



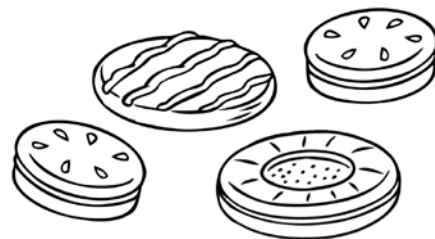
2 pedi



3 tharo



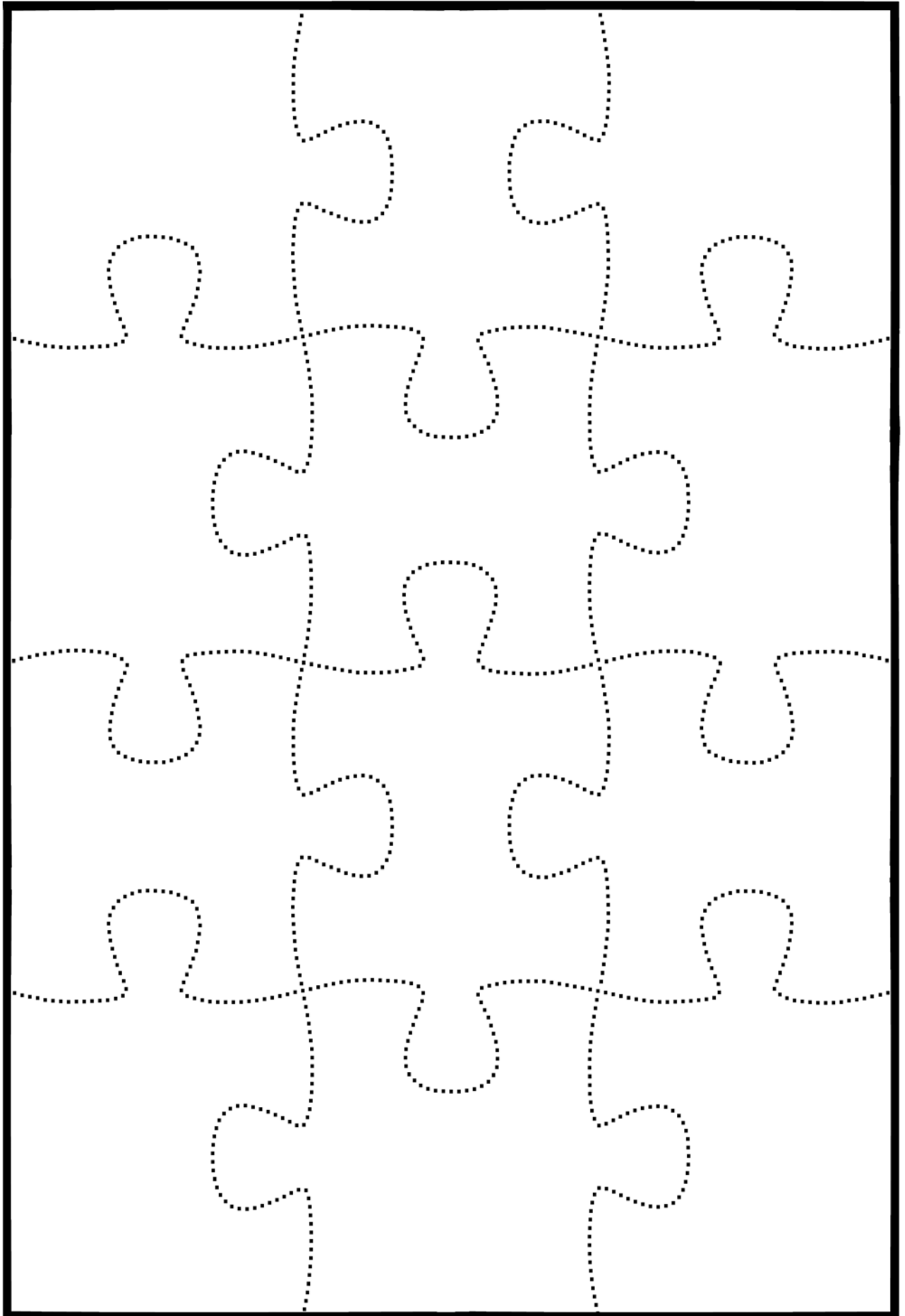
4 nne



5 tlhano



Twelve-piece puzzle • Phazele ya dikarolo di le lesomepedi



# Notes • Dintlha

Lined area for notes with horizontal dashed lines.

# Notes • Dintlha

A series of 20 horizontal dashed lines for writing notes.



## Notes • Dintlha

A series of horizontal dashed lines for writing notes.

