

Lenaneo la go Kaonafatša Thuto
ya Dipalo Mphatong wa R

Grade R Mathematics
Improvement Programme

Pukutlhahlo ya Mešongwana: Kotara ya 3 Activity Guide: Term 3



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.

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

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

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

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

DITEBOGO

Di lebišwa go:

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

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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 3* offers a structure for teaching maths in the third 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 3

The following features form part of *Activity Guide: Term 3*:

- 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">• Recognise and identify number symbols and number words• Describe, compare and order numbers	<ul style="list-style-type: none">• Number 7• Oral counting: backwards 10-1• Counting objects 1-10	<ul style="list-style-type: none">• Oral counting: forwards 1-20, backwards 7-1• Sequencing numbers 1-6• Two/three more/fewer• Add, take away• Reinforce number concept 1-6
New maths vocabulary		
seven	as many as	difference between

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

Grade R Maths in the daily programme

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

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

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

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

Matseno

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

Pukutlhahlo ya Mešongwana ya Grade R Maths: Kotara ya 3 e neelana ka mokgwa wa go ruta dipalo kotareng ya boraro ya Mphato wa R ka:

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

Tše di ikadilego ka go Pukutlhahlo ya Mešongwana: Kotara ya 3

Tše di ikadilego tša go latela ke karolo ya *Pukutlhahlo ya Mešongwana: Kotara ya 3*:

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

Dihlogotaba	Tsebo ye mpsha	Go ikatiša
<ul style="list-style-type: none">• Lemoga o be o hlathe maswao a dinomoro le maina a dinomoro• Hlaloša, bapetša o be o latelanye dinomoro	<ul style="list-style-type: none">• Nomoro 7• Go balela godimo: morago 10-1• Go bala dilo 1-10	<ul style="list-style-type: none">• Go balela godimo: pele 1-20, morago 7-1• Go latelanya dinomoro 1-6• Pedi/tharo go feta/fetwa• Hlakanya, tloša• Gatelela lereo la dinomoro 1-6
Tlotlontšu ye mpsha ya dipalo		
šupa	ntši bjalo ka	phapano gare ga

Grade R Maths lenaneong la tšatši-ka-tšatši

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

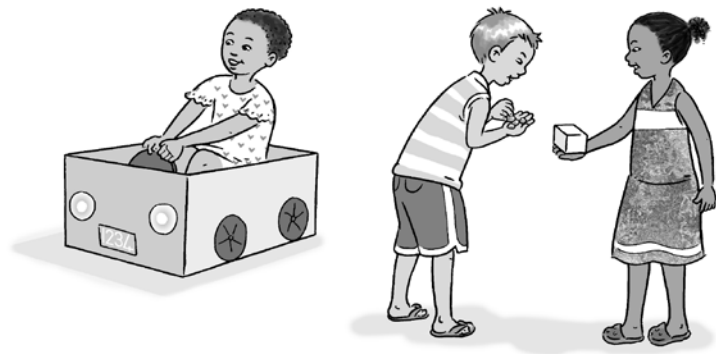
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Mešongwana ya barutwana ka moka ka letšatši

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

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



Diphetogo: go fetola mešongwana

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

Mešomo ya dihlopha tše nnyane

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

Nako ya go hlwekiša

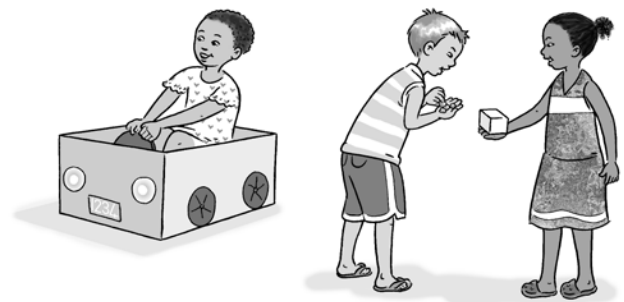
Barutwana ba swanetše go tseba gore didirišwa ke tša mo kae. Šelefo goba tafola ye e beetšwego ditlabakelo tša dipalo e tlo thuša barutwana go kgona go beakanya. Hlohleletša barutwana go thušana ka nako ya go hlwekiša. Mathomong barutwana ba tlo hloka thušo gomme o swanetše go ba gopotša gore ba bee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

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

Mešongwana ya go ikgethela

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

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



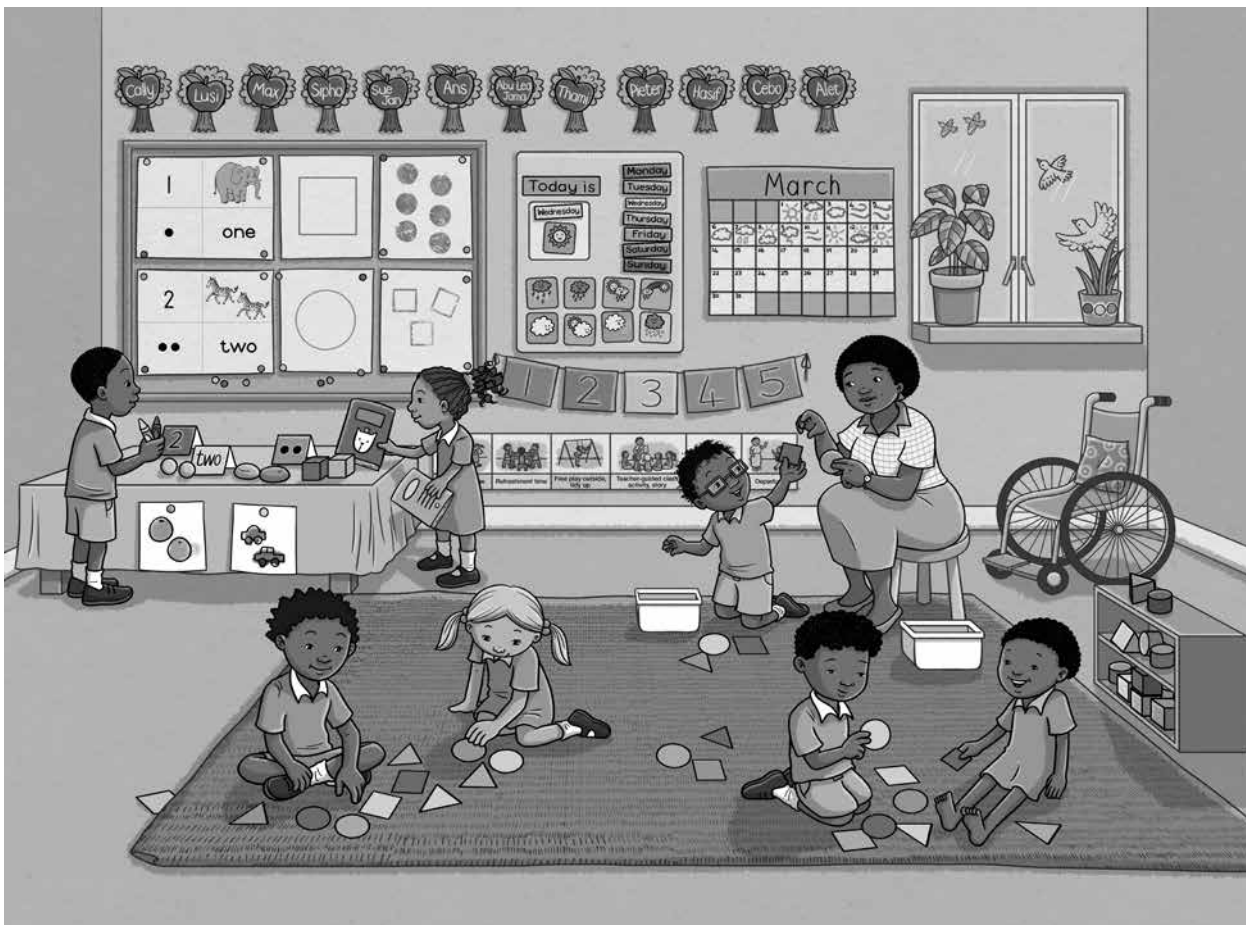
Assessment

Observation and continuous assessment during teacher-guided and whole class activities provides opportunities for insights into and a good overview of each learner's progress. This information is important for guiding further teaching and interventions for individual learners. The continuous assessment checklist on pages 186 and 188 of this guide is based on the content that has been taught in Term 3. This template can be used to record each learner's progress during the term.

Grade R Maths in the classroom

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

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



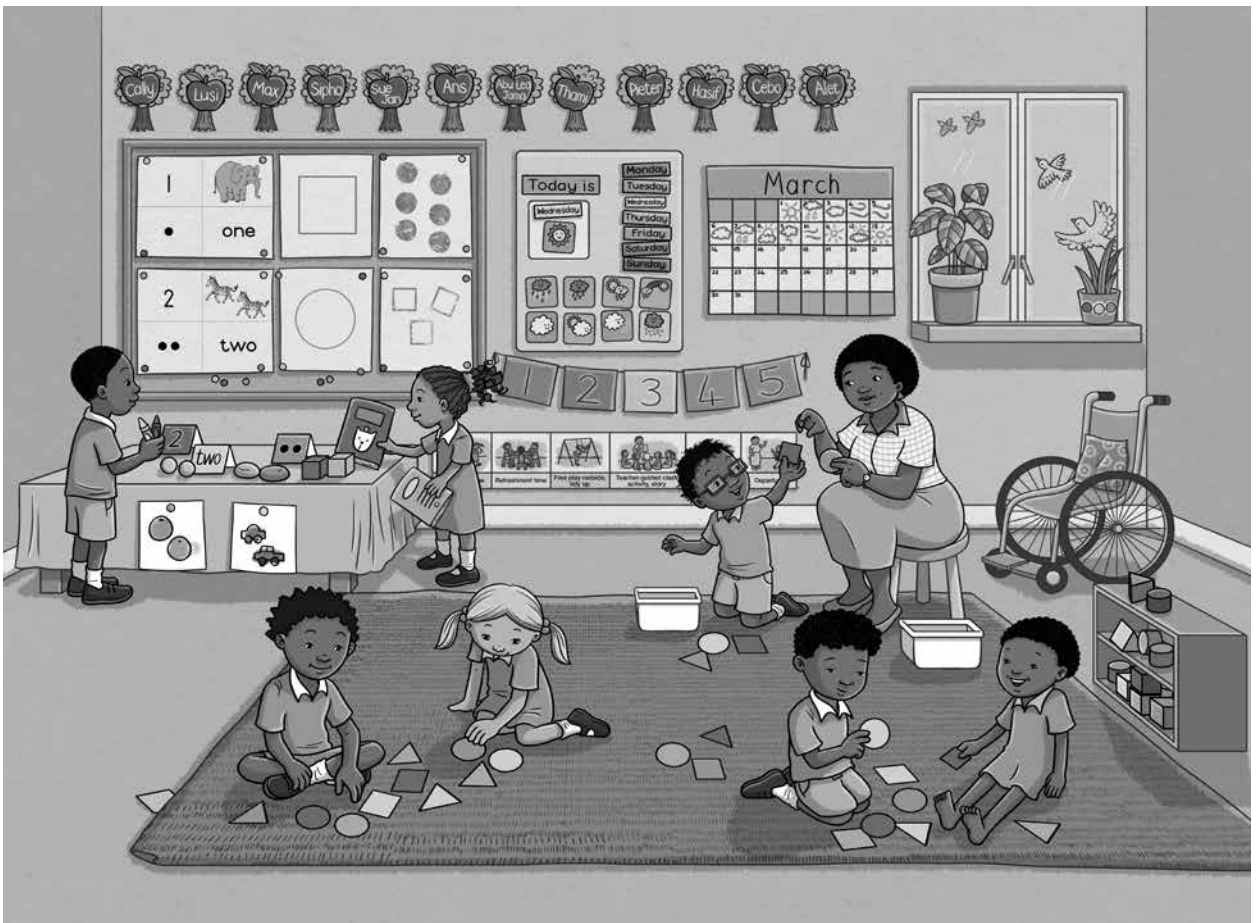
Tekolo

Tlhokomelo le kelotšweledi ka nako ya mešomo ya go hlahlwa ke morutiši le mešongwana ya barutwana ka moka di neelana ka menyetla ya kwešišo le ya kakaretšo ye botse ya tšwelopele ya morutwana yo mongwe le yo mongwe. Tshedimošo ye e bohlokwa tlhahlong ya thuto go ya pele le ditsenogare go barutwana. Lenaneo la tše di swanetšego go hlokomelwa la kelotšweledi letlakaleng la 187 le 189 la tlhahlo ye le theilwe go diteng tše di rutilwego ka Kotara ya 3. Thempoleiti ye e ka dirišwa go rekhota tšwelopele ya morutwana yo mongwe le yo mongwe mo kotareng.

Grade R Maths ka phapošing

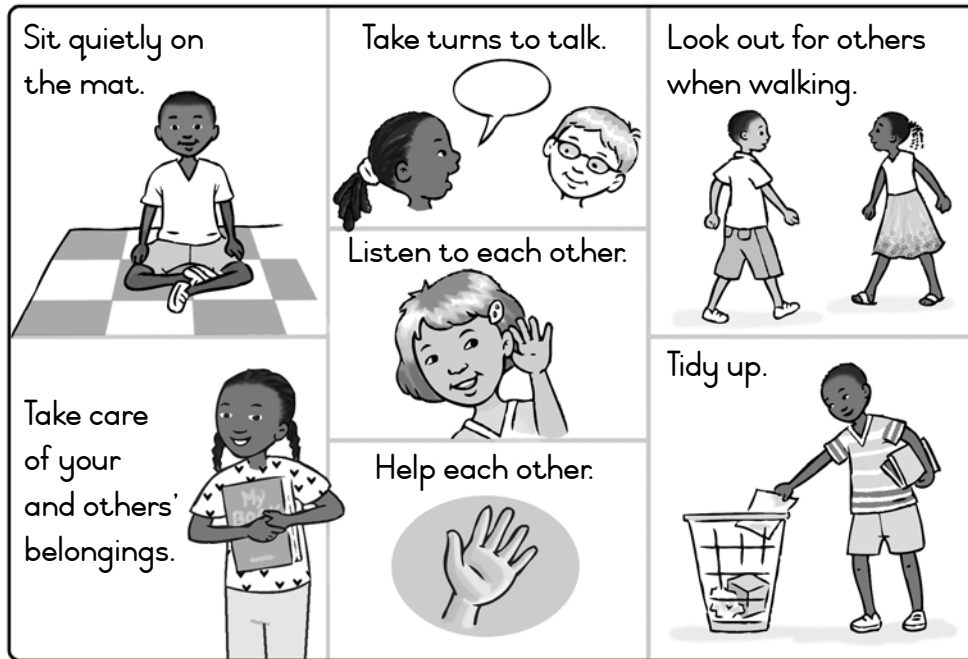
Beakanya lefelo la go direla dipalo ka phapošing kgauswi le mmete. Le ke lefelo la bohle fao barutwana ba ka neelanago le go bolela ka hlogotaba ye ba ithutago ka yona. Lefelo la maleba le tla akaretša:

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



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

Our classroom rules

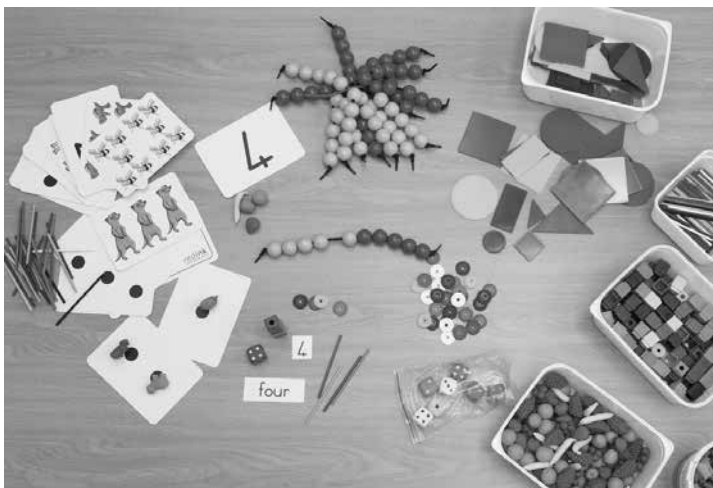


Resources for Grade R Maths

Grade R Maths Resource Kit

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

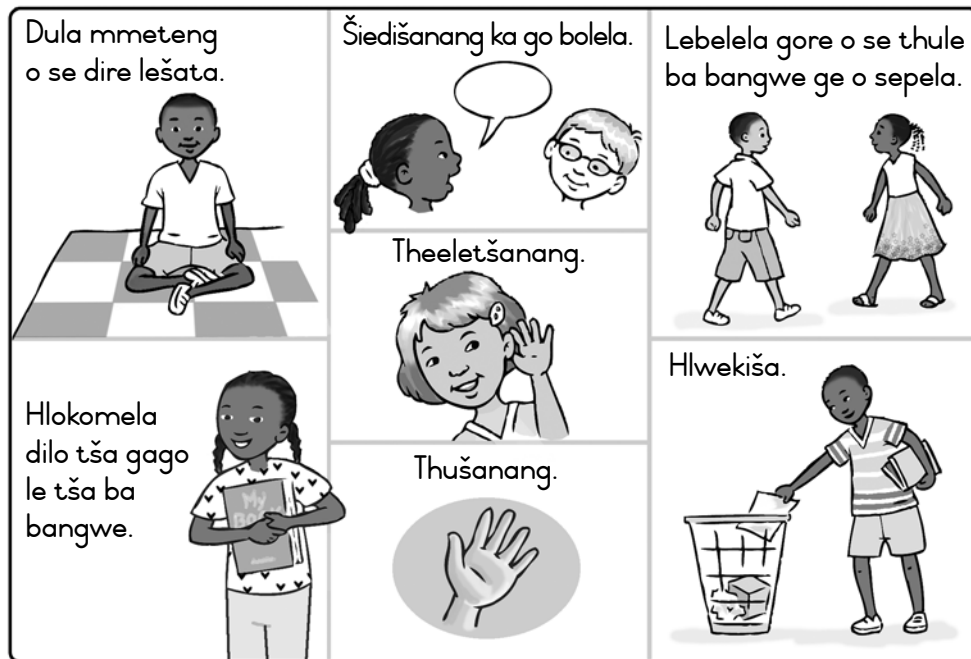
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Melao ya phapoši ya rena

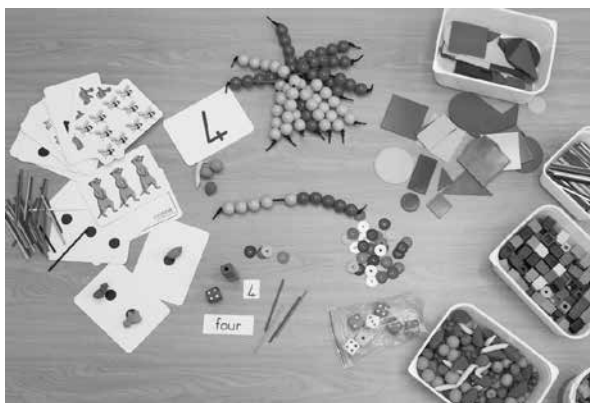


Dithušathuto tša *Grade R Maths*

Dithušathuto tša Phapoši tša *Grade R Maths*

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Didirišwa tša go dirwa leswa

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

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



Dithušathuto tše dingwe

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

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

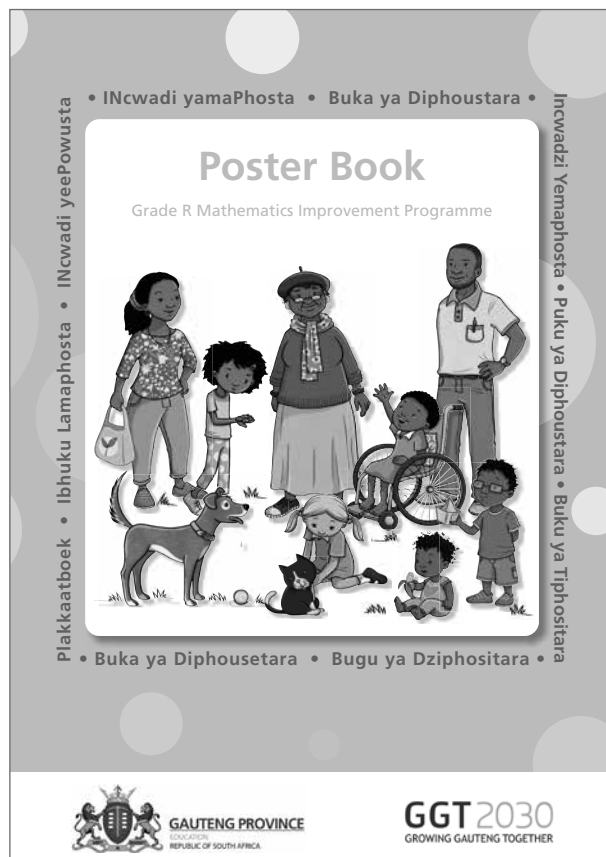
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



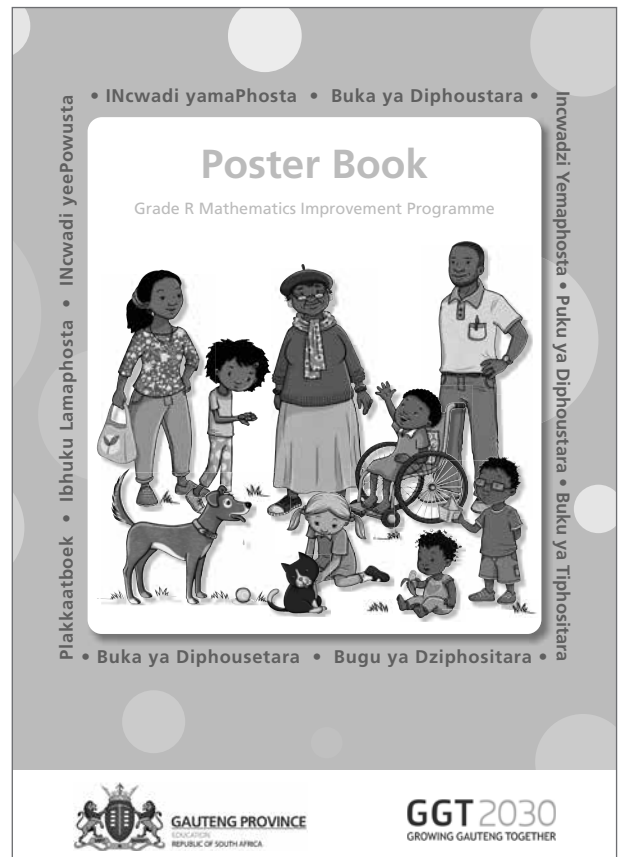
- tšhate ye telele
- dikarata tše dikgolo
- tšhelete ya go bapala: ya tšhipi le ya pampiri (go diriša lebenkeleng leo bana ba tlo rekago go lona)
- watšhe ya leboteng ya manakana
- sekala sa tekanyetšo
- dipheta tša go hlaola, go loga le go dira dipatrone
- sebakadišwa sa santa le meetse
- dibapadišwa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

Puku ya Diphoustara ya *Grade R Maths*

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

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

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



Content overview: Term 3

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

Content Area Focus	Week 1	Week 2	Week 3	Week 4	Week 5
1. Numbers, Operations and Relationships	Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7	Number 6 Two/three more/fewer Equal groups Counting on Oral counting: forwards 1–20, backwards 7–1 Counting objects 1–7 Sequencing numbers 1–5 Reinforce number concept 1–5	Number 7 Oral counting: backwards 10–1 Counting objects 1–10 Oral counting: forwards 1–20, backwards 7–1 Sequencing numbers 1–6 Two/three more/fewer Add, take away Reinforce number concept 1–6	Oral counting: forwards 1–20, backwards 10–1 Reinforce number concept 1–7	Oral counting: forwards 1–20, backwards 10–1 Counting objects 1–10 Two/three more/fewer Equal groups
2. Patterns, Functions and Algebra	Copy vertical and horizontal patterns using concrete objects Create and explain own pattern with three or four colours/shapes, etc. Identify patterns Copy and extend patterns				
3. Space and Shape (Geometry)				Shapes: rectangle Direction: left, right Position: middle, bottom Sort objects according to two attributes Eighteen-piece puzzles Shapes: circle, square, triangle Symmetry	
4. Measurement					Mass Light, lighter, lightest Heavy, heavier, heaviest Bigger, smaller
5. Data Handling					

Kakaretšo ya diteng: Kotara ya 3

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

Nepišo ya Karolo ya Diteng	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	Go balela godimo: pele 1–20, morago 7–1 Go bala dilo 1–7	Nomoro 6 Pedi/tharo go feta/fetwa Dihlopha tša go lekana Go bala go ya pele Go balela godimo: pele 1–20, morago 7–1 Go bala dilo 1–7 Go latelanya dinomoro 1–5 Gatelela kgopolo ya dinomoro 1–5	Nomoro 7 Go balela godimo: morago 10–1 Go bala dilo 1–10 Go balela godimo: pele 1–20, morago 7–1 Go latelanya dinomoro 1–6 Pedi/tharo go feta/fetwa Hlakanya, tloša Gatelela lereo la dinomoro 1–6	Go balela godimo: pele 1–20, morago 10–1 Gatelela lereo la nomoro 1–7	Go balela godimo: pele 1–20, morago 10–1 Go bala dilo 1–10 Pedi/tharo go feta/fetwa Dihlopha tša go lekana
2. Dipatrone, Difankšene le Altšebra	Kopolla dipatrone tša go tsepama le go rapama o diriša dilo tša go swarega Hlama o be o hlaloše patrone ya gago ya mebala/ dibopego tše tharo goba tše nne, bj.bj. Hlatha dipatrone Kopolla o be o katološe dipatrone				
3. Sekgoba le Sebopego (Tšeometri)				Dibopego: khutlonnethwii Tšhupetšo: la ngele, la go ja Maemo: gare, botlase Hlaola dilo go ya ka mahlaodi a mabedi Marara a diripa tše lesomeseswai Dibopego: sediko, sekwere, khutlotharo Lekanela	
4. Kelo					Boima Bofefo, bofefonyana, bofefo ka go fetiša Boima, boimanyana, boima ka go fetiša Kgolwane, nnyanennyane
5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')					

Content Area Focus	Week 6	Week 7	Week 8	Week 9	Week 10
1. Numbers, Operations and Relationships	<p>Number 8</p> <p>Ordinal numbers: fifth, last, next</p> <p>Oral counting: forwards 1–20 and beyond</p> <p>Oral counting: forwards 1–20, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–7</p> <p>Ordinal numbers first to fifth</p> <p>Add, take away</p> <p>Two/three more/fewer</p> <p>Reinforce number concept 1–7</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Two/three more/fewer</p> <p>More, fewer, equal</p>	<p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p>	<p>Money – recognise banknotes</p> <p>Problem solving 1–8</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Ordinal numbers first to fifth</p> <p>Reinforce numbers 1–8</p> <p>Add, take away</p> <p>Coins</p>	<p>Grouping, half</p> <p>Up to three more (using dot cards)</p> <p>Order collections from smallest to biggest</p> <p>Oral counting: forwards 1–20 and beyond, backwards 10–1</p> <p>Counting objects 1–10</p> <p>Sequencing numbers 1–8</p> <p>Problem solving 1–8</p> <p>Reinforce number concept 1–8</p> <p>More, fewer, most, least, equal</p> <p>Two/three more/fewer</p>
2. Patterns, Functions and Algebra					
3. Space and Shape (Geometry)			<p>Position of objects in relation to each other</p> <p>Arrow chart</p> <p>Copy and build a construction (picture cards)</p> <p>Shapes: circle, square, triangle, rectangle</p> <p>Boxes, balls</p> <p>Midline crossing</p> <p>Position: forwards and backwards</p>		
4. Measurement				Big, small	
5. Data Handling		<p>Draw a picture to represent data</p> <p>Collect, sort and represent collection of objects</p>			

Nepišo ya Karolo ya Diteng	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Tirišo le Tswalano ('Dinomoro, Diophareišene le Ditswalano')	Nomoro 8 Palokgoboko: bohloano, mafelelo, latela Go balela godimo: pele 1–20 le go feta Go balela godimo: pele 1–20, morago 10–1 Go bala dilo 1–10 Go latelanya dinomoro 1–7 Palokgoboko mathomo go fihla ka ya bohloano Hlakanya, ntšha Pedi/tharo go feta/fetwa Gatelela lereo la nomoro 1–7	Go balela godimo: pele 1–20 le go ya pele, morago 10–1 Go bala dilo 1–10 Pedi/ntši ka tharo/nnyane Ntši, nnyane, lekana	Go balela godimo: pele 1–20 le go feta, morago 10–1 Go bala dilo 1–10	Tšhelete – lemoga tšhelete ya pampiri Tharollo ya mathata 1–8 Go balela godimo: pele 1–20 le go feta, morago 10–1 Go bala dilo 1–10 Go latelanya dinomoro 1–8 Palokgoboko ya mathomo go ya go ya bohloano Gatelela dinomoro 1–8 Hlakanya, ntšha Dikhoine	Go hlopha, seripagare Go fihla ka tše dingwe tše tharo (o diriša dikarata tša marontho) Latelanya mekgobo go thoma ka o monnyane ka go fetiša go ya go o mogolo ka go fetiša Go balela godimo: pele 1–20 le go feta, morago 10–1 Go bala dilo 1–10 Go latelanya dinomoro 1–8 Tharollo ya mathata 1–8 Gatelela lereo la dinomoro 1–8 Ntši, nnyane, bontši, bonnyane, lekana Pedi/tharo go feta/nnyane
2. Dipatrone, Difankšene le Altšebra					
3. Sekgoba le Sebopego (Tšeometri)			Maemo a dilo ge di bapetšwa le tše dingwe Tšhate ya mesebo Kopolla o be o age kago (dikarata tša diswantšho) Dibopego: sediko, sekwere, khutlotharo, khutlonnethwii Mapokisi, dikgwele Go putla ka bogare Maemo: pele le morago		
4. Kelo				Kgolo, nnyane	
5. Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')		Thala seswantšho sa go emela tshedimošo Kgoboketša, hlaola o be o dire kemedi ya mekgobo ya dilo			

Content Area Focus: Patterns, Functions and Algebra

Topics

- Geometric patterns: create, copy and extend patterns

New knowledge

- Copy vertical and horizontal patterns using concrete objects
- Create and explain own pattern with three or four colours/shapes, etc.

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Identify patterns
- Copy and extend patterns

New maths vocabulary

describe
explain

extend
follow

missing
not a pattern

Getting ready

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

- Unifix blocks put together in a repeating pattern to make a train
- piece of A3 paper to create a train tunnel
- pattern card with colour dots
- a cloth/towel
- 4 groups of instruments – 1 per learner
- 6 large pieces of fruit made from playdough (2 each of 3 different types of fruit)
- 8 Unifix pattern cards
- 8 'What's missing?' attribute block pattern cards
- rectangular strips of coloured paper pasted in a pattern on a sheet of paper: rectangle shapes in two sizes – 5 per learner of tall and short
- pattern cards with incomplete colour patterns in each row (two or three colours)



- paper flower petals and leaves (16 of each per learner)
- flower pattern cards
- dominoes.

Nepišo ya Karolo ya Diteng: Dipatrone, Difankšene le Altšebra

Dihlogotaba

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

Tsebo ye mpsha

- Kopolla dipatrone tša go tsepama le go rapama o diriša dilo tša go swarega
- Hlama o be o hlaloše patrone ya gago ya mebala/diboego tše tharo goba tše nne, bj.bj.

Go ikatiša

- Go balela godimo: pele 1–20, morago 7–1
- Go bala dilo 1–7
- Hlatha dipatrone
- Kopolla o be o katološe dipatrone

Tlotlontšu ye mpsha ya dipalo

laodiša/hlaloša
hlaloša

katološa
latela

ye e sego gona
gase patrone

Go itokiša

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

- dipoloko tša *Unifix* di beiwe ka patrone ya go boeletšwa go dira terene
- seripa sa pampiri ya A3 go dira thanele ya terene
- karata ya dipatrone tša marontho a mebalabala
- lešela/toulo
- dihlopha tše 4 tša diletšo – 1 sa morutwana yo mongwe le yo mongwe
- diripa tše dikgolo tša dienywa tša go dirwa ka tlhama tše 6 (2 ya dienywa tša mehuta ye 3 ya go fapana)
- dikarata tša dipatrone tša *Unifix* tše 8
- 8 'Go hlokega eng?' dikarata tša dipatrone tša dipoloko tša go dirišwa go hlaola
- meseto ya khutlonnethwii ya dipampiri tša mebalabala di kgomareditšwe bjalo ka patrone letlakaleng la pampiri: dibopego tše pedi tša khutlonnethwii ka bogolo bja go fapana – morutwana yo mongwe le yo mongwe tše – 5 tše ditelele le tše dikopana
- dikarata tša dipatrone tša mebala tša go se felele molokolokong o mongwe le o mongwe (mebala ye mebedi goba ye meraro)
- diphethale tša maloba tša pampiri le matlakala (16 ya morutwana yo mongwe le yo mongwe)
- dikarata tša patrone ya maloba
- ditomino.



Whole class activities

Day 1

What you need

- Unifix blocks
- Unifix pattern train
- Piece of A3 paper to create a train tunnel



TIP

Ask the learners if they can remember what number they were counting to before they went on holiday, and what number they were counting backwards from.

1. **Song:** Learners sing a song of their choice from previous terms.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Show learners a Unifix tower made of seven blocks.

Guiding questions:

- ★ How many blocks do you think make up this tower?

Learners estimate the number of blocks. Remove the blocks one at a time as learners count them.

4. **What makes a pattern:** Place the Unifix pattern train inside the tunnel. Pull the train out slowly and ask learners to notice what pattern emerges.

Guiding questions:

- ★ What do you see?
- ★ What colour block do you think will come out of the tunnel next? Why?
- ★ Is this a pattern? What makes it a pattern?

Draw the learners' attention to the repeating part which makes the pattern.

Make another train with Unifix blocks that does not have a pattern. Repeat the activity with the train and the tunnel.

Guiding questions:

- ★ Is this a pattern? Tell me why you think that.
- ★ Can you see any patterns in the classroom?



TIP

Place the tunnel in the block area and encourage learners to make their own pattern trains.

Learners go on a pattern walk outside and discuss patterns.

- ★ Can you see a pattern? Tell me about it.
- ★ Is there a pattern on the ...?
- ★ What makes it a pattern?
- ★ What part of the pattern repeats?
- ★ Can you hear any patterns? Tell me what you hear.

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



Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Dipoloko tša *Unifix*
- Terene ya patrone ya *Unifix*
- Seripa sa pampiri ya A3 go hlama thanele ya terene

KELETŠO

Botšiša barutwana ge eba ba gopola gore ba be ba bala go fihla ka nomoro efe pele ba eya maikhutšong le gore ba be ba balela morago go thoma ka nomoro efe.

1. **Koša:** Barutwana ba opela koša ye ba e ratago ya dikotara tša go feta.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bontšha barutwana tora ya *Unifix* ya go dirwa ka dipoloko tše šupa.

Dipotšišo tša go hlahla:

- ★ O nagana gore tora ye e dira ke dipoloko tše kae?

Barutwana ba akanya palo ya dipoloko. Ge barutwana ba bala dipoloko di tloše ka e tee ka e tee.

4. **Ke eng se se dirago patrone:** Bea terene ya patrone ya *Unifix* ka thaneleng. Gogela terene ka ntle ka go nanya gomme o botšiše barutwana gore ba lemoga patrone efe ye e tšwelelago.

Dipotšišo tša go hlahla:

- ★ O bona eng?
- ★ O nagana gore go tlo latela poloko ya mmala ofe go tšwa ka thaneleng? Ka lebaka la eng?
- ★ Na ke patrone se? Ke eng se se dirago gore e be patrone?

Lemoša barutwana karolo ya go boeletšwa ye e dirago patrone.

Dira terene ye nngwe ya go se be le patrone ka dipoloko tša *Unifix*. Boeletša mošongwana wa terene le thanele.

Dipotšišo tša go hlahla:

- ★ Na ke patrone se? Mpotše gore ke ka lebaka la eng o nagana bjalo.
- ★ Go na le dipatrone tše o di bonago ka mo phapošing?



KELETŠO

Bea thanele karolong ya dipoloko gomme o hlohleletše barutwana go dira diterene tša bona tša dipatrone.

Barutwana ba ya ka ntle ba dirile patrone gomme ba bolela ka dipatrone.

- ★ Na o bona petrone? Mpotše ka yona.
- ★ Go na le patrone mo go ...?
- ★ Ke eng se se dirago gore e be patrone?
- ★ Ke karolo efe ya patrone ye e ipoeletšago?
- ★ Na o kwa dipatrone? Mpotše gore o kwa eng.

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

Day 2

What you need

- Rhyme: *It's pattern time* (page 190)
- Pattern card with colour dots



TIP

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

1. **Rhyme:** Say the first verse of the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners count from 1 to 7 while clapping hands with a partner.
4. **Sound patterns from visual patterns:** Show learners the pattern card. Point to each dot and together say the colours. Discuss the pattern.

Guiding questions:

- ★ Can you see the pattern?
- ★ Tell me about the pattern.
- ★ What part of the pattern repeats?
- ★ What will come next in the pattern?

Learners use the visual pattern to make a sound pattern, for example, clap hands for red, snap fingers for yellow.

- ★ What sound should we make on the red/yellow circle?
- ★ What sound should come next?
- ★ What other sounds would you like to make?

Learners suggest other sound pattern ideas, using the same pattern card.

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

Day 3

What you need

- Rhyme: *It's pattern time* (page 190)
- 6 large playdough fruit
- Cloth/towel

1. **Rhyme:** Say the first and second verses of the rhyme, *It's pattern time*, with actions.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Use chalk to draw a straight line on the floor. Five learners stand on one side of the line.

Guiding questions:

- ★ How many learners are there?
- ★ If we add one more learner how many will there be?
- ★ And one more learner?
- ★ What should we do if we want only four learners?

Letšatši la 2

Tše o di hlokago

- Sereto: *Ke nako ya dipatrone* (letlakala la 191)
- Karata ya patrone ya marontho a mebalabala

KELETŠO

Diriša menyetla ya go itlwaetša ditlwaelo tša tšatši ka tšatši go tsebiša tlotlontšu ye mpsha ya dipalo. Gopola go bolela ka lenanephethagatšo la tšatši ka tšatši.

1. **Sereto:** Reta temana ya mathomo ya sereto, *Ke nako ya dipatrone*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba bala go thoma ka 1 go fihla ka 7 ba phaphatha diatla le mogwera.
4. **Dipatrone tša modumo go tšwa dipatroneng tša ponego:** Bontšha barutwana karata ya dipatrone. Šupa lerontho le lengwe le le lengwe gomme le bolele mebala mmogo. Ahlaahlang patrone.

Dipotšišo tša go hlahla:

- ✦ Na o bona patrone?
- ✦ Mpotše ka patrone.
- ✦ Ke karolo efe ya patrone ye e ipoeletšago?
- ✦ Go tlo latela eng patroneng?

Barutwana ba dira patrone ya modumo ka patrone ya ponego, mohlala, phaphathang diatla go hubedu, thwantšhang menwana go serolane.

- ✦ Re dire modumo ofe sedikong se sehubedu/serolane?
- ✦ Go latele modumo ofe?
- ✦ O rata medumo efe ye mengwe?

Barutwana ba šišinya dipatrone tše dingwe tša medumo, ba diriša karata yona yela ya dipatrone.

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

Letšatši la 3

Tše o di hlokago

- Sereto: *Ke nako ya dipatrone* (letlakala la 191)
- Dientywa tša tlhama tše dikgolo tše 6
- Lešela/toulo

1. **Sereto:** Reta temana ya mathomo le ya bobedi ya sereto, *Ke nako ya dipatrone*, o dire ditiro.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Thala mothalo wa go letla mo lebatong ka tšhoko. Barutwana ba bahlano ba eme ka lehlakoreng le lengwe la mothaladi.

Dipotšišo tša go hlahla:

- ✦ Go na le barutwana ba bakae?
- ✦ Ge re ka tsenya morutwana yo mongwe e tlo ba ba bakae?
- ✦ Morutwana yo mongwe gape?
- ✦ Ge re nyaka barutwana fela re swanetše go dira eng?



4. **Identifying the missing part of a pattern:** Use the playdough fruit to create a pattern. Together point to each item and say the pattern.

Guiding questions:

- ★ What comes next?
- ★ What is the pattern?

Cover the fruit with a cloth and remove one piece of fruit. Remove the cloth.

- ★ Which fruit is missing from the pattern?
- ★ What kind of fruit should come next in the pattern? Why?

Repeat the activity several times, removing fruit from different parts of the pattern and/or increasing the number of fruit that are missing each time.

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

Day 4

What you need

- Rhyme: *It's pattern time* (page 190)
- 4 groups of instruments – 1 per learner

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners fetch instruments. All the learners with the same kind of instrument sit in a group. Play seven beats on a drum.

Guiding questions:

- ★ How many beats did you hear?
- ★ How do you know?

Starting with 1, each group makes one more beat than the previous group, until one group gets to 7.



4. **Rhythm patterns:** Divide learners into groups. Give each group a different musical instrument. The groups make sounds with their instruments and describe these sounds. Then they compare the sounds that the different instruments make.

Guiding questions:

- ★ What does your instrument sound like?
- ★ Can you make a soft/loud sound; a fast/slow sound?
- ★ How do the instruments sound the same/different?

TIP

If you do not have instruments, use blocks, tins, sticks and pieces of paper to flick, or learners can use their bodies, for example, stamp their feet on the floor or slap their legs.



4. **Go hlatha karolo ya patrone ye e sego gona:** Hlama patrone ka seenywa sa tlhama. Šupang selo se sengwe le se sengwe mmogo gomme le bolele leina la patrone.

Dipotšišo tša go hlahla:

- ✦ Go latela eng?
- ✦ Ke patrone efe?

Khupetša seenywa ka lešela gomme o tloše seripa se setee sa seenywa. Tloša lešela.

- ✦ Ke seenywa sefe seo se sego gona patroneng?
- ✦ Go swanetše go latela seenywa sa mohuta ofe patroneng? Ka lebaka la eng?

Boeletša mošongwana ga mmalwa, o tloše seenywa dikarolong tše mmalwa tša patrone le/goba o oketše palo ya dienywa tše di sego gona nako le nako.

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

Letšatši la 4

Tše o di hlokago

- Sereto: *Ke nako ya dipatrone* (letlakala la 191)
- Dihlopha tše 4 tša diletšo – 1 sa morutwana yo mongwe le yo mongwe

1. **Sereto:** Reta sereto, *Ke nako ya dipatrone*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba tšea diletšo. Barutwana ba go swara diletšo tša go swana ba dula sehlopheng se setee. Betha moropa ga šupa.

Dipotšišo tša go hlahla:

- ✦ O kwele mešito ye mekae?
- ✦ O tseba bjang?

Le thoma ka 1, sehlopha se sengwe le se sengwe se betha gatee go feta sehlopha sa go feta, go fihlela sehlopha se setee se fihla go 7.



4. **Dipatrone tša morethetho:** Arola barutwana ka dihlopha. Efa sehlopha se sengwe le se sengwe seletšo sa mmimo seo se fapanego. Dihlopha di ka letša diletšo gomme ba hlaloša medumo ya tšona. Ka morago ba ka bapetša medumo ya diletšo ya go fapana.

Dipotšišo tša go hlahla:

- ✦ Seletšo se kwagala bjalo ka eng?
- ✦ O ka dira modumo wa tlase/godimo; modumo wa lebelo/go nanya?
- ✦ Diletšo di lla ka go swana/fapana bjang?

KELETŠO

Ge o se na diletšo, diriša dipoloko, dithini, dikotana le diripana tša pampiri tša go fetla, goba barutwana ba diriše mebele ya bona, mohlala, ba kiba lebatong ka maoto goba ba betha maoto a bona.

Make a musical pattern with an instrument, for example, loud, soft, soft, loud, soft, soft. Groups play along with you. Groups take turns to copy and extend sound patterns. Groups create new patterns, for example, loud, loud, soft, loud, loud, soft.

- ★ What new pattern can we make?
- ★ What sound should come first?
- ★ How many times should we make that sound?
- ★ How should we carry on?

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

Day 5

What you need

- Rhyme: *It's pattern time* (page 190)
- Musical instrument

1. **Rhyme:** Say the rhyme, *It's pattern time*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Play an instrument as learners move around. When the music stops, call out a number between 1 and 7. Learners form groups of different sizes according to the number.
4. **Extending physical patterns:** Choose six learners to make a body pattern, for example, two sitting, one standing, two sitting, one standing. Discuss the pattern.

Guiding questions:

- ★ Is this a pattern?
- ★ Can you describe the pattern?
- ★ What is the repeating part of the pattern?
- ★ How could we extend the pattern?

Learners continue the pattern by standing or sitting.

- ★ What would come next?
- ★ Can anyone join the line? What will you do?

Repeat the activity using other body positions, for example, kneeling and lying down.

Choose eight learners to arrange themselves into their own pattern.

- ★ How did you decide what to do for your pattern?
- ★ What pattern have you made? How do you know it is a pattern?
- ★ How can we extend this pattern?

Other learners join the line and extend the pattern.

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



TIP

Make sure that there are movements that all learners are able to participate in, including learners with motor impairments.

Dira patrone ya mmino ka seletšo, mohlala, lešata, tlase, tlase, lešata, tlase, tlase. Dihlopha di bapala le wena. Dihlopha di šiedišana ka go kopiša le go katološa dipatrone tša medumo. Dihlopha di hlama dipatrone tše diswa, mohlala, lešata, lešata, tlase, lešata, lešata, tlase.

- ✦ Re ka dira patrone efe ye mpsha?
- ✦ Go tla modumo ofe pele?
- ✦ Re swanetše go dira modumo woo gaka?
- ✦ Re swanetše go tšwela pele bjang?

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

Letšatši la 5

Tše o di hlokago

- Sereto: *Ke nako ya dipatrone* (letlakala la 191)
- Seletšo sa mmino

1. **Sereto:** Reta sereto, *Ke nako ya dipatrone*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bapala seletšo ge ba barutwana ba sepela. Ge mmino o ema, bolela nomoro ya gare ga 1 le 7. Barutwana ba dira dihlopha tša bogolo bja go fapana go ya ka nomoro yeo.
4. **Go katološa dipatrone:** Kgopela barutwana ba tshela gore ba dire patrone ya mebele, mohlala, ba babedi ba dule fase, o tee a eme. Bolelang ka patrone.

Dipotšišo tša go hlahla:

- ✦ Na ke patrone se?
- ✦ O ka hlaloša patrone?
- ✦ Karolo ya go ipoeletša patroneng ke efe?
- ✦ Re ka katološa patrone bjang?

Barutwana ba tšwetša patrone pele ka go ema goba go dula.

- ✦ Go tlo latela eng?
- ✦ Go na le yo a ka tsenago mothalading? O tlo dira eng?


Boeletša mošongwana le diriša boemo bjo bongwe bja mmele, mohlala, go kwatama goba go patlama.

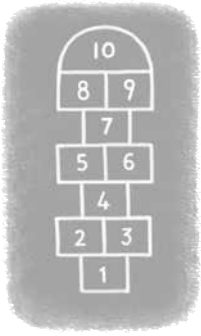
Kgopela barutwana ba seswai gore ba ipeakanye ka patrone.

- ✦ Le naganne bjang go dira patrone ye?
- ✦ Le dirile patrone efe? Le tseba bjang gore ke patrone?
- ✦ Re ka katološa patrone ye bjang?

Barutwana ba bangwe ba tsena mothalading ba katološa patrone.

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

 **KELETŠO**
Kgonthiša gore go na le mesepele ya go kgona ke barutwana ka moka, go akaretšwa le barutwana ba go ba le ditho tša go se itekanele.



Integration

Home Language: Emergent Writing: Draw patterns.

Life Skills: Fine motor development: Identify, copy and extend patterns in the environment. Gross motor development: Paint a hopscotch grid outside or draw one on the ground with chalk. Learners jump on the blocks of the grid following the number sequence, landing with feet together or feet apart, depending on the number of blocks in each row of the grid.

Small group activities

Teacher-guided activity

What you need

- 6 everyday objects
- A tray
- A tub for each learner with:
 - Structure beads (*Resource Kit*)
- ‘What’s missing?’ pattern card
- Unifix pattern card
- Unifix blocks
- 10 attribute blocks

1. **Structure beads:** Ask learners to show you a number of beads between 1 and 7. Learners put the beads into different arrangements of the same number.

Guiding questions:

- ★ How many red/yellow beads are there?
- ★ Can you show me seven beads?
- ★ Show me four beads. What did you do to make four?
- ★ What should you do to have six beads?

2. **What’s missing? (Kim’s game):** Place five objects on a tray, one at a time while learners watch.

Guiding questions:

- ★ What did I put on the tray first?
- ★ What did I put on the tray next?
- ★ What did I put on the tray last?

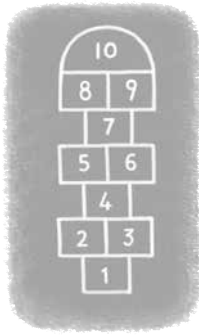
Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

3. **What’s missing? pattern:** Learners take a ‘What’s missing?’ pattern card from their tub. They say which part of the pattern is missing and arrange their attribute blocks to copy the pattern, filling in the missing part.

Guiding questions:

- ★ What comes first/next/last?
- ★ What is missing?





Tswalanyo

Leleme la Gae: Go lthuta go Ngwala: Thala dipatrone.

Mabokgoni a Bophelo: Tlhabollo ya tshepetšo ya maleba ya matsogo: Hlatha, kopolla o be o katološe dipatrone tša mo tikologong. Tlhabollo ya digoba tše dikgolo: Thala kriti ya tsheretshere ka ntle goba o e thale fase lebatong ka tšhoko. Barutwana ba fofa dipoloko tša kriti go ya ka tatelano ya dinomoro, ba ema ka maoto a kgomagane goba maoto a tlaraletše, go ya ka palo ya dipoloko molokolokong o mongwe le o mongwe wa kriti.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Dilo tša ka mehla tše 6 – Karata ya patrone ya ‘Ke eng ye e sego gona?’
- Therei – Karata ya patrone ya *Unifix*
- Seswaro sa morutwana yo mongwe le yo mongwe sa: – Dipoloko tša *Unifix*
- Lenti la pheta (*Dithušathuto tša Phapoši*) – Dipoloko tše di dirišwago go hlaola tše 10

1. **Lenti la pheta:** Kgopela barutwana gore ba go bontšhe dipheta tša palo ya gare ga 1 le 7. Barutwana ba beakanya dipheta ka go fapana ba diriša dinomoro tša go swana.

Dipotšišo tša go hlahlwa:

- ★ Go na le dipheta tše dikhubedu/serolane tše kae?
- ★ O ka mpontšha dipheta tše šupa?
- ★ Mpontšhe dipheta tše nne. O dirile eng go hwetša nne?
- ★ O tlo dira eng gore o be le dipheta tše tshela?

2. **Ke efe ye e sego gona? (Moraloko wa Kim):** Bea dilo tše hlano ka thereing, se setee ka nako bana ba bogetše.

Dipotšišo tša go hlahlwa:

- ★ Ke beile eng pele ka thereing?
- ★ Ke beile eng sa go latela ka thereing?
- ★ Ke beile eng ka thereing la mafelelo?

Bjalo barutwana ba swanetše go lebelela therei ba gopole gore ke eng tše di lego ka gare ga yona. Khupetša therei ka lešela gomme o tloše selo se setee. Emiša lešela. Barutwana ba bolele gore ke eng ye e sego gona. Boeletša, o tloše selo se se fapanego nako le nako.

3. **Ke efe ye e sego gona? patrone:**

Barutwana ba tšea karata ya paterone ya ‘Ke efe ye e sego gona?’ ka seswarong. Ba bolela gore ke karolo efe ya patrone ye e sego gona gomme ba beakanya dipoloko tša bona tša go dirišwa go hlaola gore ba kopolle patrone, ba tsenya karolo ye e sego gona.



Dipotšišo tša go hlahlwa:

- ★ Go tla efe pele/go latela/mafelelong?
- ★ Ke efe ye e sego gona?

4. **Copying and extending own pattern:** Learners use their Unifix blocks to copy and extend a pattern from the Unifix pattern card (vertically and horizontally).



Guiding questions:

- ★ What comes before/after/next?
- ★ Can you finish the pattern?
- ★ What part of the pattern repeats?

5. **Create own pattern:** Learners create a pattern with attribute blocks and explain their pattern. For example:

- ★ One attribute: shape: circle, square, triangle.
- ★ Two attributes: colour and shape: red circle, yellow square, green triangle.

Guiding questions:

- ★ Can you describe your pattern?
- ★ What makes it a pattern?
- ★ How can you carry on your pattern?

Make a sequence of attribute blocks that is not a pattern.

- ★ Is this a pattern? Tell me why not.



TIP

If a pattern with two attributes is too difficult for learners, they can make a pattern with one attribute.



Check that learners are able to:

- break down and build up numbers between 1 and 7
- create and explain their own pattern with three colours and shapes
- extend a repeating pattern
- explain whether something is a pattern or not
- show the part of the pattern that repeats

Workstation 1

What you need

- 'Tall' and 'short' colour paper strips pasted in a pattern on a long sheet of paper
- Long sheets of paper – 1 per learner
- Rectangle shapes cut into two sizes: 'tall' and 'short'
- Glue

Learners paste strips of paper to copy and then extend the pattern.



4. **Go kopolla le go katološa patrone:**

Barutwana ba diriša dipoloko tša bona tša *Unifix* go kopolla le go katološa patrone ya karata ya patrone ya *Unifix* (ka go rapama le go tsepama).

Dipotšišo tša go hlhla:

- ✦ Eba efe pele/ka morago/go latela?
- ✦ O ka feleletša patrone?
- ✦ Ke karolo efe ya patrone ye e ipoeletšago?



5. **Hlama patrone ya gago:** Barutwana ba hlama patrone ka dipoloko tše di dirišwago go hlaola gomme ba hlaloša patrone. Mohlala:

- ✦ Lehlaodi le letee: sebopego: sediko, sekwere, khutlotharo.
- ✦ Mahlaodi a mabedi: mmala le sebopego: sediko se sehubedu, sekwere se seserolane, khutlotharo ye talamorogo.

Dipotšišo tša go hlhla:

- ✦ Na o ka hlaloša patrone ya gago?
- ✦ Ke eng se se dirago gore e be patrone?
- ✦ O ka tšwetša patrone ya gago pele bjang?

Dira tatelano ya dipoloko tše di dirišwago go hlaola ye e se nago patrone.

- ✦ Na ke patrone se? Mpotše gore ke ka lebaka la eng o realo.

 **KELETŠO**

Ge patrone ya go ba le mahlaodi a mabedi e thatafalela barutwana kudu, ba ka dira patrone ka lehlaodi le letee.



Lekola gore barutwana ba kgona go:

- aroganya le go bopa dinomoro tša gare ga 1 le 7
- hlama le go hlaloša patrone ya bona ya mebala ye meraro le dibopego
- katološa patrone ya go boeletšwa
- hlaloša ge eba selo ke patrone goba ga se yona
- bontšha karolo ya patrone ya go ipoeletša

Lefelo la go šomela la 1

Tše o di hlokago

- 'Telele' le 'kopana' meseto ya pampiri ya mebalabala ya go kgomaretšwa ka patrone letlakaleng le letelele la pampiri
- Matlakala a matelele a pampiri – 1 la morutwana yo mongwe le yo mongwe
- Dibopego tša khutlonnethwii di ripilwe ka bogolo bja go fapana gabedi: 'telele' le 'kopana'
- Sekgomaretši

Barutwana ba kgomaretša meseto ya pampiri go kopolla le go katološa patrone.



Workstation 2

What you need

- Pattern cards with incomplete colour patterns in each row
- Paint, paintbrushes
- Paper

Learners use paints to copy and extend the patterns on the cards. They create their own patterns.



Workstation 3

What you need

- Flower pattern cards
- Paper flower petal and leaf cut-outs (16 of each per learner)
- Crayons
- Glue, brushes
- A strip of paper per learner



Learners paste the flower petals and leaves on paper to copy and extend the pattern. They use crayons to decorate their page.

Workstation 4

What you need

- A set of dominoes

Learners match the dominoes with the same number of dots.



Lefelo la go šomela la 2

Tše o di hlokago

- Dikarata tša patrone tša go ba le dipatrone tša mebala tša go se felele molokolokong o mongwe le o mongwe
- Pente, diporaše tša go penta
- Pampiri

Barutwana ba diriša dipente go kopolla le go katološa patrone dikarateng. Ba hlama dipatrone tša bona.



Lefelo la go šomela la 3

Tše o di hlokago

- Dikarata tša patrone ya maloba
- Diphethale tša maloba tša pampiri le matlakala a go ripiwa (16 ya e tee tša morutwana yo mongwe le yo mongwe)
- Dikherayone
- Sekgomaretši, diporaše
- Pampiri ya moseto ya morutwana yo mongwe le yo mongwe



Barutwana ba kgomaretša diphethale tša maloba le matlakala pampiring go kopolla le go katološa patrone. Ba diriša dikherayone go kgabiša letlakala la bona.

Lefelo la go šomela la 4

Tše o di hlokago

- Sete ya ditomino

Barutwana ba tswalanya ditomino le marontho a palo ya go lekana le ya tšona.



Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 6
- Two/three more/fewer
- Equal groups
- Counting on

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Counting objects 1–7
- Sequencing numbers 1–5
- Reinforce number concept 1–5

New maths vocabulary

six
two more

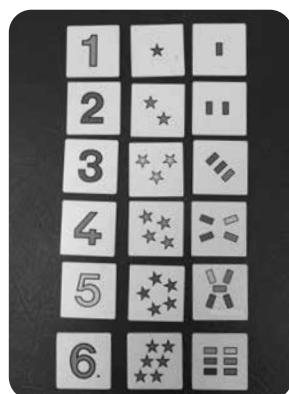
three fewer
enough

same amount
add to

Getting ready

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

- number frieze and house template for number 6 (page 204)
- 5 number 6 dot, symbol and word cards
- 7 large stones
- 7 large playdough/plastic/cardboard ducks
- number symbol card 6 (number line)
- 7 large cardboard snail cut-outs
- a large dice made from a box
- playdough template: Number 6 (page 210) – 1 per learner
- playdough
- blank A4 page in a plastic sleeve – 1 per learner
- a container of Unifix blocks per pair of learners in a group
- number and picture matching cards 1–6 – 1 per learner.



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

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

Tsebo ye mpsa

- Nomoro 6
- Pedi/tharo go feta/fetwa
- Dihlopha tša go lekana
- Go bala go ya pele

Go ikatiša

- Go balela godimo: pele 1–20, morago 7–1
- Go bala dilo 1–7
- Go latelanya dinomoro 1–5
- Gatelela kgopolo ya dinomoro 1–5

Tlotlontšu ye mpsa ya dipalo

tshela
pedi go feta

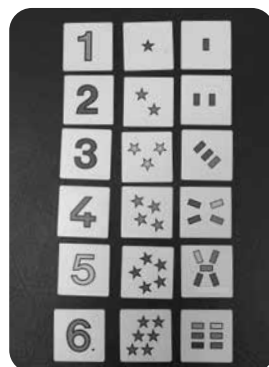
go fetwa ka tharo
lekane

go lekana
hlakanya go

Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 6 (letlakala la 205)
- dikarata tša marontho, maswao le maina tša 6 tše 5
- maswika a magolo a 7
- mapidibidi a magolo a tlhama/polasetiki/khatepote a 7
- karata ya leswao la nomoro 6 (mothalopalo)
- diripiwa tša kgopa tša khatepote tše dikgolo tše 7
- letaese le legolo la go dirwa ka lepokisi
- thempoleiti ya tlhama: Nomoro 6 (letlakala la 211) – 1 ya morutwana yo mongwe le yo mongwe
- tlhama
- letlakala la A4 la go se ngwalwe selo ka polasetiking – 1 la morutwana yo mongwe le yo mongwe
- seswaro sa dipoloko tša *Unifix* tša bobedi bjo bongwe le bjo bongwe bja barutwana sehlopheng
- dikarata tša go tswalanya nomoro le seswantšho 1–6 – 1 ya morutwana yo mongwe le yo mongwe.



Whole class activities

Day 1

What you need

- Rhyme: *It's pattern time* (page 190)
- Number frieze and house template for number 6 (page 204)
- *Number 6 story* (page 190)



TIP

Practise songs and rhymes learnt in previous weeks throughout the daily programme, for example, during toilet routines.

1. **Rhyme:** Say the rhyme, *It's pattern time* from Week 1.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Ask a learner to flap a few times like a duck.

Guiding questions:

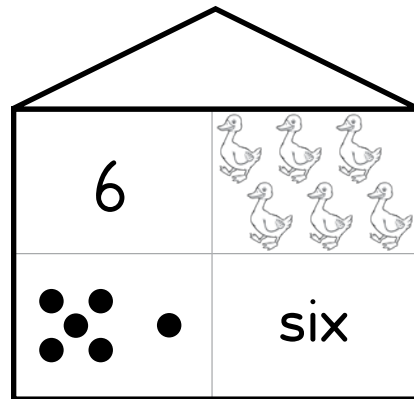
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

4. **Introducing number 6:** Point to number friezes 1–5.

Guiding questions:

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

Tell the *Number 6 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 6, 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 ducks together.



Guiding questions:

- ★ Who has seen a duck before? Where?
 - ★ What noise does a duck make?
 - ★ Can you quack six times? Can you waddle as you quack?
 - ★ How many more ducks are there than monkeys?
 - ★ How many fewer giraffes are there than monkeys?
 - ★ If each duck hatched from an egg, how many eggs would there have been?
5. **Small group activities:** Describe the activities at each workstation.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Ke nako ya dipatrone* (letlakala la 191)
- Kanegelo ya nomoro 6 (letlakala 191)
- Tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 6 (letlakala la 205)

KELETŠO

Go ikatiša dikoša le direto tše ba ithutilego tšona dibekeng tša go feta lenaneong la tšatši ka tšatši, mohlala, ka nako ya go ithuta tshwamare.

1. **Sereto:** Reta sereto, *Ke nako ya dipatrone* sa Beke ya 1.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Kgopela morutwana go phaphasetša matsogo ga mmalwa, bjalo ka lepidibidi.

Dipotšišo tša go hlahla:

- ✦ E bile go feta goba go fetwa ke 7?
- ✦ O tseba bjang?
- ✦ Le ka phaphasetša matsogo ga 7 ka moka ga lena?

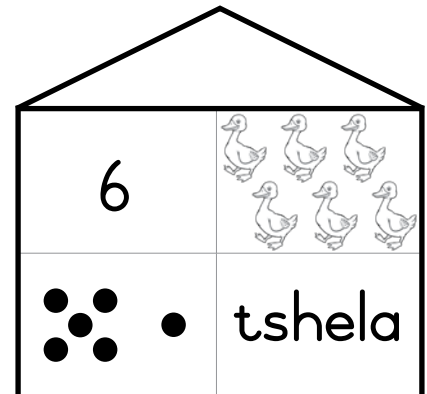
4. **Go tsebiša nomoro 6:** Šupa dišhate tša tlotlontšu le dinomoro 1–5.

Dipotšišo tša go hlahla:

- ✦ O nagana gore go tlo dula diphoofole tše kae ka ntlong ya go latela?
- ✦ E tlo ba tša go feta goba go fetwa ke tše hlano?

Anega *Kanegelo ya nomoro 6*.

Nepišo ya kanegelo ke ntlo ya diphoofole. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro le diswantšho tša ntlo ge o anega kanegelo ya diphoofole: dikemedi tša go fapana tša nomoro 6, mohlala, seswantšho, marontho, leswao le leina. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro lebotong la ntlo ya diphoofole sebakeng sa dipalo. Balang mapidibidi mmogo.



Dipotšišo tša go hlahla:

- ✦ Ke mang yo a kilego a bona lepidibidi? Kae?
- ✦ Lepidibidi le lla bjang?
- ✦ O ka kwakwaetša ga tshela? O ka sepepela bjalo ka lepidibidi ge o kwakwaetša?
- ✦ Palo ya mapidibidi e feta ya dikgabo ka bokae?
- ✦ Palo ya dithutlwa e fetwa ke ya dikgabo ka bokae?
- ✦ Ge lepidibidi le lengwe le le lengwe le phaphašitše leeng, go tla be go be go na le mae a makae?

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

Day 2

What you need

- Song: *Six little ducks* (page 190)
- 5 number 6 dot, symbol and word cards
- Number picture, symbol and dot cards 1–6 (*Resource Kit*)

1. **Song:** Introduce the song, *Six little ducks*.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Choose two learners to take turns to flap fewer than six times while other learners clap. Compare the number of flaps. Ask the same questions as on Day 1. Learners all flap and count as you clap from 1 to 7.
4. **Dot cards 1–6 game:** Show picture, dot and number symbol cards 1–6. Learners organise themselves into groups according to the card that you show.
5. **Maths table:** Groups of six learners collect six similar small objects outside, for example, twigs or leaves. Learners return to sit on the mat in their groups. Each group says what and how many objects they have found. Discuss the similarities and differences between their collections. Give a number 6 dot, symbol or word card to each group. One group at a time puts their objects and number 6 card on the table.



TIP

When forming groups discuss who has enough for six, how many more, and so on.



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

Day 3

What you need

- Song: *Six little ducks* (page 190)
- 7 large stones
- 7 playdough/plastic/cardboard ducks
- Dot cards 1–6 (*Resource Kit*)

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Learners sit in a circle. Tell a short story as you place six stones and seven ducks in the middle of the circle where all the learners can see them.

Guiding questions:

- ★ How many stones/ducks do you think there are?
- ★ Are there more/fewer ducks or more/fewer stones?
- ★ How do you know?

Letšatši la 2

Tše o di hlokago

- Koša: *Mapidibidi a manyane a tshela* (letlakala la 191)
- Dikarata tša marontho, maswao le maina tša 6 tše 5
- Dikarata tša diswantšho tša dinomoro, maswao le marontho 1–6 (*Dithušathuto tša Phapoši*)

1. **Koša:** Tsebiša koša, *Mapidibidi a manyane a tshela*.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Kgetha barutwana ba babedi ba šiedišane ka go phaphasetša matsogo makga a go fetwa ke a tshela mola ba bangwe ba phaphatha diatla. Bapetša makga a go phaphasetša. Botšiša dipotšišo tša go swana le tša Letšatši la 1. Barutwana ka moka ba a phaphasetša matsogo gomme ba bala ge wena o phaphatha diatla go thoma ka 1 go fihla ka 7.
4. **Moraloko wa dikarata tša marontho 1–6:** Bontšha dikarata tša diswantšho, marontho le maswao a dinomoro 1–6. Barutwana ba ipeakanya ka dihlopha go ya ka karata ye o e bontšhago.
5. **Tafola ya dipalo:** Dihlopha tša barutwana ba tshela ba tšea dilo tše dinnyane tše tshela tša go swana ka ntle, mohlala, makalana goba matlakala. Barutwana ba boela mmeteng gomme ba dula fase dihlopheng tša bona. Sehlopha se sengwe le se sengwe se bolela gore se hweditše eng tše kae. Bolelang ka ga go swana le go fapana ga dilo tše ba di swerego. Efa sehlopha se sengwe le se sengwe karata ya marontho, leswao goba leina la nomoro 6. Dihlopha di bea dilo tša tšona le karata ya nomoro 6 tafoleng ka go šiedišana.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.



KELETŠO
Ge go dirwa dihlopha boelang gore ke mang yo a nago le tša go lekana tshela, tše kae go feta, bjalo bjalo.

Letšatši la 3

Tše o di hlokago

- Koša: *Mapidibidi a manyane a tshela* (letlakala la 191)
- Maswika a magolo a 7
- Mapidibidi a tlhama/polasetiki/khatepote a 7
- Dikarata tša marontho 1–6 (*Dithušathuto tša Phapoši*)

1. **Koša:** Opelang koša, *Mapidibidi a manyane a tshela* le e diragatše.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Barutwana ba dula ka sediko. Anega kanegelo ye kopana ge o bea maswika a tshela le mapidibidi a šupa gare ga sediko fao a tlo bonwago ke barutwana bohle.

Dipotšišo tša go hlahla:

- ★ O nagana gore go na le maswika/mapidibidi a makae?
- ★ Go na le mapidibidi a mantši/mannyane goba maswika a mantši/mannyane?
- ★ O tseba bjang?



TIP

Remind the learners holding the cards to include themselves when counting the number of learners in the group.

4. **Dot cards and ordering numbers 1–6:** Show learners dot cards 1–6. Give six learners each a dot card from 1 to 6. Ask them to make groups with friends according to the number of dots on their card.

Guiding questions:

- ★ How many will there be if the group of two learners joins with the group of three learners?
- ★ Is there a group who has the same number of learners in their group as the two groups who have joined together?

Repeat with other numbers and other learners. Learners who are not part of a group arrange the groups in order from 1 to 6.

- ★ Which group comes next?
- ★ Which group is last?

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

Day 4

What you need

- Song: *Six little ducks* (page 190)
- 7 cardboard snails
- 7 playdough/plastic/cardboard ducks
- Number line with number symbol cards 1–6

1. **Song:** Sing the song, *Six little ducks* and dramatise it with another group of learners.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Place seven ducks and seven cardboard snails where all the learners can see them.

Guiding questions:

- ★ How many snails/ducks do you think there are?
- ★ Are there the same number of snails as ducks?
- ★ Are there more/fewer ducks or more/fewer snails? How do you know?

4. **Number 6 dance:** Together create a number 6 dance. Clap six times, jump six times, walk backwards six steps, and so on. Ask learners for suggestions.
5. **Number 6 game:** Learners close their eyes while you hide six ducks around the classroom. The learners then take turns to throw a dice. If it lands on number 6, they look for a duck. Give clues by calling out 'hot' if they are very close to finding a duck, 'cold' if they are far away and 'warm' if they are getting closer. The class counts the ducks together as they are found. They put up the matching number symbols 1–6 on the number line. A learner uses one duck to jump from 1 to 6 on the number line as the class counts.



TIP

Repeat three movements in a sequence a few times before adding new movements.



KELETŠO

Gopotša barutwana ba go swara dikarata gore le bona ba ipale ge ba bala barutwana ba sehlopha sa bona.

4. **Dikarata tša marontho le go latelanya dinomoro 1–6:** Bontšha barutwana dikarata tša marontho 1–6. Efa yo mongwe le yo mongwe wa barutwana ba tshela karata ya marontho go thoma ka 1 go fihla ka 6. Ba kgopele gore ba dire dihlopha le bagwera go ya ka palo ya marontho dikarateng tša bona.

Dipotšišo tša go hlahla:

- ✦ Ge sehlopha sa barutwana ba babedi se kopana le sa barutwana ba bararo e tlo ba bakae?
- ✦ Go na le sehlopha sa go ba le palo ya barutwana ya go lekana le ya dihlopha tše pedi tše di kopanego?

Boeletša ka dinomoro tše dingwe le barutwana ba bangwe. Barutwana bao e sego karolo ya sehlopha ba beakanya dihlopha ka tatelano go thoma ka 1 go fihla ka 6.

- ✦ Go latela sehlopha sefe?
- ✦ Sehlopha sa mafelelo ke sefe?

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

Letšatši la 4

Tše o di hlokago

- Koša: *Mapidibidi a mannyane a tshela* (letlakala la 191)
- Mapidibidi a tlhama/polasetiki/ khatepote a 7
- Dikgopa tša khatepote tše 7
- Mothalopalo wa go ba le dikarata tša maswao a dinomoro 1–6

1. **Koša:** Opelang koša, *Mapidibidi a mannyane a tshela* le e diragatše le sehlopha se sengwe sa barutwana.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Bea mapidibidi a šupa le dikgopa tša khatepote tše šupa fao di tlo bonwago ke barutwana bohle.

Dipotšišo tša go hlahla:

- ✦ O nagana gore go na le dikgopa/mapidibidi a makae?
- ✦ Na palo ya dikgopa le ya madibidi di a lekana?
- ✦ Go na le madibidi a mantši/mannyane goba dikgopa tše dintši/ dinnyane? O tseba bjang?

4. **Mmino wa nomoro 6:** Hlamang mmino wa nomoro 6 mmogo. Phaphatha diatla ga tshela, fofa ga tshela, gata dikgato tše tshela o eya morago, bjalo bjalo. Kgopela barutwana gore ba šišinye mesepelo.

5. **Moraloko wa nomoro 6:** Barutwana ba tswalela mahlo ge o fihla mapidibidi a tshela ka phapošing. Barutwana ba šiedišana ka go foša letaese. Ge le wela go nomoro 6, ba nyaka lepidibidi. Ba fe dikakanyo ka gore 'o a fiša' ge ba batametše lepidibidi kudu, 'o a tonya' ge ba le kgole le lona 'o borutho' ge ba le kgauswi. Barutwana ba bala mapidibidi mmogo morago ga go a hwetša. Ba bea maswao a dinomoro a go tswalana 1–6 mothalopalong. Morutwana o diriša lepidibidi le letee go fofa go thoma go 1 go fihla go 6 mothalopalong mola mphato o bala.



KELETŠO

Boeletša mesepelo ye meraro ka tatelano ga mmalwa pele o tsenya mesepelo ye meswa.

Guiding questions:

- ★ How many ducks have we found?
- ★ How many learners have had a turn to find a duck?
- ★ How many more ducks do we need to find to make six in the group? How do you know?

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

Day 5

What you need

- Song: *Six little ducks* (page 190)
- 7 learners' snack boxes
- Poster 5
- Masking tape/chalk

1. **Song:** Sing the song, *Six little ducks* and dramatise it.
2. **Oral counting:** 1–20 and 7–1.
3. **Counting objects 1–7:** Together count seven learners as they each fetch their snack box.

Guiding questions:

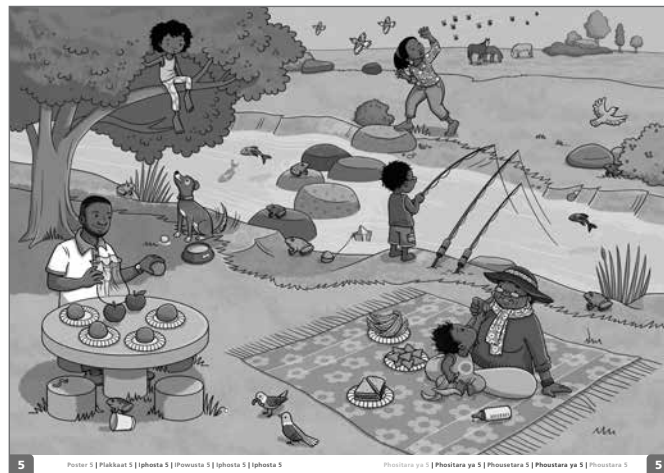
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts from 1 to 6.

Guiding questions:

- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 2/3/4 and count from there onwards as you jump?

5. **Practising 1–6:** Discuss Poster 5. Talk about what the learners can see.



Guiding questions:

- ★ Where do you think these people are?
- ★ Is there anything in this picture that you have seen before?



TIP

If learners do not use snack boxes, use other objects, for example, boxes and blocks.



TIP

Take time to discuss picnics. Move between learners to show them the poster.

Dipotšišo tša go hlhla:

- ✦ Re hweditše mapidibidi a makae?
- ✦ Ke barutwana ba bakae bao ba bilego le sebaka sa go hwetša lepidibidi?
- ✦ Re hloka go hwetša mapidibidi a makae go dira a tshela sehlopheng? O tseba bjang?

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

Letšatši la 5

Tše o di hlokago

- Koša: *Mapidibidi a manyane a tshela* (letlakala la 191)
- Phoustara 5
- Mapokisi a diseneke a barutwana a 7
- Maskhing theipi/tšhoko

1. **Koša:** Opelang koša, *Mapidibidi a manyane a tshela* le e diragatše.
2. **Go balela godimo:** 1–20 le 7–1.
3. **Go bala dilo 1–7:** Mmogo balang barutwana ba šupa ge ba tšea mapokisi a bona a dimonamonane.

Dipotšišo tša go hlhla:

- ✦ Go na le barutwana ba bantši goba mapokisi a dimonamonane a mantši? O tseba bajng?
- Lebelelang ka mapokising mmogo.
- ✦ Ke lepokisi lefe la dimonamonane la go ba le dilo tše pedi/tharo/nne/hlano/tshela ka gare ga lona?
 - ✦ Ke tše dintši/dinnyane go feta tše šupa?

4. **Mothaladi wa go taboga:** Diriša maskhing theipi goba tšhoko go hlama lleri leo barutwana ba tlogo taboga go lona mmeteng ge barutwana ba bala go thoma ka 1 go fihla ka 6.

Dipotšišo tša go hlhla:

- ✦ O ka tabogela nomorong ye nnyane ka e tee/tše pedi, nnyane ka tše pedi/tharo go feta nomoro ye o emego go yona?
- ✦ O ka ema go nomoro 2/3/4 gomme o bale go thoma go yona go ya pele ge o fofa?

5. **Go ikatiša 1–6:** Bolelang ka Phoustara ya 5. Bolelang ka seo barutwana ba se bonago.

Dipotšišo tša go hlhla:

- ✦ O nagana gore batho ba ba mo kae?
- ✦ Mo seswantšhong se go na le selo se o kilego wa se bona peleng?



KELETŠO
 Ge barutwana ba sa diriše mapokisi a dimonamonane diriša dilo tše dingwe, mohlala, mapokisi le dipoloko.

KELETŠO
 Tšeang nako go bolela ka dipikiniki. Sepela gare ga barutwana o ba bontšhe phoustara.



TIP

Encourage learners to think of number questions they would like to ask.

- ✦ Can you see five/six, and so on of anything?
- ✦ How do you know it is five/six, and so on?
- ✦ How many trees do you see? How many more do we need to have six?
- ✦ How many birds do you see? What do we need to do to have six birds? And bananas?
- ✦ Are there enough rolls for each person? What can we do so that everyone has a roll?
- ✦ How many apples do you see? What should Dad do so that all the people get a piece of apple?

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

Integration

Home Language: Stories, songs and rhymes.

Life Skills: Gross motor development and direction.

Small group activities

Teacher-guided activity

What you need

- 6 ducks
- 3 large stones
- Number frieze for 6
- Playdough and boards
- A4 paper and pencils
- A tub per learner with:
 - Number symbol and number word cards 1–6 (*Resource Kit*)
 - 7 animal counters
 - Structure beads

1. **Problem solving:** Show learners six ducks. Put three stones next to three of the ducks.

Guiding questions:

- ✦ How many ducks are there?
- ✦ How many stones are there?
- ✦ Are there enough stones for each duck to sit on?
- ✦ How many ducks won't have a stone to sit on?
- ✦ How many more stones do we need for each duck to have one?

2. **Counting objects 1–7:**

Guiding questions:


Learners look at the animals in their tubs.

- ✦ Do you have more or fewer than six animal counters in your tub?

Learners each count their animals 1–7.

Look at the number frieze with the learners.

- ✦ Which number are we learning about this week?
- ✦ Is this number more or fewer than the number of animals you have?

 **KELETŠO**
 Hlohleletša barutwana go nagana ka dipotšišo tša dinomoro tše ba ka ratago go di botšiša.

- ✦ O bona selo sa go ba le tše hlano/tshela?
 - ✦ O tseba bjang gore ke tše hlano/tshela, bjalo le bjalo?
 - ✦ O bona mehlare ye mekae? Re hloka ye mekae gore re be le ye tshela?
 - ✦ O bona dinonyana tše kae? Re hloka go dira eng gore re be le dinonyana tše tshela? Le dipanana?
 - ✦ Go na le dirolo tša go lekana batho ka moka? Re ka dira eng gore batho bohle ba be le dirolo?
 - ✦ O bona diapole tše kae? Tate o swanetše go dira eng gore batho ka moka ba hwetše seripa sa apole?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.

Tswalanyo

Leleme la Gae: Dikanegelo, dikoša le direto.

Mabokgoni a Bophelo: Tshepetšo ya matsogo le tšhupetšo.

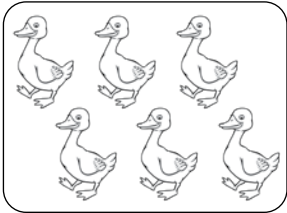
Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Mapidibidi a 6
- Maswika a magolo a 3
- Tšhate ya tlotlontšu le dinomoro ya 6
- Tlhama le diboto
- Pampiri ya A4 le diphensele
- Seswaro sa morutwana yo mongwe le yo mongwe le:
 - Dikarata tša maswao le maina a dinomoro 1–6 (*Dithušathuto tša Phapoši*)
 - Dibaledi tša diphoofole tše 7
 - Lenti la pheta

1. **Tharollo ya mathata:** Bontšha barutwana mapidibidi a tshela. Bea maswika a mararo kgauswi le mapidibidi a mararo.
Dipotšišo tša go hlahlwa:
- ✦ Go na le mapidibidi a makae?
 - ✦ Go na le maswika a makae?
 - ✦ Go na le maswika a go lekana mapidibidi gore a dule godimo ga ona?
 - ✦ Ke mapidibidi a makae ao a tlogo hloka leswika la go dulela?
 - ✦ Go hlokega maswika a mangwe a makae gore lepidibidi le lengwe le le lengwe le be le leswika leo le tlogo dula go lona?
2. **Go bala dilo 1–7:**
Dipotšišo tša go hlahlwa:
 Barutwana ba lebelela diphoofole tša ka diswarong tša bona.
- ✦ O na le dibaledi tša diphoofole tša go feta goba go fetwa ke tše tshela ka seswarong sa gago?
- Morutwana yo mongwe le yo mongwe o bala diphoofole tša gagwe 1–7. Lebelela tšhate ya tlotlontšu le dinomoro le barutwana.
- ✦ Beke ye re ithuta ka nomoro efe?
 - ✦ Nomoro ye e feta goba e fetwa ke nomoro ya diphoofole tša gago?



Together count the ducks on the animal frieze.

- ★ What do you need to do so that you have only six animals in your group?
- ★ Put three animals back into your tub. How many animals do you now have on the mat in front of you?
- ★ How many eyes do your three animals have altogether? How many ears?

3. **More, fewer, equal:** Learners make two groups with the six animals from their tubs.

Guiding questions:

- ★ Which group has more/fewer?
- ★ Who has the same number of animals in each group?
- ★ What do you need to do to make your groups equal? (If they were not equal.)

4. **Matching number symbols 1–6 to objects:** Learners look at their number symbol cards from their tub and at the number frieze.

Guiding questions:

- ★ Can you show me number 1, 4, and so on?
- ★ Can you show me the number that comes before/after 3/5, and so on?

Play a game by hiding your hands behind your back. Show between one and six fingers. The learners count animals to match your fingers and choose the matching number symbol and word card. Repeat a few times.

5. **Structure beads:** Learners use the structure beads to count.

Guiding questions:

- ★ Can you show me four beads, two more beads than 4, three fewer beads than 6, and so on?

Learners hold two beads in their hand.

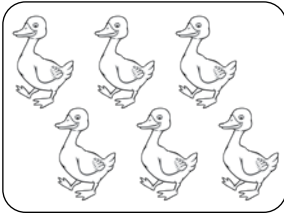
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



Check that learners are able to:

- count objects 1–7
- identify more, fewer and make two equal groups
- recognise, name and match objects to number symbols 1–6
- solve problems up to 6



Mmogo balang mapidibidi ao a lego tšhateng ya tlotlontšu le dinomoro.

- ✦ O hloka go dira eng gore o be le diphoofolo tše tshela fela sehlopheng sa gago?
- ✦ Bušetša diphoofolo tše tharo ka seswarong. O na le diphoofolo tše kae bjale mmeteng wo o lego pele ga gago?
- ✦ Diphoofolo tša gago tše tharo di na le mahlo a makae ka moka? Ditsebe ke tše kae?

3. **Feta, fetwa, lekana:** Barutwana ba dira dihlopha tše pedi ka diphoofolo tše tshela tša ka diswarong tša bona.

Dipotšišo tša go hlahla:

- ✦ Ke sehlopha sefe sa go ba le tše dintši/dinnyane?
- ✦ Ke mang wa go ba le palo ya diphoofolo ya go lekana sehlopheng se sengwe le se sengwe?
- ✦ Le hloka go dira eng gore dihlopha tša lena di lekane? (Ge di be di sa lekane.)

4. **Go tswalanya maswao a dinomoro 1–6 le dilo:** Barutwana ba lebelela dikarata tša maswao a dinomoro diswarong tša bona le tšhate ya tlotlontšu le dinomoro.

Dipotšišo tša go hlahla:

- ✦ O ka mpontšha nomoro 1, 4, bjalo bjalo?
- ✦ O ka mpontšha nomoro ya go tla pele ga/ka morago ga $\frac{3}{5}$, bjalo bjalo?

Bapala moraloko ka go uta diatla tša gago ka morago ga gago. Bontšha menwana ya magareng ga o tee le ye tshela. Barutwana ba bala diphoofolo tša go tswalana le menwana ya gago gomme ba kgetha leswao la nomoro la go tswalana le karata ya leina. Boeletša ga mmalwa.

5. **Lenti la pheta:** Barutwana ba diriša lenti la pheta go bala.

Dipotšišo tša go hlahla:

- ✦ O ka mpontšha dipheta tše nne, tše pedi go feta 4, tše tharo go fetwa ke 6, bjalo bjalo?

Barutwana ba swara dipheta tše pedi ka diatleng.

- ✦ O hloka dipheta tše dingwe tše kae gore e be tše 4?
- ✦ O ka tsenya pheta e tee/tše pedi?
- ✦ O na le dipheta tše kae bjale?
- ✦ O ka ntšha pheta e tee/tše pedi?
- ✦ O šetše ka dipheta tše kae bjale?

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



Lekola gore barutwana ba kgona go:

- bala dilo 1–7
- hlatha feta, fetwa le go dira dihlopha tše pedi tša go lekana
- lemoga, go fa leina le go tswalanya dilo le maswao a dinomoro 1–6
- rarolla mathata go fihla ka 6

**TIP**

Place number cards on the table for learners to copy if the number line is too far away.

Workstation 1**What you need**

- Blank A4 page in a plastic sleeve – 1 per learner
- Whiteboard kokis
- A cloth for each pair of learners
- Number line
- Counters (*Resource Kit*)

Learners write number 1 with kokis using the number line as a guide. They count out the number of counters (one) to match this. Repeat with numbers 2–6.

Workstation 2**What you need**

- Playdough
- Playdough template: Number 6 (page 210) – 1 per learner

The learners use playdough to complete the template.

Workstation 3**What you need**

- Per pair of learners:
 - One dice
 - A container with Unifix blocks

Learners take turns in pairs to roll the dice and stack the matching number of Unifix blocks to make a tower. They then roll the dice again and add more Unifix blocks to their tower according to the number on the dice.

**Workstation 4****What you need**

- Number and picture matching cards 1–6

Learners choose cards. They find the matching number and picture cards.

**TIP**

This can be explained as a snap or memory game if learners are able to play independently.

Lefelo la go šomela la 1

KELETŠO

Bea dikarata tša dinomoro tafoleng gore barutwana ba di kopolle ge mothalopalo o le kgole.

Tše o di hlokago

- Letlakala la A4 la go se ngwalwe selo ka gare ga polasetiki – 1 la morutwana yo mongwe le yo mongwe
- Dikoki tša letlapa le lešweu
- Lešela la bobedi bjo bongwe le bjo bongwe bja barutwana
- Mothalopalo
- Dibaledi (*Dithušathuto tša Phapoši*)

Barutwana ba ngwala nomoro 1 ka dikoki ba diriša mothalopalo bjalo ka hlahli. Ba bala palo ya dibaledi (tee) go tswalana le yona. Boeletša ka dinomoro 2–6.

Lefelo la go šomela la 2

Tše o di hlokago

- Tlhama
- Thempoleiti ya tlhama: Nomoro 6 (letlakala la 211) – 1 ya morutwana yo mongwe le yo mongwe

Barutwana ba diriša tlhama go feleetša thempoleiti.

Lefelo la go šomela la 3

Tše o di hlokago

- Phereng ya barutwana: – Sekotlolo sa dipoloko tša *Unifix* – Letaese le letee

Ka diphere barutwana ba šiedišana ka go kgokološa letaese gomme ba pakela palo ye e tswalanego ya dipoloko tša *Unifix* go dira tora. Gomme ba kgokološa letaese gape ba tsenya dipoloko tše dingwe tša *Unifix* toreng ya bona go ya ka palo ye e lego letaeseng.



Lefelo la go šomela la 4

KELETŠO

Se se ka gopolwa bjalo ka moraloko wa ka pejana goba wa kgopolo ge barutwana ba kgona go bapala ka bobona.

Tše o di hlokago

- Dikarata tša go tswalanya dinomoro le diswantšho 1–6

Barutwana ba kgetha dikarata. Ba hwetša dikarata tša dinomoro le diswantšho tša go tswalana.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 7
- Oral counting: backwards 10–1
- Counting objects 1–10

Practise

- Oral counting: forwards 1–20, backwards 7–1
- Sequencing numbers 1–6
- Two/three more/fewer
- Add, take away
- Reinforce number concept 1–6

New maths vocabulary

seven

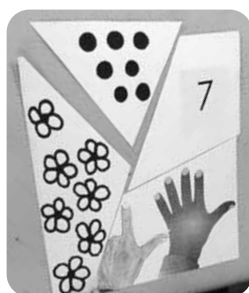
as many as

difference between

Getting ready

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

- number frieze and house template for number 7 (page 206)
- 7 cardboard cut-outs of frogs (5 brown and 2 green)
- washing line with number symbol cards 1–7
- 5 number 7 dot, symbol and word cards
- number 7 dot cards with the dots arranged differently on each one
- 7 A5 cards each with a number from 1 to 7 and string to make number necklaces
- playdough flies
- number dot cards 1–7, one set per learner
- playdough template: Number 7 (page 212) – 1 per learner
- playdough – enough for two activities
- 1 paper cup per learner
- a container with bottle tops/beads to fill the cups
- an A4 page per learner with a picture of two jars, labelled with a number symbol between 1 and 7 (see Workstation 2)
- paper cut-outs of different coloured sweets (see Workstation 2)
- number puzzles (1–7).



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

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

Tsebo ye mpsha

- Nomoro 7
- Go balela godimo: morago 10–1
- Go bala dilo 1–10

Go ikatiša

- Go balela godimo: pele 1–20, morago 7–1
- Go latelanya dinomoro 1–6
- Pedi/tharo go feta/fetwa
- Hlakanya, tloša
- Gatelela lereo la dinomoro 1–6

Tlotlontšu ye mpsha ya dipalo

šupa

ntši bjalo ka

phapano gare ga

Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 7 (letlakala la 207)
- diripiwa tša segwagwa tša khatepote tše 7 (5 tsotho, 2 talamorogo)
- terata ya go anega diaparo le dikarata tša maswao a dinomoro 1–7
- dikarata tša maronho, leswao le leina la nomoro 7 tše 5
- dikarata tša maronho tša nomoro 7 ka maronho a go beakanywa ka tsela ya go fapana go ye nngwe le ye nngwe
- dikarata tša A5 tše 7 ye nngwe le ye nngwe e na le nomoro ya go thoma ka 1 go fihla ka 7 le lenti la go dira dipheta tša melaleng tša dinomoro
- dintši tša tlhama
- karata ya maronho a dinomoro 1–7, sete ya morutwana yo mongwe le yo mongwe
- thempoleiti ya tlhama: Nomoro 7 (letlakala 213) – 1 ya morutwana yo mongwe le yo mongwe
- tlhama – ya go lekana mešongwana ye mebedi
- komiki ya pampiri ye 1 ya morutwana yo mongwe le yo mongwe
- sekotlolo sa dikhurumelo tša mabotlelo/dipheta tša go tlatša dikomiki
- letlakala la A4 la morutwana yo mongwe le yo mongwe le seswantšho sa meruswi ye mebedi, ya go ba le leswao la nomoro ya go thoma ka 1 go fihla ka 7 (lebelela Lefelo la go šomela la 2)
- diripiwa tša pampiri tša malekere a mebala ya go fapana (lebelela Lefelo la go šomela la 2)
- marara a dinomoro (1–7).



Whole class activities

Day 1

What you need

- Song: *Seven green speckled frogs* (page 192)
- Number frieze and house template for number 7 (page 206)
- *Number 7 story* (page 192)

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Hold up one finger at a time and together count 1–10. Learners turn to a partner and take turns to count one another's fingers.



TIP

If possible, ask learners to bring a pair of gloves to school. Show an example and discuss what they understand by the word 'pair' (a set of two things used together). They can think of pairs on their bodies, for example, hands, legs, eyes, and so on.

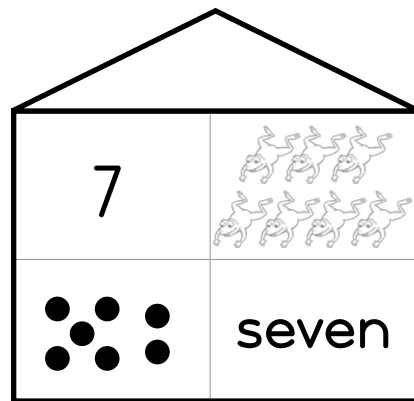
Guiding questions:

- ★ How many fingers do you have on both hands?
 - ★ What else do we have ten of on our bodies?
4. **Introducing number 7:** Point to number friezes 1–6.

Guiding questions:

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

Tell the *Number 7 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 7, for example, the picture, the dots, the symbol and the word. Display the parts of the frieze in the animal house next to number 6 on the wall in the maths area. Count the frogs together.



Guiding questions:

- ★ How many more frogs are there than ducks?
- ★ How many fewer monkeys are there than frogs?
- ★ What number comes before 5/6; after 3/4, and so on?

Dramatise being a frog.

- ★ What noise does a frog make?
- ★ Can you show me how they move/eat?
- ★ How many eyes will one frog/two frogs/three frogs have?

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



TIP

Before introducing new knowledge, ask learners what number they have been counting back from, and how many objects they have been counting up to.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Koša: *Digwagwa tša maronthwana a matalamorogo tše šupa* (letlakala la 193)
- *Kanegelo ya nomoro 7* (letlakala 193)
- Tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 7 (letlakala la 207)

1. **Koša:** Opela koša, *Digwagwa tša maronthwana a matalamorogo tše šupa*.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Emiša monwana o tee gomme le bale mmogo 1–10. Morutwana o retologela go mogwera gomme ba šiedišana ka go bala menwana ya yo mongwe.

KELETŠO

Ge go kgonega, kgopela barutwana gore ba tle le phere ya ditelafo. Ba bontšhe mohlala le bolele gore ba kwešiša lentšu 'phere' bjang (sete ya dilo tše pedi tša go dirišwa mmogo). Ba ka nagana ka diphere tša mebele ya bona, mohlala, diatla, maoto, mahlo, bjalo bjalo.

Dipotšišo tša go hlahla:

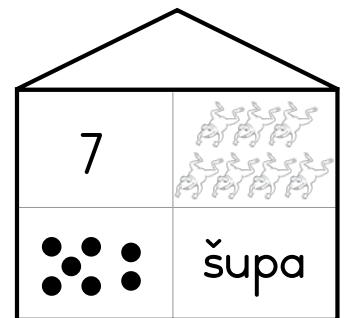
- ★ O na le menwana ye mekae diatleng tše pedi?
- ★ Re na le eng tše dingwe tše lesome mebeleng ya rena?

4. **Go tsebiša nomoro 7:** Šupa ditšhate tša tlotlontšu le dinomoro 1–6.

Dipotšišo tša go hlahla:

- ★ O nagana gore go tlo dula diphoofole tše kae ka ntlong ya go latela?
- ★ E tlo ba tša go feta goba go fetwa ke tše tshela?

Anega *Kanegelo ya nomoro 7*. Bontšha dikarolo tša tšhate ya tlotlontšu le dinomoro ge o anega kanegelo ya diphoofole le diswantšho tša ntlo: dikemedi tša go fapana tša nomoro 7, mohlala, diswantšho, marontho, leswao le leina. Bontšha karolo ya tšhate ya tlotlontšu le dinomoro ka ntlong ya diphoofole kgauswi le nomoro 6 lebotong sebakeng sa dipalo. Balang digwagwa mmogo.



Dipotšišo tša go hlahla:

- ★ Go na le digwagwa tša go feta mapidibidi tše kae?
- ★ Go na le dikgabo tša go fetwa ke digwagwa ka tše kae?
- ★ Ke nomoro efe ye e tlogo pele ga 5/6; ka morago ga 3/4, bjalo bjalo? Diragatšang go ba segwagwa.
- ★ Segwagwa se lla bjang?
- ★ O ka mpontšha gore se sepela/ja bjang?
- ★ Segwagwa se setee/pedi/tharo di tlo ba le mahlo a makae?

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

KELETŠO

Pele o tsebiša tsebo ye mpsha, botšiša barutwana gore ba be ba balela morago go thoma ka nomoro efe, le gore ba be ba bala go fihla ka dilo tše kae.

Day 2

What you need

- Song: *Seven green speckled frogs* (page 192)
- Song: *One little, two little* (page 192)
- Dot, picture and number symbol cards 1–7 (*Resource Kit*)
- 5 number 7 dot, symbol and word cards

1. **Song:** Sing the song, *Seven green speckled frogs* and dramatise it.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Sing, *One little, two little*, while showing fingers 1–10.
4. **Dot cards 1–7 game:** Play the 'grouping game' from Week 2 (page 44: Activity 4, Day 3) to get learners into groups of seven. Use dot, picture and number symbol cards 1–7.
5. **Maths table:** Groups of seven learners collect seven similar small objects inside or outside the classroom, for example, blocks, kokis, stones or waste materials. 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 a number 7 dot, symbol and word card to each group. One group at a time puts their objects and number 7 cards on the table.



TIP

Learners can collect seven waste items from home or on the playground for recycling.



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

Day 3

What you need

- Song: *Seven green speckled frogs* (page 192)
- 7 cardboard cut-outs of frogs
- Dot cards for 1–7
- Dot cards for 7 (with different dot arrangements)
- Number friezes 1–6
- Number frieze: Number 7 (page 206)

1. **Song:** Sing the song, *Seven green speckled frogs*. Use the pictures as you sing the song.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 2.

Letšatši la 2

Tše o di hlokago

- Koša: *Digwagwa tša maronthwana a matalamorogo tše šupa* (letlakala la 193)
- Koša: *O monnyane o tee, e mennyane e mebedi* (letlakala la 193)
- Dikarata tša maronθο, diswantšho le maswao a dinomoro 1–7 (*Dithušathuto tša Phapoši*)
- Dikarata tša maronθο, leswao le leina la nomoro 7 tše 5

1. **Koša:** Opelang koša, *Digwagwa tša maronthwana a matalamorogo tše šupa* le e diragatše.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Opelang, *O monnyane o tee, e mennyane e mebedi*, le bontšha menwana 1–10.
4. **Moraloko wa dikarata tša maronθο 1–7:** Bapala ‘moraloko wa go hlopha’ go tšwa go Beke ya 2 (letlakala la 45: Mošongwana wa 4, Letšatši la 3) go arola barutwana ka dihlopha tša ba šupa. Diriša dikarata tša maronθο, diswantšho le maswao a dinomoro 1–7.
5. **Tafola ya dipalo:** Sehlopha sa barutwana ba šupa se kgoboketša dilo tše dinnyane tša go swana ka gare goba ka ntle ga phapoši, mohlala, dipoloko, dikoki, maswika goba matlakala. Barutwana ba boela mmeteng go dula ka dihlopha tša bona. Sehlopha se sengwe le se sengwe se bolela gore se hweditše eng, tše kae. Bolelang ka dilo tša go swana le tša go fapana magareng a kgoboketšo. Efa sehlopha se sengwe le se sengwe karata ya maronθο, maswao le ya maina tša nomoro 7. Sehlopha se setee ka nako se bea dilo tša sona le dikarata tša nomoro 7 tafoleng.
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelong le lengwe le le lengwe la go šomela.



KELETŠO

Barutwana ba ka kgoboketša dilo tše šupa tša ditlakala kua gae goba lepatlelong la dipapadi gore di dirišwe leswa.

Letšatši la 3

Tše o di hlokago

- Koša: *Digwagwa tša maronthwana a matalamorogo tše šupa* (letlakala la 193)
- Diripiwa tša digwagwa tša khatepote tše 7
- Dikarata tša maronθο tša 1–7
- Dikarata tša maronθο tša 7 (maronθο a beakantšwe ka go fapana)
- Tšhate ya tlotlontšu le dinomoro 1–6
- Tšhate ya tlotlontšu le dinomoro: Nomoro 7 (letlakala la 207)

1. **Koša:** Opelang koša, *Digwagwa tša maronthwana a matalamorogo tše šupa*. Dirišang diswantšho ge le opela koša.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Boeletšang mošongwana wa Beke ya 2.

4. **Dot cards and ordering 1–7:** Slowly show learners the dot cards 1–7. They clap when they see the card with seven dots. Show learners combinations of dot cards that make seven. Start with the dot cards for 3 and 4.

Guiding questions:

- ★ How many dots are there? (3)
- ★ How many dots are there? (4)
- ★ How many dots are there if we put the cards (3 and 4) together?

Repeat with other dot card combinations.

- ★ Are there any cards that we haven't used that we can put together to make seven dots?

Place the dot cards where learners can see them. They take turns to choose two cards that make up the number 7.

Show the dot cards for 7 that have different arrangements of dots.

Guiding questions:

- ★ How many dots are there on each card?

Learners take turns to match dot cards for 1–7 to numbers on the number friezes. They place these in the correct order on the wall.

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

Day 4

What you need

- Song: *Seven green speckled frogs* (page 192)
- 15 pairs of gloves or cardboard hand cut-outs
- 7 number 1–7 necklaces
- 7 cardboard frogs
- Number friezes 1–7

1. **Song:** Sing the song, *Seven green speckled frogs* together and then look at number friezes 1–7.

Guiding questions:

- ★ How many houses can you see?
- ★ How many frogs are there in the song?
- ★ Are there enough houses for us to put one frog in each house?

Learners attach a frog to each house.

2. **Oral counting:** 1–20 and 10–1.

3. **Counting objects 1–10:** Learners count the fingers on a pair of gloves.

Guiding questions:

- ★ Are there as many fingers on the gloves as you have on your hands?
- ★ Have you seen gloves that have more/fewer than ten fingers?

4. **Practising and ordering 1–7:** Create a 'Number 7' dance, for example, stamp seven times, nod seven times and sway seven times.



TIP

This can be done in pairs, small groups or individually depending on the number of pairs of gloves. Use cardboard hand cut-outs if learners do not bring gloves.

4. **Dikarata tša marontho le go latelanya 1–7:** Bontšha barutwana dikarata tša marontho ka go nanya 1–7. Ba phaphatha diatla ge ba bona karata ya marontho a šupa.

Bontšha barutwana dikarata tša marontho tša go dira šupa ge di kopantšwe. Thoma ka dikarata tša marontho tša 3 le 4.

Dipotšišo tša go hlahla:

- ✦ Go na le marontho a makae? (3)
- ✦ Go na le marontho a makae? (4)
- ✦ Go na le marontho a makae ge re kopanya dikarata (3 le 4)?

Boeletša ka go kopanya dikarata tša marontho tše dingwe.

- ✦ Go na le dikarata tše re sa di dirišago tše re ka di kopanyago go dira marontho a šupa?

Bea dikarata tša marontho fao barutwana ba tla kgonago go di bona. Šiedišanang ka go kgetha dikarata tše pedi tše di dirago 7.

Bontšha dikarata tša marontho tša 7 tša go beakanywa ka ditsela tša go fapana.

Dipotšišo tša go hlahla:

- ✦ Go na le marontho a makae karateng ye nngwe le ye nngwe?

Barutwana ba šiedišana ka go tswalanya dikarata tša marontho tša 1–7 dinomorong tše di lego go šhate ya tlotlontšu le dinomoro. Ba di bea ka tatelano ya go nepagala lebotong.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Digwagwa tša maronthwana a matalamorogo tše šupa* (letlakala la 193)
- Dipheta tša molaleng tša dinomoro 1–7 tše 7
- Diphere tša ditlelafo tše 15 goba diripiwa tša diatla tša khatepote
- Digwagwa tša khatepote tše 7
- Ditšhate tša tlotlontšu le dinomoro 1–7

1. **Koša:** Opelang koša, *Digwagwa tša maronthwana a matalamorogo tše šupa* mmogo gomme le lebelele ditšhate tša tlotlontšu le dinomoro 1–7.

Dipotšišo tša go hlahla:

- ✦ O bona dintlo tše kae?
- ✦ Go na le digwagwa tše kae košeng?
- ✦ Go na le dintlo tša go lekana gore re bee segwagwa se sengwe le se sengwe ntlong ya sona?

Barutwana ba bea segwagwa se sengwe le se sengwe ntlong ya sona.


2. **Go balela godimo:** 1–20 le 10–1.

3. **Go bala dilo 1–10:** Barutwana ba bala menwana ya phere ya ditlelafo.

Dipotšišo tša go hlahla:

- ✦ Na ditlelafo di na le menwana ye mentši go swana le ya diatla tša gago?
- ✦ O ile wa bona ditlelafo tša go ba le menwana ya go feta/fetwa ke menwana ye lesome?

4. **Go ikatiša le go latelanya 1–7:** Hlama mmimo wa 'Nomoro 7', mohlala, kiba fase ka maoto ga šupa, dumela ka hlogo ga šupa o ye kamo le kamo ga šupa.

 **KELETŠO**
Se se ka dirwa ka bobedi, dihlopha tše dinnyane goba motho o tee go ya ka palo ya diphere tša ditlelafo tše di lego gona. Diriša diripiwa tša diatla tša khatepote ge barutwana ba sa tla le ditlelafo.

TIP

Discuss with learners why they need to call 'one fewer' than the number written on their necklace.

Seven learners wear a number necklace with a number from 1 to 7 on it. The other learners guide the seven learners with necklaces to stand in order from 1 to 7. Then each learner with a necklace creates a group to match the number on their necklace. Those remaining count the numbers in the groups and point to the matching number frieze.

Guiding questions:

- ★ How many friends do you need to call if you have the number 5/6, and so on?

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

Day 5

What you need

- Song: *Seven green speckled frogs* (page 192)
- 10 pairs of gloves or cardboard hand cut-outs
- Masking tape or chalk
- Poster 3
- Beanbag

1. **Song:** Sing the song, *Seven green speckled frogs* together.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Together count ten learners to sit in a row and place one pair of gloves in front of each learner.

Guiding questions:

- ★ How many pairs of gloves are there on the mat?
- ★ Are there enough for each of these ten learners?
- ★ How can we check?

4. **Jumping track:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–7.

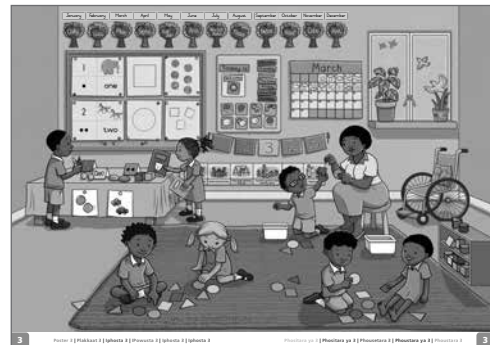
Guiding questions:

- ★ Can you jump to the number that is one more/two fewer/ two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/5/6 and count from there onwards as you jump?
- ★ Can you throw the beanbag to the number that is one more than 6?

5. **Practising 1–7:** Discuss Poster 3. Talk about what the learners can see.

Guiding questions:

- ★ In what way does this classroom look the same/ different to yours?
- ★ Can you see seven/six, and so on of anything?
- ★ Are there more learners standing, or more learners sitting?
- ★ How many trees on the birthday chart have more than one name?



TIP

Tie each pair of gloves or hand cut-outs together.

KELETŠO

Boledišana le barutwana gore ba hloka eng 'e tee go fetwa' ke nomoro ye e ngwadilwego dipheteng tša bona tša melala.

Barutwana ba šupa ba apara pheta ya molala ya dinomoro tša go thoma ka 1 go fihla ka 7. Barutwana ba bangwe ba thuša barutwana ba go apara dipheeta tša molala gore ba eme ka tatelano go thoma ka 1 go fihla ka 7. Gomme morutwana yo mongwe le yo mongwe wa ba go apara dipheeta tša molala ba hlama dihlopha tša go tswalana le nomoro ye e lego pheteng ya melala ya bona. Bao ba šetšego ba bala dinomoro dihlopheng gomme ba šupa tšhate ya tlotlontšu le dinomoro ya go ba le tswalano.

Dipotšišo tša go hlaha:

✦ O hloka go bitša bagwera ba bakae ge o na le dinomoro 5/6, bjalo le bjalo?

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

Letšatši la 5

Tše o di hlokago

- Koša: *Digwagwa tša maronthwana a matalamorogo tše šupa* (letlakala la 193)
- Diphere tša ditelafo tše 10 goba diripiwa tša diatla tša khatepote
- Maskhing theipi goba tšhoko
- Phoustara ya 3
- Mokotla wa dinawa

1. **Koša:** Opelang koša, *Digwagwa tša maronthwana a matalamorogo tše šupa* mmogo.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Mmogo balang barutwana ba lesome ba dule molokolokong gomme o bee phere e tee ya ditelafo pele ga morutwana yo mongwe le yo mongwe.

Dipotšišo tša go hlaha:

- ✦ Go na le diphere tše kae tša ditelafo mmeteng?
- ✦ Na di tlo lekana yo mongwe le yo mongwe wa barutwana ba lesome?
- ✦ Re ka lekola bjang?

4. **Tsela ya go taboga:** Diriša maskhing theipi goba tšhoko go hlama lleri mmeteng gore barutwana ba taboge ge mphato o bala 1–7.

Dipotšišo tša go hlaha:

- ✦ O ka tabogela go nomoro e tee go feta/pedi go fetwa/pedi go feta/tharo go fetwa ke nomoro ye o emego go yona?
- ✦ O ka ema go nomoro 4/5/6 gomme o bale go thoma fao go ya pele o fofa?
- ✦ O ka fošetša mokotla wa dinawa go nomoro ye e lego tee go feta 6?

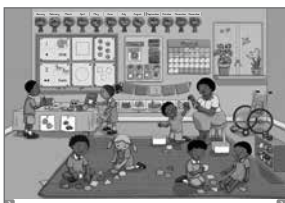
5. **Go ikatiša 1–7:** Bolelang ka Phoustara ya 3. Bolelang ka seo barutwana ba se bonago.

Dipotšišo tša go hlaha:

- ✦ Phapoši ye e swana/fapana le ya gago bjang?
- ✦ O kgona go bona tše šupa/tshela, bjalo bjalo tša selo sefe?
- ✦ Barutwana ba bantši ke bao ba emego, goba ba bantši ke bao ba dutšego fase?
- ✦ Ke mehlare ye mekae tšhateng ya letšatši la matswalo ya go ba le maina a go feta le letee?

KELETŠO

Bofa phere ye nngwe le ye nngwe ya ditelafo goba diripiwa tša diatla mmogo.



- ★ Which numbers could we add to the number washing line? Why those numbers?
 - ★ Which number comes before/after/between ____?
 - ★ Seven birds fly past the window. If we can see four how many have flown past?
 - ★ Together two learners have seven shapes. If one of the learners has five shapes, how many shapes does the other learner have?
6. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Create stories and songs about frogs and numbers using familiar tunes.

Small group activities

Teacher-guided activity

What you need

- 7 cardboard cut-outs of frogs
- 7 playdough flies (small balls of playdough)
- 2 plastic lids or paper plates per learner
- A tub per learner with:
 - Number dot cards 1–7
 - Number symbol and word cards 1–7 (*Resource Kit*)
 - 7 counters
 - A ball of playdough

1. **Word problems:** Look at the seven frogs and seven playdough flies.

Guiding questions:

- ★ Six frogs each eat a fly. How many flies are left?
- ★ How do you know? Tell me how you got your answer.

2. **Practising more than, fewer than, equal to:** Look at the seven frogs and seven flies again.

Guiding questions:

- ★ Are the number of frogs more than, fewer than or equal to the number of flies?

Count the frogs and the flies together.

3. **Add, take away:** Learners use counters to represent the frogs. Ask them to show you seven frogs (using counters).

Guiding questions:

- ★ How many frogs will be left if you take away three frogs?
- ★ If we add two frogs. How many frogs do you have now?

Learners use the counters in their tubs to represent and solve problems – for example:

- ★ Five frogs are looking for flies. Some frogs are green and some are brown. Two of the frogs are brown. How many frogs are green?
- ★ How do you know? Tell me how you got your answer.



TIP

Always ask learners to explain how they solved the problem, or how they got their answers.

- ✦ Re ka tsenya dinomoro dife mothalopalong? Ka lebaka la eng e eba dinomoro tšeo?
 - ✦ Ke nomoro efe ye e tlogo pele/morago/gare ga _____?
 - ✦ Dinonyana tše šupa di fofa go feta lefasetereng. Ge re bona tše nne go fetile tše kae?
 - ✦ Mmogo barutwana ba babedi ba swere dibopego tše šupa. Ge yo mongwe wa barutwana a na le dibopego tše hlano, morutwana yo mongwe o na le tše kae?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Tswalanyo

Leleme la Gae le Mabokgoni a Bophelo: Hlama dikanegelo le dikoša ka ga digwagwa le dinomoro o diriša melodi ya go tlwaelega.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Digwagwa tša go ripiwa tša khatepote tše 7
- Dintšhi tša tlhama tše 7 (dikgwele tše dinnyane tša tlhama)
- Dikhurumelo tša polasetiki tše 2 goba dipoleiti tša pampiri tša morutwana yo mongwe le yo mongwe
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dikarata tša marontho tša dinomoro 1–7
 - Dikarata tša maswao le maina a dinomoro 1–7 (*Dithušathuto tša Phapoši*)
 - Dibaledi tše 7
 - Kgwele ya tlhama

1. **Dipalo tša mantšu:** Lebelela digwagwa tše šupa le dintšhi tša tlhama tše šupa.

Dipotšišo tša go hlahlwa:

 - ✦ Se sengwe le se sengwe sa digwagwa tše šupa se ja ntšhi. Go šetše dintšhi tše kae?
 - ✦ O tseba bjang? Mpotše gore o fihlile bjang karabong ya gago.
2. **Go ikatiša feta, fetwa, lekana le:** Lebelela digwagwa tše šupa le dintšhi tše šupa gape.

Dipotšišo tša go hlahlwa:

 - ✦ Na palo ya digwagwa e feta goba e lekana le palo ya dintšhi? Mmogo balang digwagwa le dintšhi.
3. **Tsenya, tloša:** Barutwana ba diriša dibaledi go emela digwagwa. Ba kgopele gore ba go bontšhe digwagwa tše šupa (ba diriša dibaledi).

Dipotšišo tša go hlahlwa:

 - ✦ Ge o ka tloša digwagwa tše tharo go tlo šala tše kae?
 - ✦ Ge re tsenya digwagwa tše pedi. O na le digwagwa tše kae bjale? Barutwana ba diriša dibaledi tša ka diswarong tša bona go emela le go rarolla mathata – mohlala:
 - ✦ Digwagwa tše hlano di nyaka dintšhi. Digwagwa tše dingwe ke tše ditalamorogo gomme tše dingwe ke tše ditsotho. Digwagwa tše pedi ke tše ditsotho. Digwagwa tše ditalamorogo ke tše kae?
 - ✦ O tseba bjang? Mpotše gore o hweditše karabo ya gago bjang.

KELETŠO

Ka mehla o kgopele barutwana go hlaloša gore ba rarolotše bothata bjang, goba ka fao ga fihlilego karabong ya bona.

- ★ A green frog has two flies. A brown frog has four flies. How many more flies does the brown frog have than the green frog?
 - ★ How do you know? Tell me how you got your answer.
4. **Counting objects 1–10 and 10–1:** Learners make and count 10 flies each. They count backwards from 10 to 1.
- Guiding questions:**
- ★ Can you show me 4/7, and so on flies?
5. **Practising numbers 1–7:** Learners take out a number symbol card. They build a tower with the Unifix blocks to match this. They match their dot cards and number word cards to their number symbol and tower.
- Guiding questions:**
- ★ Does your tower have the same number of Unifix blocks as the number of flies I have?
 - ★ Does your tower have the same number of Unifix blocks as the number of frogs?
6. **Shake and break:** Learners use seven counters to shake and break. Discuss how the learners have broken up 7.
- Compare groups by asking learners to put three counters on one lid and four on the other.
- Guiding questions:**
- ★ Which lid has the most counters?
- Ask learners to put six counters on one lid and one on the other.
- ★ Which lid has fewer counters?
 - ★ How many fewer?
- Ask learners to put four counters on one lid and one on the other.
- ★ How could we make the counters on each lid equal?
7. **Dice:** Roll the dice. Learners quickly say the number of dots on the dice.
8. **Practising number 7 using playdough:** The learners make the number symbol 7 out of playdough. Support learners who are ready to write 7.



Check that learners are able to:

- count objects 1–10
- count backwards 10–1
- identify more, fewer and equal
- recognise, match, name and order number symbols, number words and dot cards 1–7
- match objects with dot cards 1–7
- solve addition and subtraction problems to 7
- identify dots 1–6 on a dice

- ✦ Segwagwa se setalamorogo se na le dintšhi tše pedi. Segwagwa se setsotho se na le dintšhi tše nne. Segwagwa se setsotho se na le dintšhi tše dingwe tše kae go feta tša segwagwa se setalamorogo?
 - ✦ O tseba bjang? Mpotše gore o hweditše karabo ya gago bjang.
4. **Go bala dilo 1–10 le 10–1:** Morutwana yo mongwe le yo mongwe o dira le go bala dintšhi tše 10. Ba balela morago go thoma go 10 go fihla go 1.
- Dipotšišo tša go hlaha:**
- ✦ O ka mpontšha 4/7, dintšhing?
5. **Go ikatiša dinomoro 1–7:** Barutwana ba ntšha karata ya maswao a dinomoro. Ba aga tora ka dipoloko tša *Unifix* go e tswalanya le se. Ba tswalanya dikarata tša bona tša marontho le dikarata tša maina a dinomoro go leswao la nomoro le tora.
- Dipotšišo tša go hlaha:**
- ✦ Tora ya gago e na le palo ya dipoloko tša *Unifix* ya go lekana le ya dintšhi tše ke nago le tšona?
 - ✦ Tora ya gago e na le palo ya dipoloko tša *Unifix* ya go lekana le palo ya digwagwa?
6. **Šikinya o aroganye:** Barutwana ba diriša dibaledi tše šupa go šikinya le go aroganya. Bolelang ka fao barutwana ba arogantšego 7. Bapetša dihlopha ka go kgopela barutwana gore ba bee dibaledi tše tharo sekhurumelong se setee le tše nne go se sengwe.
- Dipotšišo tša go hlaha:**
- ✦ Ke sekhurumelo sefe sa go ba le dibaledi tše dintši?
- Kgopela barutwana go bea dibaledi tše tshela sekhurumelong se setee le sebaledi se setee go se sengwe.
- ✦ Ke sekhurumelo sefe sa go ba le dibaledi tše dinnyane?
 - ✦ Ke tše dinnyane ka tše kae?
- Kgopela barutwana go bea dibaledi tše nne sekhurumelong se setee le sebaledi se setee go se sengwe.
- ✦ Re ka dira bjang gore dibaledi tše di lego dikhurumelong di lekane?
7. **Letaese:** Kgokološa letaese. Barutwana ba bolela palo ya marontho a letaese ka bjako.
8. **Go ikatiša 7 o diriša tlhama:** Barutwana ba dira leswao la nomoro 7 ka tlhama. Thekga barutwana ba go lokela go ngwala 7.



Lekola gore barutwana ba kgona go:

- bala dilo 1–10
- balela morago 10–1
- hlatha feta, fetwa le lekana
- lemoga, tswalanya, o be o fe leina le go latelanya maswao a dinomoro, maina a dinomoro le dikarata ša marontho 1–7
- tswalanya dilo le dikarata tša marontho 1–7
- rarolla mathata a go hlakanya le go ntšha a 7
- hlatha marontho 1–6 letaeseng

Workstation 1

What you need

- Playdough
- Playdough template: Number 7 (page 212) – 1 per learner

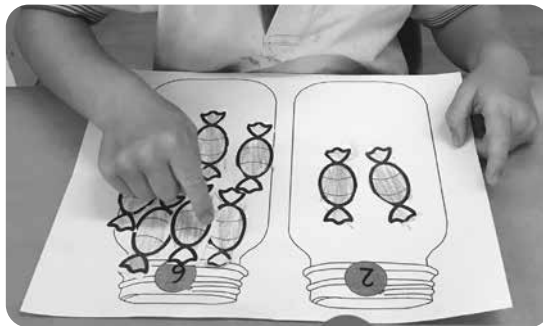
Learners use playdough to complete the template.

Workstation 2

What you need

- Per learner:
 - A4 page with picture of jars
 - Paper cut-outs of different coloured sweets
- Scissors
- Glue

Learners 'fill' the jars with the correct number of 'sweets' to correspond with the number on each jar.



Workstation 3

What you need

- A cup per learner
- Bottle tops/beads in a container
- A dice per pair of learners

Learners take turns to roll the dice and then put the same number of objects into their cups as the number the dice lands on. Once their cups are full, they roll the dice to empty the cups.



Workstation 4

What you need

- Number puzzles (1–7)

Learners each choose a number puzzle. They find the matching number and picture pieces.



Lefelo la go šomela la 1

Tše o di hlokago

- Tlhama
- Thempoleiti ya tlhama: Nomoro 7 (letlakala la 213) – 1 ya morutwana yo mongwe le yo mongwe

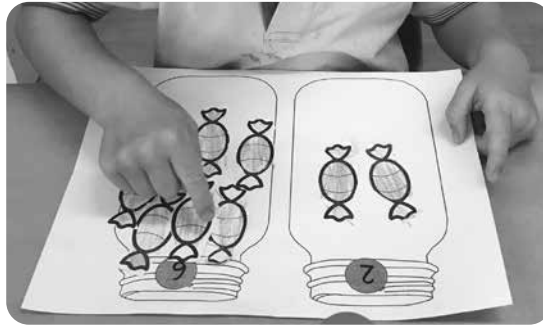
Barutiša ba diriša tlhama go feleletša thempoleiti.

Lefelo la go šomela la 2

Tše o di hlokago

- Morutwana yo mongwe le yo mongwe:
- Letlakala la A4 la seswantšho sa moruswi
 - Diripiwa tša pampiri tša malekere a mebala ya go fapana
 - Sekero
 - Sekgomaretši

Barutwana ba 'tlatša' meruswi ka palo ya go nepagala ya 'malekere' gore a lekane le palo ye e lego moruswing o mongwe le o mongwe.



Lefelo la go šomela la 3

Tše o di hlokago

- Komiki ya morutwana yo mongwe le yo mongwe
- Letaese la bobedi bja barutwana
- Dikhurumelo tša mabotlelo/dipheta ka sekotlong



Barutwana ba šiedišana ka go kgokološa letaese gomme ba tsenya palo ya dilo ya go lekana le yeo e lego letaeseng dikomiking tša bona. Ge dikomiki tša bona di tlaa, ba kgokološa letaese go ntšha dilo dikomiking.

Lefelo la go šomela la 4

Tše o di hlokago

- Marara a dinomoro (1–7)



Morutwana yo mongwe le yo mongwe o kgetha lerera la nomoro. Ba hwetša diripa tša nomoro le seswantšho se se tswalanago.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

New knowledge

- Shapes: rectangle
- Direction: left, right
- Position: middle, bottom
- Sort objects according to two attributes
- Eighteen-piece puzzles

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Shapes: circle, square, triangle
- Symmetry
- Reinforce number concept 1–7

New maths vocabulary

symmetry
left

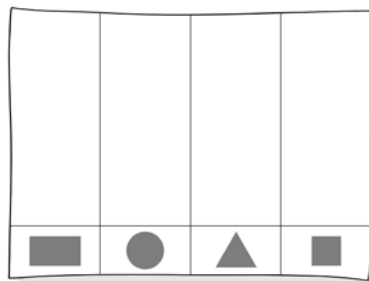
right
middle

rectangle

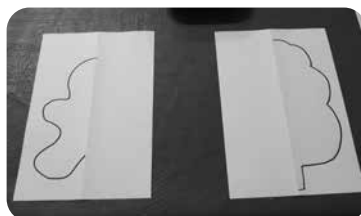
Getting ready

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

- large cardboard shapes of a rectangle and square (maths area)
- paper shapes: circle, square, triangle, rectangle – 1 per learner
- variety of leaves – 1 per learner
- shape book (page 216) – 1 per learner
- paper rectangles in different sizes and colours
- 8 small cardboard circles, squares, triangles and rectangles similar in size to the attribute blocks (used in Term 2, Week 8)
- eighteen-piece puzzles (page 222)
- A4 sheet of paper with 4 columns and picture of a shape (rectangle, circle, triangle, square) at the bottom of each column – 1 per learner



- incomplete pictures.



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

Dihlogotaba

- Maemo, peakanyo le dikgopolo
- Dipharologantšho tša dibopego tša 2-D le dilo tša 3-D
- Latela ditšhupetšo

Tsebo ye mpsha

- Dibopego: khutlonnethwii
- Tšhupetšo: la ngele, la go ja
- Maemo: gare, botlase
- Hlaola dilo go ya ka mahlaodi a mabedi
- Marara a diripa tše lesomeseswai

Go ikatiša

- Go balela godimo: pele 1–20, morago 10–1
- Dibopego: sediko, sekwere, khutlotharo
- Lekanela
- Gatelela lereo la nomoro 1–7

Tlotlontšu ye mpsha ya dipalo

lekanela
la ngele

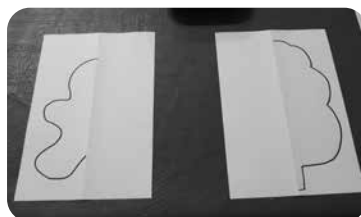
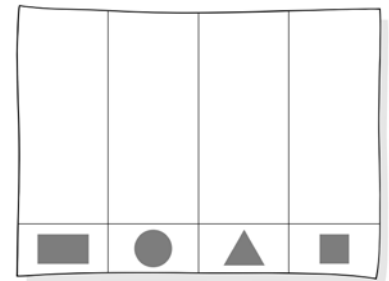
la go ja
gare

khutlonnethwii

Go itokiša

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

- dibopego tša khatepote tše dikgolo tša khutlonnethwii le sekwere (sebaka sa dipalo)
- dibopego tša pampiri: sediko, sekwere, khutlotharo, khutlonnethwii – 1 morutwana yo mongwe le yo mongwe
- matlakala a mehutahuta – 1 morutwana yo mongwe le yo mongwe
- puku ya dibopego (letlakala la 217) – 1 morutwana yo mongwe le yo mongwe
- dikhutlonnethwii tša pampiri tša bogolo bja go fapana le mebala
- didiko, disekwere, dikhutlotharo le dikhutlonnethwii tša khatepote tše dinnyane tše 8 tša go lekana le bogolo bja dipoloko tše di dirišwago go hlaola (tša go dirišwa ka Kotara ya 2, Beke ya 8)
- marara a diripa tše lesomeseswai (letlakala la 222)
- letlakala la pampiri la A4 la dikholomo tše 4 le seswantšho sa sebopego (khutlonnethwii, sediko, khutlotharo, sekwere) botlase bja kholomo ye nngwe le ye nngwe – 1 morutwana yo mongwe le yo mongwe
- diswantšho tša go se felele.



Whole class activities

Day 1

What you need

- Song: *Seven green speckled frogs* (page 192)
- A ball
- Music
- Large rectangle-shaped box
- Large piece of paper
- Koki
- Chalk
- Attribute blocks

1. **Song:** Sing the song, *Seven green speckled frogs*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners stand in a circle. Call out a number between 1 and 10. Learners take turns to bounce the ball according to the number called. Together count the number of bounces.
4. **Reinforce the circle, square, triangle:** Draw a large circle, square and triangle on the floor. Learners walk along the edges of the shapes. When the music stops, they step into the shape they are walking on.

Guiding questions:

- ★ What is your shape called? How do you know?
 - ★ How is your shape different to the other shapes?
 - ★ How many sides/corners/points does it have?
5. **Introducing rectangles:** Trace around the face of a large rectangle-shaped box to draw a rectangle. Focus on the straight lines, the corners and the number of sides while drawing.

Guiding questions:

- ★ Do you know what this shape is called?
 - ★ How many straight lines does the rectangle have?
 - ★ How many corners does the rectangle have?
 - ★ How many sides does the rectangle have?
- Place the box of attribute blocks on the mat. Hold up a rectangle attribute block.
- ★ What is this shape called?
 - ★ Is this shape the same as the one we have just drawn? Why?
- Pass the eight rectangle attribute blocks around the class for learners to feel and explore the properties.
- ★ How many corners does it have?
 - ★ How many sides does it have?
 - ★ What can you tell me about the sides? Are all sides the same length?
 - ★ Which sides are shorter?
 - ★ Can you tell me how the rectangle is different from the square?
6. **Small group activities:** Describe the activities at each workstation.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Koša: *Digwagwa tša maronthwana a matalamorogo tše šupa* (letlakala la 193)
- Kgwele
- Mmino
- Lepokisi la sebopego sa khutlonnethwii le legolo
- Seripa sa pampiri se segolo
- Koki
- Ditšhoko
- Dipoloko tše di dirišwago go hlaola

1. **Koša:** Opelang koša, *Digwagwa tša maronthwana a matalamorogo tše šupa*.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Barutwana ba ema ka sediko. Bolela nomoro ya gare ga 1 le 10. Barutwana ba šiedišana ka go tlodiša kgwele go ya ka nomoro ye e boletšwego. Mmogo balang palo ya metlolo.
4. **Gatelela sediko, sekwere, khutlotharo:** Thala sediko, sekwere le khutlotharo tše dikgolo lebatong. Barutwana ba sepela ka merumong ya dibopego. Ge mmino o ema, ba tseno ka gare ga sebopego se ba sepelago go sona.

Dipotšišo tša go hlahla:

- ✦ Sebopego sa gago se bitšwa eng? O tseba bjang?
- ✦ Sebopego se fapana le dibopego tše dingwe ka eng?
- ✦ Se na le mahlakore/dikhutlo/dintlha tše kae?

5. **Go tsebiša dikhutlonnethwii:** Latišiša go dikologa sefahlego sa lepokisi la sebopego sa khutlonnethwii le legolo gore o thale khutlonnethwii. Nepiša methaladi ya thwii, dikhutlo le palo ya mahlakore ge o thala.

Dipotšišo tša go hlahla:

- ✦ O tseba gore sebopego se se bitšwa eng?
- ✦ Khutlonnethwii e na le mathaladi ya thwii e mekae?
- ✦ Khutlonnethwii e na le dikhutlo tše kae?
- ✦ Khutlonnethwii e na le mahlakore a makae?

Bea lepokisi la dipoloko tše di dirišwago go hlaola mmeteng. Emiša poloko yeo e dirišwago go hlaola ya khutlonnethwii.

- ✦ Sebopego se se bitšwa eng?
- ✦ Na sebopego se se swana le se re fetšago go se thala? Ka lebaka la eng?

Fetiša dipoloko tše di dirišwago go hlaola tše seswai mphatong gore barutwana ba di phophole ba hlohomiše le dipharologantšho tša tšona.

- ✦ E na le dikhutlo tše kae?
- ✦ E na le mahlakore a makae?
- ✦ O ka mpotša eng ka ga mahlakore? Na mahlakore ka moka a lekana?
- ✦ Ke mahlakore afe ao e lego a makopana?
- ✦ Na o ka mpotša gore khutlonnethwii e fapana bjang le sekwere?

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

Day 2

What you need

- Song: *It's a rectangle* (page 194)
- Picture of a rectangle
- 10 chairs

1. **Song:** Sing the song, *It's a rectangle*. Show a picture of a rectangle and point to the sides as learners sing.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Ten learners form a circle with ten chairs. Each learner stands up and says a number starting from 1 and then sits down. When the last learner sits the whole class says '10'. Repeat the activity, starting with a different learner.



TIP

The learner who starts the counting can wear a hat.



4. **Rectangle hunt:** Learners play the game, 'I spy ... a rectangle.' Learners guess where the rectangle is in the classroom, for example, pictures, or rectangular shapes, such as the door, window, table, books. Learners predict what rectangle shapes they might find outside and go on a rectangle hunt.

Guiding questions:

- ★ Tell me what the shape looks like?
 - ★ Why is/isn't it a rectangle?
 - ★ How many sides/corners does it have?
 - ★ Are the sides all the same length?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Song: *Looby loo* (page 194)
- 10 everyday objects in a bag
- Musical instrument
- Square and rectangular wooden blocks
- Large cardboard rectangle and square
- Poster 3

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

Letšatši la 2

Tše o di hlokago

- Koša: *Ke khutlonnethwii* (letlakala 195)
- Ditulo tše 10
- Seswantšho sa khutlonnethwii

KELETŠO

Morutwana yo a thomago go bala a ka apara mongatse.

1. **Koša:** Opela koša, *Ke khutlonnethwii*. Bontšha seswantšho sa khutlonnethwii gomme o šupe mahlakore ge barutwana ba opela.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Barutwana ba lesome ba dira sediko ka ditulo tše lesome. Morutwana yo mongwe le yo mongwe o a ema a bolela nomoro go thoma ka 1 gomme a dula fase. Ge morutwana wa mafelelo a dula mphato o re '10'. Boeletšang mošongwana, le thome ka morutwana yo a fapanego.



4. **Go tsoma khutlonnethwii:** Barutwana ba bapala moraloko, 'Ke tlhodi ... ya khutlonnethwii.' Barutwana ba akanya gore khutlonnethwii e kae ka phapošing, mohlala, diswantšho, goba dibopego tša khutlonnethwii, bjalo ka lebati, lefasetere, tafola, dipuku. Barutwana ba akanya gore ba ka hwetša dibopego dife tša khutlonnethwii ka ntle gomme ba ya go tsoma dikhutlonnethwii.

Dipotšišo tša go hlahla:

- ✦ Mpotše gore sebopego se swana le eng?
 - ✦ Nkane e le/e se khutlonnethwii?
 - ✦ E na le mahlakore/dikhutlo tše kae?
 - ✦ Mahlakore ka moka a lekana ka botelele?
5. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Letšatši la 3

Tše o di hlokago

- Koša: *Luubi luu* (letlakala la 195)
- Dilo tša ka mehla tše 10 ka mokotleng
- Seletšo sa mmimo
- Dipoloko tša sekwere le khutlonnethwii
- Khutlonnethwii le sekwere tša khatepote tše dikgolo
- Phoustara ya 3

1. **Koša:** Opela koša, *Luubi luu*.
2. **Go balela godimo:** 1–20 le 10–1.

3. **Counting objects 1–10:** Learners sit in a circle. They count ten objects as you place them in the bag. They pass the bag around as music plays. When the music stops the learner holding the bag puts one or more objects from the bag into the middle of the mat. Other learners guess how many objects there are on the mat. Together count these. Repeat the activity.



4. **Practising shapes:** Learners look for square and rectangular blocks in the classroom. They compare the differences and similarities between these. They place the blocks on the cardboard rectangle or square, as appropriate.



5. **Identifying shapes:** Discuss Poster 3.
Guiding questions:
- ✦ What do you think the learners on the mat are learning about?
 - ✦ What shapes can you see?
 - ✦ Is that a rectangle or a square? How do you know?
 - ✦ Why is this not a rectangle/square?
 - ✦ Can you find a shape that has two short and two long sides?
 - ✦ Can you find a shape with four sides that are all the same length?
 - ✦ What shape are Malusi's glasses?
 - ✦ Can you see any other rectangles?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Song: *Looby loo* (page 194)
- Elastic/wool bands – 1 per learner
- 6 hula hoops

1. **Song:** Sing the song, *Looby loo*.
2. **Oral counting:** 1–20 and 10–1.

3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Ba bala dilo tše lesome ge o di tsenya ka mokotleng. Ba fetiša mokotla ge mmino o le gare o bapala. Ge mmino o ema ngwana yo a swerego mokotla o bea selo se setee goba tše pedi tša ka mokotleng bogare bja mmete. Barutwana ba bangwe ba akanya gore go na le dilo tše kae mmeteng. Balang mmogo. Boeletšang mošongwana.



4. **Go ikatiša dibopego:** Barutwana ba nyaka dipoloko tša sekwere le khutlonnethwii ka phapošing. Ba bapetša dilo tša go swana le tša go fapana magarenga a tšona. Ba bea dipoloko go khutlonnethwii goba sekwere sa khatepote, go ya ka maleba.



5. **Go hlatha dibopego:** Boelang ka Phoustara ya 3.

Dipotšišo tša go hlahla:

- ✦ O nagana gore barutwana bao ba lego mmeteng ba ithuta ka eng?
 - ✦ O bona dibopego dife?
 - ✦ Seo ke khutlonnethwii goba sekwere? O tseba bjang?
 - ✦ Ke ka lebaka la eng se e se khutlonnethwii/sekwere?
 - ✦ O ka hwetša sebopego sa go ba le mahlakore a mabedi a makopana le mahlakore a mabedi a matelele?
 - ✦ O ka hwetša sebopego sa mahlakore a mane a go lekana ka botelele?
 - ✦ Digalase tša Malusi di na le sebopego sefe?
 - ✦ Na o bona dikhutlonnethwii tše dingwe?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Letšatši la 4

Tše o di hlokago

- Koša: *Luubi luu* (letlakala la 195)
- Mapanta a polastiki/wulu – 1 la morutwana yo mongwe le yo mongwe
- Dihulahupu tše 6

1. **Koša:** Opela koša, *Luubi luu*.
2. **Go balela godimo:** 1–20 le 10–1.

3. **Counting objects 1–10:** Five learners stand around the six hula hoops. Play music. When the music stops, learners place the number of body parts you say over the hoop. For example: 'Show me five heads, ten elbows, four feet, nine fingers.'



Learners keep their bands on their arms for the week. Talk to them about which hand they use to draw, eat or catch a ball with.

4. **Position and direction:** Place a loose elastic/wool band on each learner's right hand.

Guiding questions:

- ★ Is your band on your left or right hand?
- ★ Wave at me with your left/right hand?

Sing the song, *Looby loo*. Learners place their right or left hands inside the hoop as they sing the song.

Three learners stand in line in front of the class. Discuss where each learner is standing and introduce the word 'middle'.

- ★ Who is standing in the middle?

Place the cardboard circle, square and triangle in a row and discuss their position.

- ★ Which shape is in the middle?

Play 'Sizwe says' using position and direction vocabulary such as:

- ★ Step forwards with your left foot.
- ★ Jump backwards on your right foot.
- ★ Put your right hand above your head.
- ★ Put your middle finger on your nose.

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

Day 5

What you need

- Song: *It's a rectangle* (page 194)
- A4 piece of paper
- Circle, square, triangle and rectangle paper shapes – 1 per learner
- Leaves – 1 per learner

1. **Song:** Sing the song, *It's a rectangle*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count as they bend to the left twice and then to the right twice. Repeat until they get to 10.

3. **Go bala dilo 1–10:** Barutwana ba bahlano ba emiša go dikologa dihula hupu tše tshela. Bapala mmimo. Ge mmimo o ema, barutwana ba bea palo ya ditho tša mmele tše o di boelago godimo ga hupu. Mohlala: 'Mpontšhe dihlogo tše hlano, ditšu tše lesome, maoto a mane, menwana ye senyane.'



KELETŠO
Barutwana ba apara mapanta a bona matsogong beke ka moka. Bolela le bona ka gore ba diriše seatla sefe go thala, go ja goba go swara kgwele.

4. **Maemo le tšhupetšo:** Bea lepanta la polastiki/wulu ya go se tie seatleng sa go ja goba sa ngele sa morutwana yo mongwe le yo mongwe.

Dipotšišo tša go hlahla:

- ✦ Lepanta la gago le seatleng sa ngele goba sa go ja?
- ✦ Nkemišetše seatla sa gago sa ngele/go ja?

Opela koša, *Luubi luu*. Barutwana ba tsenya seatla sa ngele/go ja ka gare ga hupu ge ba le gare ba opela.

Barutwana ba bararo ba ema mothalading pele ga mphato. Bolelang ka ga fao barutwana ka moka ba emego gomme o tsebiše lentšu 'gare'.

- ✦ Ke mang yo a emego gare?

Bea sediko, sekwere le khutlotharo tša khatepote molokolokong gomme le bolele ka maemo a tšona.

- ✦ Ke sebopego sefe seo se lego gare?

Bapalang 'Sizwe o re' le diriša tlotlontšu ya boemo le tšhupetšo bjalo ka:

- ✦ Gatela pele ka leoto la ngele.
- ✦ Tabogela morago ka leoto la go ja.
- ✦ Bea seatla sa go ja godimo ga hlogo.
- ✦ Bea monwana wa gare nkong ya gago.

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

Letšatši la 5

Tše o di hlokago

- Koša: *Ke khutlonnethwii* (letlakala la 195)
- Seripa sa pampiri sa A4
- Dibopego tša pampiri tša sediko, sekwere, khutlotharo
- le khutlonnethwii – 1 tša morutwana yo mongwe le yo mongwe
- Matlakala – 1 la morutwana yo mongwe le yo mongwe

1. **Koša:** Opela koša, *Ke khutlonnethwii*.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Barutwana ba a bala ge ba khunamela go la ngele gabedi gomme ba kobegela go la go ja. Boeletšang go fihlela ba fihla go 10.



A line of symmetry divides a shape into two equal parts.

4. **Symmetry:** Show learners the A4 piece of paper.

Guiding questions:

★ What shape is this?

Discuss how the shape can be folded, corner to corner, so the folded sides are exactly the same as each other.

★ How can we fold this rectangle so that it has two sides that are exactly the same?

Give each learner a paper shape. Learners fold their shapes so that the two folded sides are the same.

★ What shape is your paper?

★ How can you fold the circle/rectangle/square/triangle down the middle so that the two sides are exactly the same?

★ Are the sides exactly the same?

★ What other objects can you see that will have two sides that are exactly the same when you draw a line down the middle?

Give each learner a leaf. They fold their leaf in half lengthwise and carefully pull it apart down the middle.

★ Do you think the sides of your leaf are exactly the same?

★ How can we find out?



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

Integration

Home Language: Use positional vocabulary when giving instructions, for example: 'Put the book on the middle shelf.'

Life Skills: Paint pictures involving the use of symmetry, for example, patterns on a butterfly's and ladybird's wings (see Term 1 Week 7).

Small group activities

Teacher-guided activity

What you need

- A tub for each learner with:
 - 10 attribute blocks – include all four shapes (*Resource Kit*)
 - 7 fruit counters (*Resource Kit*)
- A4 page with columns for shape sorting – 1 per learner
- A4 paper – 1 piece per learner
- Dot cards 1–7 (*Resource Kit*)

1. **Counting objects 1–10:** Learners count out 10 attribute blocks from their tubs.

Guiding questions:

★ How many triangles/circles/squares/rectangles do you see?

★ Can you see more/fewer rectangles or squares?

KELETŠO
Mothaladi wa go lekanela o arola sebopego ka diripa tše pedi tša go lekana.



4. **Lekanela:** Bontšha barutwana seripa sa pampiri sa A4.

Dipotšišo tša go hlahla:

★ Sebopego se ke sefe?

Boelang gore sebopego se ka menwa bjang, khutlo khutlong, gore mahlakore a go menwa a swane.

★ Re ka mena khutlonnethwii ye bjang gore e be le mahlakore a mabedi a go swana?

Efa morutwana yo mongwe le yo mongwe sebopego sa pampiri. Barutwana ba mena diboepgo tša bona gore mahlakore a mabedi a go menwa a swane.

★ Pampiri ya gago e na le sebopego sefe?

★ O ka mena sediko/khutlonnethwii/sekwere/khutlotharo bjang mo gare gore mahlakore a mabedi a swane?

★ Na mahlakore a swana gabotse?

★ O bona dilo dife tše dingwe tše di ka bago le mahlakore a go swana ge o ka thala mothaladi mo gare?

Efa morutwana yo mongwe le yo mongwe letlakala. Ba mena letlakala gare ka botelele gomme ba le aroganya gare ka hlokomelo.

★ Na o nagana gore mahlakore a letlakala la gago a swana?

★ Re tla tseba bjang?

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

Tswalanyo

Leleme la Gae: Diriša tlotlontšu ya maemo ge o efa ditaelo, mohlala: 'Bea puku šelefong ya gare.'

Mabokgoni a Bophelo: Penta diswantšho o diriša tekanelo, mohlala, patrone maphegong a serurubele le podilekgwana (lebelela Kotara ya 1 Beke ya 7).

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dipoloko tše di dirišwago go hlaola tše 10 – akaretša diboepgo tše nne ka moka (*Dithušathuto tša Phapoši*)
 - Dibaledi tša dienywa tše 7 (*Dithušathuto tša Phapoši*)
- Letlakala la A4 la dikholomo tša go hlaola diboepgo – 1 la morutwana yo mongwe le yo mongwe
- Pampiri ya A4 – 1 la morutwana yo mongwe le yo mongwe
- Dikarata tša marontho 1–7 (*Dithušathuto tša Phapoši*)

1. **Go bala dilo 1–10:** Barutwana ba ntšha dipoloko tše di dirišwago go hlaola tše 10 diswarong tša bona.

Dipotšišo tša go hlahla:

★ O bona dikhutlotharo/didiko/disekwere/dikhutlonnethwii tše kae?

★ O bona dikhutlonnethwii tša go feta/fetwa ke disekwere?

2. **Practising shapes:** Learners sort their attribute blocks according to their similarities and differences. They place them in the correct column on their shape sorting page.



Guiding questions:

- ★ How are the shapes the same/different?

Learners group all the shapes that have four sides into one group on the mat.

- ★ Can you show me a shape that has four sides that are all the same length?
- ★ Can you show me a shape that has two long sides and two short sides?
- ★ Do you remember what this shape is called?
- ★ How are all these shapes the same?

3. **Dot cards (1–7):** Give each learner a dot card. They take turns to use their fruit counters and copy the dot arrangements on their cards. Check each learner’s arrangement before giving them new cards.

Guiding questions:

- ★ Do you think this card has more/fewer dots than the one you had before?

4. **Symmetry:** Give each learner a sheet of A4 paper. Learners fold their piece of paper (rectangles) so that the two sides are the same.

Guiding questions:

- ★ What shape is your page?
- ★ How can you fold the page so that the two sides are exactly the same?



TIP

Learners can help one another fold their pages to make the two sides equal.



Check that learners are able to:

- count 10 objects
- identify and copy arrangement of objects (1–7) to dot cards
- apply a line of symmetry in shapes
- recognise and name rectangles and describe their properties

2. **Go ikatiša dibopego:** Barutwana ba hlaola dipoloko tšeo di dirišwago go hlaola go ya ka dilo tša go swana le go fapana. Ba di bea kholomong ya maleba letlakaleng la bona la go hlaola dibopego.



Dipotšišo tša go hlahla:

- ★ Dibopego di swana/fapana ka eng?
- Barutwana ba hlopha dibopego ka moka tša go ba le mahlakore a mane mmeteng.
- ★ O ka mpontšha sebopego sa go ba le mahlakore a mane a go lekana ka moka ka botelele?
- ★ O ka mpontšha sebopego sa go ba le mahlakore matelele a mabedi le a makopana a mabedi?
- ★ Na o gopola leina la sebopego se?
- ★ Dibopego tše ka moka di swana ka eng?

3. **Dikarata tša marontho (1–7):** Efa morutwana yo mongwe le yo mongwe karata ya marontho. Ba šiedišana ka go diriša dibaledi tša dienywa gomme ba kopolla peakanyo ya marontho dikarateng tša bona. Lekola peakanyo ya morutwana yo mongwe le yo mongwe pele o ba fa dikarata tše diswa.

Dipotšišo tša go hlahla:

- ★ O nagana gore karata ye e na le marontho a go feta/fetwa ke a karata ye o bilego le yona pele?

4. **Lekanela:** Efa morutwana yo mongwe le yo mongwe letlakala la pampiri la A4. Barutwana ba mena seripa sa bona sa pampiri (dikhutlonnethwii) gore mahlakore a mabedi a swane.

Dipotšišo tša go hlahla:

- ★ Letlakala la gago ke sebopego sefe?
- ★ O ka mena letlakala bjang gore mahlakore a mabedi a swane gabotse?

 **KELETŠO**
Barutwana ba ka thušana go mena matlakala a bona go dira gore mahlakore a mabedi a lekane.



Lekola gore barutwana ba kgona go:

- bala dilo tše 10
- hlatha le go kopolla peakanyo ya dilo (1–7) go ya go dikarata tša marontho
- diriša mothaladi wa go lekanela dibopegong
- lemoga le go fa maina a dikhutlonnethwii gomme ba hlaloša dipharologantšho tša tšona

Workstation 1



What you need

- Incomplete pictures – 1 per learner
- Crayons

Learners complete the shape in the picture so that both sides are the same, which makes the shape symmetrical. They colour the two sides using two different colours.

Workstation 2

What you need

- Shape book per learner (page 216)
- 8 small cardboard circles, squares, triangles and rectangles
- Crayons

Learners copy or trace the individual shapes and draw a picture using all the shapes.



Workstation 3

What you need

- Paper rectangles in different sizes and colours
- Paper
- Glue
- Crayons

Learners paste rectangle shapes onto paper to make a rectangle person.

Workstation 4

What you need

- An assortment of eighteen-piece puzzles

Learners build puzzles.



TIP

Allow learners the freedom to use their own ideas even if this means they do not make a rectangle person, but rather their own creation from the rectangles.

Lefelo la go šomela la 1



Tše o di hlokago

- Diswantšho tša go se felele – 1 sa morutwana yo mongwe le yo mongwe
- Dikherayone

Barutwana ba feleletša sebopego seo se lego seswantšhong gore mahlakore a swane, gomme seo se dira gore sebopego se lekanele. Ba khalara mahlakore a mabedi ka mebala ya go fapana.

Lefelo la go šomela la 2

Tše o di hlokago

- Puku ya diboepo ya morutwana yo mongwe le yo mongwe (letlakala la 217)
- Dikherayone
- Didiko, diseqwere, dikhutlotharo le dikhutlonnethwii tša khatepote tše dinnyane tše 8

Barutwana ba kopolla goba go latišiša go dikologa se sengwe le se sengwe sa diboepo gomme ba thala seswantšho ba diriša diboepo ka moka.



Lefelo la go šomela la 3

KELETŠO

Dumelela barutwana go diriša dikgopolo tša bona le ge ba ka se dire motho wa khutlonnethwii, efela ba dire hlamo ya bona ka dikhutlonnethwii.

Tše o di hlokago

- Dikhutlonnethwii tša pampiri ka bogolo le mebala ya go fapana
- Sekgomaretši
- Pampiri
- Dikherayone

Barutwana ba kgomaretša diboepo tša khutlonnethwii pampiring go dira motho wa khutlonnethwii.

Lefelo la go šomela la 4

Tše o di hlokago

- Marara a diripa tše lesomeseswai tša mehutihuta

Barutwana ba aga marara.

Content Area Focus: Measurement

Topics

- Mass: direct comparison using non-standard units

New knowledge

- Mass
- Light, lighter, lightest
- Heavy, heavier, heaviest

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- Equal groups
- Bigger, smaller

New maths vocabulary

light, lighter, lightest
heavy, heavier, heaviest

mass
balance scale

Getting ready

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

- balance scale (see photo on page 90)
- variety of everyday objects of different mass for weighing, for example, blown-up balloon, paper clip, cotton wool, empty egg carton, feather, leaf, coins, large sheet of paper, pencil, seeds, twig, rock, block, book, empty and full bottles
- leaves and stones – 1 of each per learner
- 2 containers: a small one filled with stones; a larger one filled with polystyrene chips



- an A4 page divided into 'heavy' and 'light' columns (see photo on page 100) – 1 per learner
- an A4 page with pictures of 'heavy' and 'light' objects and real-life objects to match the pictures
- 5 tins of the same size filled with objects of different mass, for example, sand, buttons, small stones, water, seeds
- containers that can be filled with water/sand for water and sand play
- measuring containers of different sizes and shapes, for example, tall containers (some that are wide and others that are narrow), short containers (some that are flat, others that are wide and others that are narrow), spoons, scoops, milk bottles, small and large yoghurt cups.

Nepišo ya Karolo ya Diteng: Kelo

Dihlogotaba

- Boima: papetšo ya thwii go dirišwa diyuniti tše e sego tša theo

Tsebo ye mpsha

- Boima
- Bofefo, bofefonyana, bofefo ka go fetiša
- Boima, boimanyana, boima ka go fetiša

Go ikatiša

- Go balela godimo: pele 1–20, morago 10–1
- Go bala dilo 1–10
- Pedi/tharo go feta/fetwa
- Dihlopha tša go lekana
- Kgolwane, nnyanennyane

Tlotlontšu ye mpsha ya dipalo

bofefo, bofefonyana, bofefo ka go fetiša
boima, boimanyana, boima ka go fetiša

boima
sekala sa tekanyetšo

Go itokiša

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

- sekala sa tekanyetšo (lebelela senepe letlakaleng la 91)
- mehuthuta ya dilo tša ka mehla tša boima bja go fapana tša go elwa, mohlala, palone ya go budulelwa, seswaraganya pampiri, leokodi la wulu, khathune ya mae ya go se be le selo, lefofa, letlakala, dikhoine, letlakala la pampiri le legolo, phensele, dipeu, lekalana, leswika, poloko, puku, mabotlelo a go se be le selo le a go tla
- matlakala le maswika – 1 a morutwana yo mongwe le yo mongwe
- dikotlelo tše 2: se sennyane se tletše maswika; se segolo se tletše ditšhipisi tša pholisterine
- letlakala la A4 le arogantšwe ka dikholomo tša 'boima' le 'bofefo' (lebelela senepe letlakaleng la 101) – 1 la morutwana yo mongwe le yo mongwe
- letlakala la A4 la go ba le diswantšho tša dilo tša 'boima' le 'bofefo' le dilo tša nnete tša go tswalana le diswantšho
- dithini tše 5 tša go lekana di tletše dilo tša boima bja go fapana, mohlala, santa, dikonopi, maswikana, meetse, dipeu
- dikotlolo tše di ka tlatšwago ka meetse/santa go dirišwa papading ya meetse goba santa
- dikotlolo tša go elwa tša bogolo le dibopego tša go fapana, mohlala, dikotlolo tše ditelele (tše di phara le tše disese), dikotlolo tše dikopana (tše dipepetla, tše diphara le tše disese), mahwana, disekupu, mabotlelo a maswi, dikomiki tša yokate tše dikgolo le tše dinnyane.



Whole class activities

Day 1

What you need

- 2 shopping bags, one with 5 tins of food of the same mass; the other with 5 toilet roll inners
- Everyday objects of different mass

1. **Song:** Learners sing one of the songs from the previous weeks.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners count the contents of the first shopping bag (five tins) and then the second shopping bag (five toilet roll inners).

Guiding questions:

- ★ How many items are there in the first/second shopping bag?
 - ★ If we count all of these items, how many do you think there will be?
4. **Comparing heavier and lighter:** Tell a story about going shopping at the store and buying tins of food and toilet rolls. Show learners the shopping bags and tell them that the teller packed the toilet rolls into one packet and the tins into another packet.

Guiding questions:

- ★ Which packet would you like to carry? Why?
 - ★ Why do you think we need to know how heavy or light things are?
- Replace the items in their bags. A few learners take turns to pick up each of the shopping bags.
- ★ Which shopping bag feels lighter/heavier than the other?
 - ★ Which is bigger, a tin or a toilet roll?
 - ★ Are all big objects lighter than smaller objects?



TIP

Make sure that all learners have a turn so that they can all enjoy the whole class activity.



Place the everyday objects on the mat.

- ★ Which item do you think will be the heaviest/lightest? How can you tell?

Learners take turns to point to two items and predict which one would be heavier and which would be lighter.

- ★ Do you think it will be lighter/heavier than the ____?

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Mekotla ya direkwa ye 2, o tee wa dithini tše 5 tša dijo tša boima bja go swana; o mongwe wa diteng tša rolo ya tshwamare tše 5
- Dilo tša ka mehla tša boima bja go fapana

1. **Koša:** Barutwana ba opela ye nngwe ya dikoša tša dibeke tša go feta.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Barutwana ba bala diteng tša mokotla wa direkwa wa mathomo (dithini tše hlano) le mokotla wa direkwa wa bobedi (diteng tša rolo ya tshwamare).

Dipotšišo tša go hlahla:

- ★ Go na le dilo tše kae ka mokotleng wa direkwa wa mathomo/bobedi?
 - ★ Ge re bala dilo tše ka moka, o nagana gore e tlo ba tše kae?
4. **Go bapetša boima le bofefo:** Anega kanegelo ya go ya go reka direkwa lebenkeleng gomme wa reka dithini tša dijo le dirolo tša pampiri ya tshwamare. Bontšha barutwana mekotla ya direkwa gomme o ba botše gore thelara e pakile dirolo tša pampiri ya tshwamare ka phakheteng e tee, dithini ka phakheteng ye nngwe.

Dipotšišo tša go hlahla:

- ★ O rata go rwala phakhethe efe? Ka lebaka la eng?
 - ★ O nagana gore ke ka lebaka la eng re nyaka go tseba gore dilo di boima goba bofefo?
- Tsenya dilo tše dingwe mekotleng ya bona. Barutwana ba mmalwa ba šiedišana ka go rwala mekotla.
- ★ Ke mokotla ofe wa direkwa wa boima/bofefo go feta o mongwe?
 - ★ Ke eng se segolo. Thini goba rolo ya pampiri ya tshwamare?
 - ★ Na dilo tše dikgolo ka moka di bofefo go feta tše dinnyane?

KELETŠO

Kgonthiša gore barutwana ka moka ba ba le sebaka gore ba ipshine ka mošongwana wa barutwana ka moka.



Bea dilo tša ka mehla mmeteng.

- ★ O nagana gore ke selo sefe se se tlo bago boima ka go fetiša/bofefo ka go fetiša? O tseba bjang?

Barutwana ba šiedišana ka go šupa dilo tše pedi ba akanya gore ke sefe seo se ka bago boima gomme ke sefe seo se ka bago bofefo.

- ★ O nagana gore e tlo ba boima/bofefo go feta _____?

Learners then place one item in each hand and say which one feels heavy and which one feels light.

- ★ Was your guess correct?
- ★ How can you tell which one is lighter/heavier?
- ★ Can you find something else that is lighter/heavier than the ____? Why do you think that?

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

Day 2

What you need

- Song: *One elephant went out to play* (page 194)
- Leaves and small stones, 1 of each per learner
- Balance scale
- Everyday objects of different mass (from Day 1)

1. **Song:** Sing the song, *One elephant went out to play*, with actions.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Place a pile of 10 leaves and a pile of 10 stones on the mat.

Guiding questions:

- ★ How many leaves/stones do you think are in each pile?

Count the leaves and stones together.

- ★ How close were you to the correct number of leaves/stones?
- ★ Are there more/fewer stones?

4. **Comparing mass:** Learners sit in a circle, close their eyes and open both hands. Place a leaf in one hand and a stone in the other hand.

Guiding questions:

- ★ Which object feels heavier/lighter?

Learners open their eyes and identify which object is heavier.

5. **Mass: balance scale:** Continue the discussion about finding out how things are light or heavy.

Guiding questions:

- ★ What are some other ways we can find out which things are light and heavy?
- ★ Place the balance scale and everyday objects on the mat. One learner chooses two items to be weighed.
- ★ How can we use the balance scale to find out which of these objects is heavier/lighter?



Barutwana ba beya selo se setee ka seatleng se sengwe le se sengwe ba bolela gore ke sefe sa boima ke sefe sa bofefo.

- ★ O akantše ka nepagalo?
- ★ O tseba bjang gore se sengwe se boima se sengwe se bofefo?
- ★ O ka hwetša selo se sengwe sa bofefo/boima go feta _____? Ke ka lebaka la eng o nagana bjalo?

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

Letšatši la 2

Tše o di hlokago

- Koša: *Tlou e tee e ile go bapala ka ntle* (letlakala la 195)
- Matlakala le maswika a manyane, 1 la morutwana yo mongwe le yo mongwe
- Sekala sa tekanyetšo
- Dilo tša ka mehla tša boima bja go fapana (go Letšatši la 1)

1. **Koša:** *Tlou e tee e ile go bapala ka ntle*, le ditiro.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Bea mokgobo wa matlakala a 10 le mokgobo wa maswika a 10 mmeteng.

Dipotšišo tša go hlhla:

- ★ O nagana gore mokgobo o mongwe le o mongwe o na le matlakala/maswika a makae?

Balang matlakala le maswika mmogo.

- ★ O bile kgauswi gokaakang le nomoro ya go nepagala ya matlakala/maswika?

- ★ Go na le maswika a mantši/mannyane?

4. **Go bapetša boima:** Barutwana ba dula ka sediko, ba tswalela mahlo gomme ba bula diatla tše pedi. Bea letlakala ka seatleng se setee gomme o bee leswika ka seatleng se sengwe.

Dipotšišo tša go hlhla:

- ★ Ke selo sefe sa go ba boima/bofefo?

Barutwana ba bula mahlo gomme ba hlatha gore ke selo sefe sa boima.

5. **Boima: sekala sa tekanyetšo:** Tšwelang pele go boledišana gore go tsebega bjang gore selo se boima goba bofefo.

Dipotšišo tša go hlhla:

- ★ Ke ditsela dife tše dingwe tša go hwetša ge eba selo se bofefo goba se boima?
- ★ Bea sekala sa tekanyetšo le dilo tša ka mehla mmeteng. Morutwana o tee o kgetha dilo tše pedi gore di kalwe.
- ★ Re ka diriša sekala sa tekanyetšo bjang go hwetša gore ke selo sefe sa boima/bofefo?



TIP

Learners often think that the side of the scale that is higher is heavier.

- ★ What is happening to the side with the ____? Why do you think this is so?
- ★ What do you think will happen if you put the ____ on one side and the ____ on the other side?

A few learners take turns to choose objects to be weighed, estimate which will be heavy and light and test their predictions.

- ★ Which object do you think will be heavier/lighter?
- ★ Did you estimate correctly?
- ★ What is happening to this side of the scale? Why do you think that happened?

Ask learners to bring a heavy and a light object from home for the lesson on Day 3.

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

Day 3

What you need

- Song: *One elephant went out to play* (page 194)
- Heavy and light objects brought by learners
- Apple made from playdough
- Balance scale
- A4 light/heavy grid

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Call out a number between 1 and 10. Learners get themselves into groups according to the number that you have called.

Guiding questions:

- ★ How many learners are in your group?
- Repeat with other numbers.

4. **Comparing and ordering objects according to mass:** Learners take turns to present the objects brought from home to the class.

Guiding questions:

- ★ Which object is heavy/light? What makes you say that?

Show learners the apple made from playdough. One learner brings their object to the balance scale and predicts whether it is heavier or lighter than the apple.

- ★ Does it feel heavy or light?
- ★ Why do you think it is lighter/heavier than the apple?



TIP

Bring a few extra objects for learners who are unable to bring objects.

KELETŠO
Barutwana gantši ba nagana gore lehlakore la sekala la go ya godimo le boima.

- ★ Go direga eng lehlakoreng la go ba le ____? Ke ka lebaka la eng o nagana bjalo?
- ★ O nagana gore go tlo direga eng ge o ka bea ____ ka lehlakoreng le letee gomme ____ ka lehlakoreng le lengwe?

Barutwana ba mmalwa ba šiedišana ka go kgetha dilo tša go kalwa, ba akanya gore ke dife tše di tlo bago boima/bofefo. Leka dikakanyo tša bona.

- ★ Ke selo sefe seo o naganago gore se tlo ba boima/bofefo?
- ★ O akantše ka nepagalo?
- ★ Go direga eng ka lehlakoreng le la sekala? O nagana gore ke ka lebaka la eng seo se diregile?

Kgopela barutwana go tla le selo sa boima le sa bofefo go tšwa gae go se diriša thutong ya Letšatši la 3.

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

Letšatši la 3

Tše o di hlokago

- Koša: *Tlou e tee e ile go bapala ka ntle* (letlakala la 195)
- Dilo tša boima le tša bofefo tša go tla le barutwana
- Apole ya go dirwa ka tlhama
- Sekala sa tekanyetšo
- Kriti ya bofefo/boima ya A4

1. **Koša:** Opela koša, *Tlou e tee e ile go bapala ka ntle*.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Bolela nomoro ya gare ga 1 le 10. Barutwana ba ihlopha go ya ka nomoro ye o e boletšego.

Dipotšišo tša go hlahla:

- ★ Go na le barutwana ba bakae sehlopheng sa gago? Boeletša ka dinomoro tše dingwe.

4. **Go bapetša le go latelanya dilo go ya ka boima:** Barutwana ba šiedišana ka go begela mphato ka dilo tše ba tlilego le tšona.

Dipotšišo tša go hlahla:

- ★ Ke selo sefe sa boima/bofefo? Ke ka lebaka la eng o realo?

Bontšha barutwana apole ya go dirwa ka tlhama. Morutwana o tee o tla le selo sa gagwe sekaleng sa tekanyetšo gomme a akanya gore se boima goba se bofefo go feta apole.

- ★ Se boima goba bofefo?
- ★ Ke ka lebaka la eng o nagana gore se bofefo/boima go feta apole?



KELETŠO
Etlala le dilo tše mmalwa tša tlaleletšo go fa barutwana ba go palelwa ke go tla le dilo.

The learner compares the mass of the object and the apple and then places it on the grid (see page 100) according to whether it is lighter or heavier than the apple.

- ★ How will you know which is heavier/lighter than the apple?
- ★ Which objects are lighter/heavier than the apple?
- ★ Which is the heaviest/lightest object?

Repeat a few times.

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

Day 4

What you need

- Song: *One elephant went out to play* (page 194)
- Rope or chalk
- 1 grape counter from the fruit counters (*Resource Kit*)
- Unifix tower of 2 blocks
- 1 small container filled with stones
- 1 large container filled with polystyrene chips
- Balance scale

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** This activity should be done outdoors. Make a long line with rope or chalk. Learners stand behind the line. Say a number between 1 and 10. Learners take big steps forwards while counting to the number that you have said. Make a mark for the learner who has got the furthest away from the rope. Repeat and see if any learner can get further than the marked spot.
4. **Small and heavy, large and light:** Place the grape counter and a Unifix tower of two blocks on the mat with the balance scale.

Guiding questions:

- ★ Which do you think is heavier? Why?

A learner weighs the grape counter and the Unifix tower on the balance scale.

- ★ Which is bigger/smaller?
- ★ Why do you think the grape counter is heavier?

Place the two containers with heavy and light objects (stones and polystyrene chips) on the mat.

- ★ Which container do you think is heavier? Why?
- ★ Are bigger things always heavier than smaller things?

A learner weighs the containers on the scale.

- ★ Which container is bigger/smaller?
- ★ Which container is heavier/lighter?
- ★ Why do you think that is?

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



TIP

Learners may find it difficult to understand that a small object can be heavier than a larger object. Refer to items on the maths table.

Morutwana o bapetša boima bja selo le bja apole gomme o bo tsenya kriting (lebelela letlakala la 101) go ya ka gore e bofefonyana goba boimanyana go feta apole.

- ✦ O tla tseba bjang gore ke eng ya go ba boimanyana/bofefonyana go feta apole?
- ✦ Ke dilo dife tša go ba boimanyana/bofefonyana go feta apole?
- ✦ Ke selo sefe sa go ba boima ka go fetiša/bofefo ka go fetiša?

Boeletša ga mmalwa.

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

Letšatši la 4

Tše o di hlokago

- Koša: *Tlou e tee e ile go bapala ka ntle* (letlakala la 195)
- Thapo goba tšhoko
- Sebaledi se 1 sa terebe dibaleding tša dienywa (*Dithušathuto tša Phapoši*)
- Tora ya *Unifix* ya dipoloko tše 2
- Sekotlolo se sennyane se 1 sa go tlala maswika
- Sekotlolo se segolo se 1 sa go tlala ditšhipisi tša pholisterine
- Sekala sa tekanyetšo

1. **Koša:** Opela koša, *Tlou e tee e ile go bapala ka ntle*.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Mošongwana wo o swanetše go direlwa ka ntle. Dira mothaladi o motelele ka thapo goba tšhoko. Barutwana ba eme ka morago ga mothaladi. Bolela nomoro ya magareng ga 1 le 10. Barutwana ba gata dikgato tše dikgolo ba eya pele go fihla nomorong ye o e boletšego. Swaya mo go fihlilego morutwana wa go fihla kgole kudu le thapo. Boeletšang go bona ge eba go na le morutwana yo a ka fihlago kgole go feta mo go swailwego pele.
4. **Nnyane le boima, kgolo le bofefo:** Bea sebaledi sa terebe le tora ya dipoloko tše pedi tša *Unifix* mmeteng le sekala sa tekanyetšo.

Dipotšišo tša go hlaha:

- ✦ O nagana gore ke efe ya boima? Ka lebaka la eng?
- Morutwana o kala sebaledi sa terebe le tora ya *Unifix* sekaleng sa tekanyetšo.
- ✦ Ke efe ye kgolwane/nnyanennyane?
 - ✦ Ke ka lebaka la eng o nagana gore sebaledi sa terebe se boimanyana?

Bea dikotlolo tše pedi tša go ba le dilo tša boima le tša bofefo (maswika le ditšhipisi tša pholisterine) mmeteng.

- ✦ O nagana gore ke sekotlolo sefe se boima? Ka lebaka la eng?
- ✦ Dilo tše dikgolwane ka mehla di boima go feta tše dinnyanennyane?

Morutwana o kala dikotlolo sekaleng.

- ✦ Ke sekotlolo sefe se se lego se segolwane/nnyanennyane?
- ✦ Ke sekotlolo sefe se se lego boimana/bofefonyana?
- ✦ O nagana gore ke ka lebaka la eng go le bjalo?

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

KELETŠO

Go ka ba bothata go barutwana go kwešiša gore selo se sennyane se ka ba boimanyana go feta se segolo. Šupa dilo tše di lego tafoleng ya dipalo.

Day 5

What you need

- Song: *One elephant went out to play* (page 194)
- Bottle filled with water

1. **Song:** Sing the song, *One elephant went out to play*.
2. **Oral counting:** 1–20 and 10–1.
3. **Counting objects 1–10:** Learners find 10 small objects in the classroom. They sort the objects into the five they think are the heaviest and the five they think are the lightest.
4. **More or less than:** Place the bottle filled with water on the mat.

Guiding questions:

- ★ What objects in our classroom do you think weigh more than/less than this water bottle?

Two learners find one object each in the classroom that they think weighs more than the water bottle and two learners find objects that they think weigh less than the water bottle.

- ★ Do you think the object will weigh more/less than the water bottle? Why?

Learners then compare the mass of their object to the mass of the water bottle on the balance scale.

- ★ Is the _____ heavier/lighter than the water bottle?
 - ★ Did you estimate correctly?
5. **Small group activities:** Describe the activities at each workstation.

Integration

Home Language and Life Skills: Incorporate 'heavy' and 'light' into Creative Arts and Language activities, for example, learners mime carrying, pulling and pushing light and heavy objects, label classroom objects using 'light' and 'heavy' labels, collage activities using light (feathers, paper, plastic) and heavy (clay) materials.

Small group activities

Teacher-guided activity

What you need

- Balance scale
- 40 Unifix blocks
- 40 fruit counters
- A stone

1. **Counting objects 1–10:** Place the fruit counters and Unifix blocks in separate piles on the mat. Learners count five fruit counters and five Unifix blocks and place them in groups on the mat.



Letšatši la 5

Tše o di hlokago

- Koša: *Tlou e tee e ile go bapala ka ntle* (letlakala la 195)
- Lebotlelo la go tlala meetse

1. **Koša:** Opela koša, *Tlou e tee e ile go bapala ka ntle*.
2. **Go balela godimo:** 1–20 le 10–1.
3. **Go bala dilo 1–10:** Barutwana ba hwetša dilo tše dinnyane tše 10 ka phapošing. Ba hlaola dilo tše hlano tše ba naganago gore di boima ka go fetiša le tše hlano tša bofefo ka go fetiša.
4. **Feta goba fetwa ke:** Bea lebotlelo la go tlala meetse mmeteng.

Dipotšišo tša go hlhla:

- ★ Ke dilo dife ka phapošing tše o naganago gore di boima go feta/fetwa ke lebotlelo le la meetse?

Mongwe le mongwe wa barutwana ba babedi o hwetša selo ka phapošing se a naganago gore se boima go feta lebotlelo la meetse gomme barutwana ba babedi ba hwetša dilo tše ba naganago gore di bofefo go feta lebotlelo la meetse.

- ★ O nagana gore selo se boima go feta/fetwa ke lebotlelo la meetse? Ka lebaka la eng?

Barutwana ba bapetša boima bja selo le boima bja lebotlelo la meetse sekaleng sa tekanyetšo.

- ★ Na _____ e boimanyana/bofefonyana go feta lebotlelo la meetse?
- ★ O akantše ka nepagalo?

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

Tswalanyo

Leleme la Gae le Mabokgoni a Bophelo: Akaretša 'boima' le 'bofefo' ka go Bokgabo bja Boitlhamelo le mešongwana ya Leleme, mohlala, barutwana ba dira e ke ba rwele, ba a goga, kgarametša dilo tša bofefo le tša boima, swaya dilo tša phapošiborutelo ka 'bofefo' le 'boima', mešongwana ya kholatše ka didirišwa tša bofefo (mafafa, pampiri, polastiki) le tša boima (letsopa).

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlhlwa ke morutiši



Tše o di hlokago

- Sekala sa tekanyetšo
- Dipoloko tša *Unifix* tše 40
- Dibaledi tša dienywa tše 40
- Leswika

1. **Go bala dilo 1–10:** Bea dikotlolo tša dienywa le dipoloko tša *Unifix* ka mekgobo ya go fapana mmeteng. Barutwana ba bala dibaledi tša dienywa tše hlano le dipoloko tša *Unifix* tše hlano ba di bea ka dihlopha mmeteng.

2. **Estimating mass:** In pairs, learners look at a group of five fruit counters and a group of five Unifix blocks. Ask learners which group of counters they think will weigh more.

Guiding questions:

- ★ Which group do you think is lighter/heavier than the other?
- ★ Why do you think the _____ group is heavier?

Learners take turns to hold a group of fruit counters in one hand and a group of Unifix blocks in the other hand and compare their mass.

- ★ Which feels heavier/lighter?
- ★ Why do you think it is lighter/heavier than the _____?

3. **Using a balance scale to measure mass:** Place the balance scale on the mat.

Guiding questions:

- ★ How can we find out which is the heavier of the two groups?

In pairs, learners use the balance scale to compare the mass of the objects to one another.

- ★ Which group do you think is heavier/lighter?
- ★ Do any groups weigh the same?
- ★ How do you know?
- ★ Did you estimate correctly?



Place the stone on the mat. Learners predict whether a Unifix block/ grape counter will be heavier or lighter than the stone.

- ★ Why do you think it is lighter/heavier than the stone?

Learners take turns to compare the mass of the Unifix block/grape counter to the mass of the stone.

- ★ Which objects are lighter/heavier than the stone?
- ★ Which is the heaviest/lightest object?



Check that learners are able to:

- compare the mass of two objects
- estimate the mass of objects
- use the balance scale to compare the mass of objects
- say which objects are light/heavy, lighter/heavier, lightest/heaviest

2. **Go akanya boima:** Ka bobedi, barutwana ba lebelela sehlopha sa dibaledi tša dienywa tše hlano le sehlopha sa dipoloko tša *Unifix* tše hlano. Botšiša barutwana gore ba nagana gore ke sehlopha sefe sa dibaledi seo se tlogo go ba boima kudu.

Dipotšišo tša go hlahlala:

- ★ O nagana gore ke sehlopha sefe sa bofefo/boima go feta se sengwe?
- ★ Ke ka lebaka la eng o nagana gore sehlopha sa _____ se boima?
Barutwana ba šiedišana ka go swara sehlopha sa dibaledi tša dienywa ka seatleng le sehlopha sa dipoloko tša *Unifix* ka seatleng se sengwe gomme ba bapetša boima bja tšona.
- ★ Ke sefe sa boimanyana/bofefonyana?
- ★ Ke ka lebaka la eng o nagana gore se bofefonyana/boimanyana go _____?

3. **Go diriša sekala sa tekanyetšo go ela boima:** Bea sekala sa tekanyetšo mmeteng.

Dipotšišo tša go hlahlala:

- ★ Re ka hwetša bjang gore sehlopha sa boimanyana go tše pedi ke sefe?
Ka diphere, barutwana ba diriša sekala sa tekanyetšo go bapetša boima bja dilo go bja tše dingwe.
- ★ O nagana gore ke sehlopha sefe sa go ba boimanyana/bofefonyana?
- ★ Go na le dihlopha tša go lekana ka boima?
- ★ O tseba bjang?
- ★ O akantše ka nepagalo?

Bea leswika mmeteng. Barutwana ba akanya gore poloko ya *Unifix*/sebaledi sa terebe se tlo ba boima goba bofefo go feta leswika.



- ★ O nagana gore ke ka lebaka la eng e le boima goba bofefo go feta leswika?

Barutwana ba šiedišana ka go bapetša boima bja poloko ya *Unifix*/sebaledi sa terebe go boima bja leswika.

- ★ Ke dilo dife tše di lego bofefo/boima go feta leswika?
- ★ Ke selo sa go ba boima ka go fetiša/bofefo ka go fetiša?



Lekola gore barutwana ba kgona go:

- bapetša boima bja dilo tše pedi
- akanya boima bja dilo
- diriša sekala sa tekanyetšo go bapetša boima bja dilo
- bolela gore ke dilo dife tša bofefo/boima, bofefonyana/boimanyana, bofefo ka go fetiša/boima ka go fetiša

Workstation 1



What you need

- A4 page with pictures of 'heavy' and 'light' objects
- Real-life 'heavy' and 'light' objects to match the pictures shown on the A4 page
- A4 page with 'heavy' and 'light' columns
- Scissors
- Glue

Learners decide which objects they think are heavy and which are light. They then cut out the pictures to match these objects and paste them in the appropriate columns.

Workstation 2

What you need

- Balance scale
- Everyday objects to be weighed

Learners use the balance scale to weigh objects and tell one another which is heavier or lighter.

Workstation 3



What you need

- 5 containers of the same size filled with different materials, for example, sand, buttons, small stones, water, seeds

Learners arrange the containers in order from heaviest to lightest.

Workstation 4



What you need

- Container filled with water/sand for water and sand play
- Measuring containers of different sizes and shapes

Learners compare how much water/sand the different containers hold and compare their mass, using the vocabulary: light/heavy, lighter/heavier, lightest/heaviest. Learners may talk about which containers hold more, less, the same amount of water/sand and compare which containers are lighter/heavier.



TIP

Preparation for Week 6: Ask learners to each bring seven empty plastic cold drink bottles from home for activities they will do in Week 6. These can be different sizes.

Lefelo la go šomela la 1



Tše o di hlokago

- Letlakala la A4 la diswantšho tša dilo tša 'boima' le tša 'bofefo'
- Dilo tša nnete bophelong tša 'boima' le tša 'bofefo' go tswalana le diswantšho tša go bontšhwa letlakaleng la A4
- Letlakala la A4 la dikholomo tša 'boima' le 'bofefo'
- Sekero
- Sekgomaretši

Barutwana ba tšea sephetho sa gore ke dilo dife tšeo ba naganago gore ke tša boima ke dife tša bofefo. Ba ripa diswantšho ba di tswalanya le dilo tše gomme ba di kgomaretša dikholomong tša maleba.

Lefelo la go šomela la 2

Tše o di hlokago

- Sekala sa tekanyetšo
- Dilo tša ka mehla tša go kalwa

Barutwana ba diriša sekala sa tekanyetšo gomme ba botšana gore ke sefe sa boima goba bofefo.

Lefelo la go šomela la 3



Tše o di hlokago

- Dikotlolo tše 5 tša bogolo bja go lekana di tletše ditlabelo tša go fapana, mohlala, santa, dikonopi, maswika a manyane, meetse, dipeu

Barutwana ba beakanya dikotlolo ka tatelano go thoma ka sa boima ka go fetiša go ya go sa bofefo ka go fetiša.

Lefelo la go šomela la 4



Tše o di hlokago

- Sekotlolo sa go tlala meetse/ santa sa papadi ya meetse goba ya santa
- Dikotlolo tša go ela tša bogolo le dibopego tša go fapana

Barutwana ba bapetša gore dikotlolo di swara meetse/santa ye kaakang gomme ba bapetša le boima, ba diriša tlotlontšu: bofefo/boima, bofemonyana/boimanyana, bofefo ka go fetiša/boima ka go fetiša. Barutwana ba ka bolela ka gore ke dikotlolo dife tša go swara meetse/ santa ye ntši, nnyane, meetse/santa ya go lekana, gomme ba bapetša dikotlolo tša bofemonyana/boimanyana.



Peakanyo ya Beke ya 6: Kgotela barutwana ka moka go tla le mabotlelo a dinotšididi a polastiki a go se be le selo a šupa go dira mešongwana ya Beke ya 6. E ka ba a bogolo bja go fapana.

Content Area Focus: Numbers, Operations and Relationships

Topics

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

New knowledge

- Number 8
- Ordinal numbers: fifth, last, next
- Oral counting: forwards 1–20 and beyond

Practise

- Oral counting: forwards 1–20, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–7
- Ordinal numbers first to fifth
- Add, take away
- Two/three more/fewer
- Reinforce number concept 1–7

New maths vocabulary

eight
fourth
fifth

last
how many more to make
how many are left/left over

least
the same
exactly

Getting ready

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

- number frieze and house template for number 8 (page 208)
- 4 number 8 dot, symbol and word cards
- number symbol card 8 (number line)
- large cardboard cut-outs of 3 big and 7 small mice
- birthday chart
- days of the week chart
- 10 different-sized bottles
- playdough template: Number 8 (page 214) – 1 per learner
- paper/card crown strips with 8 rectangle shapes – 1 per learner



- set of dot cards 1–8 – 1 per learner



Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

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

Tsebo ye mpsha

- Nomoro 8
- Palokgoboko: bohloano, mafelelo, latela
- Go balela godimo: pele 1–20 le go feta

Go ikatiša

- Go balela godimo: pele 1–20, morago 10–1
- Go bala dilo 1–10
- Go latelanya dinomoro 1–7
- Palokgoboko mathomo go fihla ka ya bohloano
- Hlakanya, ntšha
- Pedi/tharo go feta/fetwa
- Gatelela lereo la nomoro 1–7

Tlotlontšu ye mpsha ya dipalo

seswai
bone
bohloano

mafelelo
go dirwe tše dingwe tše kae
go šetše tše kae/mašadiša

gannyane
swana
nepilego

Go itokiša

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

- tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 8 (letlakala 209)
- dikarata tša marontho, leswao le leina la nomoro 8 tše 4
- karata ya leswao la nomoro 8 (mothalo-palo)
- diripiwa tša khatepote tše dikgolo tša magotlo a magolo a 3 le a manyane a 7
- tšhate ya letšatši la matswalo
- tšhate ya matšatši a beke
- mabotlelo a bogolo bja go fapana a 10
- thempoleiti ya tlhama: Nomoro 8 (letlakala la 215) – 1 ya morutwana yo mongwe le yo mongwe
- meseto ya pampiri/karata le dibopego tša khutlonnethwii tše 8 – 1 ya morutwana yo mongwe le yo mongwe
- sete ya dikarata tša marontho 1–8 – 1 ya morutwana yo mongwe le yo mongwe



- yoghurt cup with 8 white beans. Mark one side of each bean with a black koki – 1 cup per learner
- 10 × 500 ml cold drink bottles, and 5 smaller empty cold drink bottles that you have collected
- 8 × 2 litre cold drink bottles half filled with sand (label each with a large number symbol and dot/s from 1 and 8).



Whole class activities

Day 1

What you need

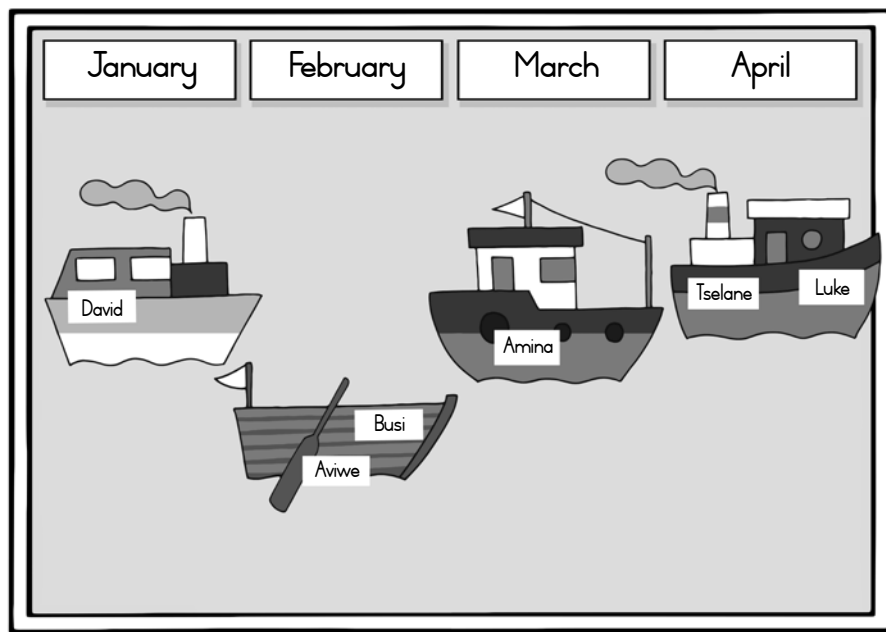
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

1. **Rhyme:** Say the rhyme, *Eight little mice* using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Look at the birthday and the days of the week charts.



TIP

Place the charts at eye level so learners can clearly see the information and share ideas with each other.



- komiki ya yokate ya go ba le dinawa tše ditšhweu tše 8. Swaya lehlakore le letee la dinawa ka koki ye ntsho – komiki ye 1 ya morutwana yo mongwe le yo mongwe
- 10 × 500 ml tša mabottlelo a dinotšididi, le 5 mabottlelo a dinotšididi a go se be le selo a manyane a o a kgobokeditšego
- 8 × 2 litre tša mabottlelo a dinotšididi a tladitšwe ka santa go fihla gare (a ngwale leswao la nomoro le legolo le le/marontho go thoma ka 1 go fihla ka 8).



Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Magotlo a manyane a seswai* (letlakala la 197)
- Diripiwa tša legotlo le legolo le 1 le magotlo a manyane a 7
- *Kanegelo ya nomoro 8* (letlakala 197)
- Tšhate ya tlotlontšu le dinomoro le thempoleiti ya ntlo ya nomoro 8 (letlakala la 209)
- Tšhate ya matšatši a matswalo
- Tšhate ya matšatši a beke

1. **Sereto:** Reta sereto, *Magotlo a manyane a seswai* o diriša diripiwa tša legotlo.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Lebelela tšhata ya matšatši a matswalo le ya matšatši a beke.

KELETŠO

Bea ditšhate moo barutwana ba tla kgonago go bona tshedimošo gabotse gomme ba abelana dikgopolo.

Mošupologo

Labobedi

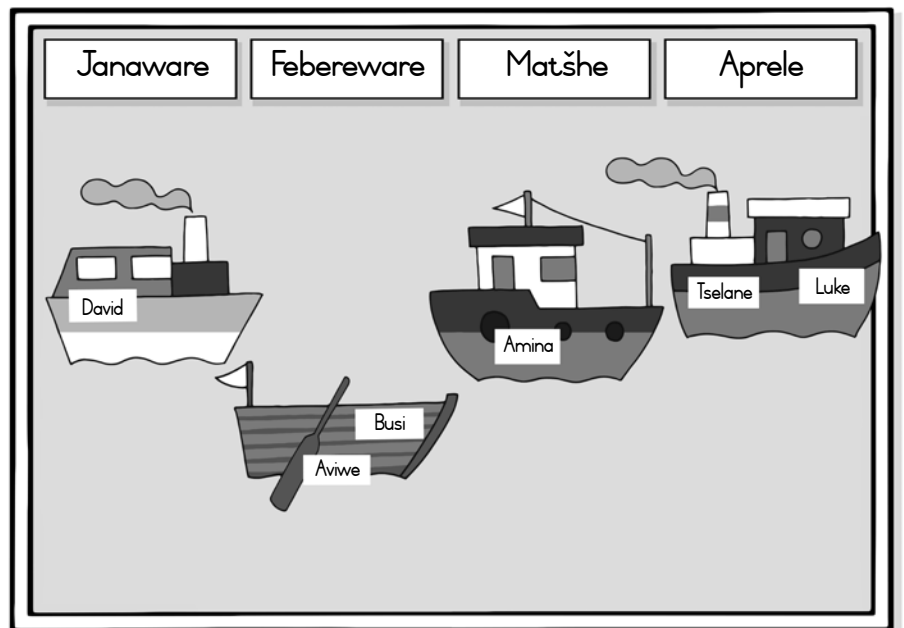
Laboraro

Labone

Labohlano

Mokibelo

Sontaga



Guiding questions:

- ★ Are there more or fewer than 10 months of the year on the birthday chart?
- ★ Do any months have 10 birthdays?
- ★ How many birthdays are there in _____?
- ★ Which month has the most/least birthdays?
- ★ How many birthdays would there be in _____ if we added/took away one/two/three names?
- ★ Are there more or fewer than 10 days of the week?

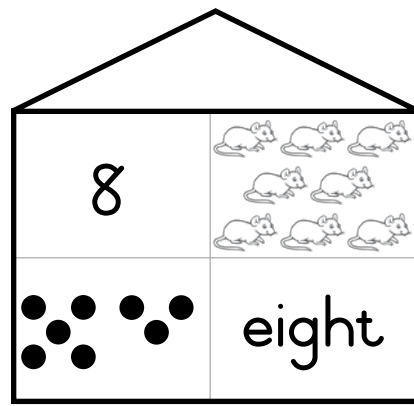
Count together and say the names of the months and days of the week.

4. **Introducing number 8:** Point to number friezes 1–7.

Guiding questions:

- ★ How many animals do you think will live in the next house?

Tell the *Number 8 story*. Show the different representations of number 8, for example, the picture, the dots, the symbol and the word. Add this house to the animal house frieze. Count the mice together. Dramatise mouse movements and sounds.



- ★ How many more mice are there than frogs?
- ★ Which house has three fewer animals than the frogs' house?

5. **Add the number 8 to the number washing line:** Show the learners the number 8 card.

Guiding questions:

- ★ Where should we put the number 8 on the number washing line?
- Talk about the position of number 8 in relation to number 7: it comes after number 7.

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

Day 2

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 4 number 8 dot, symbol and word cards
- Number line

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Show cut-outs of big and small mice.

Guiding questions:

- ★ How many big/small mice do you think there are?
- ★ How many are there of each?

Count the pictures together.

Dipotšišo tša go hlaha:

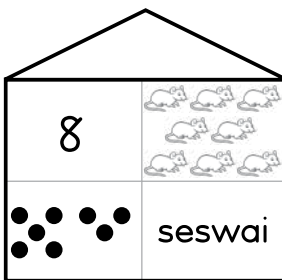
- ✦ Go na le dikgwedi tša go feta goba fetwa ke tše 10 tšhateng ya matšatši a matswalo?
- ✦ Go na le kgwedi ya go ba le matšatši a matswalo a 10?
- ✦ Go na le matšatši a matswalo a makae ka _____?
- ✦ Ke kgwedi efe ya go ba le matšatši a matswalo a mantši/mannyane?
- ✦ Go tlo ba le matšatši a matswalo a makae ka _____ ge re tsentše/ntšhitše leina le letee/a mabedi/mararo?
- ✦ Go na le matšatši a go feta goba fetwa ke a 10 a beke?

Balang mmogo le bolele maina a dikgwedi le matšatši a beke.

4. **Go tsebiša nomoro 8:** Šupa tšhate ya tlotlontšu le dinomoro 1–7.

Dipotšišo tša go hlaha:

- ✦ O nagana gore go tlo dula diphoofole tše kae ka ntlong ya go latela? Anega *Kanegelo ya nomoro 8*. Bontšha dikemedi tša go fapana tša nomoro 8, mohlala, seswantšho, marontho, leswao le leina. Tsenya ntlo ye go tšhate ya tlotlontšu le dinomoro ya ntlo ya diphoofole. Balang magotlo mmogo. Diragatšang mesepelo le selo sa magotlo.
- ✦ Go na le magotlo a makae go feta digwagwa?
- ✦ Ke ntlo efe ya go ba le diphoofole tše nnyane ka tše tharo tša go fetwa ke tša ka ntlong ya digwagwa?



5. **Tsenya nomoro 8 mothalopalong:** Bontšha barutwana karata ya nomoro 8.

Dipotšišo tša go hlaha:

- ✦ Re bea nomoro 8 mo kae mothalopalong? Bolelang ka maemo a nomoro 8 go bapetšwa le nomoro 7: e tla ka morago ga nomoro 7.

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

Letšatši la 2

Tše o di hlokago

- Sereto: *Magotlo a mannyane a seswai* (letlakala la 197)
- Dikarata tša marontho, leswao le leina la nomoro 8 tše 4
- Diripiwa tša magotlo a magolo tše 3 le tša magotlo a mannyane tše 7
- Mothalopalo

1. **Sereto:** Reta sereto, *Magotlo a mannyane a seswai* e diragatšeng le diriša diripiwa tša legotlo.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bontšha diripiwa tša magotlo a magolo le a mannyane.

Dipotšišo tša go hlaha:

- ✦ O nagana gore go na le magotlo a makae a magolo/mannyane?
- ✦ Ke a makae a le lengwe le le lengwe?

Balang diswantšho mmogo.



TIP

If one group has fewer than eight learners, help them to decide how many objects they each need to choose to make eight altogether.

4. **More than, fewer than, equal to:** Look at the cut-outs again.

Guiding questions:

- ★ Are there more/fewer big or small mice?
- ★ If two/three/four small mice were to run away, would there be the same number of big and small mice?

5. **Maths table:** Groups of eight learners each collect eight similar small objects. Each group says what objects they have found and how many objects they have found. Give a number 8 dot, symbol or word card to each group. One group at a time puts their objects and number 8 card on the table.

Guiding questions:

- ★ Where is the number 8 on the number line?
- ★ Can you draw it in the air/on your friend's back?

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

Day 3

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 3 big mice and 7 small mice
- 10 × 500 ml bottles
- 8 × 2 litre bottles
- Ball
- Number dot cards 1–8 (*Resource Kit*) displayed on the wall

1. **Rhyme:** Say the rhyme, *Eight little mice* dramatising it using the mouse cut-outs.

Guiding questions:

- ★ Which mouse is second, third, fifth?

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place 10 × 500 ml bottles and 8 × 2 litre bottles in separate groups where learners can see them.



Guiding questions:

- ★ Which group has more/fewer bottles?
- ★ How do you know?

Count the bottles in each group together.

4. **Dot cards and ordering 1–8; skittles:** Place 8 numbered 2 litre bottles in the incorrect order on the floor, in a line close to the dot cards that are displayed on the wall.

KELETŠO

Ge sehlopha se setee se na le barutwana ba go fetwa ke ba seswai, ba thuše go nagana gore ba hloka go kgetha dilo tše kae gore e be tše seswai ka moka.

4. **Go feta, go fetwa, lekana le:** Lebelela diripiwa gape.

Dipotšišo tša go hlaha:

- ✦ Go na le magotlo a magolo a manyane/mantši go feta a manyane?
- ✦ Ge magotlo a mabedi/mararo/mane a manyane a ka tšhaba, palo ya magotlo a magolo le a manyane e tlo lekana?

5. **Tafola ya dipalo:** Dihlopha tša barutwana ba seswai di kgoboketša dilo tša go swana tše seswai. Sehlopha se bolela gore se hweditše selo sefe le gona tše kae. Efa dihlopha ka moka karata ya marontho, leswao leina la nomoro 8. Sehlopha se tee ka nako se bea selo sa sona le nomoro 8 tafoleng.

Dipotšišo tša go hlaha:

- ✦ Nomoro 8 e mo kae mo mothalopalong?
- ✦ O ka e thala moyeng/mokokotlong wa mogwera wa gago?

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

Letšatši la 3

Tše o di hlokago

- Sereto: *Magotlo a manyane a seswai* (letlakala la 197)
- Diripiwa tša magotlo a magolo tše 3 le magotlo a manyane tše 7
- 10 × 500 ml tša mabotlelo
- 8 × 2 litara tša mabotlelo
- Kgwele
- Dikarata tša marontho tša nomoro 1–8 (*Dithušathuto tša Phapoši*) di beilwe lebotong

1. **Sereto:** Reta sereto, *Magotlo a manyane a seswai* e dirigatšeng le diriša diripiwa tša legotlo.

Dipotšišo tša go hlaha:

- ✦ Ke legotlo lefe la bobedi, boraro, bohlanog?

2. **Go balela godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Bea 10 × 500 ml tša mabotlelo le 8 × 2 litara tša mabotlelo ka dihlopha tša go fapana mo barutwana ba tlo kgonago go di bona.



Dipotšišo tša go hlaha:

- ✦ Ke sehlopha sefe sa go ba le mabotlelo a mantši/manyane?
- ✦ O tseba bjang?

Balang mabotlelo a dihlopha ka moka mmogo.

4. **Dikarata tša marontho le go latelanya 1–8; diskilile:** Bea mabotlelo a 8 a 2 litara lebatong ka tatelano ya dinomoro ye e fošagetšego, mothalading kgauswi le dikarata tša marontho tše di bontšhitšwego lebotong.

Guiding questions:

- ★ Are these bottles in the correct order?

Together place the bottles in the correct order from 1 to 8. Learners take turns to knock down bottles with the ball and say which numbers have fallen.



- ★ Which number comes between 6 and 8; after 2; before 5?
- ★ If you knock down the number 2 and 3 bottles, how many dots does this add up to? (Learners point to dot card 5.)
- ★ How many bottles are left standing?
- ★ How many more do you need to knock over to get to 8?
- ★ Which three bottles could we choose if we want the number of dots to add up to 8?
- ★ How many bottles do we need to knock over so that there are exactly the same number of bottles lying down as there are standing up?
- ★ How many bottles will be left if I take one away?

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

Day 4

What you need

- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 8 mice
- Pictures of 8 ducks
- Number friezes 1–8
- 8 × 2 litre bottles
- 10 × different-sized bottles
- Ball
- Number line and number symbols 1–8
- Dot cards 1–8

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place eight 2 litre bottles in a group and 10 different-sized bottles in a separate group.

Guiding questions:

- ★ Which group has more/fewer bottles?
- ★ How many bottles do you think are in each group?
- ★ How can we find out?

Count the bottles in each group together.

4. **Ordinal numbers first to fifth:** Look at the number friezes.

Guiding questions:

- ★ Which animals live in the second house, third house, fourth house?

Dipotšišo tša go hlhla:

★ Mabollelo a ka tatelano ya go nepagala? Mmogo beang mabollelo ka tatelano ya go nepagala go thoma ka 1 go fihla ka 8. Barutwana ba šiedišana ka go wiša mabollelo ka kgwele ba bolela gore go wele dinomoro dife.



- ★ Ke dinomoro dife tša go tla magareng ga 6 le 8; ka morago ga 2; pele ga 5?
- ★ Ge o wiša mabollelo a nomoro 2 le 3, e ba marontho a makae? (Barutwana ba šupa karata ya marontho ya 5.)
- ★ Go šetše mabollelo a makae a sa eme?
- ★ O tlo swanela go wiša mangwe a makae gore o fihle go 8?
- ★ Re ka kgetha mabollelo afe a mararo ge re nyaka gore palo ya marontho e fihle 8?
- ★ Re hloka go wiša mabollelo a makae gore go be le palo ya go lekana ya mabollelo a go wa le ya ao a emego?
- ★ Ge ke ntšha lebotlelo le letee go tlo šala a makae?

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

Letšatši la 4

Tše o di hlokago

- Sereto: *Magotlo a manyane a seswai* (letlakala la 197)
- Diripiwa tša magotlo tše 8
- Diswantšho tša mapidibidi tše 8
- Ditšhate tša tlotlontšu le dinomoro 1–8
- 8 × 2 litara tša mabollelo
- 10 × mabollelo a bogolo bja go fapana
- Kgwele
- Mothalopalo le maswao a dinomoro 1–8
- Dikarata tša marontho 1–8

1. **Sereto:** Boeletša mošongwana wa Letšatši la 3.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bea mabollelo a seswai a di 2 litara sehlopheng le mabollelo a bogolo bja go fapana a 10 sehlopheng sa ka thoko.

Dipotšišo tša go hlhla:

- ★ Ke sehlopha sefe sa go ba le mabollelo a mantši/mannyane?
- ★ O nagana gore sehlopha se sengwe le se sengwe se na le mabollelo a makae?
- ★ Re ka nyakišiša bjang?

Balang mabollelo ka sehlopheng se sengwe le se sengwe mmogo.

4. **Palokgoboko ya mathomo go ya go ya bohloano:** Lebelela ditšhate tša tlotlontšu le dinomoro.

Dipotšišo tša go hlhla:

- ★ Go dula diphoofolo dife ntlong ya bobedi/ntlong ya boraro/ntlong ya bone?

5. **Practising and ordering 1–8; ordinal numbers first to fifth; skittles:** Repeat the activity from Day 3. Handout dot cards 1–8. Learners say what dot card they have and match these to the bottles.

Guiding questions:

- ★ Can you knock down the first/second/fifth bottle?
- ★ Can you show me the first/second/fifth number on the number line?
- ★ Can you put the first/second/fifth bottle next to the first/second/fifth house?

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

Integration

Home Language and Life Skills: Place skittles in the maths area/ outdoors for learners to play with.

Day 5

What you need

- Rhyme: *Eight little mice* (page 196)
- Masking tape/chalk
- Cut-outs of 8 mice
- A variety of bottles
- Poster 6

1. **Rhyme:** Repeat the activity from Day 3.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place a variety of bottles in a group.

Guiding questions:

- ★ Are there more/fewer big bottles?
- ★ How many do you think there are?
- ★ How do you know?

Count the bottles together.

4. **Jumping track 1–8:** Use masking tape or chalk to create a ladder on the mat for learners to jump as the class counts 1–8.

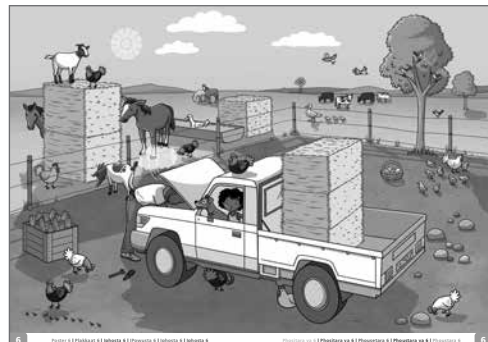
Guiding questions:

- ★ How many more jumps to get to 8?
- ★ Can you jump to the number that is one more/two fewer, two more/three fewer than the number you are standing on?
- ★ Can you stand on number 4/6 and count on from there as you jump?

5. **Practising 1–8:** Discuss Poster 6. Move between the learners to show them the picture.

Guiding questions:

- ★ What is the difference between a duck and a duckling?
- ★ How many ducks/ducklings can you see?



5. **Go ikatiša le go latelanya 1–8; palokgoboko ya mathomo go ya go ya bohloano; diskitlile:** Boeletša mošongwana wa Letšatši la 3. Abelana ka dikarata tša marontho 1–8. Barutwana ba bolela gore ba swere karata efe ya marontho gomme ba e tswalanya le mabotlelo.

Dipotšišo tša go hlaha:

- ✦ O ka wiša lebotlelo la mathomo/bobedi/bohloano?
 - ✦ O ka mpontšha nomoro ya mathomo/bobedi/bohloano mo mothalopalong?
 - ✦ O ka bea lebotlelo la mathomo/bobedi/bohloano kgauswi le ntlo ya mathomo/bobedi/bohloano?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Tswalanyo

Leleme la Gae le Mabokgoni a Bophelo: Bea diskitlile sebakeng sa dipalo/ka ntle barutwana ba kgone go bapala ka tšona.

Letšatši la 5

Tše o di hlokago

- Sereto: *Magotlo a mannyane a seswai* (letlakala la 197)
- Phoustara ya 6
- Diripiwa tša magotlo tše 8
- Maskhing theipi/tšhoko
- Mehutahuta ya mabotlelo

1. **Sereto:** Boeletša mošongwana wa Letšatši la 3.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bea mabotlelo a mehutahuta sehlopheng.

Dipotšišo tša go hlaha:

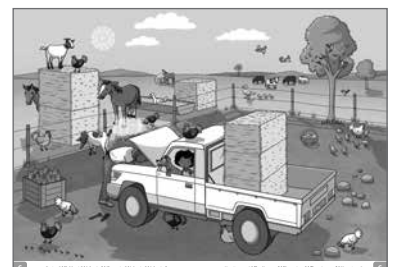
- ✦ Go na le mabotlelo a magolo a mantši/mannyane?
 - ✦ O nagana gore go na le a makae?
 - ✦ O tseba bjang?
- Balang mabotlelo mmogo.
4. **Tsela ya go taboga 1–8:** Diriša maskhing theipi/tšhoko go hlama lleri mmeteng fao barutwana ba tlogo taboga ge mphato o bala 1–8.

Dipotšišo tša go hlaha:

- ✦ Go nyakega metabogo ye mekae go fihla go 8?
 - ✦ O ka tabogela nomorong ya go feta ye o emego go yona ka e tee/fetwa ka pedi, feta ka pedi/fetwa ka tharo?
 - ✦ O ka ema go nomoro 4/6 wa bala go thoma fao ge o taboga?
5. **Go ikatiša 1–8:** Bolelang ka Phoustara ya 6. Sepela magareng ga barutwana o ba bontšhe seswantšho.

Dipotšišo tša go hlaha:

- ✦ Phapano ke eng gare ga lepidibidi le ngwana wa lepidibidi?
- ✦ O bona mapidibidi/bana ba mapidibidi ba bakae?



- ✦ Are there more/fewer ducks on the poster than on the number frieze?
- ✦ If two ducklings joined the big duck in the water, how many ducks and ducklings would there be?
- ✦ How many ducklings are walking in the line?
- ✦ How many ducklings would there be if two walked away?
- ✦ Are there more/fewer big ducks or chickens?

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

Small group activities

Teacher-guided activity

What you need

- Number dot, symbol and word cards 1–8 (*Resource Kit*)
- Ball
- Playdough
- Boards
- Paper
- Pencils
- A tub per learner with:
 - 10 counters
 - Playdough
 - 3 lids
 - A yoghurt cup with beans marked with black koki on one side
 - 5 animal counters

1. **Oral counting 1–20:** Learners roll the ball to each other as they count from 1 to 20 (and beyond if they are able to).
2. **Word problems:** Present learners with problems to solve. They can use the counters in their tub to represent and help them solve the problems.

Guiding questions:

- ✦ There are ten mice in a cupboard. If three mice run away, how many mice will be left in the cupboard?
- ✦ If one mouse comes back, how many mice will be in the cupboard?

Ask learners to tell you how they got their answers.

3. **Practising 1–8; more/fewer/equal:** Show a number symbol card from 1 to 8. As quickly as they can, learners make the same number of balls with their playdough. They find the number word and dot card to match.

Ask learners to take out two of the lids from their tubs. They should place two balls on one lid and four on the other lid.

Guiding questions:

- ✦ Which lid has more/fewer balls?
- ✦ How many more/fewer does this lid have?
- ✦ Add to the lid with more balls so that it has two more than four balls. How many did you add?
- ✦ Take away from the lid with fewer balls so that it has no balls. How many did you take away?



TIP

If a learner has made an error in the calculation, ask if they want to use counters to show you what they have done. Don't simply say the learner is 'wrong'. Guide them to the correct answer.

- ✦ Phoustareng go na le mapidibidi a go feta/fetwa ke a tšhate ya tlotlontšu le dinomoro?
 - ✦ Ge bana ba mapidibidi ba babedi ba ka tla go lepidibidi le legolo ka meetseng, go tlo ba le lepidibidi le bana ba lepidibidi ba bakae?
 - ✦ Ke bana ba mapidibidi ba bakae ba go sepela mothalading?
 - ✦ Ge bana ba mapidibidi ba babedi ba ka tloga go tlo šala ba bakae?
 - ✦ Go na le mapidibidi a mantši/mannyane goba dikgogo?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Dikarata tša marontho, maswao le maina a dinomoro 1–8 (*Dithušaathuto tša Phapoši*)
- Kgwele
- Tlhama
- Matlapa
- Pampiri
- Diphensele
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dibaledi tše 10
 - Tlhama
 - Dikhurumelo tše 3
 - Komiki ya yokate ya go ba le dinawa tša go swaiwa ka koki ye ntsho ka lehlakoreng le letee
 - Dibaledi tša diphoofole tše 5

KELETŠO

Ge morutwana a dirile phošo ge a hlakanya, mmotšiše ge eba o nyaka go diriša dibaledi go go bontšha gore o fihlile bjang karabong. O seke wa no re morutwana o 'phošitše'. Mo hlahle gore a hwetše karabo ya go nepagala.

1. **Go balela godimo 1–20:** Barutwana ba kgokološetša kgwele go yo mongwe ba bala go thoma ka 1 go fihla ka 20 (le go feta ge ba kgona).
2. **Dipalo tša mantšu:** Efa barutwana mathata ao ba ka a rarollago. Ba ka diriša dibaledi tša ka seswarong sa bona go emela goba go ba thuša go rarolla mathata.

Dipotšišo tša go hlahla:

- ✦ Go na le magotlo a lesome ka khapoteng. Ge magotlo a mararo a ka tšhaba, go tlo šala magotlo a makae ka khapoteng?
 - ✦ Ge legotlo le letee le ka boya, e tlo ba magotlo a makae ka khapoteng? Kgotela barutwana ka moka go bolela gore ba hweditše dikarabo bjang.
3. **Go ikatiša 1–8; ntši/nnyane/lekana:** Bontšha karata ya leswao la nomoro go thoma ka 1 go fihla ka 8. Ka potlako, barutwana ba dira dikgwele tša palo yeo ka tlhama. Ba hwetša leina la nomoro le karata ya marontho ya go tswalana.

Kgotela barutwana go ntšha dikhurumelo tše pedi seswarong sa bona. Ba bee dikgwele tše pedi sekhurumelong, tše nne go se sengwe.

Dipotšišo tša go hlahla:

- ✦ Ke sekhurumelo sefe sa go ba le dikgwele tše ntši/nnyane?
- ✦ Sekhurumelo se se na le tše dingwe tše dintši/dinnyane ka tše kae?
- ✦ Oketša sekhurumelong ka dikgwele tše dintši gore se be le dikgwele tše dingwe tše pedi go feta tše nne. O okeditše ka tše kae?
- ✦ Ntšha sekhurumelong sa dikgwele tše dinnyane gore se se be le dikgwele. O ntšhitše tše kae?

Learners each make eight balls. Place three balls on one lid and two on the other.

- ★ How many of the group of eight balls are left over?
- ★ What do we need to do to make the lids have the same number of balls?

Learners take out their third lid. They put one ball on the first lid and three balls on the second lid.

- ★ How many balls must go on the third lid to make eight balls altogether?

Repeat with other number combinations.

4. **Practising number 8 using playdough:** Learners make the number symbol 8 out of playdough. Support learners who are ready to write 8.
5. **Shake and spill bean game:** Learners take their yoghurt cups from their tubs. They each count out eight beans. Draw attention to the fact that the beans have been marked on one side. Ask learners to shake the cup and spill the beans.



Guiding questions:

- ★ How many beans are white? How many beans have a black mark?
- ★ How many beans are there altogether?

Learners shake and spill the beans again, using their cups and saying, 'Shake, shake, shake, and spill.' They count the beans together.

Learners compare combinations of white and black beans to make eight. Repeat a few times.

6. **Ordinal numbers first to fifth:** Learners place the animal counters in a line facing left. Ask individual learners which position different animals are standing in.

Guiding questions:

- ★ Which animal is first/third/fifth/last in line?
- ★ If you move ____ to behind ____ what position will it be in?



Check that learners are able to:

- count orally 1–20 and beyond
- identify first to fifth, last
- match objects 1–8 to number symbols, dot and word cards
- identify different combinations to make 8
- create the numeral 8 using playdough

Morutwana yo mongwe le yo mongwe o dira dikgwele tše seswai. Bea dikgwele tše tharo sekhurumelong, tše pedi go se sengwe.

- ★ Go šetše dikgwele tše kae sehlopheng sa tše seswai?
- ★ Re hloka go dira eng gore dikhurumelo ka bobedi di be le dikgwele tša go lekana ka palo?

Barutwana ba ntšha sekhurumelo sa boraro. Ba bea kgwele e tee sekhurumelong, tše tharo go se sengwe.

- ★ Go swanetše go išwa dikgwele tše kae sekhurumelong sa boraro gore e be tše seswai?

Boeletša ka go kopanya dinomoro tše dingwe.

4. **Go ikatiša nomoro 8 ka tlhama:** Barutwana ba bopa leswao la 8 ka tlhama. Thekga barutwana ba go lokela go ngwala 8.
5. **Moraloko wa šikinya o tšholle nawa:** Barutwana ba tšea dikomiki tša yokate ka diswarong tša bona. Ba ntšha dinawa tše seswai. Ba lemoše gore nawa e swailwe ka lehlakoreng le letee. Kgopela barutwana go šikinya komiki ba tšholle dinawa.



Dipotšišo tša go hlahla:

- ★ Go na le dinawa tše kae tše tšhweu? Ke dinawa tše kae tša go ba le leswao le lesa?
- ★ Ke dinawa tše kae ka moka?

Barutwana ba šikinya le go tšholla dinawa gape, ba diriša dikomiki ebile ba re, 'Šikinya, šikinya, šikinya, o tšholle.' Ba bala dinawa mmogo.

Barutwana ba bapetša dinawa tše tšhweu le tše ntsho go dira seswai. Boeletšang gape.

6. **Palokgoboko ya mathomo go fihla go ya bohloano:** Barutwana ba bea dibaledi tša diphoofolo mothalading wa go lebelela go la ngele. Botšiša barutwana ka o tee ka o tee gore diphoofolo di eme maemong afe a go fapana.

Dipotšišo tša go hlahla:

- ★ Ke phoofolo efe ye e lego ya mathomo/boraro/bohloano/mafelelo mothalading?
- ★ Ge o iša _____ ka morago ga _____ e tlo ba maemong afe?



Lekola gore barutwana ba kgona go:

- balela godimo 1–20 le go feta
- hlatha mathomo go fihla go bohloano, mafelelo
- bapetša dilo 1–8 le maswao a dinomoro, dikarata ša maronthe le maina
- hlatha dikopanyo tša go fapana tša go dira 8
- hlama nomoro 8 ka tlhama

Workstation 1

What you need

- Playdough
- Playdough template: Number 8 (page 214) – 1 per learner

Learners use playdough to complete the template.

Workstation 2

What you need

- Paper/card strips with 8 rectangles – 1 per learner
- Crayons
- Numbers from the number washing line

Learners colour in the correct number of rectangles for their age and write the number symbol to match. They draw one picture in each of the coloured rectangles for this birthday crown 'wish list'.



Workstation 3

What you need

- A set of dot cards (1–8)
- A tub with 8 coloured counters per learner

Learners each take a card and use their counters to replicate the arrangement of dots on the card. They compare cards to see if their numbers match. Repeat using all the cards from 1 to 8.

Workstation 4

What you need

- Large number symbol cards (*Resource Kit*)
- A tub for each learner with at least 36 counters (*Resource Kit*)

Each learner takes a number symbol card. They use counters to form the number symbol. They repeat this using different number symbol cards.



TIP

Discuss what each group has drawn on their crown's 'wish list' during whole class sessions.

Lefelo la go šomela la 1

Tše o di hlokago

- Tlhama morutwana yo mongwe le yo mongwe
- Thempoleiti ya tlhama: Nomoro ya 8 (letlakala la 215) – 1 ya

Barutwana ba feleletša thempoleiti ka tlhama.

Lefelo la go šomela la 2



Bolelang ka tšeo dihlopha di di thadilego 'lenaneong la ditakatso' la dikoroneng tša bona ka nako ya mošongwana wa barutwana ka moka.

Tše o di hlokago

- Meseto ya pampiri/karata ya dikhutlonnethwii tše 8 – 1 ya morutwana yo mongwe le yo mongwe
- Dikherayone
- Dinomoro tša mo mothalopalong

Barutwana ba khalara palo ya go nepagala ya dikhutlonnethwii tša mengwaga ya bona ba ngwala leswao la nomoro la go tswalana. Ba thala seswantšho se setee ka gare ga e nngwe le e nngwe ya dikhutlonnethwii tša go khalaria tša 'lenaneo la ditakatso' la korone ya matšatši a matswalo.



Lefelo la go šomela la 3

Tše o di hlokago

- Sete ya dikarata tša marontho (1–8)
- Seswaro sa dibaledi tša mabelabala tše 8 tša morutwana yo mongwe le yo mongwe

Morutwana yo mongwe le yo mongwe o tšea karata a diriša dibaledi go boeletša peakanyo ya marontho a mo karateng. Ba bapetša dikarata go bona ge eba dinomoro tša bona di a tswalana. Boeletšang ka dikarata ka moka go thoma ka 1 go fihla ka 8.

Lefelo la go šomela la 4

Tše o di hlokago

- Dikarata tša maswao tše dikgolo (*Dithušathuto tša Phapoši*)
- Seswaro sa dibaledi tše 36 sa morutwana yo mongwe le yo mongwe (*Dithušathuto tša Phapoši*)

Barutwana ka moka ba tšea karata ya leswao la nomoro. Ba dira leswao la nomoro ka dibaledi. Ba boeletša ka dikarata tša maswao a dinomoro tša go fapana.

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

- Draw a picture to represent data

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Two/three more/fewer
- More, fewer, equal
- Collect, sort and represent collection of objects

New maths vocabulary

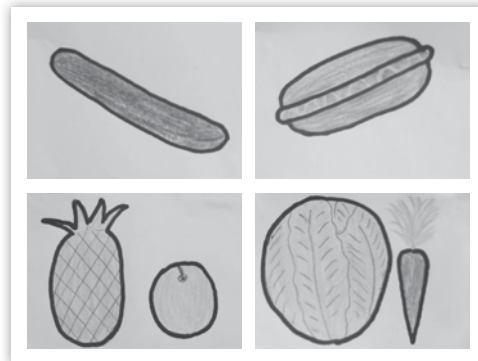
belongs

does not belong

Getting ready

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

- pictures of hot dog, boerewors, fruit and vegetables pasted on cardboard



- pictures of a red, blue, green and yellow hat pasted on cardboard
- small 5 cm × 5 cm card with a smiling face (see Term 2, Week 7) – 1 per learner
- a small red, blue, green and yellow paper/cardboard circle
- pictograph template with 4 columns and a space for food pictures/colour counters at the bottom
- A4 pictograph grid with 3 columns and red, blue and green blocks in the bottom row – 1 per learner
- fruit graph paper – 1 per learner (see page 134)
- weather calendar for the current month on which the daily weather is recorded
- name tags for each learner
- picture cards to represent the different types of learners' shoes: sandals; closed shoes with laces, Velcro or buckles

Nepišo ya Karolo ya Diteng: Tšhomišo ya Tshedimošo

Dihlogotaba

- Kgoboketša o hlaole dilo
- Dira kemedi ya mekgobo ya dilo ye e hlaotšwego
- Bolelang le be le bege ka ga mekgobo ya dilo ye e hlaotšwego

Tsebo ye mpsha

- Thala seswantšho sa go emela tshedimošo

Go ikatiša

- Go balela godimo: pele 1–20 le go ya pele, morago 10–1
- Go bala dilo 1–10
- Pedi/ntši ka tharo/nnyane
- Ntši, nnyane, lekana
- Kgoboketša, hlaola o be o dire kemedi ya mekgobo ya dilo

Tlotlontšu ye mpsha ya dipalo

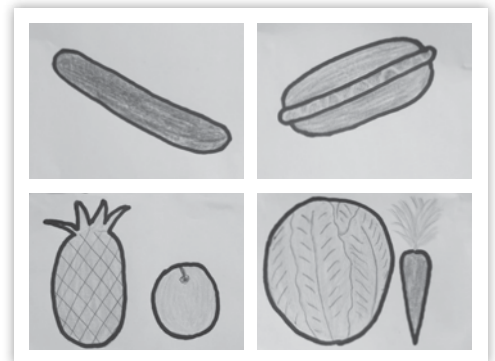
ke ya

gase ya

Go itokiša

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

- diswantšho tša maboroswana, boroso, dienywa le merogo ya go kgomaretšwa khatepoteng
- diswantšho tša mongatse o mohubedu, talalerata, talamorogo le serolane tša go kgomaretšwa khatepoteng
- karata ye nnyane ya 5 cm × 5 cm ya sefahlego sa go myemyela (lebelela Kotara ya 2, Beke ya 7) – 1 ya morutwana yo mongwe le yo mongwe
- sediko sa pampiri/khatepote ye nnyane ye mohubedu, talalerata, talamorogo le serolane
- thempoleiti ya piktokerafo ya dikholomo tše 4 le sekgoba sa diswantšho tša dijo/dibaledi tša mebalabala botlaseng
- kriti ya kgoboketšo ya diswantšho ya A4 ya dikholomo tše 3 le dipoloko tše dihubedu, talalerata le talamorogo mothalading wo o lego botlase – 1 ya morutwana yo mongwe le yo mongwe
- pampiri ya kerafo ya dienywa – 1 ya morutwana yo mongwe le yo mongwe (lebelela letlakala la 135)
- khalentara ya boso ya kgwedi ye ya go rekhota boso bja tšatši ka tšatši
- ditheke tša maina tša barutwana ka moka
- dikarata tša go emela mehuta ya go fapana ya dieta tša barutwana: diramphašane; dieta tša go tswalelega tša go ba le dithapo, *Velcro* goba ditšhisipere



- paper cut-outs of fish: 6 each of orange, red, blue and green. Attach paper clips to these for their mouths
- cardboard pictograph grid with the same colours as the fish – 1 per learner
- 6 fishing rods: piece of string tied to a stick with a magnet at one end
- a dice with orange, red, blue and green sides (two colours repeated).

Whole class activities

Day 1

What you need

- Poster 7
- 4 pictures: hot dog, boerewors, fruit, vegetables
- Smiley face cards – 1 per learner
- Pictograph template

1. **Song/rhyme:** Learners choose a song or rhyme from previous weeks.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** In pairs, learners face each other and count up to 10 while:
 - ✦ clapping right hands together
 - ✦ clapping left hands together
 - ✦ clapping both hands together.

4. **Collecting and sorting data:** Talk about Poster 7.

Guiding questions:

- ✦ What foods are being sold at the market?
- ✦ What food would you choose to buy?

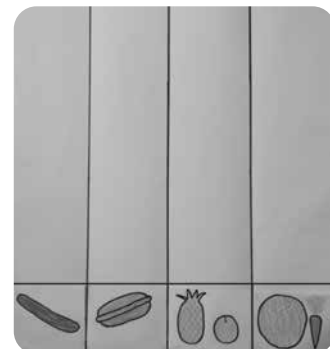


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ Which food do you think most learners like most/least?
- ✦ How do you know?
- ✦ How could we arrange our smiley faces so that we can easily see how many learners like each food?

Give each learner a smiley face.

5. **Representing data:** Place the food pictures at the bottom of each column on the pictograph template. Learners place their smiley face cards one at a time above the picture of the food they have chosen to complete the pictograph.
6. **Small group activities:** Describe the activities at each workstation.



Make sure the smiley faces are placed neatly so that there are no spaces between them in each column.

- diripiwa tša pampiri tša dihlapu: tše 6 tša mmala wa namune, khubedu, talalerata le talamorogo. Kgomaretša diklipi tša pampiri go dira melomo
- kriti ya kgoboketšo ya diswantšho ya khatepote ya mebala ya go swana le ya dihlapu – 1 ya morutwana yo mongwe le yo mongwe
- dirote tša go thea dihlapu tše 6: seripa sa lenti sa go bofelelwa kotaneng sa go ba le maknete ka maphethelong a matee
- letaese la mahlakore a mmala wa namune, khubedu, talalerata le talamorogo (mebala ye mebedi e boeletšwe).

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Phoustara ya 7
- Diswantšho tše 4: leboroswana, boroso, dienywa, merogo
- Dikarata tša sefahlego sa go myemyela – 1 ya morutwana yo mongwe le yo mongwe
- Thempoleiti ya piktokerafo

1. **Koša/sereto:** Barutwana ba kgetha koša goba sereto sa dibeke tša go feta.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Ka bobedi, barutwana ba a lebelelana gomme ba bala go fihla ka 10 ebile:
 - ✦ ba phaphatha diatla tša go ja mmogo
 - ✦ ba phaphatha diatla tša go ngele mmogo
 - ✦ ba phaphatha diatla ka bobedi mmogo.

4. **Go kgoboketša le go hlaola tshedimošo:** Bolela ka Phoustara ya 7.

Dipotšišo tša go hlahla:

- ✦ Go rekišwa dijo dife mmarakeng?
- ✦ O ka kgetha go reka dijo dife?

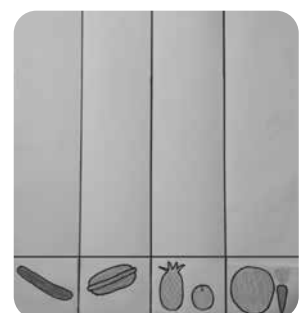
Bontšha diswantšho tše nne tša mehuta ya go fapana ya dijo. Di bee dikhutlong tše nne tša mmete. Barutwana ba dula kgauswi le seswantšho sa dijo tše ba tla di rekago.

- ✦ O nagana gore barutwana ba bantši ba rata sejo sefe kudu/gannyane?
- ✦ O tseba bjang?

Re ka beakanya difahlego tša go myemyela bjang go bona gore sejo se sengwe le se sengwe se ratwa ke barutwana ba bakae?

Efa morutwana yo mongwe le yo mongwe sefahlego sa go myemyela.

5. **Kemedi ya tshedimošo:** Bea diswantšho tša dijo botlase bja kholomo ye nngwe le ye nngwe thempoleiting ya piktokerafo. Barutwana ba bea dikarata tša bona tša difahlego tša go myemyela e tee ka nako ka godimo ga seswantšho sa sejo se ba se kgethilego go feleletša kgoboketšo ya diswantšho.



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

KELETŠO

Kgonthiša gore difahlego tša go myemyela di beilwe gabotse go se be le dikgoba gare ga tšona ka kholomong ye nngwe le ye nngwe.

Day 2

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Weather calendar
- Poster 7
- Pictograph from Day 1

1. **Rhyme:** Say the rhyme, *Five little hotdogs* with finger movements.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand facing a partner with one hand behind their backs. On a given signal learners each put forward a number of fingers. Pairs count the total number of fingers they are showing. Repeat the activity, with learners showing a different number of fingers each time.
4. **Reading, interpreting and reporting on data:** Talk about the weather calendar for the month.

Guiding questions:

- ★ What can you tell me about the weather this month?
- ★ What kind of weather have we had the most/least of?
- ★ Were there more sunny days or rainy days? How many more? How do you know?

Learners look at Poster 7 and the food pictograph from Day 1. They compare the column heights on the pictograph and count to find out how many of each type of food different learners like.

- ★ What do you notice about the pictograph?
 - ★ Which column is the tallest/shortest? What does this mean?
 - ★ How many learners chose hot dogs/boerewors/fruit/vegetables?
 - ★ Are there more/fewer learners who chose hot dogs or more/fewer learners who chose boerewors? How many more?
 - ★ Do any of the columns have equal numbers?
 - ★ Which food is the most/least popular?
 - ★ What would happen if two more learners chose hot dogs/boerewors, and so on?
5. **Small group activities:** Describe the activities at each workstation.

Day 3

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Name tag – 1 per learner
- Pictures of 4 hats (red, blue, green, yellow)
- Story: *Shopping for a hat* (page 196)
- Red, blue, green, yellow counters (*Resource Kit*)
- 4 containers labelled: red, blue, green, yellow
- 4 strips of white paper
- Pictograph template

Letšatši la 2

Tše o di hlokago

- Sereto: *Maboroswana a mannyane a mahlano* (letlakala la 197)
- Phoustara ya 7
- Khalentara ya boso
- Kgoboketšo ya diswantšho ya Letšatši la 1

1. **Sereto:** Reta sereto, *Maboroswana a mannyane a mahlano* o sepetša menwana.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba ema ka maoto ba lebelela bagwera ba išitše seatla se setee ka morago. Ge ba fiwa leswao barutwana ka moka ba iša menwana ya palo ye itšego pele. Bobedi bo bala palo ya menwana ka moka ye ba e bontšhago. Boeletša mošongwana gomme barutwana ba bontšhe palo ya go fapana ya menwana nako le nako.
4. **Go bala, hlatholla le go bega tshedimošo:** Bolelang ka khalentara ya boso ya kgwedi ye.

Dipotšišo tša go hlahla:

- ★ O ka mpotša eng ka boso bja kgwedi ye?
- ★ Re bile le boso bo bo bjang gantši/gannyane?
- ★ Go bile le matšatši a mantši a go fiša goba a pula? A mantši ka a makae? O tseba bjang?

Barutwana ba lebelela Phoustara ya 7 le kgoboketšo ya diswantšho tša dijo ya Letšatši la 1. Ba bapetša botelele bja dikholomo go kgoboketšo ya diswantšho gomme ba bala go hwetša gore barutwana ba go fapana ba ratile mohuta o mongwe le o mongwe wa dijo gaka.

- ★ O lemoga eng ka kgoboketšo ya diswantšho?
- ★ Ke kholomo efe ye telele ka go fetiša/kopana ka go fetiša? Se se ra go reng?
- ★ Ke barutwana ba bakae ba go kgetha maboroswana/leboroso/dienywa/merogo?
- ★ Go na le barutwana ba bantši/bannyane ba go kgetha maboroswana goba barutwana ba bantši/bannyane ba go kgetha leboroso? Ba bangwe ba bakae?
- ★ Go na le dikholomo tša go lekana ka dinomoro?
- ★ Ke sejo sefe sa go tuma ka go fetiša?
- ★ Go tlo direga eng ge barutwana ba bangwe ba babedi ba ka kgetha maboroswana/leboroso, bjalo bjalo?

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

Letšatši la 3

Tše o di hlokago

- Sereto: *Maboroswana a mannyane a mahlano* (letlakala la 197)
- Theke ya leina – 1 ya morutwana yo mongwe le yo mongwe
- Diswantšho tša mengatse ye 4 (khubedu, talalerata, talamorogo, serolane)
- Kanegelo: *Go reka mongatse* (letlakala la 197)
- Dibaledi tše dikhubedu, talalerata, talamorogo, serolane (*Dithušathuto tša Phapoši*)
- Dikotlolo tše 4 tša go ngwalwa: khubedu, talalerata, talamorogo, serolane
- Meseto ya pampiri ye tšhweu ye 4
- Thempoleiti ya kgoboketšo ya diswantšho

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners stand in a circle and count from 1 to 10, clapping each time they say a number. The learner who says '10' sits down and the counting starts again from '1'. Repeat until only one learner is standing.
4. **Representing data:** Tell the story *Shopping for a hat*. Look at the pictures of the four hats. Discuss which colour hat learners would choose. Learners choose a counter to match the colour of the hat they have chosen. They place the counter into the container with the label for that colour.

Guiding questions:

★ How can we find out how many learners like each colour hat?

Ask four learners to arrange the counters from each container in a line on a strip of paper. Discuss the data.



★ How many learners like a red/blue/yellow/green hat?

★ How can we find out what the favourite colour is in our class?

Put a different coloured counter in the bottom row of the pictograph template. Learners place their name tags on the pictograph in the column above the colour of the hat they chose.



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

Day 4

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Pictures of 4 hats (red, blue, green, yellow)
- Pictograph from Day 3

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.

1. **Sereto:** Reta sereto, *Maboroswana a manyane a mahlano*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba ema ka sediko ba bala go thoma ka 1 go fihla ka 10, ba phaphatha diatla nako le nako ge ba bolela nomoro. Morutwana wa gore '10' o dula fase gomme ba thoma go bala gape ka '1'. Boeletšang go fihlela go šala morutwana o tee wa go ema.
4. **Go emela tshedimošo:** Anega kanegelo ya *Go reka mongatse*. Lebelela diswantšho tša mengatse ye mene. Bolelang ka gore barutwana ba tlo kgetha mengatse ya mebala efe. Barutwana ba kgetha sebaledi sa go tswalana le mmala wa mongatse wo ba o kgethilego. Ba bea sebaledi ka sekotlolong sa leina la mmala woo.

Dipotšišo tša go hlaha:

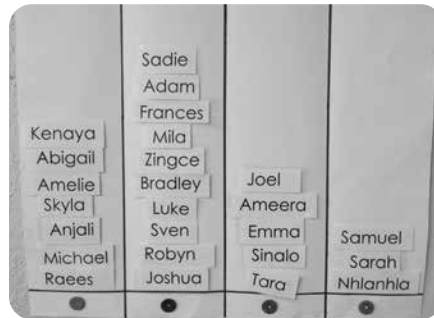
- ★ Re ka hwetša bjang gore ke barutwana ba bakae ba go rata mmala wo itšego wa mongatse?

Kgopela barutwana ba bane go beakanya dibaledi tše nne tša ka sekotlolong se sengwe le se sengwe mothalading wa moseto wa pampiri. Bolelang tshedimošo.



- ★ Ke barutwana ba bakae ba go rata mongatse o mokhubedu/ talalerata/serolane/talamorogo?

- ★ Re ka hwetša bjang gore mmala wa mmamoratwa mphantong ke ofe? Bea sebaledi sa mmala wo o fapanego mothalading wa botlase ka thempoleiting ya kgoboketšo ya diswantšho. Barutwana ba bea ditheke tša maina a bona mo kgoboketšong ya diswantšho ka kholomong ya ka godimo ga mmala wa mongatse wo ba o kgethilego.



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

Letšatši la 4

Tše o di hlokago

- Sereto: *Maboroswana a manyane a mahlano* (letlakala la 197)
- Diswantšho tša mengatse ye 4 (khubedu, talalerata, talamorogo, serolane)
- Kgoboketšo ya diswantšho ya Letšatši la 3

1. **Sereto:** Reta sereto, *Maboroswana a manyane a mahlano*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.

3. **Counting objects 1–10:** Play 'Sizwe says', calling out classroom objects for learners to find, touch and count, for example, three chairs, ten crayons, two windows, one door, eight shoes, five books.
4. **Discussing and reporting on collection:** Place the pictures of the hats on the wall and ask learners to help you retell the story of the hats.

Guiding questions:

- ★ Which colour hat do you think most/least learners chose? Why do you think that?

Discuss the pictograph from Day 3.

- ★ What does the pictograph tell us?
- ★ Which is the tallest column?
- ★ How many learners chose that colour hat?
- ★ Are there any colours that no one chose?
- ★ Did more people choose red or blue hats, and so on?
- ★ Are there any colours that the same number of learners chose?
- ★ What would happen if two more/three fewer learners chose green, and so on?

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

Day 5

What you need

- Rhyme: *Five little hotdogs* (page 196)
- Masking tape or chalk
- Picture cards to represent the different types of learners' shoes

1. **Rhyme:** Say the rhyme, *Five little hotdogs*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Five learners line up in front of the class.

Guiding questions:

- ★ How many shoes are there altogether?
- ★ How many pairs of shoes are there?

4. **Sorting data:** Ask learners to say whether they are wearing sandals or closed shoes. If they are wearing closed shoes, do they have laces, Velcro or buckles? Say, 'I wonder how many learners are wearing sandals today?' Learners arrange themselves into groups according to their shoe type.

Guiding questions:

- ★ How many learners have shoes with laces/Velcro/buckles?
- ★ Are there more/fewer learners who have shoes with laces/Velcro/buckles, and so on?
- ★ Are any groups equal?



TIP

If learners wear different shoes to school, they can also group themselves according to shoe colour.



3. **Go bala dilo 1–10:** Bapalang 'Sizwe o re', o bitša dilo tša ka phapošing gomme barutwana ba di nyaka, swara o bale, mohlala, ditulo tše tharo, mafasetere a mabedi, lebatl le letee, dieta tše seswai, dipuku tše hlano.
4. **Go boledišana le go bega ka ga mokgobo:** Bea diswantšho tša mengatse lebotong gomme o kgopele barutwana go go thuša go anega kanegelo ya mengatse leswa.

Dipotšišo tša go hlhla:

- ✦ O nagana gore bontši/bonnyane bja barutwana bo kgethile mmala ofe wa mongatse? Ke ka lebaka la eng o nagana bjalo?
- Bolelang ka kgoboketšo ya diswantšho ya Letšatši la 3.
- ✦ Kgoboketšo ya diswantšho e re botša eng?
- ✦ Ke kholomo efe ye telele ka go fetiša?
- ✦ Mmala woo wa mongatse o kgethilwe ke barutwana ba bakae?
- ✦ Go na le mebala ye e sa kgethwago ke motho?
- ✦ Batho ba bantši ba kgethile mengatse ye mekhubedu goba talalerata, bjalo le bjalo?
- ✦ Go na le mebala ye e kgethilwego ke palo ya barutwana ya go lekana?
- ✦ Go tlo direga eng ge barutwana ba bangwe ba babedi/ba bannyane ka ba bararo ba kgetha talamorogo, bjalo bjalo?

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

Letšatši la 5

Tše o di hlokago

- Sereto: *Maboroswana a mannyane a mahlano* (letlakala la 197)
- Masking theipi goba tšhoko
- Dikarata tša diswantšho tša go emela mehuta ya go fapana ya dieta tša barutwana

1. **Sereto:** Reta sereto, *Maboroswana a mannyane a mahlano*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba bahlano ba ema ka mothaladi pele ga mphato.

Dipotšišo tša go hlhla:

- ✦ Dieta ka moka ke tše kae?
 - ✦ Go na le diphere tše kae tša dieta?
4. **Go hlaola tshedimošo:** Kgopela barutwana go bolela gore ba apare diramphašane goba dieta tša go tswalelelega. Ge ba apere tša go tswalelelega, di na le dithapo, *Velcro* goba ditšhispere? E re, 'Ke ipotšiša gore ke barutwana ba bakae bao ba aperego diramphašane lehono?' Barutwana ba ipeakanya ka dihlopha go ya ka mehuta ya dieta tša bona.

Dipotšišo tša go hlhla:

- ✦ Ke barutwana ba bakae ba dieta tša go ba le dithapo/*Velcro*/ditšhispere?
- ✦ Go na le barutwana ba bantši/bannyane ba dieta tša dithapo/*Velcro*/ditšhispere, bjalo bjalo?
- ✦ Go na le dihlopha tša go lekana?

KELETŠO

Ge barutwana ba eya sekolong ka dieta tša go fapana, ba ka ihlopha go ya ka mebala ya dieta.



5. **Organising data:** Learners organise themselves into lines according to their shoe type.

Guiding questions:

- ★ Which line is longest/shortest?
- ★ What does that tell us?
- ★ What type of shoe is worn by most/least learners? How do you know?
- ★ Do any lines have the same number of learners?

Together count the number of learners in each line.

- ★ How many learners are there in this line?

Place pictures of the types of shoes in a row on the mat. Learners take off their right shoe and place it in the column above the picture that represents their shoe.

- ★ Which column has the most/least shoes?
- ★ Are there more learners who have sandals than learners who have shoes with laces, and so on?
- ★ How many more learners have closed shoes than sandals, and so on?

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

Integration

Home Language: Sharing ideas, Listening and Speaking.

Life Skills: Sort objects when tidying up and packing away.

Small group activities

Teacher-guided activity

What you need

- A tub per learner with a variety of:
 - 10 Unifix blocks (red, blue and green: a different combination for each learner)
 - Counting sticks
 - Coloured counters
- A tub of crayons per learner with an assortment of red, blue and green crayons
- A4 pictograph grid per learner with red, blue and green blocks in the bottom row

1. **Oral counting:** 1–20 and beyond, 10–1.
2. **Counting objects 1–10:** Learners each count out 10 Unifix blocks from their tubs. They build a tower.

Guiding questions:

- ★ How many blocks make up your tower?
- ★ How many red/blue/green blocks are there?
- ★ Are there more/fewer red or blue blocks?

5. **Go rulaganya tshedimošo:** Barutwana ba ithulaganya ka methaladi go ya ka mehuta ya dieta tša bona.

Dipotšišo tša go hlahla:

- ✦ Ke mothaladi ofe o motelele ka go fetiša/kopana ka go fetiša?
- ✦ Seo se re botša eng?
- ✦ Ke seeta sa mohuta ofe sa go aparwa ke barutwana ba bantši/bannyane? O tseba bjang?
- ✦ Go na le methaladi ya go ba le palo ya go lekana ya barutwana? Balang palo ya barutwana mothalading o mongwe le o mongwe mmogo.
- ✦ Go na lebarutwana ba bakae mothalading wo?

Bea diswantšho tša mehuta ya dieta mothalading mo mmeteng. Barutwana ba rola seeta sa leoto la go ja ba se bea kholomong ka godimo ga seswantšho sa go emela seeta sa bona.

- ✦ Ke kholomo efe ya go be le dieta tše dintši/nnyane?
- ✦ Go na le barutwana ba bantši ba diramphašane go feta barutwana ba go ba le dieta tša dithapo, bjalo bjalo?
- ✦ Ke barutwana ba bangwe ba bakae ba go ba le dieta tša go tswalelega go feta diramphašane, bjalo bjalo?

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

Tswalanyo

Leleme la Gae: Go abelana dikgopolo, Go Theeletša le go Bolela.
Mabokgoni a Bophelo: Hlaola dilo ge o hlwekiša le go phutha.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- | | |
|--|---|
| <ul style="list-style-type: none"> • Seswaro sa morutwana yo mongwe le yo mongwe sa mehutamuta ya: <ul style="list-style-type: none"> – Dipoloko tša <i>Unifix</i> tše 10 (khubedu, talalerata le talamorogo: barutwana ba be le mebala ya go fapana) – Dikotana tš go bala – Dibaledi tša mebalabala | <ul style="list-style-type: none"> • Seswaro sa dikherayone sa morutwana yo mongwe le yo mongwe sa dikherayone tše dikhubedu, talalerata le talamorogo • Kriti ya kgoboketšo ya diswantšho ya A4 ya morutwana yo mongwe le yo mongwe ya dipoloko tše dikhubedu, talalerata le talamorogo mothalading wo o lego ka tlase |
|--|---|

1. **Go balela godimo:** 1–20 le go feta, 10–1.
2. **Go bala dilo 1–10:** Morutwana yo mongwe le yo mongwe o ntšha dipoloko tša *Unifix* tše 10 ka seswarong. Ba aga tora.

Dipotšišo tša go hlahla:

- ✦ Tora ya gago e dirwa ke dipoloko tše kae?
- ✦ Go na le dipoloko tše dikhubedu/talalerata/talamorogo tše kae?
- ✦ Go na le dipoloko tše dintši/dinnyane tše dikhubedu goba tše ditalalerata?

3. **Collecting and sorting objects:** Learners decide for themselves how to sort all the objects (Unifix blocks, sticks and counters) in their tubs.

Guiding questions:

- ★ What groups can you make with your objects?
- ★ How are you sorting them?
- ★ Why did you put your _____ in this group?
- ★ How are these things alike?
- ★ Can you sort these in a different way?

Learners sort their objects according to a given attribute.

- ★ Can you sort your objects by colour/shape/size?
- ★ Which one belongs/does not belong in this group? Why?



TIP

Repeat with different colour combinations linked to the Unifix block colours.

4. **Sorting, representing and interpreting data:** Give each learner an A4 pictograph grid, and a tub of red, blue and green crayons. Learners sort their crayons according to colour.

Guiding questions:

- ★ Can you sort your crayons by colour?
- ★ What name can you give to this group of crayons?

Learners count how many crayons there are in each group. They put the number of matching colour Unifix blocks into the columns above the matching colour on their pictograph grids.

- ★ Are there more blue or green/red/crayons?
- ★ Which colour crayon do you have the most/least of?
- ★ How many more _____ crayons are there than _____ crayons?



Check that learners are able to:

- compare objects according to one or more attribute, for example, colour, size, type
- sort objects into groups according to different attributes
- describe the attributes of the sorted objects
- explain how they sorted the objects
- decide in which column objects belong
- know 'how many' based on the data represented


3. **Go kgoboketša le go hlaola dilo:** Barutwana ba inaganela gore ba hlaole dilo ka moka tša ka diswarong tša bona bjang (dipoloko tša *Unifix*, dikotana le dibaledi).

Dipotšišo tša go hlahla:

- ✦ O ka dira dihlopha dife ka dilo tša gago?
- ✦ O di hlaola bjang?
- ✦ Nkane o beile _____ ya gago sehlopheng se?
- ✦ Dilo tše di swana bjang?
- ✦ O ka hlaola dilo tše ka tsela ye e fapanego?

Barutwana ba hlaola dilo go ya ka lehlaodi le le filwego.

- ✦ O ka hlaola dilo tša gago ka mmala/sebopego/bogolo?
- ✦ Ke efe ya go wela/go se wele sehlopheng se? Ka lebaka la eng?

 **KELETŠO**
Boeletša ka go kopanya mebala ya go fapana ya go tswalana le mebala ya dipoloko tša *Unifix*.

4. **Go hlaola, emela le go hlatholla tshedimošo:** Efa morutwana yo mongwe le yo mongwe kriti ya kgoboketšo ya diswantšho ya A4, seswaro sa dikherayone tše dikhubedu, talalerata le talamorogo. Barutwana ba hlaola dikherayone tša bona go ya ka mmala.

Dipotšišo tša go hlahla:

- ✦ O ka hlaola dikherayone tša gago go ya ka mmala?
- ✦ O ka fa sehlopha se sa dikherayone leina lefe?

Barutwana ba bala palo ya dikherayone sehlopheng se sengwe le se sengwe. Ba bea palo ya dipoloko tša *Unifix* tša mebala ya go tswalana ka dikholomong ka godimo ga mmala wa go tswalana go dikriti tša kgoboketšo ya diswantšho.

- ✦ Go na le dikherayone tše dintši tše ditalalerata goba talamorogo?
- ✦ O na le mmala ofe wa dikherayone ka bontši/bonnyane?
- ✦ Go na le dikherayone tše dingwe tše _____ tše kae go feta tše _____?



Lekola gore barutwana ba kgona go:

- bapetša dilo go ya ka lehlaodi le tee goba a mabedi, mohlala, mmala, bogolo, mohuta
- hlaola dilo go ya ka dihlopha tša mahlaodi tša go fapana
- hlaloša mahlaodi a dilo tša go hlaolwa
- hlaloša ka fao ba hlaotšego dilo
- phetha gore dilo ke tša kholomo efe
- tseba 'tše kae' go ya ka kemedi ya tshedimošo

Workstation 1



What you need

- A tub per learner with:
 - Animal counters
 - Attribute blocks
 - Coloured counters
 - Coloured sticks

Learners sort the objects in their tubs according to different attributes to make groups.

Workstation 2



What you need

- A dice with orange, red, blue and green sides (repeat two colours)
- A long piece of string
- Per learner:
 - Orange, red, blue, green fish
 - A 'fishing rod'
 - Cardboard pictograph grid with the same colours as the fish
- Counters (orange, red, blue and green)

Make a pond with the string. Place the fish in the pond. Learners roll the dice and 'catch' the fish that matches the colour on the dice. They place a matching counter on their pictograph grid. Repeat until learners have caught six fish each.

Workstation 3



What you need

- Blocks of different colours and/or shapes
- Crayons
- Paper

Learners sort the blocks according to shapes. They draw a picture to show how the blocks were sorted.

Workstation 4



What you need

- Crayons
- 1 tub of fruit counters per learner
- Fruit graph paper – 1 per learner

Learners shade in the boxes to show how many of each different type of fruit they have.

Lefelo la go šomela la 1



Tše o di hlokago

- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dibaledi tša diphoofolo
 - Dipoloko tše di dirišwago go hlaola
- Dibaledi tša mebala
- Dikotana tša mebala

Barutwana ba hlaola dilo tša ka diswarong go ya ka mahlaodi a go fapana go dira dihlopha.

Lefelo la go šomela la 2



Tše o di hlokago

- Letaese la mahlakore a mmala wa namune, khubedu, talalerata le talamorogo (boeletša mebala ye mebedi)
- Seripa se setelele sa lenti
- Morutwana yo mongwe le yo mongwe:
 - Hlapi ya mmala wa namune, khubedu, talalerata, talamorogo
- ‘Rote ya go thea dihlap’
- Kriti ya kgoboketšo ya diswantšho ya khatepote ya mebala ya go swana le ya hlapi
- Dibaledi (mmala wa namune, khubedu, talalerata le talamorogo)

Dira letangwana ka lenti. Bea hlapi ka letangwaneng. Barutwana ba kgokološa letaese gomme ba ‘swara’ hlapi ya mmala wa go swana le wa letaese. Ba bea sebaledi sa go tswalana go kriti ya kgoboketšo ya diswantšho. Boeletšang go fihlela morutwana yo mongwe le yo mongwe a swara dihlap’ tše tshela.

Lefelo la go šomela la 3

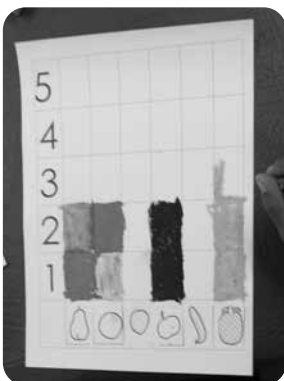


Tše o di hlokago

- Dipoloko tša mebala ya go fapana le/goba dibopego
- Dikherayone
- Pampiri

Barutwana ba hlaola dipoloko go ya ka dibopego. Ba thala diswantšho go bontšha gore dipoloko di hlaotšwe bjang.

Lefelo la go šomela la 4



Tše o di hlokago

- Dikherayone
- Seswaro sa dibaledi tša dienywa se 1 sa morutwana yo mongwe le yo mongwe
- Pampiri ya kerafo ya dienywa – 1 sa morutwana yo mongwe le yo mongwe

Barutwana ba fifatša mapokisi go bontšha gore ba na le tše kae tša mehuta ka moka ya dienywa.

Content Area Focus: Space and Shape (Geometry)

Topics

- Position, orientation and views
- Properties of 2-D shapes and 3-D objects
- Follow directions

New knowledge

- Position of objects in relation to each other
- Arrow chart
- Copy and build a construction (picture cards)

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Shapes: circle, square, triangle, rectangle
- Boxes, balls
- Midline crossing
- Position: forwards and backwards

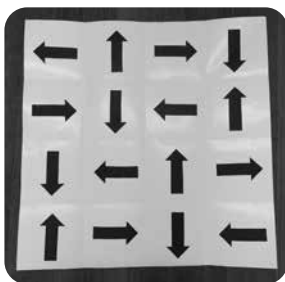
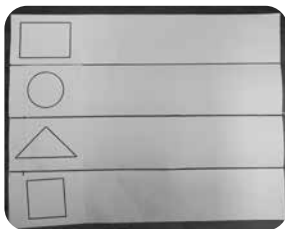
New maths vocabulary

arrow

inside

outside

Getting ready



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

- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- shape grid on the floor (created with masking tape/chalk) (see page 144)
- cardboard box with a lid and doll inside
- arrow chart
- 3-D blocks/objects, for example, 1 triangle attribute block, 3 square-shaped and 2 rectangle-shaped wooden building blocks/boxes, 4 cans/toilet roll tubes – 1 per learner
- tennis balls
- small colour paper cut-outs: circles, squares, triangles and rectangles
- shape Bingo boards – 1 per learner (page 218)
- small shape cards (copies of each shape on the Bingo boards).


TIP

Learners will further explore position and direction this week and should wear the elastic/wool bands (used in Week 4).

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

Dihlogotaba

- Maemo, peakanyo le dipono
- Dipharologantšho tša dibopego tša 2-D le dilo tša 3-D
- Latela ditšhupetšo

Tsebo ye mpsa

- Maemo a dilo ge di bapetšwa le tše dingwe
- Tšhate ya mesebo
- Kopolla o be o age kago (dikarata tša diswantšho)

Go ikatiša

- Go balela godimo: pele 1–20 le go feta, morago 10–1
- Go bala dilo 1–10
- Dibopego: sediko, sekwere, khutlotharo, khutlonnethwii
- Mapokisi, dikgwele
- Go putla ka bogare
- Maemo: pele le morago

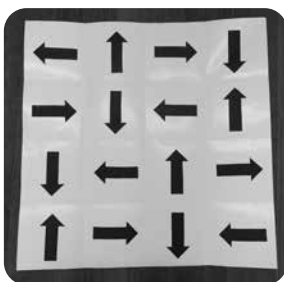
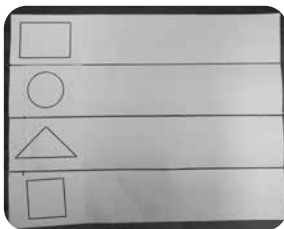
Tlotlontšu ye mpsa ya dipalo

mosebe

ka gare

ka ntle

Go itokiša



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

- dilo tša 3-D go latišiša: sediko, sekwere, khutlotharo, khutlonnethwii – 1 ya morutwana yo mongwe le yo mongwe
- pampiri ya A3 le melokoloko ye mene le sebopego mathomong a molokoloko o mongwe le o mongwe: sediko, sekwere, khutlotharo, khutlonnethwii
- kriti ya sebopego lebatong (e hlamilwe ka maskhing theipi/tšhoko) (lebelela letlakala la 145)
- lepokisi la khatepote la go ba le sekhumelo le mpopi ka gare
- tšhate ya mesebo
- dipoloko/dilo tša 3-D, mohlala, poloko yeo e dirišwago go hlaola ya khutlotharo ye 1, dipoloko tša go aga/mapokisi a kota a sebopego sa sekwere tše 3 le tša sebopego sa khutlonnethwii tše 2, dikane/ditšhupu tša rolo ya tshwamare tše 4 – 1 ya morutwana yo mongwe le yo mongwe
- dithenisi
- diripiwa tša pampiri ya mebala tše dinnyane: didiko, disekwere, dikhutlotharo le dikhutlonnethwii
- matlapa a Bingo a dibopego – 1 la morutwana yo mongwe le yo mongwe (letlakala 218)
- dikarata tša dibopego tše dinnyane (dikhophi tša dibopego ka moka matlapeng a Bingo a dibopego).



KELETŠO

Barutwana ba tlo hlohlomiša maemo le tšhupetšo go ya pele beke ye gomme ba apare mapanta a rekere/wulu (a dirišitšwe Beke ya 4).

Whole class activities

Day 1

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- A tin
- 10 attribute blocks (*Resource Kit*)
- 3-D objects to trace: circle, square, triangle, rectangle – 1 per learner
- A3 paper with four rows and a shape at the start of each row: circle, square, triangle, rectangle
- Musical instrument

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners join in.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Drop a number of attribute blocks between 1 and 10 into a tin one at a time. Learners count as they hear each block hit the bottom of the tin. Repeat.
4. **Properties of shapes:** Put up the picture of a square.

Guiding questions:

- ★ What is this shape?
- ★ What can you remember about this shape?
- ★ How do you know it is a square?
- ★ Can you see any square-shaped objects in the classroom?

As music plays, learners move around the classroom looking for square-shaped objects. When the music stops learners find the object and bring it to the mat.

- ★ Was this object easy to find? Why?/Why not?
- ★ How many sides/corners/edges does it have?

They trace around the base of the object in the grid.

- ★ How is your drawing the same/different from the ____ you have drawn around?

The learners who found the squares sit down. Repeat with each shape until all learners have had a turn.

Look at the completed grid.

- ★ How many circles/triangles/squares/rectangles do you see?
- ★ Which shape do we have the most/least of?
- ★ How is the square/triangle/circle the same/different from the rectangle, and so on?
- ★ Which shapes have four/three sides?
- ★ Which shapes have no sides?

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



Learners should be able to trace around the face of each of the 3-D objects.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (letlakala la 199)
- Thini
- Dipoloko tše di dirišwago go hlaola tše 10 (*Dithušathuto tša phapoši*)
- Dilo tša 3-D go latišiša: sediko, sekwere, khutlotharo, khutlonnethwii – 1 ya morutwana yo mongwe le yo mongwe
- Pampiri ya A3 ya mesebo ye mene le sebopego mathomong a molokoloko o mongwe le o mongwe: sediko, sekwere, khutlotharo, khutlonnethwii
- Seletšo sa mmimo

1. **Sereto:** Reta sereto, *Go yo tsoma tau*. Barutwana le bona ba a tlatša.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Tsenya dinomoro tša dipoloko tše di dirišwago go hlaola tša gare ga 1 le 10 ka thining, e tee ka nako. Barutwana ba a bala ge ba ekwa poloko ye nngwe le ye nngwe e betha botlase bja thini. Boeletša.
4. **Dipharologantšho tša dibopego:** Bea seswantšho sa sekwere.

Dipotšišo tša go hlaha:

- ✦ Sebopego se ke sefe?
- ✦ O gopola eng ka sebopego se?
- ✦ O tseba bjang gore ke sekwere?
- ✦ O kgona go bona dilo tša sebopego sa sekwere ka phapošing?

Ge mmimo o bapala, barutwana ba sepela ka phapošing ba nyaka dilo tša sebopego sa sekwere. Ge mmimo o ema, barutwana ba hwetša dilo gomme ba di tliša mmeteng.

- ✦ Go bile bonolo go hwetša selo se? Ka lebaka la eng?
- ✦ Se na le mahlakore/dikhutlo/merumo e mekae?

Ba latišiša go dikologa botlase bja selo sa kriting.

- ✦ Sethalwa sa gago se swana/fapana bjang le _____ o se thadilego go dikologa?

Barutwana ba ba hwetšago disekwere ba dula fase. Boeletša ka dibopego ka moka go fihlela barutwana ka moka ba eba le sebaka.

Lebelela kriti ye e feditšwego.

- ✦ O bona didiko/dikhutlotharo/disekwere/dikhutlonnethwii tše kae?
- ✦ Re na le bontšhi/bonnyane bja sebopego sefe?
- ✦ Na sekwere/khutlotharo/sediko di swana/fapana bjang le khutlonnethwii, bjalo bjalo?
- ✦ Ke dibopego dife tša go ba le mahlakore a mane/mararo?
- ✦ Ke dibopego dife tša go hloka mahlakore?

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

 **KELETŠO**
Barutwana ba swanetše go kgona go latišiša difahlego tša dilo ka moka tša 3-D.



Day 2

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Triangle, square, circle and rectangle-shaped objects
- Elastic/wool bands – 1 per learner
- Poster 8

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners slap their right thighs with their left hands to keep the rhythm. Say the rhyme a second time. Learners slap their left thighs with their right hands.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the bands on learners' right hands. Learners stand in a row with their legs apart. They raise their right hands, then bend from the waist and touch their left foot with their right hand as they count to 10. Repeat, with learners touching their right foot with their left hand.



TIP

This movement strengthens learners' midline crossing. Encourage other movements, such as alternating stamping feet, swaying from side to side, 'swimming' and 'climbing the stairs' with left-right movements.



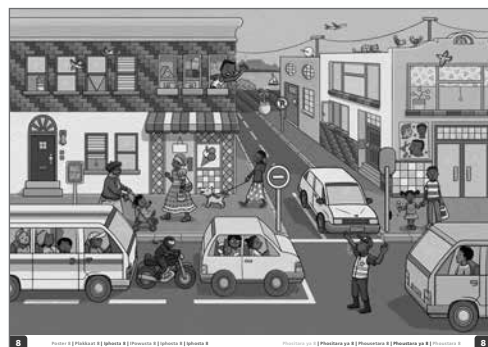
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
 - ★ It has three sides and three corners.
 - ★ It has four sides that are the same length.
 - ★ It has no sides and no corners. It is round.

Learners guess the shape. The learner who correctly guesses has a turn to hide another shape behind their back and give clues. Support them by asking questions where necessary.

Talk about Poster 8.

Guiding questions:

- ★ What shapes can you see?
 - ★ Can you find a shape with three/four sides? What is it called?
 - ★ How many sides does this window have? What shape is it?
 - ★ Can you find a shape that has two long sides and two short sides/ four sides that are the same length? What is it called?
 - ★ What shape are the bricks on the wall?
 - ★ Where can you see ice cream? What shape is the cone/ice cream?
 - ★ Can you see any small blue/yellow squares? Count them.
5. **Small group activities:** Describe the activities at each workstation.



Letšatši la 2

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (letlakala la 199)
- Dilo tša sebopego sa khutlotharo, sekwere, sediko le khutlonnethwii
- Mapanta a rekere/wulu – 1 la morutwana yo mongwe le yo mongwe
- Phoustara ya 8

KELETŠO

Mosepelo wo o tiiša go putla ka bogare ga barutwana. Hlohleletša mesepelo ye mengwe, go swana le go bethiša maoto ka go šielana mo fase, go ya ka mo le ka mo, 'go rutha' le 'go namela ditepisi' ka mesepelo ya la ngele le la go ja.

1. **Sereto:** Reta sereto, *Go yo tsoma tau*. Barutwana ba betha dirope tša bona tša la go ja ka diatla tša ngele go sepela le morethetho. Reta sereto la bobedi. Barutwana ba betha dirope tša bona tša ngele ka diatla tša la go ja.

2. **Go balela godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Bea mapanta diatleng tša go ja tša barutwana. Barutwana ba ema ka molokoloko ba phatlaladitše maoto. Ba emiša diatla tša la go ja, ba kobega go tloga dinokeng gomme ba swara leoto la ngele ka seatla sa go ja ge ba bala go fihla go 10. Boeletša, barutwana ba swara leoto la go ja ka seatla sa ngele.



4. **Dipharologantšho tša dibopego:** Uta selo sa sebopego sa khutlotharo, sekwere, sediko goba khutlonnethwii ka morago ga gago. Hlaloša sebopego. Mohlala:

- ★ Se na le mhlakore a mararo le dikhutlo tše tharo.
- ★ Se na le mhlakore a mane a go lekana.
- ★ Ga se na mhlakore le dikhutlo. Ke nkgokolo.

Barutwana ba akanya sebopego. Morutwana wa kakanyo ya go nepagala o hwetša sebaka sa go uta sebopego se sengwe ka morago ga gagwe gomme a fa mehlala. Ba thekge ka go botšiša dipotšišo ge go hlokega. Bolela ka Phoustara ya 8.

Dipotšišo tša go hlhla:

- ★ O bona dibopego dife?
- ★ O ka hwetša sebopego sa mhlakore a mane/ mararo? Se bitšwa eng?
- ★ Lefasetere le le na le mhlakore a makae? Ke sebopego sefe?
- ★ O ka hwetša sebopego sa mhlakore a matelele a mabedi le mhlakore a makopana a mabedi/mane a go lekana ka botelele? Se bitšwa eng?
- ★ Ditena tša mo lebotong di na le sebopego sefe?
- ★ O bona aesekherimo kae? Khoune/aesekherimo e na le sebopego sefe?
- ★ O bona disekwere tše dinnyane tše ditalalerata/serolane? Di bale.

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



Day 3

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- 2 dice
- Container with attribute blocks – 1 block per learner

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*. Learners move forwards two paces and backwards two paces to keep the rhythm.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle and take turns to roll the two dice. All learners show as many fingers as dots on the dice, counting together. If the total number of dots on the dice is more than 10, learners shout 'Uh, oh!' and suggest what they need to do to solve this problem (include their nose, ears, use their toes, and so on).
4. **Position: forwards and backwards:** Learners dramatise *Going on a lion hunt*. Every time they hear the words 'Uh, oh!' learners step backwards two paces. They continue moving forwards as the story continues.
5. **Properties of shapes:** Learners sit in a circle. Pass around the container for each learner to choose an attribute block. Learners who have chosen the shape you describe, should hold it up.

Guiding questions:

- ★ Who has a blue triangle, and so on?

Learners pass on their attribute block to the learner on their left. As they do so, they should chant, 'Let's find out what shape is next. Let's find out what shape is next. Let's find out what shape is next, I'm holding in my hand.'

Repeat with similar questions. For example:

- ★ Who has a red shape with no sides?
- ★ Who has a yellow shape with four corners?
- ★ Who has a green shape with two long sides and two short sides?
- ★ Who has a shape that is not square?

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

Day 4

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Shape grid on the floor
- Building block for each learner (same size and shape)
- Chalk or masking tape

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*.
2. **Oral counting:** 1–20 and beyond, 10–1.



TIP

Do this activity outside. Learners should keep looking ahead while they take steps backwards.

Letšatši la 3

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (letlakala la 199)
- Mataese a 2
- Sekotlolo sa dipoloko tše di dirišwago go hlaola – poloko e 1 ya morutwana yo mongwe le yo mongwe

1. **Sereto:** Reta sereto, *Go yo tsoma tau*. Barutwana ba gata dikgato tše pedi go ya pele le tše pedi go ya morago go sepela le morethetho.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko ba šiedišana ka go kgokološa mataese a mabedi. Barutwana ka moka ba bontšha menwana ya go lekana le marontho ao a lego letaeseng, ba bala mmogo. Ge palo ya marontho a letaese e feta 10, barutwana ba goeletša ‘Aгаа, агаа!’ gomme ba šišinya seo ba hlokago go se dira go rarolla bothata bjo (akaretša dinko tša bona, ditsebe, ba diriše menwana ya maoto a bona, bjalo bjalo).
4. **Maemo: pele le morago:** Barutwana ba diragatša *Go yo tsoma tau*. Nako le nako ge ba ekwa mantšu ‘Aгаа, агаа!’ barutwana ba gata dikgato tše pedi go ya morago. Ba sepelela pele ge kanegelo e tšwela pele.
5. **Dipharologantšho tša dibopego:** Barutwana ba dula ka sediko. Fetiša sekotlolo barutwana ka moka ba kgethe poloko yeo e dirišwago go hlaola. Barutwana bao ba kgethilego sebopego se o se hlalošago, ba se emišetše godimo.

Dipotšišo tša go hlaha:

- ✦ Ke mang yo a nago le khutlotharo ye talalerata, bjalo bjalo?

Barutwana ba fetišetša poloko yeo e dirišwago go hlaola morutwaneng yo mongwe ka go la ngele. Ge ba dira seo ba swanetše go goletša ba re, ‘A re bone gore sebopego sa go latela ke sefe. A re bone gore sebopego sa go latela ke sefe. A re bone gore sebopego sa go latela ke sefe, ke se swere ka seatleng.’

Boeletša ka dipotšišo tše bjalo. Mohlala:

- ✦ Ke mang yo a nago le sebopego se sekhubedu sa go hloka mahlakore?
- ✦ Ke mang yo a nago le sebopego se serolane sa dikhutlo tše nne?
- ✦ Ke mang yo a nago le sebopego se setalamorogo sa mahlakore a mabedi a matelele le mahlakore a mabedi a makopana?
- ✦ Ke mang yo a nago le sebopego se e sego sekwere?

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

Letšatši la 4

Tše o di hlokago

- Sereto: *Go yo tsoma tau* (letlakala la 199)
- Kriti ya dibopego mo lebatong
- Poloko ya go aga ya morutwana yo mongwe le yo mongwe (bogolo le sebopego sa go swana)
- Tšhoko goba maskhing theipi

1. **Sereto:** Reta sereto, *Go yo tsoma tau*.
2. **Go balela godimo:** 1–20 le go feta, 10–1.



3. **Counting objects 1–10:** Place 10 blocks in a row where learners can see them.

Guiding questions:

- ✦ How many blocks do you think there are in this row?

Learners count the blocks. Place another 10 blocks beneath the first row, spacing them wider apart.

- ✦ Do you think there are more blocks in the first or second row?
- ✦ How many blocks do you think there are in the second row?

Learners count the blocks.

4. **Follow directions:** Each learner should have a block. Play 'Sizwe says', calling out positional words, for example, Sizwe says, 'Put your block:

- ✦ on your head.'
- ✦ next to your right/left foot.'
- ✦ under your foot.'
- ✦ in the middle of your lap.'
- ✦ on top of your hand.'
- ✦ between your legs.'
- ✦ in front of your chest.'
- ✦ behind your back.'
- ✦ below your knee.'

5. **Shape movements:** Learners take turns to move along the shape grid on the floor as directed.

- ✦ Hop twice in each triangle.
- ✦ Jump over all the squares.
- ✦ Stand in the middle shape.
- ✦ Jump up and down five times in the circle.
- ✦ Turn to the left/right and jump into the next three squares.
- ✦ Hop with one foot across each of the bottom three shapes.



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



This activity works well outdoors.



3. **Go bala dilo 1–10:** Bea dipoloko tše 10 molokolokong mo barutwana ba ka kgonago go di bona.

Dipotšišo tša go hlhla:

- ★ O nagana gore go na le dipoloko tše kae molokolokong?

Barutwana ba bala dipoloko. Bea dipoloko tše dingwe tše 10 ka tlase ga molokoloko wa mathomo, o di kgaoganya kudu.

- ★ O nagana gore go na le dipoloko tše dintši molokolokong wa mathomo goba wa bobedi?

- ★ O nagana gore go na le dipoloko tše kae molokolokong wa bobedi? Barutwana ba ripa dipoloko.

4. **Latela ditšhupetšo:** Barutwana ka moka ba be le dipoloko. Bapalang 'Sizwe o re', le bolela mantšu a maemo, mohlala, Sizwe o re, 'Bea poloko ya gago:

- ★ hlogong ya gago.'
- ★ kgauswi le leoto la gago la ngele goba la go ja.'
- ★ ka tlase ga leoto la gago.'
- ★ gare ga serope sa gago.'
- ★ godimo ga seatla sa gago.'
- ★ gare ga maoto a gago.'
- ★ pele ga kgara ya gago.'
- ★ ka morago ga gago.'
- ★ ka tlase ga khuru ya gago.'

5. **Mesepelo ya sebopego:** Barutwana ba šiedišana ka go sepela kritng ya sebopego lebatong bjalo ka ge ba laelwa.

- ★ Tlola gabedi ka khutlotharong.
- ★ Taboga disekwere ka moka.
- ★ Ema sebopegong sa gare.
- ★ Tabogela godimo le tlase gahlano sedikong.
- ★ Retologela go la ngele/go ja ka go disekwere tše tharo tša go latela.
- ★ Tlola ka leoto le letee go putla diboepo tše tharo tša kua tlase.



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

Day 5

What you need

- Rhyme: *Going on a lion hunt* (page 198)
- Cardboard box with a lid and doll inside

1. **Rhyme:** Say the rhyme, *Going on a lion hunt*, with actions.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners form a row and stand and sit alternately as they count. Once they have counted to 10 they start a new row.

Guiding questions:

- ★ How many learners are in the first/second/third row?
 - ★ Which row has more/fewer learners?
 - ★ How many learners are sitting/standing in the second row?
 - ★ Are more learners sitting or standing?
4. **Position and direction:** Put the closed box with the doll on the mat.

Guiding questions:

- ★ What do you think is inside the box?

Take the doll out of the box. Place it in different positions. Learners tell you where it is, for example, under/above/on/in/behind/in front of the box.

- ★ Where is the doll now?



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

Small group activities

Teacher-guided activity

What you need

- Selection of 3-D blocks/objects
- Chairs – 1 per learner
- Tennis balls
- Cardboard box with a lid
- Arrow chart
- Doll

1. **Counting objects 1–10:** Place blocks on the mat. Learners take turns to count from 1 to 10.

Letšatši la 5

Tše o di hlokago

- Serero: *Go yo tsoma tau* (letlakala la 199)
- Lepokisi la khatepote la go ba le sekhurumelo le mpopi ka gare

1. **Sereto:** Reta sereto, *Go yo tsoma tau*, le ditiro.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba dira molokoloko gomme ba ema goba ba dula fase ge ba bala. Ge ba badile go fihla ka 10 ba thoma molokoloko o moswa.

Dipotšišo tša go hlahla:

- ★ Go na le barutwana ba bakae molokolokong wa mathomo/bobedi/boraro?
 - ★ Ke molokoloko ofe wa go ba le barutwana ba bantši/nnyane?
 - ★ Go eme/dutše barutwana ba bakae molokolokong wa bobedi?
 - ★ Barutwana ba bantši ba eme/dutše fase?
4. **Maemo le tšhupetšo:** Bea lepokisi la go tswalelwa la go ba le mpopi mmeteng.

Dipotšišo tša go hlahla:

- ★ O nagana gore go na le eng ka lepokising?

Ntšha mpopi ka lepokising. O bee ka maemo a go fapana. Barutwana ba bolela gore o mo kae, mohlala, ka tlase/ka godimo/go/ka gare/ka morago/pele ga lepokisi.

- ★ Mpopi o mo kae bjale?

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



Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Kgetho ya dipoloko/dilo tša 3-D ka morutwana yo mongwe le yo mongwe
- Dithenisi
- Tšhate ya mesebe
- Ditulo – 1 sa morutwana yo mongwe le yo mongwe
- Lepokisi la khatepote la go ba le sekhurumelo
- Mpopi

1. **Go bala dilo 1–10:** Bea dipoloko mmeteng. Barutwana ba šiedišana ka go bala go thoma ka 1 go fihla ka 10.



2. **Building a shape:** Build a construction on the mat using 3-D blocks/objects.

Guiding questions:

- ★ What can you tell me about what I have built?
- ★ What shapes do you see?
- ★ Can you arrange your blocks in the same way?

Learners build the same construction with their blocks.

- ★ Which objects have you used?
- ★ Is yours the same/not the same as mine? Why?

3. **Position:** Instruct learners to place the doll in different positions in relation to the box and say where the doll is. Repeat with other learners.

Guiding questions:

- ★ Can you put the doll in front of/under/next to/on top of/behind the box?

Learners take turns to place the doll in different positions and the rest of class say where the doll is.

4. **Arrow chart:** Put the arrow chart on the wall. Learners will move in the same direction as the arrows.

Guiding questions:

- ★ Which way is the arrow pointing?
- ★ How will you move?

Guide learners through all the directions and movements before starting the game.

Point to the arrow and give directions such as:

(Row 1) Stretch your arms. → ← ↓ ↑

(Row 2) Stand on a chair and jump ↓ then stand on the floor

and jump. ↑ ← →



Encourage learners to use direction words like 'left and right', 'forwards and backwards'.

Integration

Home Language: Vocabulary development.

Life Skills: Toilet routine and walking to/from places.



Check that learners are able to:

- build a construction by copying an example
- describe the position of objects in relation to each other
- use position words such as in front of/under/next to/on top of/behind/inside/outside
- use direction words such as left/right, up/down



KELETŠO
 Hlohloletša barutwana go diriša mantšu a tšhupetšo bjalo ka 'la ngele, la go ja', 'pele le morago'.

2. **Go bopa sebopego:** Aga kago mmeteng o diriša dipoloko/dilo tša 3-D.

Dipotšišo tša go hlahla:

- ✦ O ka mpotša eng ka ga se ke se agilego?
 - ✦ O bona dibopego dife?
 - ✦ O ka beakanya dipoloko tša gago ka tsela ya go swana le ye?
- Barutwana ba aga kago ya go swana le yeo ka dipoloko tša bona.
- ✦ O dirišitše dilo dife?
 - ✦ Ya gago e swana/fapana le ya ka? Ka lebaka la eng?

3. **Maemo:** Laela barutwana go bea mpopi ka maemo a go fapana malebana le lepokisi gomme o bolele gore mpopi o mo kae. Boeletša le barutwana ba bangwe.

Dipotšišo tša go hlahla:

- ✦ O ka bea mpopi pele ga/ka tlase/kgauswi le/godimo ga/ka morago ga lepokisi?

Barutwana ba šiedišana ka go bea mpopi ka maemo a go fapana gomme ba bangwe ba bolela gore mpopi o mo kae.

4. **Tšhate ya mesebo:** Bea tšhate ya mesebo lebotong. Barutwana ba tla sepela go ya ka tšhupetšo ya mesebe.

Dipotšišo tša go hlahla:

- ✦ Mosebe o šupile kae?
- ✦ O tlo sepela bjang?

Efa barutwana tlhahlo ka ga ditšhupetšo le mesebe pele le thoma moraloko.

Šupa mosebe gomme o fe tšhupetšo e bjalo ka:

(Molokoloko 1) Otlolla matsogo a gago. → ← ↓ ↑

(Molokoloko 2) Ema godimo ga setulo o fofe ↓ gomme o eme

lebatong o fofe. ↑ ← →

Tswalanyo

Leleme la Gae: Tlhabollo ya tlotlontšu.

Mabokgoni a Bophelo: Go ithuta tshwamare le go sepela go ya/boya mafelong.



Lekola gore barutwana ba kgona go:

- aga kago ka go kopolla mohlala
- hlaloša maemo a dilo go tše dingwe
- diriša mantšu a maemo bjalo ka pele ga/ka tlase/kgauswi le/ka godimo ga/ka morago/ka gare/ka ntle
- diriša mantšu a tšhupetšo bjalo ka la ngele/go ja/godimo/tlase

Workstation 1



What you need

- Paper and glue
- Small colour paper cut-outs: circles, squares, triangles and rectangles

Learners make pictures from the shapes provided, for example, a house or an animal.

Workstation 2

What you need

- Playdough
- Coloured sticks (*Resource Kit*)

Learners lay out sticks in a shape. They place the ends of the sticks into a piece of playdough at the corners to hold their shape.



TIP

If pegboards are available, learners can make shapes by stretching elastic bands between pegs.

Workstation 3

What you need

- Bingo cards
- Shape Bingo boards
- Counters

Learners place the pile of cards face down in the middle of the table or floor. They take turns to choose a card. If they have that shape on their board, they place a counter on that shape. The first player to get four in a row, wins.



Workstation 4

What you need

- Blocks or objects of different shapes

Learners build a construction using four or five blocks or objects. They take turns to copy the arrangement a friend has made.



Lefelo la go šomela la 1



Tše o di hlokago

- Pampiri le sekgomaretši
 - Diripiwa tša pampiri ya mmala tše dinnyane: didiko,
- disekwere, dikhutlotharo le dikhutlonnethwii

Barutwana ba dira diswantšho ka diboepo tše ba di filwego, mohlala, ntlo goba phoofolo.

Lefelo la go šomela la 2



KELETŠO

Ge go na le diboto tša diphekese, barutwana ba ka dira diboepo ka go taolla mapanta a rekere gare ga diphekese.

Tše o di hlokago

- Tlhama
- Dikotana tša mebalabala (*Dithušathuto tša Phapoši*)

Barutwana ba ala dikotana go dira seboepo. Ba tsenya maphetho a dikotana seripeng sa tlhama mo dikhutlong go swaraganya seboepo sa bona.



Lefelo la go šomela la 3



Tše o di hlokago

- Dikarata tša Bingo
- Dikarata tša Bingo tša diboepo
- Dibaledi

Barutwana ba bea mokgobo wa dikarata di lebeletše fase gare ga tafola goba lebato. Ba šiedišana ka go kgetha karata. Ge ba na le seboepo seo botong ya bona, ba bea sebaledi sebopegong seo. Mmapadi wa mathomo wa go hwetša tše nne ka go latelana ke mothopasefoka.

Lefelo la go šomela la 4



Tše o di hlokago

- Dipoloko goba dilo tša diboepo tša go fapana

Barutwana ba aga kago ka dipoloko tše nne goba tše hlano goba dilo. Ba šiedišana ka go kopolla peakanyo ya go dirwa ke mogwera.

Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

New knowledge

- Money – recognise banknotes
- Problem solving 1–8

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Ordinal numbers first to fifth
- Reinforce numbers 1–8
- Add, take away
- Coins
- Big, small

New maths vocabulary

banknote
lion

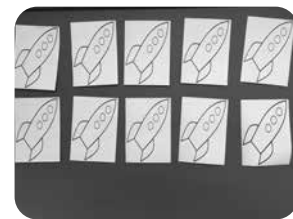
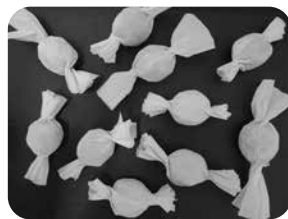
rhino
buffalo

Nelson Mandela
count back

Getting ready

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

- 10 balls of playdough wrapped in cellophane/plastic to make 'sweets'
- 10 spaceships made with paper plates – each spaceship should have 10 windows
- 10 pictures of rockets



- 5 A4 pictures of things to buy (from magazines)
- cardboard cut-out brown and silver coins: 10c, 20c, 50c, R1, R2, R5 (from Term 2)
- 10 cardboard banknotes, 2 of each: R10, R20, R50, R100, R200 (pages 220–221)
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- A4 size paper/cardboard page with a large rectangle – 1 per learner
- orange playdough
- A4 page with tortoise template (page 219) – 1 per learner.

Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

- Hlaloša, latelanya o be o bapetše dipalotlalo
- Ditswalano tša dinomoro
- Temogo ya nomoro
- Tharollo ya mathata go ya ka kamego

Tsebo ye mpsha

- Tšhelete – lemoga tšhelete ya pampiri
- Tharollo ya mathata 1–8

Go ikatiša

- Go balela godimo: pele 1–20 le go feta, morago 10–1
- Go bala dilo 1–10
- Go latelanya dinomoro 1–8
- Palokgoboko ya mathomo go ya go ya bohloano
- Gatelela dinomoro 1–8
- Hlakanya, ntšha
- Dikhoine
- Kgolo, nnyane

Tlotlontšu ye mpsha ya dipalo

tšhelete ya pampiri
tau

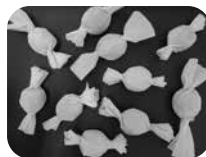
tšhukudu
nare

Nelson Mandela
balela morago

Go itokiša

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

- dikgwele tša tlhama tše 10 di phuthetšwe ka selefoune/polastiki go dira 'malekere'
- diphatšamaru tše 10 tša go dirwa ka dipoleiti tša pampiri – sephatšamaru se sengwe le se sengwe se swanetše go ba le mafasetere a 10
- diswantšho tše 10 tša dirokhete



- diswantšho tša dilo tša go rekwa tša A4 tše 5 A4 (go tšwa dimakasineng)
- dikhoine tše ditsotho le tše disilibera tša diripiwa tša khatepote: 10c, 20c, 50c, R1, R2, R5 (go tšwa go Kotara ya 2)
- ditšhelete tša pampiri tša khatepote tše 10, 2 ye nngwe le ye nngwe: R10, R20, R50, R100, R200 (matlakala a 220–221)
- dikotlolo tša krosari tša go dirišwa leswa tše 10, mohlala, lepokisi la serele, seswaro sa yokate, bjalo bjalo
- letlakala la pampiri/khatepote la bogolo bja A4 le khutlonnethwii – 1 la morutwana yo mongwe le yo mongwe
- tlhama ya mmala wa namune
- letlakala la A4 le thempoleiti ya khudu (page 219) – 1 la morutwana yo mongwe le yo mongwe.

Whole class activities

Day 1

What you need

- Song: *Five shiny coins* (Activity Guide: Term 2, page 196)
- 6 cardboard coins (from Activity Guide: Term 2, pages 216–217)
- Playdough sweets
- 2 sets of 5 cardboard banknotes (approximately A4 size) – place one set on the wall, smallest to biggest in size (pages 220–221)

1. **Song:** Sing the song, *Five shiny coins*. Discuss the coins.
2. **Oral counting:** 1–20 and beyond, 10–1. Count 1–10, but miss out a number and/or say a number twice, and so on.

Guiding questions:

- ★ What went wrong with my counting?

Repeat the activity, missing and/or repeating different numbers.

3. **Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets on the mat.

Guiding questions:

- ★ How many sweets do you think there are?

Count together.

4. **Introducing banknotes:** Show the learners the banknotes.

Guiding questions:

- ★ Where have you seen this before?
- ★ Does anyone know what it is called?
- ★ Have you ever used one of these? What did you use it for?
- ★ What do you see on the notes?
- ★ How is this banknote the same/different to the other banknotes?
- ★ Which is smaller/bigger in size?
- ★ How many different South African banknotes are there?

Count the banknotes as you match them to the notes on the wall.

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



TIP

Place the five notes and blank paper in the maths area so that learners can draw things they have bought (or wish to buy).

Day 2

What you need

- Rhyme: *Spaceship* (page 200)
- 10 playdough sweets
- 2 sets of 5 banknotes
- 5 pictures of things to buy
- Prestik

1. **Rhyme:** Say the rhyme, *Spaceship*.



TIP

Discuss what space is. Talk about the stars and planets that we can see at night. Ask learners whether they think it is possible to go to space and how they might get there – in a spaceship. Ask learners what they think they would be able to buy on the moon.

Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- **Koša:** *Dikhoine tša go phadima tše hlano (Pukutlhahlo ya Mešongwana: Kotara ya 2, letlakala la 197)*
- **Dikhoine tša khatepote tše 6** (go tšwa go *Pukutlhahlo ya Mešongwana: Kotara ya 2, matlakala a 216–217*)
- **Malekere a tlhama**
- **Disete tše pedi tša ditšhelete tša pampiri tša khatepote tše 5** (bogolo bjo e ka bago A4) – bea sete e tee lebotong, go thoma ka ye nnyane ka go fetiša go ya go ye kgolo ka go fetiša ka bogolo (matlakala a 220–221)

1. **Koša:** Opela koša, *Dikhoine tša go phadima tše hlano*. Bolelang ka dikhoine.
2. **Go balela godimo:** 1–20 le go feta, 10–1. Bala 1–10, efela o tshele nomoro le/goba o bolele nomoro gabedi, bjalo bjalo.

Dipotšišo tša go hlahla:

- ✦ Go bala ga ka go fošagetše kae?

Boeletša mošongwana, o tshele le/goba o boeletše dinomoro tša go fapana.

3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Bea malekere a tlhama a 10 mmeteng.

Dipotšišo tša go hlahla:

- ✦ O nagana gore go na le malekere a makae?

Balang mmogo.

4. **Go tsebiša ditšhelete tša pampiri:** Bontšha ditšhelete tša pampiri.

Dipotšišo tša go hlahla:

- ✦ O kile wa bona se kae?
- ✦ Go na le yo a tsebago gore se bitšwa eng?
- ✦ O kile wa diriša e tee ya tše? O dirile eng ka yona?
- ✦ O bona eng ditšheleteng tša pampiri?
- ✦ Tšhelete ye ya pampiri e swana/fapana le ditšhelete tša pampiri tše dingwe bjang?
- ✦ Ke efe ye nnyane ka go fetiša/kgolo ka go fetiša ka bogolo?
- ✦ Go na le ditšhelete tše kae tša pampiri tša Afrika Borwa?

Bala ditšhelete tša pampiri o di tswalanya le dinoutse tše di lego lebotong.

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

KELETŠO

Bea ditšhelete tša pampiri tše hlano le pampiri ya go se ngwalwe selo sebakeng sa dipalo gore barutwana ba thale dilo tše ba di rekilego (goba ba dumago go di reka).

KELETŠO

Bolelang gore sekgoba ke eng. Bolelang ka dinaledi le dipolanete tše re ka di bonago bošego. Botšiša barutwana ge eba go a kgonagala gore ba ye sekgobeng le gore ba ka fihla bjang moo – ka sephatšamaru. Botšiša barutwana gore ba nagana gore ba ka reka eng ngweding.

Tše o di hlokago

- **Sereto:** *Sephatšamaru* (letlakala la 201)
- **Malekere a tlhama a 10**
- **Disete tše 2 tša ditšhelete tša pampiri**
- **Diswantšho tša dilo tše di tlo rekwago tše 5**
- **Phrestiki**

1. **Sereto:** Reta sereto, *Sephatšamaru*.

- Oral counting:** 1–20 and beyond, 10–1. Start with 5 and count back to 2, start with 10 and count back to 6, and so on.
- Counting objects 1–10:** Learners sit in a circle. Place ten playdough sweets and five banknotes on the mat.

Guiding questions:

- ★ How many banknotes do you think there are?
- ★ Are there more/fewer sweets or banknotes?
- ★ How many more/fewer banknotes are there than sweets?
- ★ How do you know?

- Recognise and match banknotes:** Five learners each find a picture of something to buy hidden in the classroom. Five other learners take turns to choose a banknote to attach to each picture. Five other learners take turns to show which banknote on the wall matches each of these.

Guiding questions:

- ★ Which banknotes have/have not been used yet?
- ★ Which banknote has the rhino on it?

- Ordinal numbers first to fifth:** Look at the five banknotes on the wall.

Guiding questions:

- ★ Which banknote is first, second, and so on in the row on the wall?
- Five learners place the pictures and banknotes on the mat in order to match the banknotes on the wall.
- ★ Which note should be placed first, second, and so on?

Learners who have not had a turn, take turns to jump. For example: ask them to jump from the first note to the second to the fourth, and so on. Place the banknotes on the maths table.

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

**TIP**

Make sure that the value being attached to the object is appropriate, for example, a table might be R200 and a 500 ml cool drink might be R10.

Day 3**What you need**

- Rhyme: *Spaceship* (page 200)
- 10 paper-plate spaceships placed on the wall
- 2 sets of 5 banknotes
- Number washing line
- Number dot, picture, symbol and word cards 1–8 (*Resource Kit*)

- Rhyme:** Say the rhyme, *Spaceship*.
 - Oral counting:** 1–20 and beyond, 10–1.
 - Counting objects 1–10:** Ten learners stand. Look at the paper-plate spaceships on the wall.
- Guiding questions:**
- ★ Do you think there are enough spaceships for each learner to go to the moon?
- Count the spaceships.

- Go balela godimo:** 1–20 le go feta, 10–1. Thoma ka 5 o balele morago go fihla ka 2, thoma ka 10 o balele morago go fihla ka 6, bjalo bjalo.
- Go bala dilo 1–10:** Barutwana ba dula ka sediko. Bea malekere a tlhama a lesome le ditšhelete tša pampiri tše hlano mmeteng.

Dipotšišo tša go hlhla:

- ✦ O nagana gore go na le ditšhelete tša pampiri tše kae?
- ✦ Go na le malekere a go feta/fetwa ke ditšhelete tša pampiri?
- ✦ Go na le ditšhelete tša pampiri tša go feta/fetwa ke malekere ka tše kae?
- ✦ O tseba bjang?

 **KELETŠO**

Kgonthiša gore boleng bja selo bo nepagetše, mohlala, tafola e ka ba R200 gomme senotšididi sa 500 ml e ka ba R10.

- Lemoga le go tswalanya ditšhelete tša pampiri:** Mongwe le mongwe wa barutwana ba bahlano o hwetša selo sa go rekwa sa go utwa ka phapošing. Barutwana ba bangwe ba bahlano ba šiedišana ka go kgetha tšhelete ya pampiri ba e kgomaretša seswantšhong. Barutwana ba bangwe ba bahlano ba šiedišana ka go bontšha gore ke tšhelete efe ya pampiri lebotong ye e tswalanago le tše.

Dipotšišo tša go hlhla:

- ✦ Ke ditšhelete dife tša pampiri tše di sa dirišwago/dirišitšwego?
- ✦ Ke tšhelete efe ya pampiri ya go ba le tšhukudu go yona?

- Palokgoboko tša mathomo go fihla ka ya bohloano:** Lebelela ditšhelete tša pampiri lebotong.

Dipotšišo tša go hlhla:

- ✦ Ke tšhelete efe ya pampiri ye e tlogo pele, labobedi, bjalo le bjalo molokolokong wa lebotong?

Barutwana ba bahlano ba bea diswantšho le ditšhelete tša pampiri mmeteng gore ba tswalanye ditšhelete tša pampiri le tša lebotong.

- ✦ Ke tšhelete efe ya pampiri ye e tlogo pele, labobedi, bjalo bjalo?

Barutwana bao ba sego ba hwetša sebaka, ba šiedišana ka go taboga. Mohlala: ba kgopele gore ba taboge go thoma go šhelete ya pampiri ya mathomo go ya go ya bobedi, go ya go ya bone, bjalo bjalo. Bea ditšhelete tša pampiri tafoleng ya dipalo.

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

Letšatši la 3

Tše o di hlokago

- Sereto: *Sephatšamaru* (letlakala la 201)
- Diphathšamaru tša dipoleiti tša pampiri tše 10 lebotong
- Disete tše 2 tša ditšhelete tša pampiri tše 5
- Mothalopalo
- Dikarata tša marontho, diswantšho, maswao le maina a dinomoro 1–8 (*Dithušathuto tša Phapoši*)

- Sereto:** Reta sereto, *Sephatšamaru*.
- Go balela godimo:** 1–20 le go feta, 10–1.
- Go bala dilo 1–10:** Barutwana ba lesome ba a ema. Lebelela diphathšamaru tša dipoleiti tša pampiri lebotong.

Dipotšišo tša go hlhla:

- ✦ O nagana gore go na le diphathšamaru tša go lekana barutwana gore ba ye ngwedding?

Bala diphathšamaru.

4. **Add to/take away:** Look at the banknotes on the wall.

Guiding questions:

- ★ If I take away one/two note/s how many will be left on the wall? Hold five banknotes in a fan in your hand.
- ★ Are there more/fewer on the wall or in my hand?
- ★ If I add another note to the those in my hand how many will I be holding?
- ★ What are the names of the notes that are left on the wall?



5. **Ordering 1–8:** Learners sit in a circle. Quickly flash dot cards 1–8 for learners to identify. Hand out dot, picture, symbol and word cards. Stand in the middle of the circle with your eyes closed. Raise both arms and turn with your hands pointing out. The learners you point to when you open your eyes match their cards to numbers on the number washing line. Repeat, giving a few learners a turn to point. Learners take turns to place their picture, dot and symbol cards in order from 1–8 on the mat.



Guiding questions:

- ★ Which number is between 3 and 5, before 8, after 6, three fewer than 4, two more than 5, and so on?
 - ★ How do we know that the picture with four giraffes should come after the picture of three meerkats, and so on?
 - ★ If we count 2 on from 3 how many will we have?
6. **Small group activities:** Describe the activities at each workstation.

Day 4

What you need

- Rhyme: *Spaceship* (page 200)
- 10 pictures of rockets
- 5 chairs with a banknote attached to each
- Tambourine
- Dot cards 1–8

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.

4. **Hlakanya/ntšha:** Lebelela ditšhelete tša pampiri lebotong.

Dipotšišo tša go hlahlala:

- ✦ Ge nka ntšha tšhelete ya pampiri e tee/pedi go tlo šala tše kae lebotong? Swara ditšhelete tša pampiri tše hlano bjalo ka fene ka seatleng sa gago.
- ✦ Go na le tše dintši/nnyane lebotong goba ka seatleng sa ka?
- ✦ Ge nka tsenya tšhelete ya pampiri ye nngwe ka seatleng ke tlo swara tše kae?
- ✦ Maina a ditšhelete tša pampiri tše di tlogetšwego lebotong ke afe?



5. **Go latelanya 1–8:** Barutwana ba dula ka sediko. Bontšha dikarata tša marontho 1–8 ka potlako gore barutwana ba di hlathe. Abelana ka dikarata tša marontho, diswantšho, maswao le tša maina. Ema gare ga sediko o tswaletše mahlo. Emiša matsogo a mabedi o retologe gomme diatla tša gago di šupile ka ntle. Barutwana ba o hwetšago o ba šupile ge o bula mahlo ba tswalanya dikarata tša bona le mothalopalo. Boeletša, o fe barutwana ba mmalwa sebaka sa go šupa. Barutwana ba šiedišana ka go bea dikarata tša bona tša diswantšho, marontho le maswao ka tatelano go thoma ka 1–8 mmeteng.



Dipotšišo tša go hlahlala:

- ✦ Ke nomoro efe ye e lego gare ga 3 le 5, pele ga 8, ka morago ga 6, tharo go fetwa ke 4, pedi go feta 5, bjalo bjalo?
 - ✦ Re tseba bjang gore seswantšho sa dithutlwa tše nne se swanetše go tla ka morago ga seswantšho sa meswe ye meraro, bjalo bjalo?
 - ✦ Ge re bala go thoma go 2 go ya go 3 re tlo ba le bokae?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Letšatši la 4

Tše o di hlokago

- Sereto: *Sephatšamaru* (letlakala la 201)
- Diswantšho tša dirokhete tše 10
- Ditulo tše 5 le ditšhelete tša pampiri di kgomareditšwego go se sengwe le se sengwe sa tšona
- Tamporini
- Dikarata tša marontho 1–8

1. **Sereto:** Reta sereto, *Sephatšamaru*.

2. **Go balela godimo:** 1–20 le go feta, 10–1.

TIP

Talk about rockets and spaceships and what learners think it would be like to go to the moon in one of these.

3. **Counting objects 1–10:** Look at the pictures of 10 rockets and 10 spaceships.

Guiding questions:

- ★ Are there more/fewer rockets or spaceships?
- ★ How many of each do you think there are? Let's count.

4. **Recognition of banknotes:** Place five chairs on the mat, each with a banknote stuck to it. Explain to learners that these are their 'banks'. Explain what a bank is. Learners sit in their class groups next to a chair that is labelled with a banknote, for example, R10, R20. Play the tambourine as they move between the 'banks'. When the music stops they return to their 'bank'. Repeat.

When the music stops, show two notes, for example, R50 and R200. These groups swap places. Repeat.

- ★ How many learners are sitting in your 'bank'?



5. **Add to/take away:** Talk about the different 'banks'.

Guiding questions:

- ★ If I take two learners away from the 'R100 bank' how many will there be in the bank?
- ★ If I add one learner to the 'R50 bank' how many will be sitting in this bank?

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

Day 5

What you need

- Rhyme: *Spaceship* (page 200)
- Masking tape/chalk
- 10 recycled grocery containers, for example, cereal box, yoghurt tub, and so on
- Poster 1

1. **Rhyme:** Say the rhyme, *Spaceship*.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Attach a few containers to the wall and place some on the maths table.

Guiding questions:

- ★ How many grocery containers do you see on the table/on the wall? Count together.
- ★ Did you estimate too many/too few?



KELETŠO

Bolelang ka dirokhete le diphatšamaru le gore barutwana ba nagana gore go ka ba bjang go ya ngwedding ka sengwe sa tšona.

3. **Go bala dilo 1–10:** Lebelela diswantšho tša dirokhete tše 10 le diphatšamaru tše 10.

Dipotšišo tša go hlahla:

- ✦ Go na le dirokhete tše dinnyane/ntši go feta diphatšamaru?
- ✦ O nagana gore go na le tše kae tša se sengwe le se sengwe? A re bale.

4. **Temogo ya ditšhelete tša pampiri:** Bea ditulo tše hlano mmeteng, se sengwe le se sengwe se kgomareditšwe tšhelete ya pampiri go sona. Hlalošetša barutwana gore tše ke 'dipanka' tša bona. Hlaloša gore pankka ke eng. Barutwana ba dula ka dihlopha tša bona tša ka phapošing kgauswi le setulo sa go ba le tšhelete ya pampiri, mohlala, R10, R20. Bapala tamporine ge ba sepela magareng ga 'dipanka'. Ge mmimo o ema ba boela 'pankeng' ya bona. Boeletša.

Ge mmimo o ema, bontšha ditšhelete tša pampiri tše pedi, mohlala, R50 le R200. Dihlopha tše di fetola dikgoba. Boeletša.

- ✦ Go dutše barutwana ba bakae ka 'pankeng' ya gago?



5. **Hlakanya/ntšha:** Bolelang ka 'dipanka' tša go fapana.

Dipotšišo tša go hlahla:

- ✦ Ge nka ntšha barutwana ba babedi go 'panka ya R100' go tlo šala ba bakae ka pankeng?
- ✦ Ge ke tsenya morutwana o tee go 'panka ya R50' go tlo dula ba bakae ka pankeng ye?

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

Letšatši la 5

Tše o di hlokago

- Sereto: *Sephatšamaru* (letlakala la 201) la diserele, seswaro sa yokate, bjalo le bjalo
- Dikotlolo tša go dirišwa leswa tša krosari tše 10, mohlala, lepokisi
- Maskhing theipi/tšhoko
- Phoustara ya 1

1. **Sereto:** Reta sereto, *Sephatšamaru*.

2. **Go balela godimo:** 1–20 le go feta, 10–1.

3. **Go bala dilo 1–10:** Kgomaretša dikotlolo tše mmalwa lebotong o bee tše dingwe tafoleng ya dipalo.

Dipotšišo tša go hlahla:

- ✦ O bona dikotlolo tša krosari tše kae tafoleng/lebotong? Balang mmogo.
- ✦ O akantše ntši kudu/nnyane kudu?



4. **Jumping track:** Use masking tape/chalk to create a 1–8 number ladder. Learners take turns to jump as the class counts 1–8. Learners stand on number 5 and jump to number 8.

Guiding questions:

- ★ How many jumps did you make?

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



Guiding questions:

- ★ What do you see in the picture that you/your family have bought before?
- ★ Do you think there are enough oranges for each person in the family?
- ★ How many more oranges do they need to buy to each have one?
- ★ If there are two small yoghurts in the fridge and each person wants one, how many more will they need to buy?

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

Integration

Home Language: Solve problems and explain solutions.

Life Skills: Beginning Knowledge, Personal and Social Wellbeing.

Small group activities

Teacher-guided activity

What you need

- Poster 7
- 5 banknotes (R10, R20, R50, R100, R200)
- 8 dough mats
- A tub per learner with:
 - 10 structure beads
 - 8 fruit counters (*Resource Kit*)

1. **Problem solving:** Discuss Poster 7.

Guiding questions:

- ★ There are four pineapples on the table. Dad buys three pineapples. How many pineapples will be left on the table?
- ★ Dad buys two bags of oranges. How many oranges does he buy?
- ★ The fruit seller had three watermelons. Now she has one. How many did she sell?

4. **Tsela ya go fofa:** Diriša maskhing theipi/tšhoko go hlama lleri la dinomoro la 1–8. Barutwana ba šiedišana ka go fofa ge mphato o bala 1–8.

Barutwana ba ema go nomoro 5 gomme ba fofela go nomoro 8.

Dipotšišo tša go hlahla:

- ★ O fofile gaka?

5. **Go ikatiša 1–4:** Ahlaahlang Phoustara ya 1. Bolelang ka tše barutwana ba di bonago.

Dipotšišo tša go hlahla:

- ★ O bona eng se nkilego sa rekwa ke wena/ lapa la geno peleng mo seswantšhong?
- ★ O nagana gore go na le dinamune tša go lekana ba lapa ka moka?
- ★ Ba hloka go reka dinamune tše kae gore di ba lekane ka moka?
- ★ Ge go na le diyokate tše pedi tše dinnyane ka setšidifatšing gomme batho bohle ba nyaka e tee go tlo hlokega gore go rekwe tše dingwe tše kae?



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

Tswalanyo

Leleme la Gae: Rarolla mathata o hlaloše diphetho.

Mabokgoni a Bophelo: Tsebo ya go Thoma, Thutaphelo.

Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Phoustara ya 7
- Ditšhelete tša pampiri tše 5 (R10, R20, R50, R100, R200)
- Mebete ya tege ye 8
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Lenti la pheta la 10
 - Dibaledi tša dienywa tše 8 (*Dithušathuto tša Phapoši*)

1. **Tharollo ya mathata:** Bolelang ka Phoustara ya 7.

Dipotšišo tša go hlahla:

- ★ Go na le diphaeneapole tše nne tafoleng. Tate o reka diphaeneapole tše tharo. Go tlo šala diphaeneapole tše kae tafoleng?
- ★ Tate o reka mekotla ye mebedi ya dinamune. O reka dinamune tše kae?
- ★ Morekiši wa dienywa o be a na le magapu a mararo. Bjale o šetše ka le letee. O rekišitše a makae?



TIP

Encourage learners to show you the total number of beads without counting in ones.



TIP

Learners use counters to solve the problems. Ask learners how they got their answers and let them explain their thinking. Learners need time to explain their reasoning and hear the strategies of others in the group.

2. **Structure beads:** Show learners a number of structure beads between 1 and 10, for example, 6, 3, 7, 4 or 8. Flash these for a few seconds, and then hide them away.

Guiding questions:

- ★ How many beads did you see?

Ask learners to show a number of beads between 1 and 6.

3. **Fruit on plates:** Learners use the eight fruit counters from their tubs to solve the problems.

Guiding questions:

- ★ Each fruit needs a plate. How many plates will you need?
- ★ Each plate needs two fruits. How many plates will you need?
- ★ If you have two plates, how many fruits can you put on each plate?

Learners compare and discuss how many fruits they would place on each plate.

4. **Banknotes:** Hide a note under a piece of paper.

Guiding questions:

- ★ The banknote under the paper is green and has a rhino on it. What is this banknote called?

Give learners each a turn to hide and describe a banknote.



Check that learners are able to:

- solve problems from 1–8
- recognise, match and describe banknotes

Workstation 1

What you need

- Crayons, colour pencils
- Banknotes
- A4 cardboard with 3 rectangles – 1 per learner
- A pair of scissors – 1 per learner

Learners cut out the rectangles. Referring to the banknotes, they create their own banknotes by drawing pictures on both sides and writing a number on one side of each rectangle.



TIP

Learners can create their own banknotes that they would like to use, for example, 'on the moon'.

KELETŠO
 Hlohleletša barutwana go go bontšha palo ya dipheta ntle le go di bala ka e tee ka e tee.

KELETŠO
 Barutwana ba rarolla mathata ka dibaledi. Botšiša barutwana gore ba hweditše dikarabo tša bona bjang gomme ba hlaloše dikgopolo tša bona. Barutwana ba hloka nako ya go hlaloša mabaka a bona le go kwa maano a ba bangwe sehlopheng.

2. **Lenti la pheta:** Bontšha barutwana lenti la pheta gare a 1 le 10, mohlala, 6, 3, 7, 4 or 8. Di bontšhe metsotswana, gomme o di ute.

Dipotšišo tša go hlahla:

★ O bone dipheta tše kae?

Kgopela barutwana go bontšha palo ya dipheta ya gare ga 1 le 6.

3. **Dienywa dipoleiting:** Barutwana ba diriša dibaledi tša dienywa tše seswai tša ka diswarong tša bona go rarolla mathata.

Dipotšišo tša go hlahla:

★ Seenywa se sengwe le se sengwe se hloka poleiti. O tlo hloka dipoleiti tše kae?

★ Poleiti ye nngwe le ye nngwe e hloka dienywa tše pedi. O tlo hloka dipoleiti tše kae?

★ Ge o na le dipoleiti tše pedi, o ka bea dienywa tše kae poleiting e tee?

Barutwana ba bapetša le go ahlaahla gore ba tla bea dienywa tše kae poleiting ye nngwe le ye nngwe.

4. **Ditšhelete tša pampiri:** Uta tšhelete ya pampiri ka tlase ga seripa sa pampiri.

Dipotšišo tša go hlahla:

★ Tšhelete ya pampiri ya ka tlase ga pampiri ke ye talamorogo gomme e na le tšhukudu go yona. Tšhelete ya pampiri e bitšwa eng?

Efa barutwanana sebaka sa go uta le go hlaloša tšhelete ya pampiri.



Lekola gore barutwana ba kgona go:

- rarolla mathata go thoma ka 1–8
- lemoga, tswalanya le go hlaloša tšhelete ya pampiri

Lefelo la go šomela la 1

Tše o di hlokago

- Dikherayone, diphensele tša mebalabala
- Ditšhelete tša pampiri
- Khatepote ya A4 ya dikhutlonnethwii tše 3 – 1 ya morutwana yo mongwe le yo mongwe
- Sekero – 1 sa morutwana yo mongwe le yo mongwe

KELETŠO
 Barutwana ba ka itlhamela dišhelete tša pampiri tše ba tlo ratago go di diriša, mohlala, 'ngweding'.

Barutwana ba ripa dikhutlonnethwii. Go dišhelete tša pampiri, barutwana ba itlhamela dišhelete tša pampiri ka go thala diswantšho ka mahlakoreng a mabedi le go ngwala nomoro ka lehlakoreng le letee la khutlonnethwii.



Workstation 2

What you need

- Counters
- Dice – 1 per learner
- A4 page – 1 per learner
- Crayons
- Playdough
- Number 2 dot card (from the *Resource Kit*) – 1 per learner

Learners draw a shopping basket on the A4 page. They roll a dice and add two to the number of dots shown on the dice. (They can use a number 2 dot card for support.) They roll this number of balls from playdough and place the balls (fruit) in the basket. They repeat the activity.

Workstation 3

What you need

- A4 tortoise template (page 219) – 1 per learner
- Coloured counters (*Resource Kit*)
- Dot cards 1–8 (*Resource Kit*)
- Crayons

Place the dot cards face down on the table. Learners turn over a dot card. They find the piece of the tortoise's shell with the same number of dots and place the correct number of counters on these dots. They repeat the activity colouring in the dots as they count.



Workstation 4

What you need

- Number symbol and picture cards 1–8 (*Resource Kit*) for each learner
- Braai/salad tongs for each learner
- Wooden blocks

Place number cards face down on the mat. Learners turn a card over and use the tongs to stack the number of blocks shown on the card on top of each other.



Lefelo la go šomela la 2

Tše o di hlokago

- Dibaledi
- Letaese – 1 la morutwana yo mongwe le yo mongwe
- Letlakala la A4 – 1 la morutwana yo mongwe le yo mongwe
- Dikherayone
- Tlhama
- Karata ya marontho ya nomoro 2 (go *Dithušathuto tša Phapoši*) – 1 ya morutwana yo mongwe le yo mongwe

Barutwana ba thala seroto sa go reka dilo letlakaleng la A4. Ba kgokološa letaese ba tsenya pedi go palo ya marontho ao a lego letaeseng. (Ba ka diriša karata ya marontho a nomoro 2 go hwetša thekgo.) Ba kgokološa palo ye ya dikgwele tša tlhama gomme ba bea dikgwele (dienywa) ka serotong. Ba boeletša mošongwana.

Lefelo la go šomela la 3

Tše o di hlokago

- Thempoleiti ya khudu ya A4 (letlakala la 219) – 1 ya morutwana yo mongwe le yo mongwe
- Dibaledi tša mabalabala (*Dithušathuto tša Phapoši*)
- Dikarata tša marontho 1–8 (*Dithušathuto tša Phapoši*)
- Dikherayone

Bea dikarata tša marontho di lebeletše fase tafoleng. Barutwana ba phetola karata ya marontho. Ba hwetša seripa sa kgopa ya khudu ya palo ya go swana ya marontho gomme ba bea palo ya go nepagala ya dibaledi maronthong. Ba boeletša mošongwana ba khalara marontho ge ba bala.



Lefelo la go šomela la 4

Tše o di hlokago

- Maswao a dinomoro le dikarata tša diswantšho 1–8 (*Dithušathuto tša Phapoši*) a morutwana yo mongwe le yo mongwe
- Ditong tša go beša nama/salate tša morutwana yo mongwe le yo mongwe
- Dipoloko tša kota

Bea dikarata tša dinomoro di lebeletše fase tafoleng. Barutwana ba phetola karata go aga palo ya dipoloko tša go bontšhwa karateng ka go di namelanya.



Content Area Focus: Numbers, Operations and Relationships

Topics

- Describe, order and compare whole numbers
- Number relationships
- Number recognition
- Solving problems in context

New knowledge

- Grouping, half
- Up to three more (using dot cards)
- Order collections from smallest to biggest

Practise

- Oral counting: forwards 1–20 and beyond, backwards 10–1
- Counting objects 1–10
- Sequencing numbers 1–8
- Problem solving 1–8
- Reinforce number concept 1–8
- More, fewer, most, least, equal
- Two/three more/fewer

New maths vocabulary

half

Getting ready

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

- small smiley face stickers/cards – 1 per learner
- 36 small animal picture cards, each with a frieze animal (i.e. one card with an elephant, two cards each with one zebra, three cards each with one meerkat, and so on)
- 8 paper/cardboard circle cut-outs (40 cm in diameter)
- 2 small circle cut-outs: red and green
- envelope to fit dot cards
- 8 containers marked 1–8 for animal pictures
- envelopes each with a learner's name and 5 number symbol cards (between 1 and 8) – 1 per learner
- flower centres with numbers 1–8 on them and 30 petals per learner
- small cellophane/tin foil squares to wrap sweets – 30 per pair of learners
- playdough
- 8 small plastic zip-lock bags labelled 1–8 per pair of learners
- blank cards (5 × 5 cm) – 8 per pair of learners
- 4 sets of number symbol cards 1–8.

Nepišo ya Karolo ya Diteng: Dinomoro, Tirišo le Tswalano

Dihlogotaba

- Hlaloša, latelanya o be o bapetše dipalotlalo
- Ditswalano tša dinomoro
- Temogo ya nomoro
- Tharollo ya bothata go ya ka kamego

Tsebo ye mpsha

- Go hlopha, seripagare
- Go fihla ka tše dingwe tše tharo (o diriša dikarata tša marontho)
- Latelanya mekgobo go thoma ka o monnyane ka go fetiša go ya go o mogolo ka go fetiša

Go ikatiša

- Go balela godimo: pele 1–20 le go feta, morago 10–1
- Go bala dilo 1–10
- Go latelanya dinomoro 1–8
- Tharollo ya mathata 1–8
- Gatelela lereo la dinomoro 1–8
- Ntšhi, nnyane, bontši, bonnyane, lekana
- Pedi/tharo go feta/nnyane

Tlotlontšu ye mpsha ya dipalo

seripagare

Go itokiša

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

- disetikara tša difahlego tša go myemyela tše dinnyane/dikarata – 1 sa morutwana yo mongwe le yo mongwe
- dikarata tša diswantšho tša diphoofole tše dinnyane tše 36, tša go ba le phoofole ya tšhate ya tlotlontšu (ke gore, karata e tee ya go ba le tlou, dikarata tše pedi tša go ba le pitsi e tee, dikarata tše tharo tša go ba le moswe o tee, bjalo bjalo)
- diripiwa tša sediko tša pampiri/khatepote tše 8 (molagare wa 40 cm)
- diripiwa tša sediko tše dinnyane tše 2: khubedu le talamorogo
- onflopoya go tsenya dikarata tša marontho
- dikotlolo tše 8 tša go swaiwa 1–8 tša diswantšho tša diphoofole
- dionflopoya go ba le leina la morutwana le dikarata tša maswao a dinomoro tše 5 (gare ga 1 le 8) – 1 ya morutwana yo mongwe le yo mongwe
- disenthara tša maloba tša go ba le dinomoro 1–8 go tšona le diphethale tše 30 tša morutwana yo mongwe le yo mongwe
- selofoine ye nnyane/disekwere tša foile ya thini go phuthela malekere – 30 ya bobedi bjo bongwe le bjo bongwe bja barutwana
- tlhama
- mekotla ya go notlelwa ka zipi ya polastiki ye mennyane ye 8 ya go ngwalwa 1–8 ya bobedi bjo bongwe le bjo bongwe bja barutwana
- dikarata tša go se ngwalwe selo (5 × 5 cm) – 8 ya bobedi bjo bongwe le bjo bongwe bja barutwana
- disete tše 4 tša dikarata tša maswao a dinomoro 1–8.

Whole class activities

Day 1

What you need

- Rhyme: *Spaceship* (page 200)
- 10 spaceships each with 10 windows (from Week 9)
- Small smiley face stickers/cards – 1 per learner
- 2 hula hoops
- 8 mouse picture cards
- 2 small circle cut-outs: red and green

1. **Rhyme:** Say the rhyme, *Spaceship* from Week 9.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Learners sit in a circle. Together count the spaceships as you place them in a circle on the mat. Hand out a smiley face sticker/card to each learner. Learners take turns to stick their sticker onto the windows of the first/second/third, and so on spaceship. Count 1–10 as they do this.



TIP

Explain that learners will continue to put 'people' into the spaceships on other days.



Guiding questions:

- ★ How will we know when the first spaceship has 10 'people' in it?
- ★ How will we know when we should start putting 'people' into the second spaceship?
- ★ Do you think we will have enough stickers for the second spaceship?
- ★ How many spaceships have/still need stickers?

Count the people in the spaceships together.

4. **Grouping; introducing half:** Give eight learners each a picture of a mouse. Place two hoops on the mat.

Guiding questions:

- ★ How can we make sure that each hoop has the same number of mice?
- Learners put four mice in one hoop and four mice in the other hoop. Explain that when we put the same number of mice in each hoop, we say that half of the mice are in the one hoop and half of the mice are in the other hoop.



TIP

The mouse pictures can be attached to a crown to add a fun element.



Mešongwana ya barutwana ka moka

Letšatši la 1

Tše o di hlokago

- Sereto: *Sephatšamaru* (letlakala la 201) dikarata – 1 sa morutwana yo mongwe le yo mongwe
- Diphathšamaru tše 10 se sengwe le se sengwe ka mafasetere a 10 (go Beke ya 9) • Dihula hupu tše 2
- Disetikara tša difahlego tša go myemyela tše dinnyane/ go myemyela tše dinnyane/ • Dikarata tša diswantšho tša magotlo tše 8
- Diripiwa tša sediko tše dinnyane tše 2: khubedu le talamorogo

1. **Sereto:** Reta sereto, *Sephatšamaru* go Beke ya 9.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Barutwana ba dula ka sediko. Balang diphathšamaru mmogo ge le di bea ka sediko mmeteng. Efa barutwana bohle difahlego tša go myemyela/dikarata. Barutwana ba šiedišana ka go kgomaretša disetikara tša bona lefasetereng la mathomo/bobedi/ boraro, bjalo bjalo sephathšamarung. Bala 1–10 ge ba dira se.



Dipotšišo tša go hlaha:

- ★ Re tlo tseba bjang gore sephathšamaru sa mathomo se na le 'batho' ba 10 ka gare?
- ★ Re tlo tseba bjang gore re swanetše go thoma go tsenya 'batho' ka sephathšamarung sa bobedi?
- ★ O nagana gore re tlo ba le disetikara tše di lekanego sephathšamaru sa bobedi?
- ★ Ke diphathšamaru tše kae tše di nago/di sa nyakago disetikara? Balang batho ba ka gare ga sephathšamaru mmogo.

4. **Go hlopha; go tsebiša seripagare:** Efa barutwana ba seswai diswantšho tša legotlo. Bea dihupu tše pedi mmeteng.

Dipotšišo tša go hlaha:

- ★ Re ka kgonthiša bjang gore dihupu ka moka di na le palo ya go lekana ya magotlo?

Barutwana ba bea magotlo a mane hupung e tee le magotlo a mane ka hupung ye nngwe. Ge re bea palo ya go lekana ya magotlo ka dihupung, re ra gore seripagare sa magotlo se ka hupung e tee gomme seripagare se ka hupung ye nngwe.

KELETŠO

Hlaloša gore barutwana ba tlo tšwelapele go bea 'batho' ka diphathšamarung ka letšatši le lengwe.

KELETŠO

Diswantšho tša magotlo di ka kgomaretšwa koroneng go hlola elemente ya boithabišo.



Play this rain game. Learners who are sitting in the circle pat the floor to make the sound of raindrops. The eight learners skip around and between the hoops through the rain. When you show a red circle, the rain stops. Half of the learners stand in one hoop and half in the other hoop. Show the green circle for the rain to start again.









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

Day 2

What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- 36 animal picture cards
- Prestik
- 2 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Refer to the number frieze as you sing. Dramatise verses 1 and 2.

1		2		3		4	
•	one	••	two	•••	three	••••	four
5		6		7		8	
•••••	five	••••••	six	•••••••	seven	••••••••	eight

2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.
4. **Grouping; half:** Repeat the activity from Day 1 using the six duck picture cards. Then do the activity with five monkey picture cards.

Guiding questions:

- ★ Can half of this group of monkeys stand in one hoop and half in the other?
- ★ Why not?
- ★ Where will one monkey have to stand?

Repeat with other animal groups.

5. **Grouping; half – pictures:** Place two circle cut-outs on the wall. Give eight learners each a mouse card.

Guiding questions:

- ★ Can you put half the mice into one circle and half the mice into the other circle?

Repeat with the activity with the seven frog picture cards.

Guiding questions:

- ★ Why can't we put half of this group of frogs into each circle?

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



TIP

Place the different animal cards in containers and put a tub of Unifix blocks on the maths table. Learners can arrange the Unifix blocks in groups to match the number of animals in each container.

Bapalang moraloko wa pula. Barutwana ba go dula ka sediko ba betha lebato go dira modumo wa marothi a pula. Barutwana ba seswai ba tshela dikgati le ka gare ga dihupu pula e ena. Ge o bontšha sediko se sekhubedu, pula e a ema. Seripagare sa barutwana se ema ka hupung e tee gomme seripagare se sengwe ka hupung ye nngwe. Bontšha sediko se setala gore pula e thome gape.









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

Letšatši la 2

Tše o di hlokago

- Diphatsamaru tše 10
- Koša: *Ditlou tše seswai* (letlakala la 201)
- Disetikara tša sefahlego sa go myemyela/dikarata – 1 sa morutwana yo mongwe le yo mongwe
- Dikarata tša diswantšho tša diphoofole tše 36
- Phrestiki
- Diripiwa tša sediko tše 2

1. **Koša:** Opela koša, *Ditlou tše seswai*. Šupetša tšhate ya tlotlontšu le dinomoro ge o opela. Diragatšang temana ya 1 le 2.

1		2		3		4	
•	tee	••	pedi	•••	tharo	••••	nne
5		6		7		8	
•••••	hlano	•••••	tshela	•••••	šupa	•••••	seswai

2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1. Barutwana ba šiedišana ka go kgomaretša setikara/karata mafesetereng a sephatsamaru.
4. **Go hlopha; seripagare:** Boeletša mošongwana wa Letšatši la 1 o diriša dikarata tša diswantšho tša mapidibidi tše tshela. Gomme o dire mošongwana ka dikarata tša dikgabo tše hlano.

Dipotšišo tša go hlahla:

- ✦ Na seripagare sa dikgabo tše se ka ema ka hupung e tee gomme seripagare se sengwe ka go ye nngwe?
- ✦ Ka lebaka la eng?
- ✦ Kgabo a tee e tlo swanela go ema kae?

Boeletša mošongwana ka dihlopha tše dingwe tša diphoofole.

5. **Go hlopha; seripagare – diswantšho:** Bea diripiwa tša sediko tše pedi lebotong. Efa barutwana ba seswai karata ya seswantšho sa legotlo.

Dipotšišo tša go hlahla:

- ✦ O ka bea seripagare sa magotlo ka sedikong setee le seripagare se sengwe ka sedikong se sengwe?

Boeletša mošongwana ka dikarata tša diswantšho tša digwagwa tše šupa.

Dipotšišo tša go hlahla:

- ✦ Ke ka lebaka la eng re ka se bea seripagare sa sehlopha sa digwagwa sedikong se sengwe le se sengwe?

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

KELETŠO

Bea dikarata tša diphoofole tša go fapana ka dikotlolong o bee seswaro sa dipoloko tša *Unifix* tafoleng ya dipalo. Barutwana ba ka beakanya dipoloko tša *Unifix* ka dihlopha go tswalanya palo ya diphoofole tša ka sekotlolong se sengwe le se sengwe.

Day 3

What you need

- 10 spaceships
- Smiley face stickers/cards – 1 per learner
- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- 30 number symbol, dot, picture and word cards 1–8 (*Resource Kit*)
- Envelope with two dot cards 1–4 (*Resource Kit*)

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 3 and 4.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 1. Learners take turns to stick their sticker/card onto the windows of the spaceships.

Guiding questions:

- ★ How many spaceships still need people in them?
- ★ How many already have ten people in them?
- ★ Do you think we will finish putting people into the ten spaceships tomorrow?
- ★ Why do you say that?

Count the people in each of the 'completed' spaceships 1–10.

4. **Practising 1–8, dot cards game:** Learners sit in a circle. Hand out a number symbol or word card from 1 to 8 to each learner. Play the game, I wrote a letter to my friend. Place two number dot cards between 1 and 4 into an envelope. One learner walks around the outside of the circle as the class says the rhyme. The learner drops the envelope behind another learner and runs around the circle. After chasing the learner who dropped the envelope, the learner who picked up the envelope opens it. She/he holds up one card, then the other card and then both cards. Ask all learners these questions:

- ★ Who has a number that matches the number of dots on the card that _____ is holding?
- ★ Who has a number that matches the number of dots on both the cards that _____ is holding put together?

Learners hold their number symbol or word cards above their heads and say the number.

Change the dot cards in the envelope. Learners play the game, I wrote a letter to my friend, again.

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

**TIP**

This game is best played outside so that learners have the space to run around the circle.

Letšatši la 3

Tše o di hlokago

- Diphatsamaru tše 10
- Dišetikara tša sefahlego sa go myemyela/dikarata – 1 sa morutwana yo mongwe le yo mongwe
- Koša: *Ditlou tše seswai* (letlakala la 201)
- Moraloko: Ke ngwaletše mogwera wa ka lengwalo (letlakala la 201)
- Dikarata tša maswao, maronho, diswantšho le maina tše 30 tša dinomoro 1–8 (*Dithušathuto tša Phapoši*)
- Onflopō ya dikarata tša maronho tše pedi 1–4 (*Dithušathuto tša Phapoši*)

1. **Koša:** Opela koša, *Ditlou tše seswai*. Diragatšang temana ya 3 le 4.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 1. Barutwana ba šiedišana ka go kgomaretša setikara/karata mafesetereng a sephatsamaru.

Dipotšišo tša go hlaha:

- ✦ Ke diphatsamaru tše kae tše di hlokago batho ka gare?
- ✦ Ke tše kae tša go ba le batho ba lesome ka gare?
- ✦ O nagana gore re ka fetša go tsenya batho diphatsamarung tše lesome gosasa?
- ✦ Ke ka lebaka la eng o realo?

Bala batho ka diphatsamarung tše di 'fedilego' 1–10.

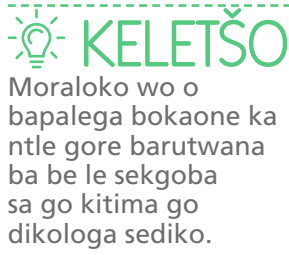
4. **Go ikatiša 1–8, moraloko wa dikarata tša maronho:** Barutwana ba dula ka sediko. Aba karata ya leswao goba leina go thoma ka 1 go fihla ka 8 go morutwana yo mongwe le yo mongwe. Bapalang moraloko, Ke ngwaletše mogwera wa ka lengwalo. Bea dikarata tša maronho tše pedi gare ga 1 le 4 ka gare ga onflopō. Morutwana o tee o sepela go dikologa ka ntle ga sediko ge phapoši e reta sereto. Morutwana o lahla onflopō ka morago ga morutwana o tee gomme a kitima go dikologa sediko. Morago ga go kitimiša morutwana wa go lahla onflopō, morutwana wa go topa onflopō o a e bula. O emiša karata e tee, gwa latela karata ye nngwe, gwa latela dikarata tše pedi. Botšiša barutwana ka moka dipotšišo tše:

- ✦ Ke mang wa go ba le nomoro ya go tswalana le palo ya maronho a mo karateng ye e swerwego ke _____?
- ✦ Ke mang wa go ba le nomoro ya go tswalana le palo ya maronho a mo dikarateng tše pedi tša go swarwa mmogo ke _____?

Barutwana ba emiša dikarata tša maswao goba maina a dinomoro ka godimo ga dihlogo gomme ba bolela nomoro.

Fetola dikarata tša maronho tša ka onflopō. Barutwana ba bapala moraloko, Ke ngwaletše mogwera wa ka lengwalo, gape.

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



Day 4

What you need

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- Blanket (size depends on available space)
- Number line
- 8 containers marked 1–8, with animal picture cards inside
- Number picture cards 1–8 (*Resource Kit*)
- 8 circle cut-outs

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 5 and 6.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Place the blanket on the mat. Learners sit around the edge.

Guiding questions:

- ★ Can you put 10, 3, 7 fingers; 2 feet; 5 toes on the blanket?

Ask ten learners to put one finger each onto the blanket; ten learners to put one foot onto the blanket; ten learners to put one hand onto the blanket, and so on.

- ★ How many fingers/hands/feet are on the blanket now?

4. **Practising 1–8:** Repeat the game, I wrote a letter to my friend, from Day 3. Learners show the number symbol on the number line to represent the total number of dots of the two cards in the envelope.

Guiding questions:

- ★ Is this number before or after 8/5, and so on?

5. **Ordering collections; smallest to biggest:** Place containers 1–8 with picture cards randomly on the mat. Learners each take an animal card from the eight containers. Place eight circle cut-outs randomly on the mat. Hold up a number picture card and place it next to one of the circles. Learners with matching animal cards place their cards on that circle.

**Guiding questions:**

- ★ Which group of animals has the least/most cards?
- ★ Which groups have fewer/more cards in them than the monkey card group?
- ★ Which group has a few/many cards?
- ★ How can we arrange these groups of cards from the group with the fewest cards/the smallest group, to the group with the most cards/the biggest group?

Learners give suggestions as you order the groups.

Muddle the order that the containers are placed in.

Letšatši la 4

Tše o di hlokago

- Koša: *Ditlou tše seswai* (letlakala la 201)
- Moraloko: Ke ngwaletše mogwera wa ka lengwalo (letlakala la 201)
- Onflogo ya dikarata tša marontho tše pedi 1–4 (*Dithušathuto tša Phapoši*)
- Kobo (bogolo bo laolwa ke sekgoba seo se lego gona)
- Mothalopalo
- Dikotlolo tše 8 tša go ngwalwa 1–8, tša go ba le dikarata tša diswantšho tša diphoofolo ka gare
- Dikarata tša diswantšho tša dinomoro 1–8 (*Dithušathuto tša Phapoši*)
- Diripiwa tša sediko tše 8

1. **Koša:** Opela koša, *Ditlou tše seswai*. Diragatšang temana ya 5 le 6.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Bea kobo mmeteng. Barutwana ba dula morumong.

Dipotšišo tša go hlhla:

- ★ O ka bea menwana ye 10, 3, 7; maoto a 2; menwana ya maoto ye 5 mo kobong?

Kgopela barutwana ba lesome gore yo mongwe le yo mongwe a bee monwana o tee mo kobong; barutwana ba lesome gore yo mongwe le yo mongwe a bee leoto le letee mo kobong; barutwana ba lesome gore yo mongwe le yo mongwe a bee seatla se setee mo kobong, bjalo bjalo.

- ★ Go na le menwana/diatla/maoto a makae mo kobong gona bjale?

4. **Go ikatiša 1–8:** Boeletša moraloko, Ke ngwaletše mogwera wa ka lengwalo, go Letšatši la 3. Barutwana ba bontšha leswao la nomoro mothalopalong go emela palomoka ya marontho a dikarata tše pedi tša ka gare ga onflogo.

Dipotšišo tša go hlhla:

- ★ Palo ye e pele/ka morago ga 8/5, bjalo bjalo?

5. **Go latelanya dikgoboketšo; nnyane ka go fetiša go ya go kgolo ka go fetiša:** Bea dikotlolo 1–8 tša dikarata tša diswantšho mmeteng. Barutwana ka moka ba tšea karata ya phoofolo dikotlolong tše seswai. Bea diripiwa tša didiko tše seswai mmeteng. Emiša karata ya seswantšho sa nomoro gomme o e bee kgauswi le sediko se sengwe. Barutwana ba go ba le karata ya phoofolo ya go tswalana ba bea dikarata tša bona sedikong seo.



Dipotšišo tša go hlhla:

- ★ Ke sehlopha sefe sa diphoofolo sa go ba le dikarata tše dintši/dinnyane?
- ★ Ke dihlopha dife tša go ba le dikarata tše dinnyane/dintši go feta tša sehlopha sa dikarata tša dikgabo?
- ★ Ke sehlopha sefe sa go ba le dikarata tše dinnyane/dintši?
- ★ Re ka beakanya dihlopha tša dikarata bjang go thoma ka sehlopha sa dikarata tše dinnyane ka go fetiša/sehlopha se sennyane ka go fetiša, go ya go sehlopha sa dikarata tše dintši ka go fetiša/sehlopha se segolo ka go fetiša?

Barutwana ba neelana ka ditšhišinyo ge o latelanya dihlopha.

Kopakopanya tatelano ya dikotlolo.

Guiding questions:

- ★ What must I do to put the containers into the same order as the groups in the circles?
 - ★ Should they be in the same order? Why?
6. **Small group activities:** Describe the activities at each workstation.

Day 5**What you need**

- Song: *Eight elephants* (page 200)
- Game: I wrote a letter to my friend (page 200)
- Envelope with two dot cards 1–4 (*Resource Kit*)
- A set of dot cards 1, 2, 3 and 4 (*Resource Kit*)
- Masking tape/chalk

1. **Song:** Sing the song, *Eight elephants*. Dramatise verses 7 and 8.
2. **Oral counting:** 1–20 and beyond, 10–1.
3. **Counting objects 1–10:** Repeat the activity from Day 4.
4. **Jumping track:** Use masking tape/chalk to create a number 1–8 ladder. Learners jump as the class counts 1–8.

Guiding questions:

- ★ Can you stand on number 7 and jump back to number 1, and so on?
5. **Practising 1–8; addition; most/least:** Repeat the game, I wrote a letter to my friend, from Day 3 using number symbol, picture and dot cards 1–8 and two dot cards in an envelope.

When the learner shows two dot cards from the envelope, use three other dot cards to represent the same total, for example, two dots and five dots can also be shown as one dot, four dots and two dots, and so on.

Guiding questions:

- ★ Which of these three cards has the most/least dots?
 - ★ Which has fewer than this one?
 - ★ How many fewer does it have?
- Hold up one dot card.
- ★ If we add the dots on this card to the dots on the cards that _____ is showing us, how many dots are there altogether?
 - ★ Who has a number card that matches this number?
6. **Small group activities:** Describe the activities at each workstation.

**TIP**

The three cards must only add up to a total of eight.

Integration

Home Language: Emergent Writing.

Life Skills: Creative Arts (visual and performing arts).

Dipotšišo tša go hlaha:

- ✦ Ke dire eng go bea dikotlolo ka tatelano ya go swana le ya dihlopha tša didiko?
 - ✦ Di swanetše go ba ka tatelano ya go swana? Ka lebaka la eng?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

Letšatši la 5

Tše o di hlokago

- Koša: *Ditlou tše seswai* (letlakala la 201)
- Moraloko: Ke ngwaletše mogwera wa ka lengwalo (letlakala la 201)
- Dionflopo tša dikarata tša marontho tše pedi 1–4 (*Dithušathuto tša Phapoši*)
- Sete ya dikarata tša marontho 1, 2, 3 le 4 (*Dithušathuto tša Phapoši*)
- Maskhing theipi/tšhoko

1. **Koša:** Opela koša, *Ditlou tše seswai*. Diragatšang temana ya 7 le 8.
2. **Go balela godimo:** 1–20 le go feta, 10–1.
3. **Go bala dilo 1–10:** Boeletša mošongwana wa Letšatši la 4.
4. **Tsela ya go taboga:** Diriša maskhing theipi/tšhoko go hlama lleri la 1–8. Barutwana ba a taboga ge phapoši e bala 1–8.

Dipotšišo tša go hlaha:

- ✦ O ka ema go nomoro 7 wa taboga morago go 1, bjalo bjalo?
5. **Go ikatiša 1–8; hlakanyo; ntši/nnyane:** Boeletša moraloko, Ke ngwaletše mogwera wa ka lengwalo, go Letšatši la 3 o diriša dikarata tša maswao a dinomoro, diswantšho le marontho 1–8 le dikarata tša marontho tše pedi ka onflopong.

Ge morutwana a bontšha dikarata tša marontho tše pedi tša ka onflopong, diriša dikarata tša marontho tše dingwe tše tharo go emela palomoka, mohlala, marontho a mabedi le marontho a mahlano a ka bontšhwa bjalo ka lerontho le letee, marontho a mane le marontho a mabedi, bjalo bjalo.

Dipotšišo tša go hlaha:

- ✦ Ke efe dikarateng tše tharo ye e nago le marontho a mantši/mannyane
 - ✦ Ke efe ya a mannyane go ye?
 - ✦ Ke a mannyane ka a makae?
- Emiša karata ya marontho.
- ✦ Ge re ka tsenya marontho a karata ye go marontho a dikarata tša go bontšhwa ke _____, ke marontho a makae ka moka?
 - ✦ Ke mang wa go ba le karata ya nomoro ya go tswalana le nomoro ye?
6. **Mešomo ya dihlopha tše nnyane:** Hlaloša mešongwana ya lefelo le lengwe le le lengwe la go šomela.

 **KELETŠO**
Dikarata tše tharo di swanetše go dira seswai ge di hlakanywa.

Tswalanyo

Leleme la Gae: Go Ithuta go Ngwala.
Mabokgoni a Bophelo: Bokgabo bja Boitlhamelo (bokgabo bja ponego le bja tiragatšo).

Small group activities

Teacher-guided activity

What you need

- Poster 5
- Container with coloured counters
- Number dot, picture, symbol cards 1–8 (*Resource Kit*)
- A tub per learner with:
 - Between 1 and 10 counters
 - Symbol, word cards 1–8 (*Resource Kit*)
- 2 plastic lids per learner

1. **Problem solving:** Discuss Poster 5. Talk about the stones in the river.

Guiding questions:

- ★ How could you cross the river if you didn't want to wet your shoes?
- ★ How many stones do you see in the river?
- ★ Mom walks across half of the stones. How many stones does she still need to cross?

2. **More/fewer, most/least, equal:** Sit on a blanket. Learners place their counters in a pile in front of them. Pretend you are having a picnic and that the counters are sweets.

Guiding questions:

- ★ Who has the most/least sweets?
- ★ Who has more than four/fewer than five sweets?
- ★ Can you show me six sweets, fewer/more than six sweets?
- ★ Do any of you have the same number of sweets?
- ★ Can you make two groups with half your sweets in each group?

Repeat with other numbers.

3. **Counting objects:** Can you see anything in Poster 5 that matches the number of sweets you have?
4. **Practising 8 – dot, picture and symbol cards:** Show the learners the dot cards one at a time. Each learner has a turn to call out the number each card represents and point to a number symbol or picture card that matches.

5. **Practising 8 – number symbols, number words and counters:**

Learners arrange their number symbol and word cards in order from smallest to biggest (1–8) with counters (sweets) to match.

Guiding questions:

- ★ Which group has 7, 5, 8 sweets?
- ★ Which group of sweets has three fewer than/two more than the one with six sweets?
- ★ Which group has the most/least sweets?



Mešomo ya dihlopha tše nnyane

Mošomo wa go hlahlwa ke morutiši

Tše o di hlokago

- Phoustara ya 5
- Sekotlolo sa dibaledi tša mebalabala
- Dikarata tša nomoro ya marontho diswantšho, maswao 1–8 (*Dithušathuto tša Phapoši*)
- Seswaro sa morutwana yo mongwe le yo mongwe sa:
 - Dibaledi tša gare ga 1 le 10
 - Dikarata tša maswao, maina 1–8 (*Dithušathuto tša Phapoši*)
- Dikhurumelo tša polasetiki tše 2 tša morutwana yo mongwe le yo mongwe

1. **Tharollo ya mathata:** Bolelang ka Phoustara ya 5. Bolela ka maswika a ka nokeng.

Dipotšišo tša go hlahlwa:

- ★ O ka tshela noka bjang ge o sa nyake go thapiša dieta?
- ★ O bona maswika a makae ka nokeng?
- ★ Mma o sepela go putla seripagare sa maswika. O sa hloka go putla maswika a makae?

2. **Feta/fetwa, ntši/nnyane, lekana:** Dula godimo ka kobo. Barutwana ba bea mokgobo wa dibaledi pele ga bona. Dirang eke le na le pikiniki gomme dibaledi tše dingwe ke malekere.

Dipotšišo tša go hlahlwa:

- ★ Ke mang yo a nago le malekere a mantši/mannyane?
- ★ Ke mang wa go ba le malekere a go feta nne/malekere a go fetwa ke a mahlano?
- ★ O ka mpontšha malekere a tshela, nnyane/ntši go tshela?
- ★ Go na le ba go swara palo ya go lekana ya malekere?
- ★ Le ka dira dihlopha tše pedi ka seripagare sa malekere a sehlopha se sengwe le se sengwe?

Boeletša ka dinomoro tše dingwe.

3. **Go bala dilo:** Go na le se o se bonago Phoustareng ya 5 sa go tswalana le palo ya malekere a gago?

4. **Go ikatiša 8 – dikarata tša marontho, diswantšho le maswao:** Bontšha barutwana karata e tee ya marontho ka nako. Morutwana yo mongwe le yo mongwe o ba le sebaka sa go bitša nomoro ya go emelwa ke karata ye nngwe le ye nngwe a šupa leswao la nomoro goba karata ya seswantšho ye e tswalanago.

5. **Go ikatiša 8 – maswao a dinomoro, maina a dinomoro le dibaledi:** Barutwana ba beakanya maswao a dinomoro le dikarata tša maina go thoma ka ye nnyane ka go fetiša go ya go ye kgolo ka go fetiša (1–8) ka dibaledi (malekere) go tswalanya.

Dipotšišo tša go hlahlwa:

- ★ Ke sehlopha sefe sa go ba le malekere a 7, 5, 8?
- ★ Ke sehlopha sefe sa malekere sa go ba le a go fetwa ka a mararo/a mabedi go feta sa malekere a tshela?
- ★ Ke sehlopha sefe sa malekere a mantši/mannyane?



TIP

Allow learners to use more than two lids each. Let them shake and break and compare the number of sweets on the lids.

6. **Shake and break:** Learners use eight sweets to shake and break. Discuss each learner's combination of counters as they compare how they have broken up the collection of eight sweets.



Guiding questions:

- ★ How many sweets do you have on each lid?
- ★ How many more/fewer sweets do you have on this lid than on that lid?
- ★ How many sweets do you have on both lids together?



Check that learners are able to:

- identify half within a group
- recognise up to three more/three fewer; most/least; many/fewer
- order collections from smallest to biggest
- recognise, match, name and order number symbols, number words and dot cards 1–8
- problem solve 1–8

Workstation 1

TIP

If they want to, learners can write or copy the number of their home, or their phone number on their envelope once they have completed this activity.

What you need

- Unifix blocks (*Resource Kit*)
- Envelopes with the learners' names with 5 number symbol cards 1–8 in each
- Threading laces – 1 per learner
- Kokis

Learners thread Unifix blocks according to the number cards in their envelope.



KELETŠO

Dumelela morutwana yo mongwe le yo mongwe go diriša dikhurumelo tša go feta tše pedi. E re ba šikinye le go aroganya le go bapetša palo ya malekere ao a lego dikhurumelong.

6. **Šikinya o aroganye:** Barutwana ba diriša malekere a seswai go šikinya le go aroganya. Bolelang ka kopanyo ya dibaledi tša barutwana ka ge ba bapetša ka fao ba arogantšego kgoboketšo ya malekere a seswai.



Dipotšišo tša go hlahla:

- ✦ O na le malekere a makae sekhurumelong se sengwe le se sengwe?
- ✦ O na le malekere a mantši/mannyane a makae sekhurumelong se go na le sekhurumelo sela?
- ✦ Ke malekere a makae ka moka dikhurumelong tše pedi?



Lekola gore barutwana ba kgona go:

- hlatha seripagare sehlopheng
- lemoga go fihla ka ntši ka tharo/nnyane ka tharo; ntši/nnyane; feta/fetwa
- latelanya dikgoboketšo go thoma ka e nnyane ka go fetiša go ya go kgolo ka go fetiša
- lemoga, tswalanya o fe leina o be o latelanye maswao a dinomoro, maina a dinomoro le dikarata tša marontho 1–8
- tharollo ya mathata 1–8

Lefelo la go šomela la 1

KELETŠO

Barutwana ge ba nyaka, ba ka ngwala goba ba kopolla nomoro ya legae la bona, goba nomoro ya bona ya mogala onfopong ya bona ge ba feditše mošongwana.

Tše o di hlokago

- Dipoloko tša *Unifix* (*Dithušathuto tša Phapoši*)
- Dionfopo tša maina a barutwana le dikarata tša maswao a dinomoro tše 5, 1–8 go ye nngwe le ye nngwe
- Dithapo tša go loga – 1 ya morutwana yo mongwe le yo mongwe
- Dikoki

Barutwana ba loga dipoloko tša *Unifix* go ya ka dikarata tša dinomoro tša ka dionfopong tša bona.



Workstation 2



What you need

- Playdough
- Cellophane/tin foil pieces to wrap playdough sweets
- Per pair of learners:
 - 8 small plastic zip-lock bags labelled 1–8
 - 8 blank cards
 - Pencils

Pairs of learners roll playdough sweets and wrap them. They place the correct number of sweets in each bag and order the bags from 1–8. They write the numbers 1–8 and place these in the matching bag.

Workstation 3

What you need

- 4 sets of number symbol cards 1–8

Learners work in pairs. They place the cards face down on the table and take turns to turn over two cards. If these match, they keep them. If not, they turn the cards face down again and try to memorise what they have seen for their next turn.



Workstation 4

What you need

- Flower centres with numbers 1–8 on them
- 30 petals per learner
- A3 page
- Green crayons

Learners order and paste flower centres 1–8 on the page. They paste the correct number of petals for each flower and draw a stem with the matching number of leaves.



Lefelo la go šomela la 2



Tše o di hlokago

- Tlhama
- Selofeine/diripa tša foile ya thini go phuthela malekere a tlhama
- Ya bobedi bjo bongwe le bjo bongwe bja barutwana:
 - Mekotla ya go notlelwa ka zipi ye mennyane ye 8 ya go ngwalwa 1–8
- Dikarata tša go se ngwalwe selo tše 8
- Diphensele

Bobedi bja barutwana bo kgokološa malekere a tlhama ba a phuthela. Ba bea palo ya malekere ya go nepagala ka mekotleng yohle gomme ba latelanya mekotla go thoma ka 1–8. Ba ngwala dinomoro 1–8 ba di bea ka mokotleng wa go tswalana.

Lefelo la go šomela la 3

Tše o di hlokago

- Disete tše 4 tša dikarata tša maswao a dinomoro 1–8

Barutwana ba šoma ka bobedi. Ba bea dikarata tafoleng di lebeletše fase gomme ba šiedišana ka go phethola dikarata tše pedi. Ge di tswalana, ba a di swara. Ge di sa tswalane, ba lebeletša dikarata fase gape gomme ba leka go swara se ba se bonego ka hlogong go tlo se diriša sebakeng se se latelago.



Lefelo la go šomela la 4

Tše o di hlokago

- Bogare bja maloba le dinomoro 1–8 go tšona
- Diphethale tše 30 tša morutwana yo mongw ele yo mongwe
- Letlakala la A3
- Dikherayone tše ditalamorogo

Barutwana ba latelanya le go bea bogare bja maloba a 1–8 letlakaleng. Ba kgomaretša palo ya go nepagala ya diphethale tša leloba le lengwe le le lengwe gomme ba thala kutu ya go ba le palo ya matlakala ya go tswalana.



Tekolo

Kotara ya 3: Mohlala wa Tekolo/Kelotšweledi

Senotlelo	DINOMORO, TIRIŠO LE TSWALANO	DITSHWAYATSHWAYO
✓ = o kgonne ● = o lekile ✗ = ga go bokgoni	Go bala dilo: 1–10 Go balela godimo o eya pele: 1–20 le go feta Go balela morago: 10–1 Hlatha maswao a dinomoro: 6 Hlatha maswao a dinomoro: 7 Hlatha maswao a dinomoro: 8 Lemoga dinomoro dikamanong tša go tswalelega Gatelela: 1, 2, 3, 4, 5 Gatelela: tee, pedi, tharo, nne, hlano Hlatha le go hlaloša dipalotlalo 1–8 Bapetša dinomoro: kgolo – nyane; kgolwanyane – nyane nyane; kgolo ka go fetiša – nyane ka go fetiša Latelanya (latelanya) dinomoro go thoma ka ye nyane ka go fetiša go ya go ye kgolo ka go fetiša le kgolo ka go fetiša go ya go ye nyane ka go fetiša Kwešiša palokgoboko: mathomo, bobedi, boraro, bone le bohano, mafelelo, latela Rarolla mathata ka dilo tša go swarega: 1–8 Rarolla mathata o diriša dibaledi goba lleri la dinomoro: 1–8 Hlakanya o be o ntšhe o diriša dilo tša go swarega: 1–8 Pharologanya go feta, go fetwa le lekana le Lemoga dikhoine le tšhelete ya pampiri ya Afrika Borwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200 Hlatha dikhoine le tšhelete ya pampiri ya Afrika Borwa: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200	Mokgwa wa mafelelo wa go rekhotla
Letsatsikgweledi		

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>Follows directions: forwards and backwards, left and right</p> <p>Describes, sorts and compares 3-D objects according to similarities and differences</p> <p>Describes, sorts and compares 2-D objects according to similarities and differences</p> <p>Recognises and applies crossing the midline</p>	<p>Measures and compares objects according to length, mass and capacity/volume</p> <p>Distinguishes between big, bigger, biggest and small, smaller, smallest</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>Discusses and reports on sorted collection of objects</p>	<p>Final coding</p>
<p>Learners' names</p>					
<p>Date</p>					

Senotlelo	DIPATRONE, DIFANKŠENE LE ALTŠEBRA	SEKGOBA LE SEBOPEGO (TŠEOMETRI)	KELO	TŠHOMIŠO YA TSHEDIMOŠO	DITSHWAYATSHWAYO
<p>✓ = o kgonne</p> <p>● = o lekile</p> <p>X = ga go bokgoni</p>	<p>Lemoga dipatrone tša poeletšo tše bonolo</p> <p>Kopolla le go katloša dipatrone tša poeletšo tše bonolo</p> <p>Hlama patrone ka diswantšho</p>	<p>Latela diršhupetšo: pele le morago; la ngele le la go ja</p> <p>Hlaloša, hlaola le go bapetša dilo tša 3-D go ya ka go swana le go fapana</p> <p>Hlaloša, hlaola le go bapetša dilo tša 2-D go ya ka go swana le go fapana</p> <p>Lemoga le go diragatša go tshela mothaladi wa gare</p>	<p>Ela le go bapetša dilo go ya ka botelele, boima le motano/bolumo</p> <p>Hlaola magareng ga kgolo, kgolwanyane, kgolo ka go fetiša le nyane, nyane nyane, nyane ka go fetiša</p>	<p>Kgoboketša dilo go ya ka bogolo</p> <p>Hlaola dikgoboketšo tša dilo</p> <p>Emela dikgoboketšo tša dilo</p> <p>Sekaseka tshedimošo o diriša dipotšišo</p> <p>Bega tshedimošo go ya ka diswantšho tša gagwe goba dilo tša go hlaolwa ke yena</p>	<p>Mokgwa wa mafelelo wa go rekhotla</p>
<p>Maina a barutwana</p> <p>Letšatšikgweedi</p>					

Resources

Songs, rhymes and stories

Week 1

Rhyme: *It's pattern time*

It's pattern time,
It's pattern time,
So move your body while I move mine.
Move your hands.
Move your feet.
Stand up, sit down, do something neat.
The pattern you'll hear now is new. What will
your body do?
Clap your hands,
Stamp your feet, do something neat.
The pattern you'll hear now is new. What will
your body do?
Jump in the air,
Hop on one foot, do something neat.

Story: *Number 6 story (with Number 6 frieze template)*

Next came the six Ducks. They were a family. There was a father, a grandmother, a grandfather, an aunt and two ducklings. This meant that there were four adult ducks and two ducklings in the family of six.

The number symbol 6 and number word six went on the front of the house where everyone could see them. And six doorbells went on the front door.

The Ducks didn't put a pond in their lounge nor a bath in their bathroom, even though they loved to swim. They preferred to waddle down to the stream near their house. They did this because there were a lot of insects that lived near the stream, so they could look for food in the water and on the banks of the stream. The father duck made sure that the ducklings each ate six beetles for breakfast, six dragonflies for lunch and six mosquitoes for supper. The adults ate more than this because they had bigger tummies to fill.

The Ducks had a party to celebrate their new home. All the animals came. One Elephant from house number 1, two Zebras from house number 2, three Meerkats from house number 3, four Giraffes from house number 4 and five Monkeys from house number 5. They all brought their own food because they didn't all like eating insects.

Week 2

Song: *Six little ducks*

Six little ducks went swimming one day
over the hill and far away.
Daddy duck said, 'Quack, quack, quack, quack,'
and only five little ducks came waddling back.

(Repeat for five, four, three, two)

One little duck went swimming one day
over the hill and far away.
Daddy duck said, 'Quack, quack, quack, quack,'
and no little ducks came waddling back.

Daddy duck went out one day
over the hill and far away.
Daddy duck said, 'It's time to come back,'
and the six little ducks came waddling back.

Dithušathuto

Dikoša, direto le dikanegelo Beke ya 2

Beke ya 1

Sereto: Ke nako ya dipatrone

Ke nako ya dipatrone,
Ke nako ya dipatrone,
Bjalo sepetša mmele wa gago ge ke sepetša
wa ka.
Sepetša diatla tša gago.
Sepetša maoto a gago.
Emelela, dula fase, dira bothakga.
Patrone ye o tlo e kwago ke ye mpsha. Mmele
wa gago o tlo dira eng?
Phaphatha diatla,
Kiba ka maoto fase, dira bothakga.
Patrone ye o tlo e kwago ke ye mpsha. Mmele
wa gago o tlo dira eng?
Fofa moyeng,
Tlola ka leoto le letee, dira bothakga.

Kanegelo: Kanegelo ya nomoro 6 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 6)

Sa go latela gwa tla Mapidibidi a tshela. E be e le lapa. Go be go na le tate, koko, rakgolo, mmane le mapidibidi a bana a mabedi. Go ra gore go be go na le mapidibidi a magolo a mane le mapidibidi a bana a mabedi lapeng la ba tshela.

Leswao la nomoro 6 le leina la nomoro tshela tša ya ka pele ga ntlo fao di bonwago ke bohle. Gomme pele ya lebatl e ile ya lla ga tshela.

Mapidibidi ga se a bea bodiba ka phapošibodulo le pafo ka phapošiborobalelo, le ge a be a rata go rutha. A be a rata go ya moeleng wa kgauswi le ntlo. A be a dira se ka ge go be go na le dikhunkhwane tše dintši kgauswi le moela, gomme a be a nyaka dijo ka meetseng le mo maribeng a moela. Lepidibidi la tate le be le kgonthiša gore mapidibidi a manyane ka moka a fihlotše ka dikhunkhwane tše tshela, maponono a tshela ka matena gomme a lalela ka menang ye tshela. A magolo a be a eja go feta fao ka ge a na le dimpa tše dikgolo.

Mapidibidi a dirile moletlo wa go keteka legae la ona le leswa. Go tlile diphoofolo tšohle. Tlou e tee go tšwa ntlong ya nomoro 1, Dipitsi tše pedi go tšwa ntlong ya nomoro 2, Meswe ye meraro go tšwa ntlong ya nomoro 3, Dithutlwa tše nne go tšwa ntlong ya nomoro 4 le Dikgabo tše hlano go tšwa ntlong ya nomoro 5. Diphoofolo ka moka di tlile le dijo tša tšona ka ge tše dingwe di sa je dikhunkhwane.

Koša: Mapidibidi a manyane a tshela

Mapidibidi a manyane a tshela a ile a ya go
rutha ka letšatši le lengwe
a tshela mmoto a ya kgole.
Lepidibidi la Tate la re, 'Khwak, khwak, khwak,'
gomme mapidibidi a manyane a mahlano
a boya.
(Boeletša ka hlano, nne, tharo, pedi)
Lepidibidi le lennyane le letee le ile la ya go
rutha ka letšatši le lengwe
la tshela mmoto la ya kgole.
Lepidibidi la Tate la re, 'Khwak, khwak, khwak,'
gomme mapidibidi a manyane a se boye.
Lepidibidi la Tate le ile la tšwa ka letšatši le lengwe
la tshela mmoto la ya kgole.
Lepidibidi la Tate la re, 'Ke nako ya go boya,'
gomme mapidibidi a manyane a tshela a boya.

Week 3

Song: Seven green speckled frogs

Seven green speckled frogs
Sat on a speckled log
Eating the most delicious flies.
One jumped into the pool
Where it was nice and cool
Then there were six green speckled frogs.
Glug-glug.
(Repeat with six, five, four, three, two, one)
Then there were no green speckled frogs.
Glug-glug.

Story: Number 7 story (with Number 7 frieze template)

Next came seven Frogs. They were friends of the six Ducks, who had told them how much fun they were having in their new home. The Ducks invited the Frogs to be their neighbours. The Frogs needed space to jump without knocking their heads on the walls or ceilings, and they each wanted their own room. They jumped up and down and looked inside and decided that because they were smaller than all the other animals in houses 1 to 6, they would be comfortable and have enough space.

The number symbol 7 and number word seven went on the front of the house where everyone could see them. And the seven doorbells went on the door. The seven Frogs didn't always use the front door as they preferred to jump in and out of the windows. They enjoyed seeing who could jump the highest.

They wanted a big bath in each of their seven bedrooms so that they could swim whenever they wanted to. And they also built a pond in their lounge. It had seven lily pads so that each of them had a place to sit. When the other animals came to welcome them, they found all seven Frogs swimming together in the indoor pond in the lounge.

The seven lily pads each had a beautiful yellow flower growing next to it, which the other animals often came to look at.

Song: One little, two little

One little, two little, three little fingers
Four little, five little, six little fingers
Seven little, eight little, nine little fingers
We all have ten fingers.

Beke ya 3

Koša: Digwagwa tša maronthwana a matalamorogo tše šupa

Digwagwa tša maronthwana a matalamorogo tše šupa

Di dutše lekaleng la maronthwana

Di ja dintšhi tša bose kudu.

Se setee se fofetše ka bodibeng

Mo go lego bose go fodile

Gomme gwa ba le digwagwa tša maronthwana a matalamorogo tše tshela.

Kluk-kluk.

(Boeletša ka tshela, hlano, nne, tharo, pedi, tee)

Gomme gwa se sa ba le digwagwa tša maronthwana a matalamorogo.

Kluk-kluk.

Kanegelo: Kanegelo ya nomoro 7 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 7)

Sa go latela go ile gwa tla Digwagwa tše šupa. E be e le bagwera ba Mapidibidi a tshela, a go di botša ka fao a ipshinago ka gona ka legaeng la ona le leswa. Mapidibidi a laleditše Digwagwa gore e be baagišani ba ona. Digwagwa di be di nyaka sekgoba sa go fofa ntle le go thula mabota goba disiling ka dihlogo, gomme di be di nyaka gore se segwe le se sengwe se be le phapoši ya sona. Di fofetše godimo le tlase tša lebelela ka gare tša gopola gore ka ge e le tše dinnyane go diphoofole ka moka tša ntlo ya 1 go fihla ka ya 6, di tlo kgotsofala ka sekgoba se se lego gona.

Leswao la nomoro 7 le leina la nomoro šupa di ile tša ya pele ga ntlo fao di bonwago ke bohle.

Gomme pele ya lebatladi e ile ya lla ga šupa. Digwagwa tše šupa gantši di be di sa diriše lebatladi la ka pele ka ge di be di rata go fofela ka gare le ka ntle ka mafasetere. Di be di rata go bona gore ke mang yo a ka fofelago godimo ka go fetiša.

Di be di nyaka pafu ye kgolo ka go ye nngwe le ye nngwe ya diphapošiborobalelo gore di ruthe nako efe goba efe ge di nyaka. Di dirile le bodiba ka phapošibodulo. Bo be bo na le diphete tša lili tše šupa gore se sengwe le se sengwe se be le moo se dulago. Diphoofole tše dingwe ge di etla go di amogela, di hweditše Digwagwa tše šupa di rutha mmogo ka bodibeng bja ka phapošibodulo.

Phete ye nngwe le ye nngwe ya lili e be e na le lelaba le leserolane la botse le gola kgauswi le yona, gomme diphoofole tše dingwe di be di fela di etla go a lebelela.

Koša: O monnyane o tee, e mennyanane e mebedi

O monnyane o tee, e mennyanane e mebedi, menwana e mennyanane e meraro

E mennyanane e mene, e mennyanane e mehlano, menwana e mennyanane e tshela

E mennyanane e šupa, e mennyanane e seswai, menwana e mennyanane e senyanane

Ka moka re na le menwana e lesome.

Week 4

Song: *It's a rectangle*

(To the tune of *B-I-N-G-O*)

There is a shape that has four sides,
But it is not a square, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

It is not like a square, NO!

Two sides are long,

Two sides are short.

They are not the same, NO!

It's a rectangle,

It's a rectangle,

It's a rectangle,

The sides are not the same, NO!

Song: *Looby loo*

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right hand in,

You take your right hand out,

You give your right hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left hand in,

You take your left hand out,

You give your left hand a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your right foot in,

You take your right foot out,

You give your right foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your left foot in,

You take your left foot out,

You give your left foot a shake, shake, shake,

And turn yourself about.

Here we go looby loo,

Here we go looby light,

Here we go looby loo,

All on a Saturday night.

You put your whole self in,

You take your whole self out,

You give your whole self a shake, shake, shake,

And turn yourself about.

Week 5

Song: *One elephant went out to play*

(To the tune of *Five little elephants*)

One elephant went out to play

Upon a spider's web one day.

He thought it such a tremendous stunt

That he called for another little elephant.

Two elephants went out to play

Upon a spider's web one day.

They thought it such a tremendous stunt

That they called for another little elephant.

Three elephants went out to play

Upon a spider's web one day.

The web went creak, the web went crack

And all of a sudden, they all ran back.

Beke ya 4

Koša: *Ke khutlonnethwii*

(Go molodi wa *B-I-N-G-O*)
Go na le sebopego sa mahlakore a mane,
Efela ga se sekwere, AOWA!
Ke khutlonnethwii,
Ke khutlonnethwii,
Ke khutlonnethwii,
Ga se swane le sekwere, AOWA!
Mahlakore a mabedi ke a matelele,
Mahlakore a mabedi ke a makopana.
Ga di swane, AOWA!!
Ke khutlonnethwii,
Ke khutlonnethwii,
Ke khutlonnethwii,
Mahlakore ga a lekane, AOWA!

Koša: *Luubi luu*

Re dira luubi luu,
Re ipshina ka lebone luubi,
Re dira luubi luu,
Tšohle bošego bja Mokibelo.
O tsenya seatla sa go ja,
O ntšha seatla sa go ja,
O fa seatla sa go ja šikinya, šikinya, šikinya,
Wa dikologa.
Re dira luubi luu,
Re ipshina ka lebone luubi,
Re dira luubi luu,
Tšohle bošego bja Mokibelo.
O tsenya seatla sa ngele,
O ntšha seatla sa ngele,
O fa seatla sa ngele šikinya, šikinya, šikinya,
Wa dikologa.
Re dira luubi luu,
Re ipshina ka lebone luubi,
Re dira luubi luu,
Tšohle bošego bja Mokibelo.
O tsenya leoto la go ja,
O ntšha leoto la go ja,
O fa leoto la go ja šikinya, šikinya, šikinya,
Wa dikologa.

Re dira luubi luu,
Re ipshina ka lebone luubi,
Re dira luubi luu,
Tšohle bošego bja Mokibelo.
O tsenya leoto la ngele,
O ntšha leoto la ngele,
O fa leoto la ngele šikinya, šikinya, šikinya,
Wa dikologa.
Re dira luubi luu,
Re ipshina ka lebone luubi,
Re dira luubi luu,
Tšohle bošego bja Mokibelo.
O tsenya mmele ka moka ka gare,
O ntšhetša mmele ka moka ka ntle,
O fa mmele ka moka šikinya, šikinya, šikinya,
Wa dikologa.

Beke ya 5

Koša: *Tlou e tee e ile go bapala ka ntle*

(Go molodi wa *Ditlou tše dinnyane tše hlano*)
Tlou e tee e ile go bapala ka ntle
Bolepung bja segokgo ka letšatši le lengwe.
E naganne gore ke bomenemene bjo bogolo
Gomme ya bitša tlou ye nngwe ye nnyane.
Ditlou tše pedi di ile go bapala ka ntle
Bolepu bja segokgo ka letšatši le lengwe.
Di naganne gore ke bomenemene bjo bogolo
Gomme tša bitša tlou ye nngwe ye nnyane.
Ditlou tše tharo di ile go bapala ka ntle
Bolepu bja segokgo ka letšatši le lengwe.
Bolepu bja re tlerr, bobi bja re tlerr
Gomme gateetee, ka moka tša boela morago.

Week 6

Rhyme: *Eight little mice*

Eight little mice creeping through the house,
Eight little mice come out to play.
But if one big cat catches one little mouse
Then seven little mice will run away!

(Repeat for seven, six, five, four, three, two)

One little mouse creeping through the house,
One little mouse comes out to play.
But if one big cat tries to catch that mouse
That mouse is going to say, 'You great big bully, go away!'

Story: *Number 8 story (with Number 8 frieze template)*

Next came eight Mice. The number symbol 8 and number word eight went on the front of the house where everyone could see them. And the eight doorbells went on the door. The Mice nibbled eight holes through the wooden floors in their rooms and made underground tunnels so that they could go in and out of the house from their eight bedrooms.

They didn't need big bedrooms as they were so small. They were used to living in the fields as they were field mice, but were excited about the idea of living in a new home next door to the Frogs.

They built a big lounge as they loved to dance and have parties. They each played an instrument. One played the keyboard, one a guitar, one a violin, one a flute, one a trumpet, one a marimba and two played drums. So there were eight instruments in the house. The other animals loved listening to the eight Mice playing their eight instruments. Sometimes they would all join in by stamping their feet and hooves to the beat.

Week 7

Rhyme: *Five little hotdogs*

Five little hotdogs frying in the pan. *(Hold up five fingers)*

The grease got hot and one went BAM! *(Clap)*

(Repeat for four (four fingers), three (three fingers), two (two fingers), one (one finger))

No little hotdogs frying in the pan. *(Hold up fist)*

The pan got hot and it went BAM! *(Clap)*

Story: *Shopping for a hat*

Summer is Babalwa's favourite time of the year. She loves the hot weather and going to the park to play. Today Babalwa's mother is taking her to buy a hat to keep her skin safe from the hot sun. Babalwa loves shopping for things to wear. Let's go along with her and her mother on her hat shopping trip and see all the different kinds of hats for sale.

In the shop there are hats everywhere – hats piled up high on every shelf, hats of different shapes, hats of different colours. Babalwa tries on lots of hats. She likes the floppy hat with big flowers, but she cannot decide on a colour. Let's help her choose which hat to buy. What colour hat should she choose? Which hat would you choose?

Beke ya 6

Sereto: *Magotlo a mannyane a seswai*

Magotlo a mannyane a seswai a gagaba ka ntlong,
Magotlo a mannyane a seswai a tšwetše ka ntle go tla go bapala.
Efela ge katse ye kgolo ye tee e ka swara legotlo le lennyane le letee
Magotlo a mannyane a šupa a tlo tšhaba!

(Boeletša ka šupa, tshela, hlano, tharo go fihla ka pedi)

Legotlo le lennyane le letee le gagaba ka ntlong,
Legotlo le lennyane le letee le tšwetše ka ntle go tla go bapala.
Efela ge katse ye tee ye kgolo e ka leka go swara legotlo
Legotlo le tlo re, 'Wena mphenyašilo yo mogolo, tloga fa!'

Kanegelo: *Kanegelo ya nomoro 8 (le thempoleiti ya tšhate ya tlotlontšu le dinomoro ya Nomoro 8)*

Sa go latela go ile gwa tla Magotlo a seswai. Leswao la nomoro 8 le leina la nomoro seswai di ile tša ya pele ga ntlo fao di bonwago ke bohle. Gomme pele ya lebatlale e ile ya lla ga seswai. Magotlo a kobotše mašoba a seswai lepolankeng la lebatlale ka diphapošing tša ona a dira thanele ya ka tlase ya go tsena le go tšwa ka diphapošiborobalelo tša ona tše seswai.

A be a sa hloke diphapošiborobalelo tše dikgolo ka ge a be a le a mannyane. A be a tlwaetše go phela mašemong ka ge e le magotlo a mašemong, efela a be a thabetše go dula ka ntlong ye mpsha e le baagišane ba Digwagwa.

A agile ntlo ye kgolo ka ge a rata go bina le go ba le meletlo. Le lengwe le le lengwe le be le bapala seletšo sa mmimo. Le lengwe le be le bapala khiipoto, le lengwe le bapala katara, le lengwe le bapala fiolo, le lengwe le letša naka, le lengwe porompeta, le lengwe marimpa gomme a mabedi a betha meropa. Ka fao go be go na le diletšo tše seswai ka ntlong. Diphoofole tše dingwe di be di rata go theeletša Magotlo a seswai a bapala diletšo tša ona tše seswai. Ka nako ye nngwe diphoofole ka moka di bethiša maoto le dingatha fase.

Beke ya 7

Sereto: *Maboroswana a mannyane a mahlano*

Maboroswana a mannyane a mahlano a gadikwa ka paneng. *(Emiša menwana ye mehlano)*
Oli e ile ya fiša gomme le letee la re PAM! *(Phaphatha diatla)*

(Boeletša ka nne (menwana ye mene), tharo (menwana ye meraro), pedi (menwana ye mebedi), tee (monwana o tee))

Ga go maboroswana a mannyane a go gadikwa ka paneng. *(Emiša letswele)*
Pane e ile ya fiša gomme ya re PAM! *(Phaphatha diatla)*

Kanegelo: *Go reka mongatse*

Selemo ke nako ya ngwaga ya go ratwa ke Babalwa. O rata boso bja go fiša le go ya go bapala phakeng. Lehono mmago Babalwa o ya le yena go reka mongatse gore letlalo la gagwe le se fišwe ke letšatši. Babalwa o rata go reka dilo tša go apara. Areye le yena le mmagwe leetong la bona la go reka re bone mengatse ya mehutahuta ya theko ya fase.

Go tletše mengatse gohle ka lebenkeleng – ke mekgobo ya mengatse ya go fihla godimo dišelefong ka moka, mengatse ya dibopego tša go fapana, mengatse ya mebalala ya go fapana. Babalwa o leka mengatse ye mentši. O rata mengatse ya go phuphusela ya go ba le maloba, efela o palelwa ke go kgetha mmala. A re mo thuše go kgetha wo a ka o rekago. A kgethe mongatse wa mmala ofe? O ka kgetha mongatse ofe?

Week 8

Rhyme: *Going on a lion hunt*

(Pat thighs to keep rhythm)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! Grass!
Long, tall grass.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Swish, swash, swish, swash, swish, swash.
(Rub hands together)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A river!
A wide, deep river.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Splish, splash, splish, splash, splish, splash.
(Stomp feet like walking through water)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! Mud!
Thick, gooey mud.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Squelch, squerch, squelch, squerch, squelch,
squerch. *(Lift feet slowly as if walking
through mud)*

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A forest!
A deep, dark forest.

Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Stumble, trip, stumble, trip, stumble, trip.
(Pretend to stumble)

We're going on a lion hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!
Uh, oh! A cave!
A big, dark cave.
Can't go over it! *(Shake head)*
Can't go under it! *(Shake head)*
We'll have to go through it! *(Nod head)*
Tiptoe, tiptoe, tiptoe. *(Tiptoe on the spot)*
What's that? *(Reach hands out in front of you
and pretend to feel something)*

One shiny wet nose!
Two furry ears!
Two big eyes!
IT'S A LION! *(Throw hands up in the air)*
Quick! Back through the cave!
Tiptoe, tiptoe, tiptoe. *(Tiptoe quickly)*
Back through the forest!
Stumble, trip, stumble, trip, stumble, trip.
(Pretend to stumble quickly)
Back through the mud!
Squelch, squerch, squelch, squerch, squelch,
squerch. *(Walk through mud quickly)*
Back through the river!
Splish, splash, splish, splash, splish, splash.
(Splash through water quickly)
Back through the grass!
Swish, swash, swish, swash, swish, swash.
(Rub hands together quickly)

Get to the front door.
Open the door. *(Pretend to open door)*
Up the stairs. *(Pretend to run up stairs)*
Forgot to close the door!
Back down the stairs. *(Pretend to run down stairs)*
Close the door. *(Pretend to close door)*
Back up the stairs. *(Pretend to run up stairs)*
Into the bedroom.
Jump into bed. *(Sit down on the floor)*
Under the covers. *(Pretend to pull covers
over head)*

We're never going on a lion hunt again!

Beke ya 8

Sereto: Go yo tsoma tau

(Phaphatha dirope gore go be le morethetho)

Re ya go tsoma tau,
Re tlile go swara ye kgolo!
Ke letšatši le lebose!
Ga se ra tšhoga!
Ijoo, ijoo! Bjang!
Bjang bjo botelele, bjo botelele.
Re ka se bo tshele! *(Šikinya hlogo)*
Re ka se tle ka tlase ga bjona! *(Šikinya hlogo)*
Re tla swanela go putla gare ga bjona! *(Dumela ka hlogo)*
Šwii, šwaa, šwii, šwaa, šwii, šwaa. *(Gohlaganya diatla)*
Re ya go tsoma tau,
Re tlile go swara ye kgolo!
Ke letšatši le lebose!
Ga se ra tšhoga!
Ijoo, ijoo! Noka!
Noka ye phara, ya go iša tlase.
Re ka se e tshele! *(Šikinya hlogo)*
Re ka se fete ka tlase ga yona! *(Šikinya hlogo)*
Re tla swanela go putla gare ga yona! *(Dumela ka hlogo)*
Phonkgo, pshaša, phonkgo, pshaša, phonkgo,
pshaša. *(Bethiša maoto fase ka fao eke o sepela ka meetseng)*
Re ya go tsoma tau,
Re tlile go swara ye kgolo!
Ke letšatši le lebose!
Ga se ra tšhoga!
Ijoo, ijoo! Leraga!
Leraga le lekoto, la go tanya.
Re ka se le tshele! *(Šikinya hlogo)*
Re ka se fete ka tlase ga lona! *(Šikinya hlogo)*
Re tla swanela go putla gare ga yona! *(Dumela ka hlogo)*
Khweše, khweše, khweše, khweše khweše
khweše. *(Emiša maoto ka go nanya ka fao ekego o sepela lerageng)*
Re ya go tsoma tau,
Re tlile go swara ye kgolo!
Ke letšatši le lebose!
Ga se ra tšhoga!
Ijoo, ijoo! Sethokgwa!
Sethokgwa sa go iša tlase, se go fifala.
Re ka se se tshele! *(Šikinya hlogo)*
Re ka se fete ka tlase ga sona! *(Šikinya hlogo)*

Re tla swanela go putla gare ga sona! *(Dumela ka hlogo)*
Thetšegi, kgakgegi, thetšegi, kgakgegi, thetšegi,
kgakgegi. *(Dira eke o thetšegile)*
Re ya go tsoma tau,
Re tlile go swara ye kgolo!
Ke letšatši le lebose!
Ga se ra tšhoga!
Ijoo, ijoo! Lewa!
Lewa le legolo, la leswiswi.
Re ka se le tshele! *(Šikinya hlogo)*
Re ka se fete ka tlase ga lona! *(Šikinya hlogo)*
Re tla swanela go putla gare ga lona! *(Dumela ka hlogo)*
Tabo, tabo, tabo. *(Taboga, taboga)*
Ke eng seo? *(Iša diatla ka ple o dire eke o phophola se sengwe)*
Nko ya go thapa e tee ya go phadima!
Ditsebe tša boya tše pedi!
Mahlo a magolo a mabedi!
KE TAU! *(Foša diatla moyeng)*
Ka pela! Etšwang ka leweng!
Tabo, tabo, tabo. *(Taboga ka potlako)*
Putla sethokgweng!
Thetšegi, kgakgegi, thetšegi, kgakgegi, thetšegi,
kgakgegi. *(Dira eke o thetšega ka potlako)*
Putla lerageng!
Khweše, khweše, khweše, khweše khweše
khweše. *(Sepela lerageng ka potlako)*
Putla noka!
Phonkgo, pshaša, phonkgo, pshaša, phonkgo,
pshaša. *(Pshankgetša meetse ka potlako)*
Putla bjang!
Šwii, šwaa, šwii, šwaa, šwii, šwaa. *(Gohlaganya diatla ka potlako)*
Eya lebating la ka pele.
Bula lebati. *(Dira eke o bula lebati)*
Godimo ka ditepisi. *(Dira eke o kitimela godimo ka ditepisi)*
O lebetše go tswalela lebati!
Boela tlase ka ditepisi. *(Dira eke o kitimela fase ka ditepisi)*
Tswalela lebati. *(Dira eke o tswalela lebati)*
Boela godimo ka ditepisi. *(Dira eke o kitimela godimo ka ditepisi)*
Ka phapošiborobalelo.
Fofela mpeteng. *(Dula fase lebatong)*
Ka dikobong. *(Dira eke o khupetša hlogo ka dikobo)*
Re ka sesa tsoga re tsomile tau!

Week 9

Rhyme: *Spaceship*

Climb aboard the spaceship
Climb aboard the spaceship
We're going to the moon
Hurry and get ready
We're going to blast off soon
Put on your helmet and buckle up real tight
Here comes the countdown
Let's count with all our might!
10-9-8-7-6-5-4-3-2-1 BLAST OFF!

Week 10

Song: *Eight elephants*

One little elephant balancing,
Step by step on a piece of string.
Thought it such a funny joke, so he called up
some other little animal folk.

Two little zebras balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Three little meerkats balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Four giraffes balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Five little monkeys balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Six little ducks balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Seven little frogs balancing,
Step by step on a piece of string.
Thought it such a funny joke, so they called up
some other little animal folk.

Eight little mice balancing,
Step by step on a piece of string.
All of a sudden the piece of string broke and
down fell all the little animal folk!

Game: *I wrote a letter to my friend*

One player walks around the outside of the circle with an envelope.

The class says:

'I wrote a letter to my friend, and on the way I dropped it.

One of you has picked it up and put it in your pocket.

It's not you, it's not you, it's not you ...'

When deciding whom to drop the envelope behind, the person taps that person on the head and says, *'It's you!'*

They then run, with the person who now has the envelope chasing them, once around the circle of learners and try to get to sit in that person's empty place before they are caught.

If the person is caught, he or she has to sit in the middle of the circle.

The new person holding the envelope starts walking around the circle, while the class says the words, *'I wrote a letter ...'*

And so the game goes on.

Beke ya 9

Sereto: Sephatšamaru

Namela sephatšamaru
Namela sephatšamaru
Re ya ngweding
Ihlaganele o itokiše
Re tloga re rotoga
Apara helmete o ipofe ka lepanta le tiye
Re a balela bjale
A re baleng ka bobjohle!
10-9-8-7-6-5-4-3-2-1 ROTO!

Beke ya 10

Koša: Ditlou tše seswai

Tlou ye nnyane ye tee e a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša, gomme
ya bitša phoofolo ye nngwe ye nnyane.
Dipitsi tše dinnyane tše pedi di a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša, gomme
tša bitša phoofolo ye nngwe ye nnyane.
Meswe ye mennyane ye mebedi e a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša, gomme
ya bitša phoofolo ye nngwe ye nnyane.
Dithutlwa tše nne di a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša, gomme
tša bitša phoofolo ye nngwe ye nnyane.
Dikgabo tše dinnyane tše hlano di a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša, gomme
tša bitša phoofolo ye nngwe ye nnyane.
Mapidibidi a manyane a tshela a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša,
gomme a bitša phoofolo ye nngwe ye nnyane.

Digwagwa tše dinnyane tše šupa di a itekanetša,
Kgato ka kgato seripeng sa lenti.
Ke naganne gore ke motlae wa go segiša, gomme
tša bitša phoofolo ye nngwe ye nnyane.
Magotlo a manyane a seswai a itekanetša,
Kgato ka kgato seripeng sa lenti.
Gateete seripa sa lenti sa ngathega gomme
diphoofolo tše dinnyane ka moka tša wela fase!

Moraloko: Ke ngwaletše mogwera wa ka lengwalo

Mmapadi o tee o sepela go dikologa sediko a
swere onflopo.
Mphato o re:
*'Ke ngwaletše mogwera wa ka lengwalo,
gomme la wa tseleng.
Yo mongwe wa lena o le topile a le tsenya
ka potleng.
Gase wena, gase wena, gase wena ...'*
Ge a naganne gore onflopo e lahlwe ka
morago ga mang, o kgoma hlogo ya motho yoo
a re, *'Ke wena!'*
Gomme o tlo kitima, a kitimišwa ke motho
yo a swerego onflopo, o dikologa sediko sa
barutwana gatee a leka go dula lefelong la go
se be le selo la motho yola pele a swarwa.
Ge a ka swarwa, o dula gare ga sediko.
Motho yo mofsa wa go swara onflopo o
sepela go dikologa sediko, mola mphato o re,
'Ke ngwadile lengwalo ...'
Gomme papadi ya tšwela pele.

šupa

7

Playdough template: Number 6

six

6

Tortoise (Week 9) • Khudu (Beke ya 9)

Templates • Dithempoleiti

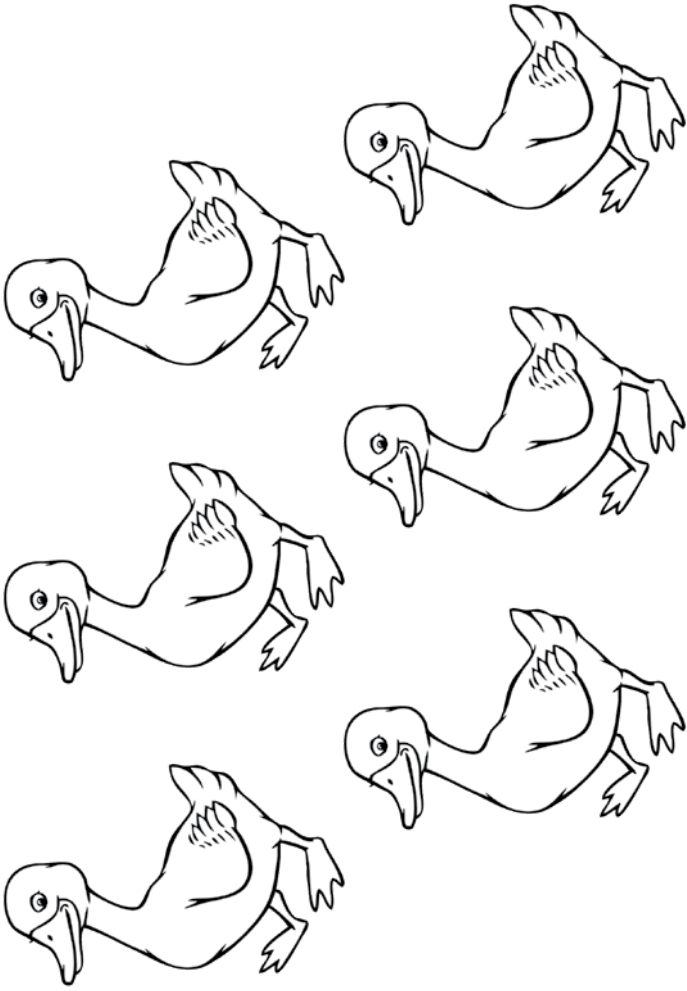
Banknotes (Week 9) • Tšhelete ya pampiri (Beke ya 9)

Eighteen-piece puzzle • Marara a diripa tše lesomeses

Thempoleiti ya tlhama: Nomoro 8

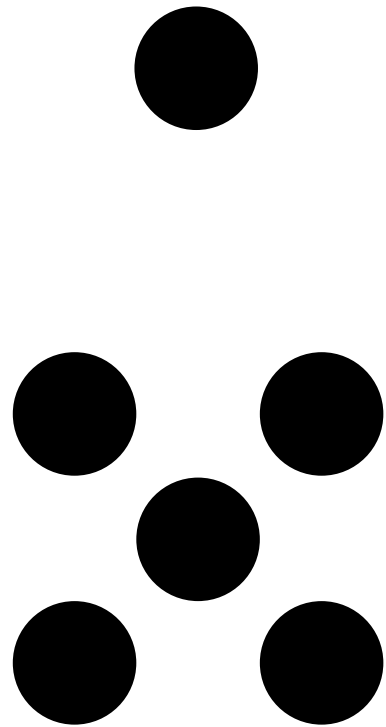
seswai

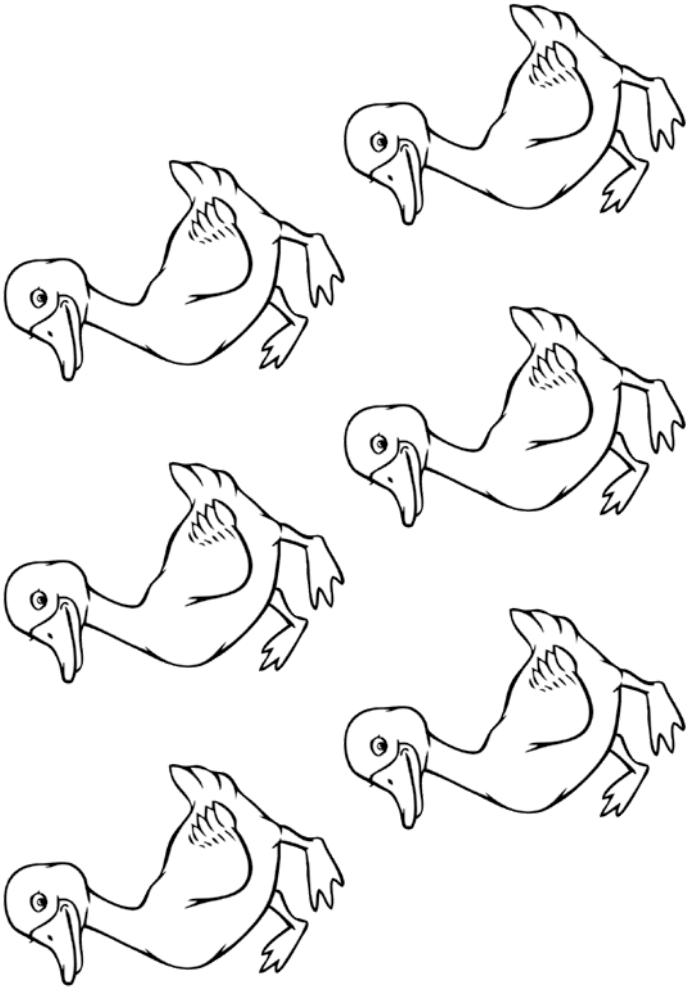
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six

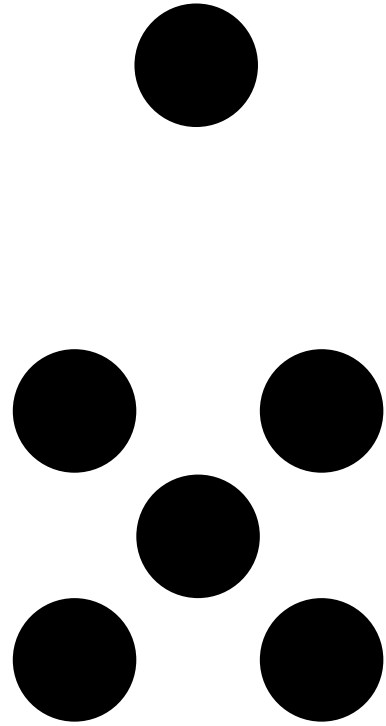
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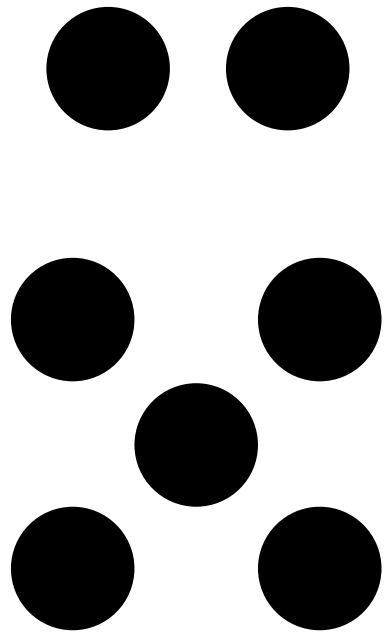
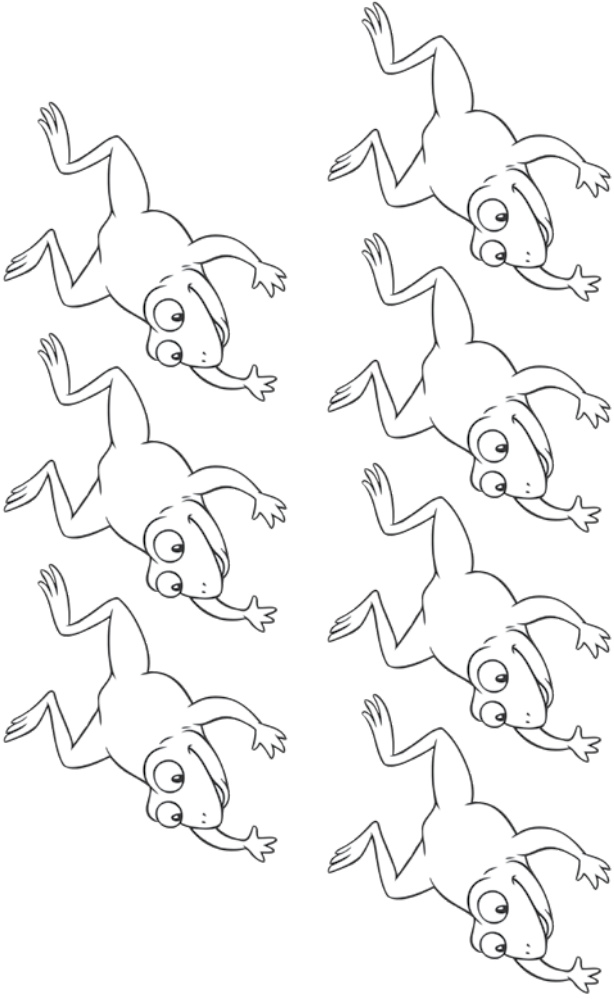


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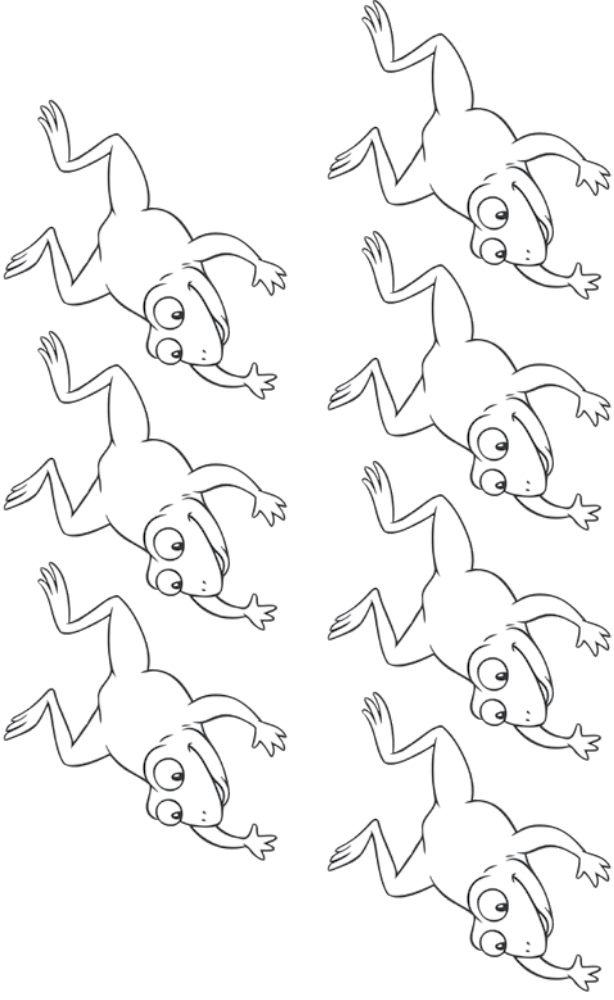
tshela



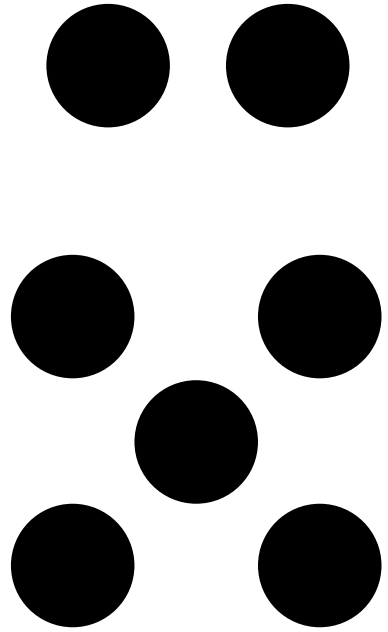
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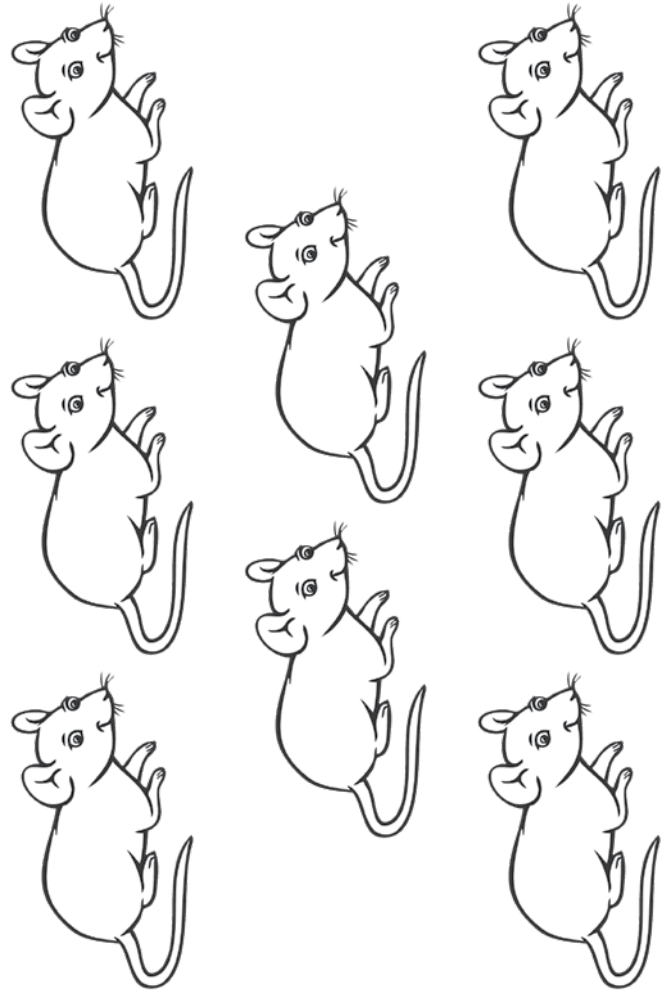
seven



7

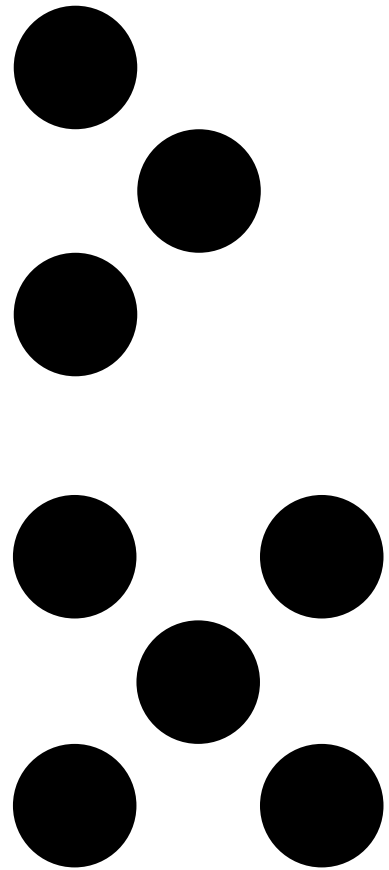


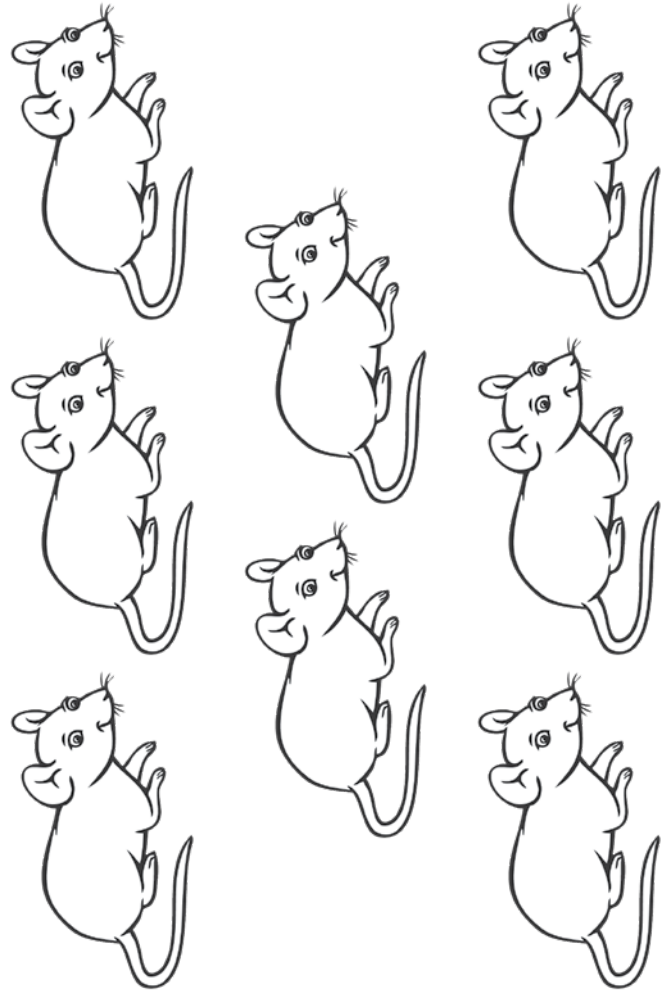
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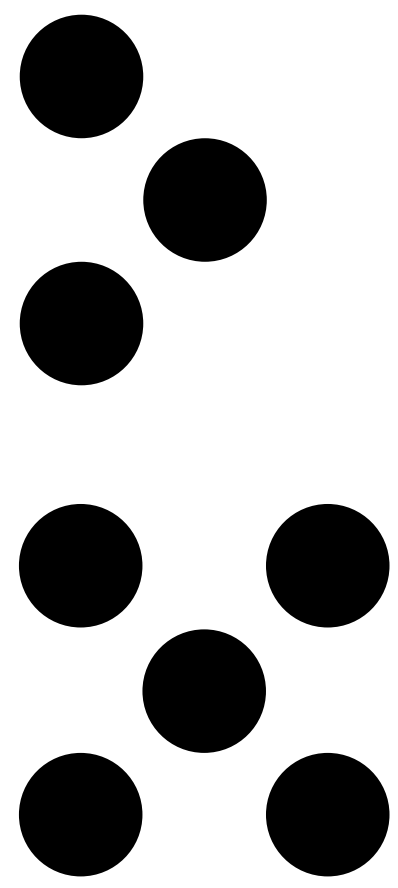
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eight



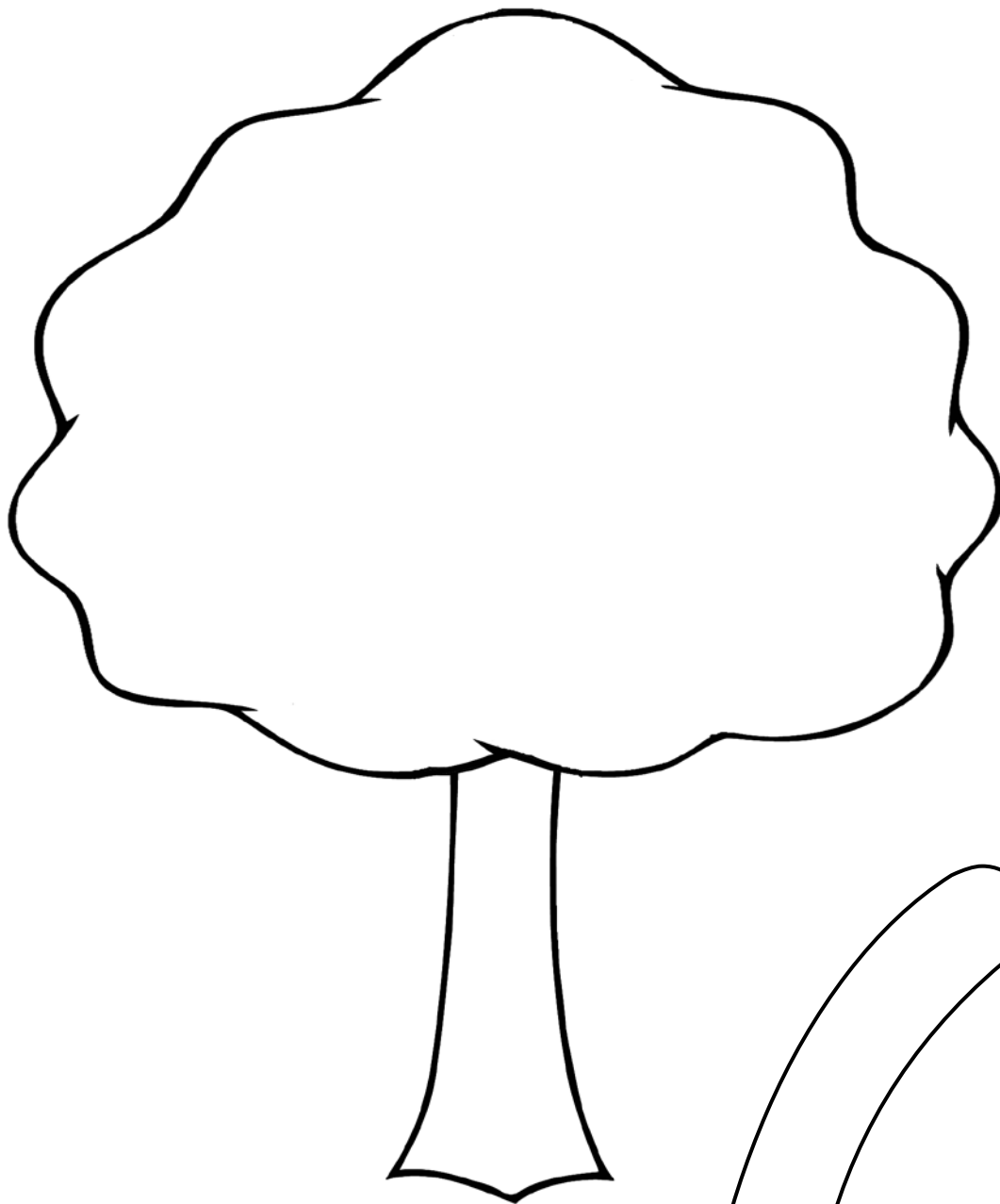


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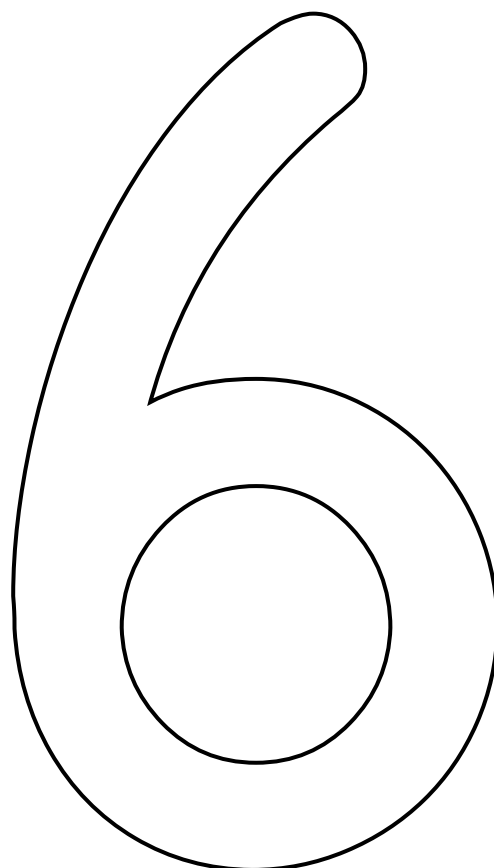


seswai

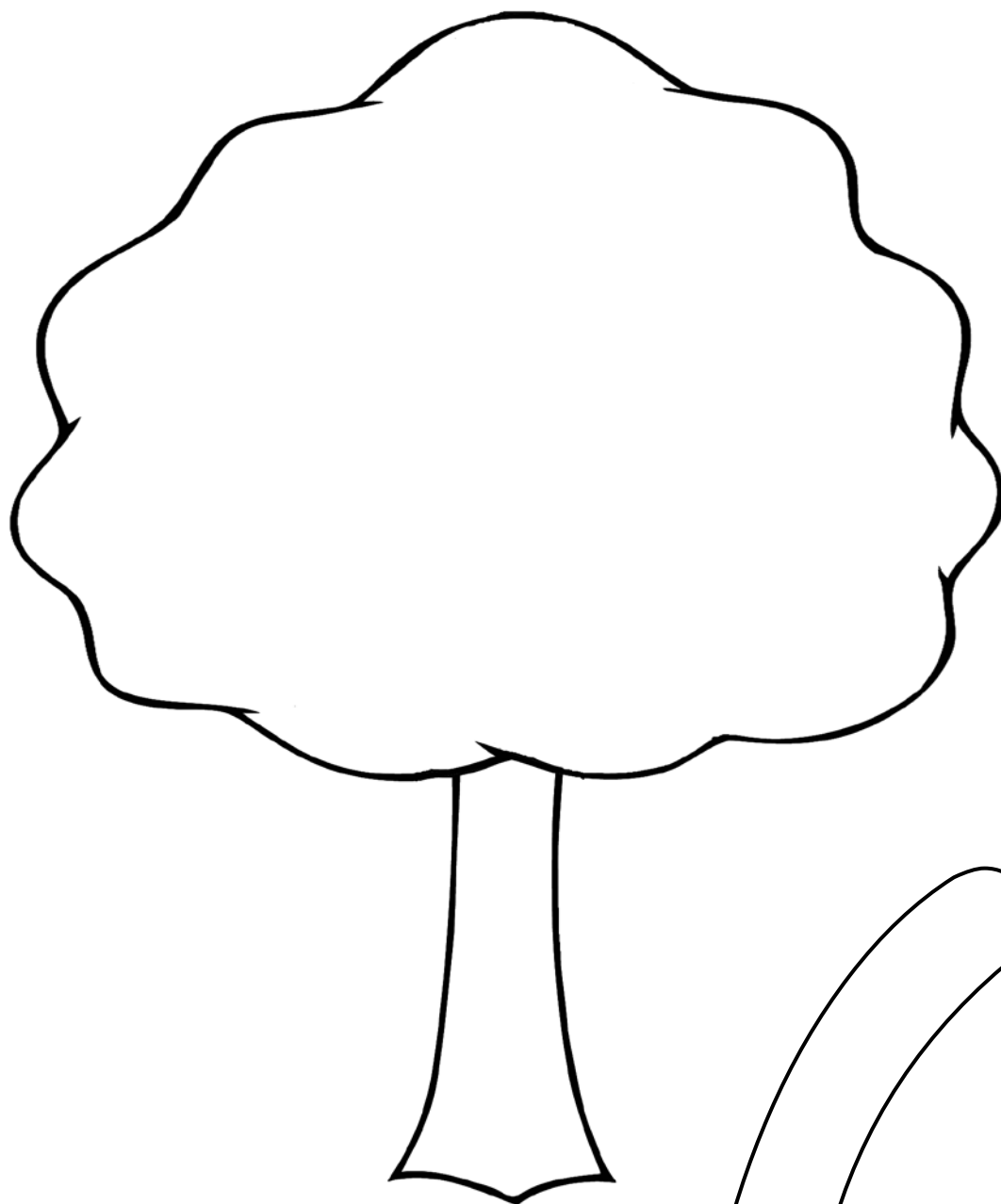
Playdough template: Number 6



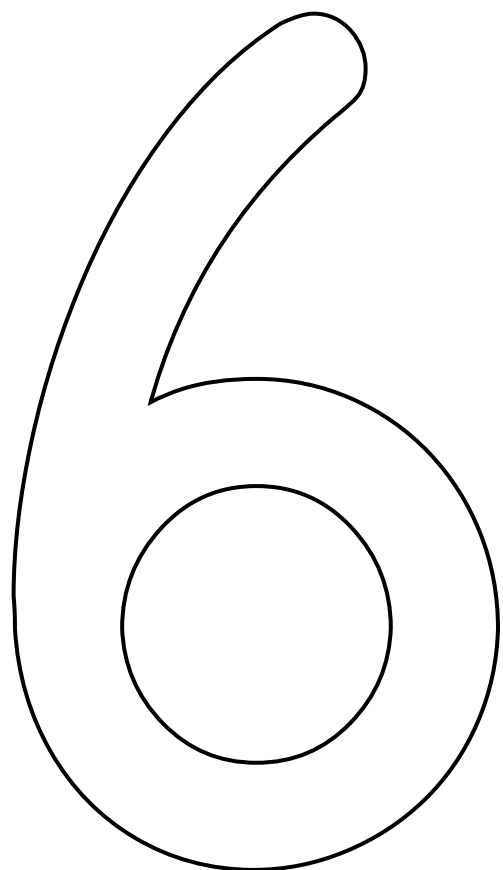
six



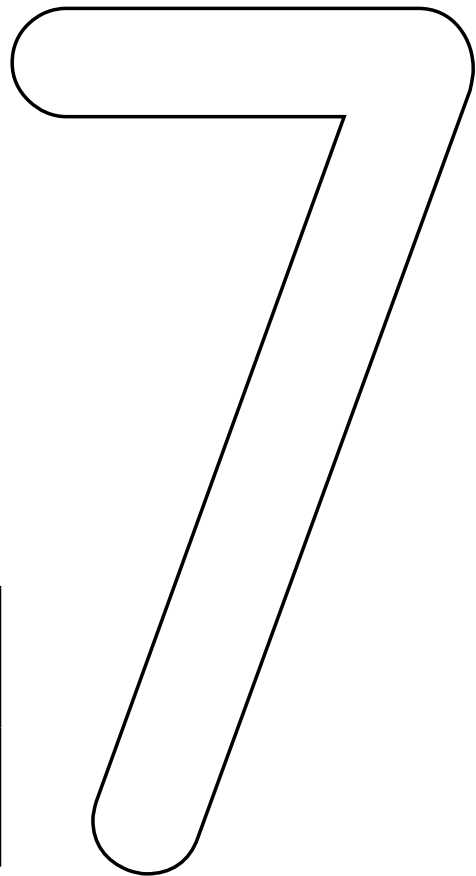
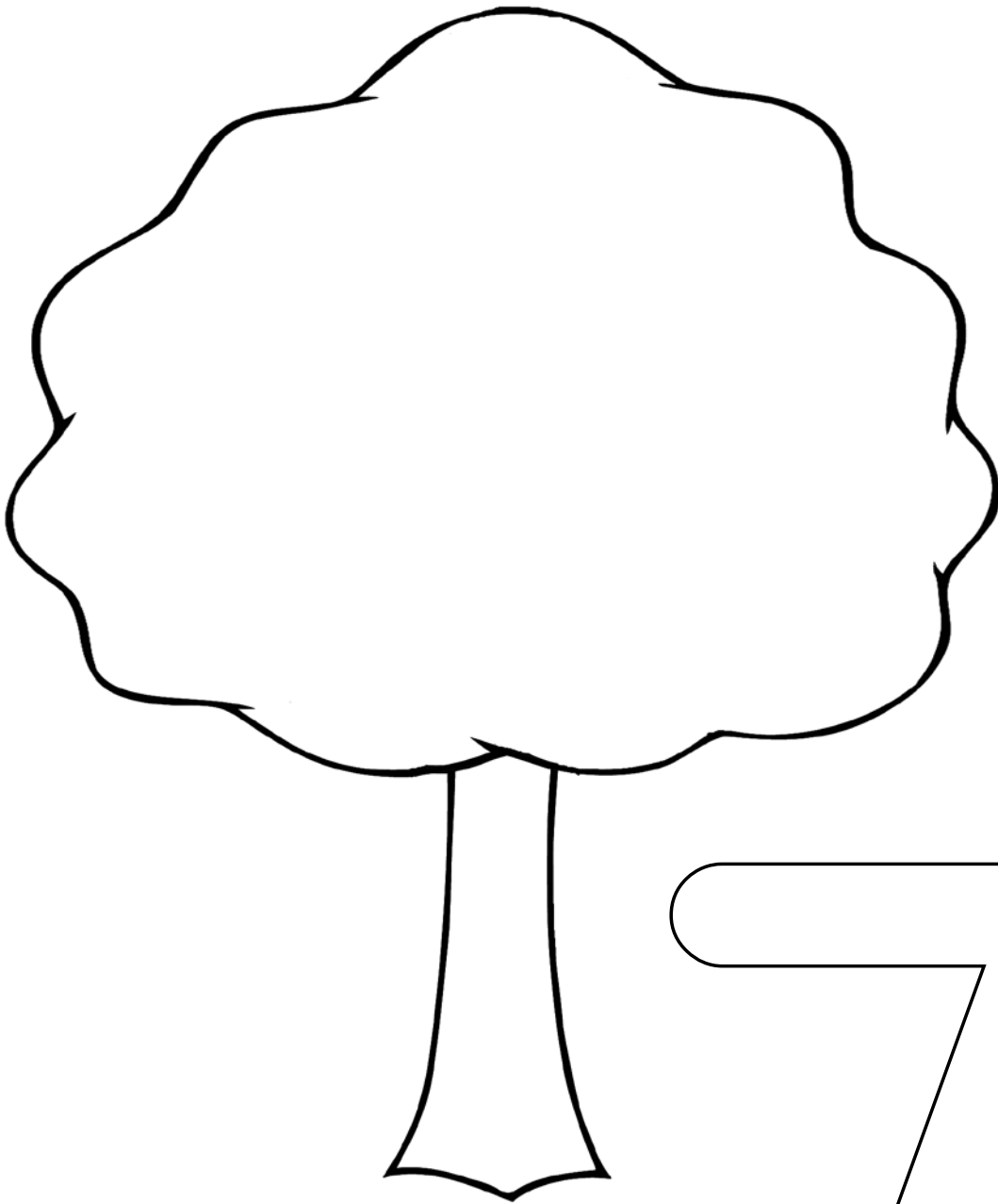
Thempoleiti ya tlhama: Nomoro 6



tshela

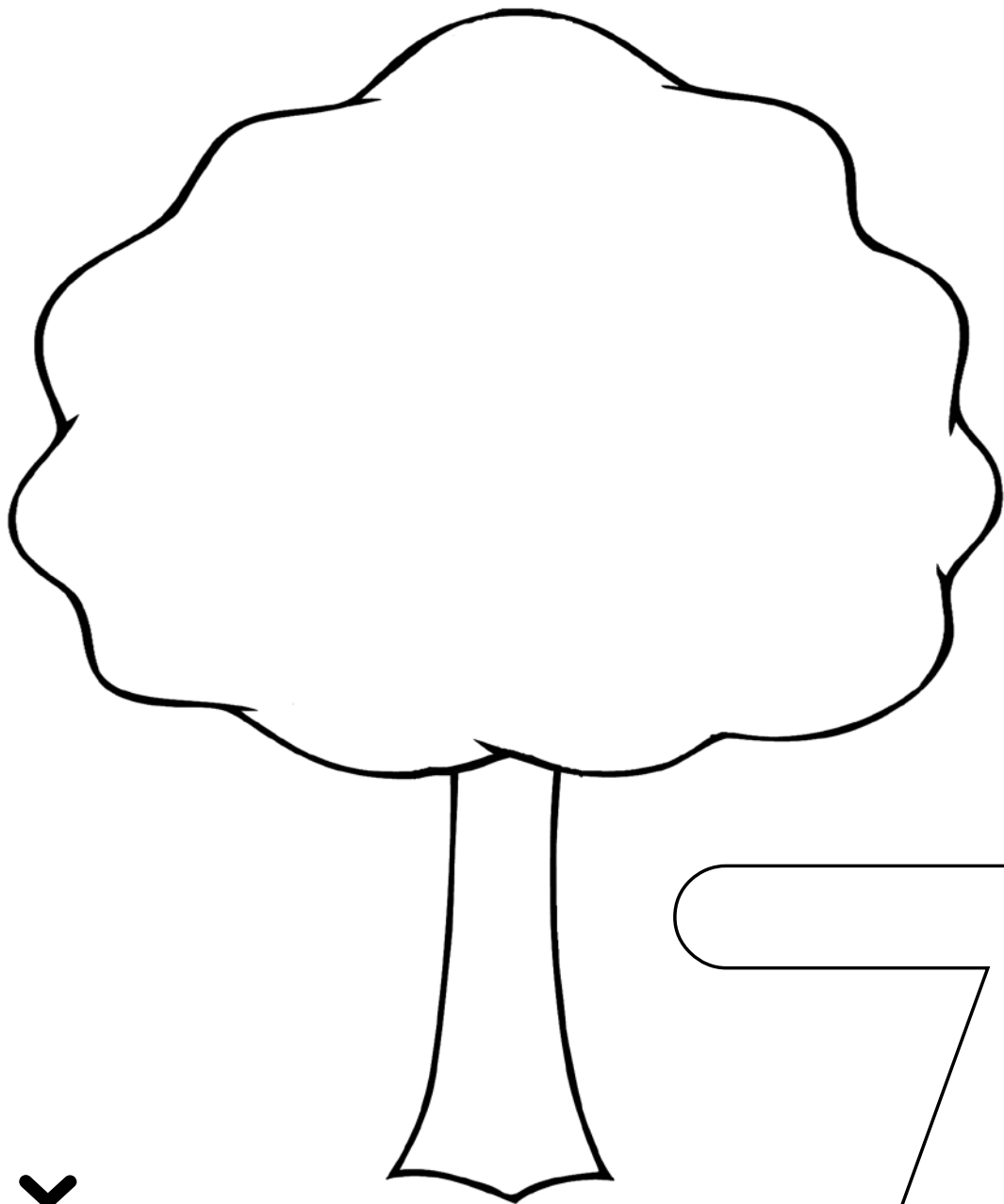


Playdough template: Number 7

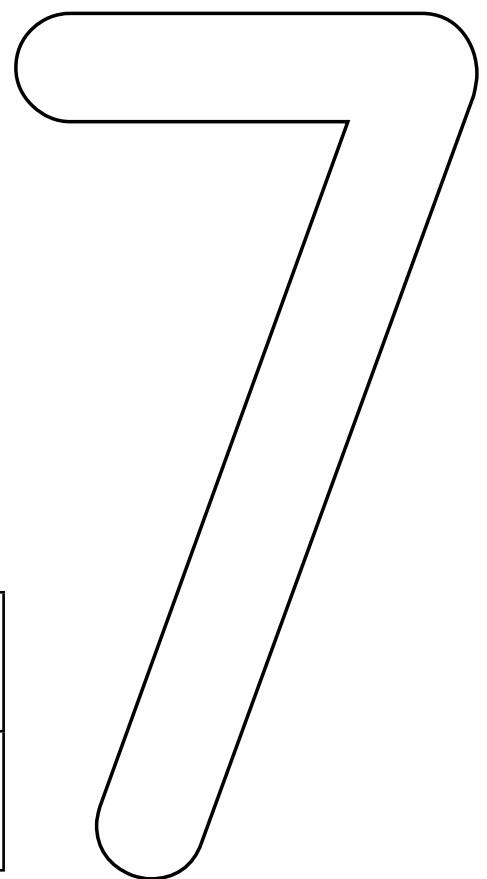


seven

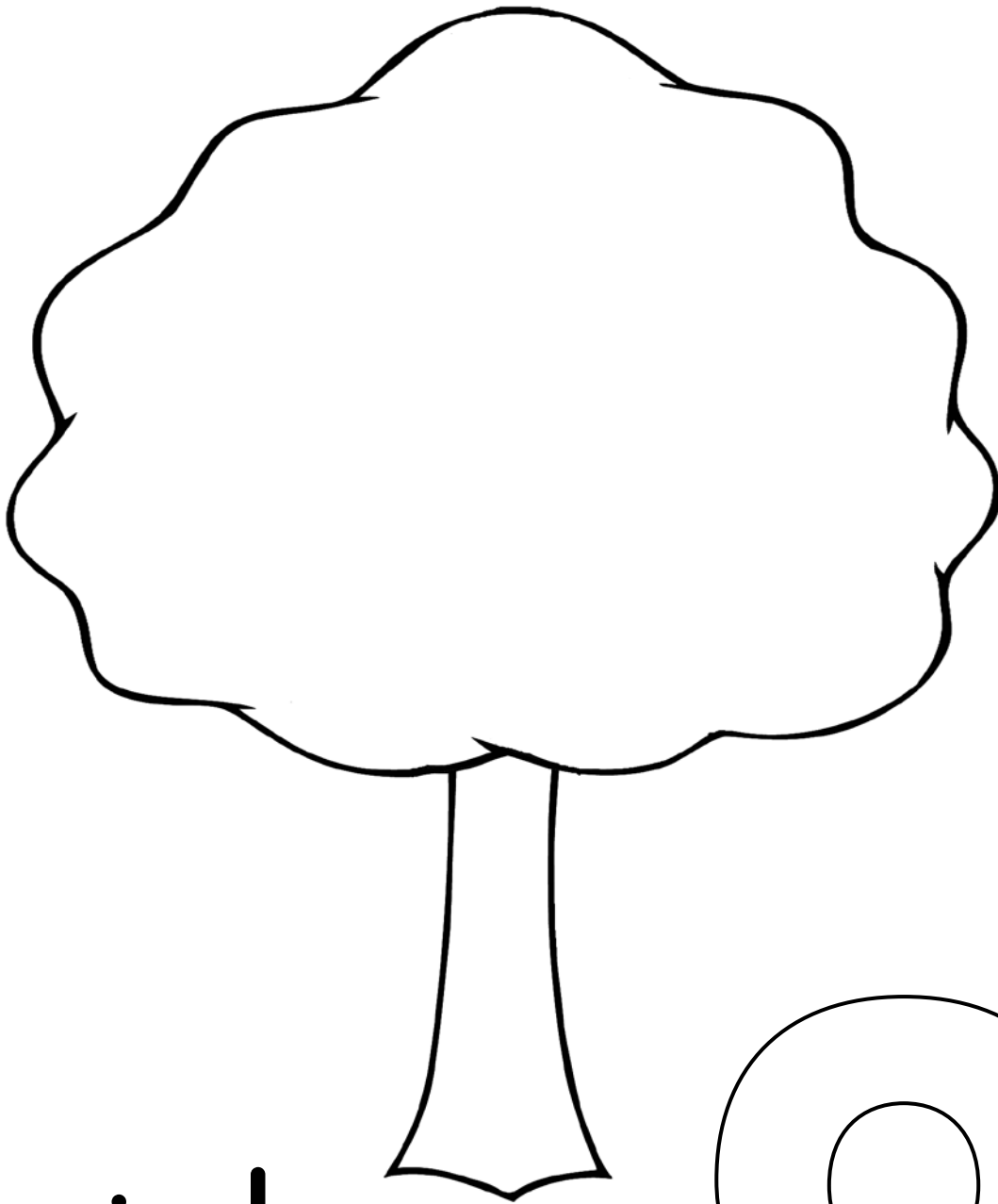
Thempoleiti ya tlhama: Nomoro 7



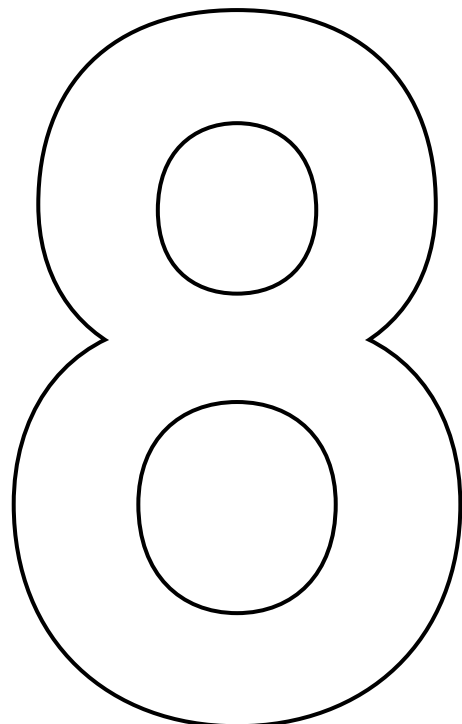
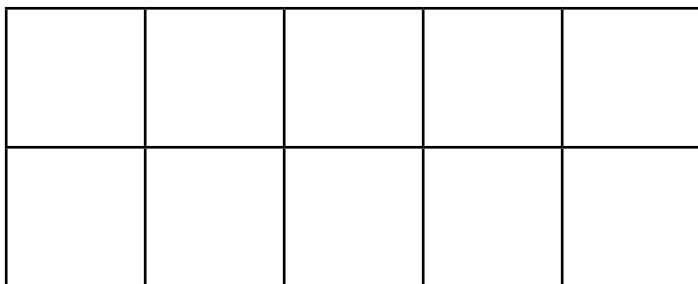
šupa



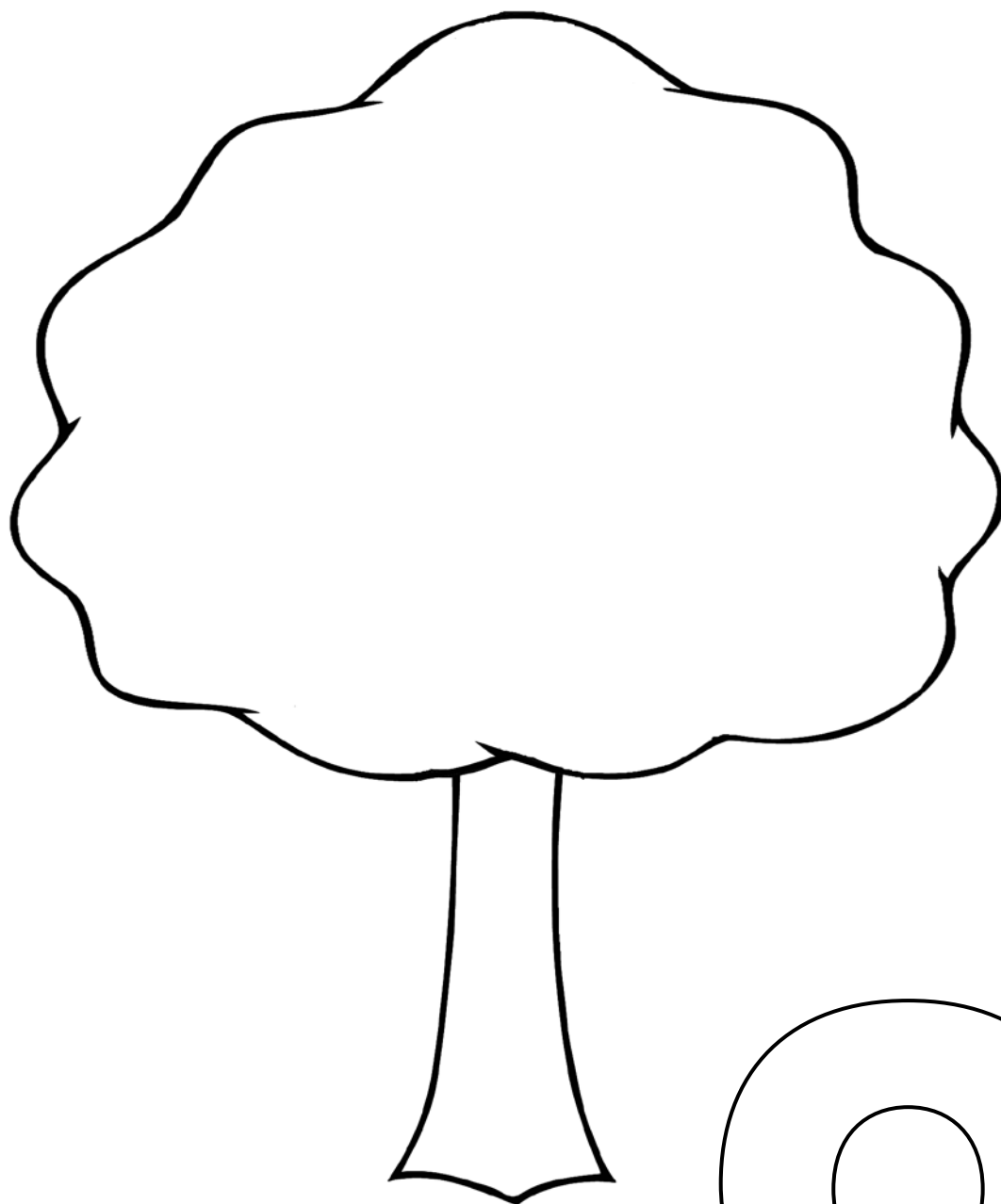
Playdough template: Number 8



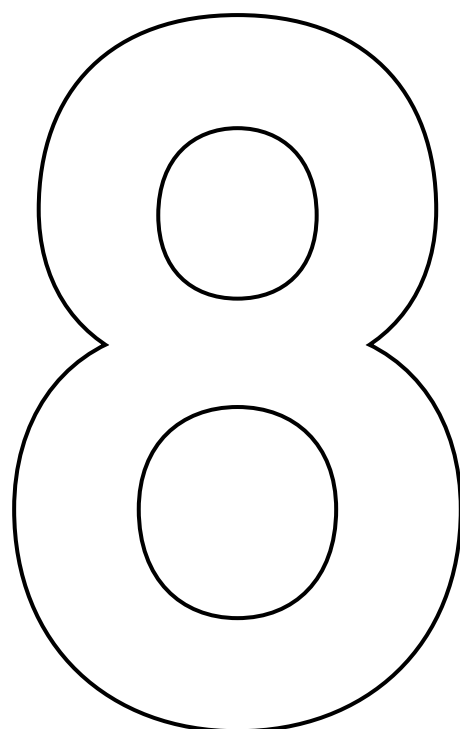
eight



Thempoleiti ya tlhama: Nomoro 8

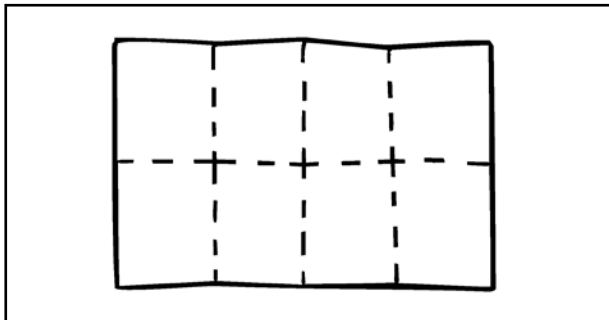


seswai

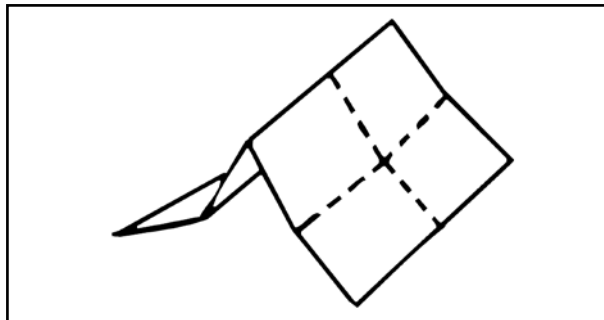


Shape book (Week 4)

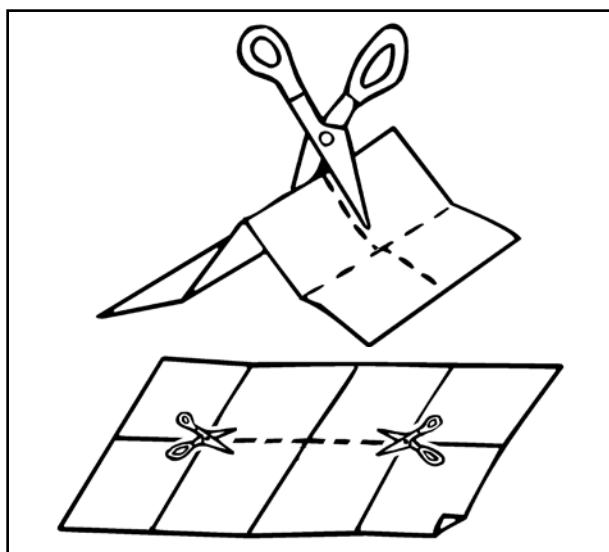
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



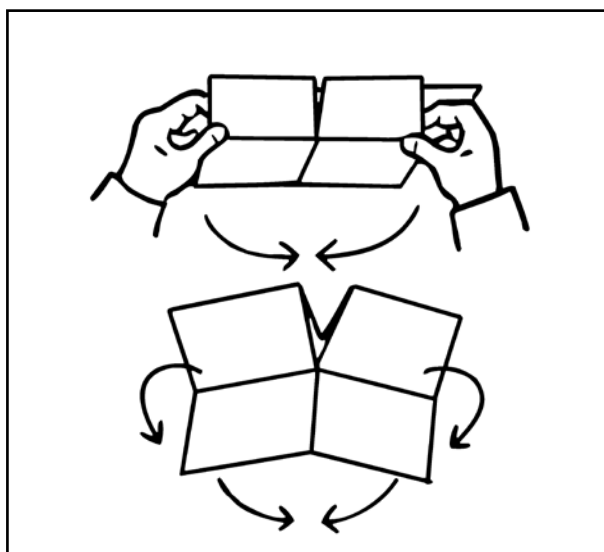
2. Fold the page in half again.



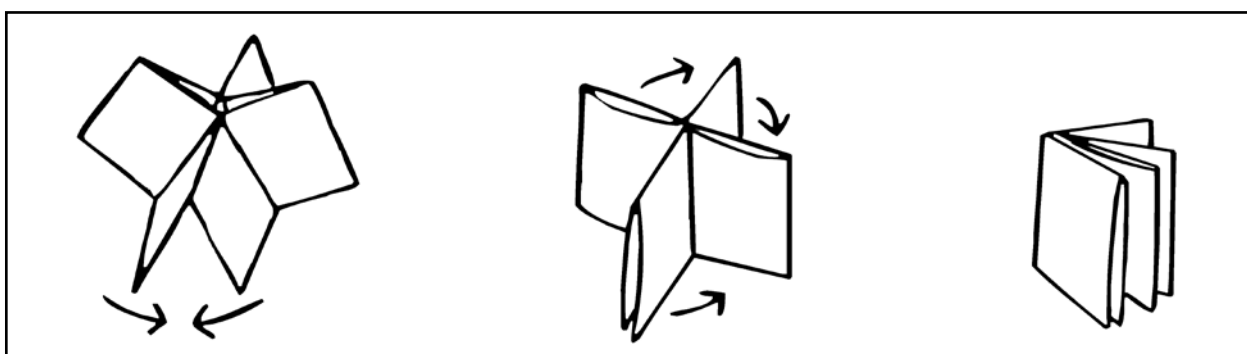
3. Cut on the middle fold as shown in the diagram.



4. Hold the page between your finger and thumb on both sides, so the middle parts of the page are touching. Bring your hands together as shown by the arrows.

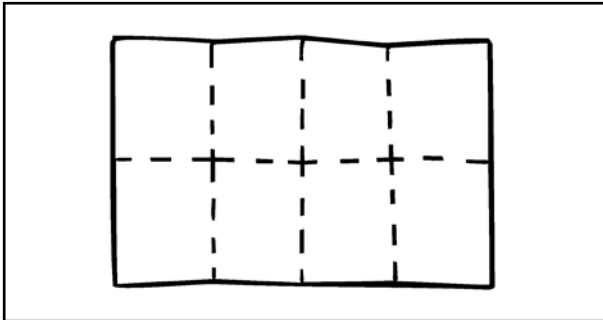


5. Complete the little book by folding the pages flat, as shown.

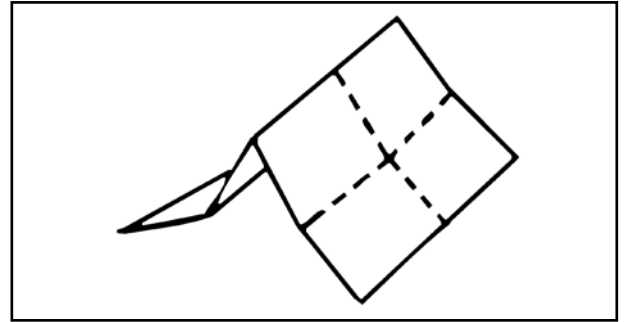


Puku ya dibopego (Beke ya 4)

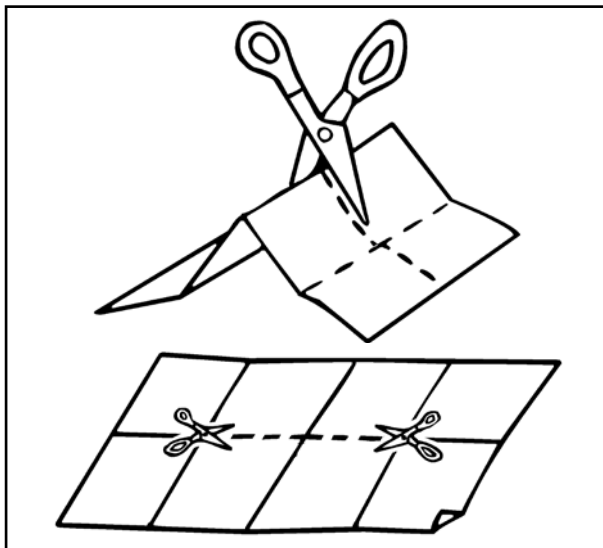
1. Mena letlakala la A4 ka diripa tše seswai, ka go e mena gare gararo. Menolla.



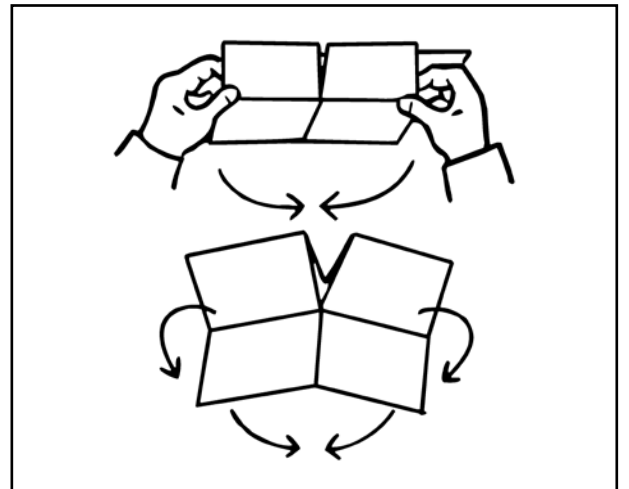
2. Mena letlakala gare gape.



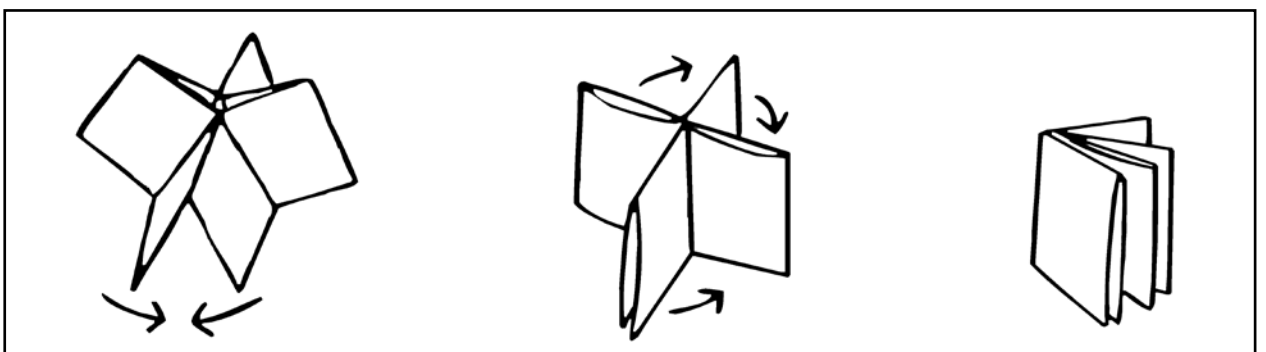
3. Ripa lemenong la gare bjalo ka ge go laeditšwe seswantšhong.



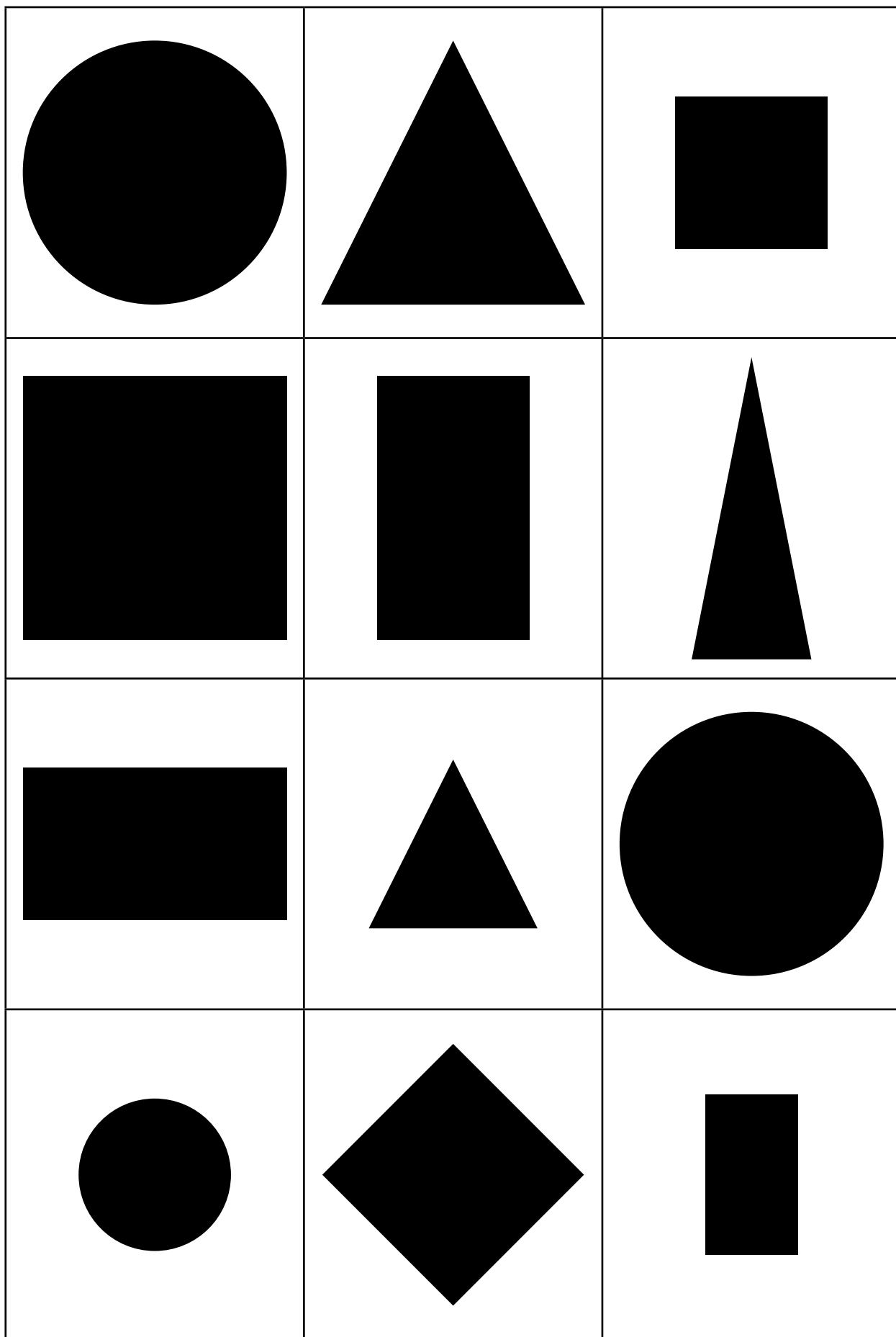
4. Swara letlakala gare ga monwana wa gago le wa mogogorupa ka mahlakoreng ka bobedi, gore dikarolo tša gare tša letlakala di kgomane. Buša diatla tša gago go ya ka mesebo.



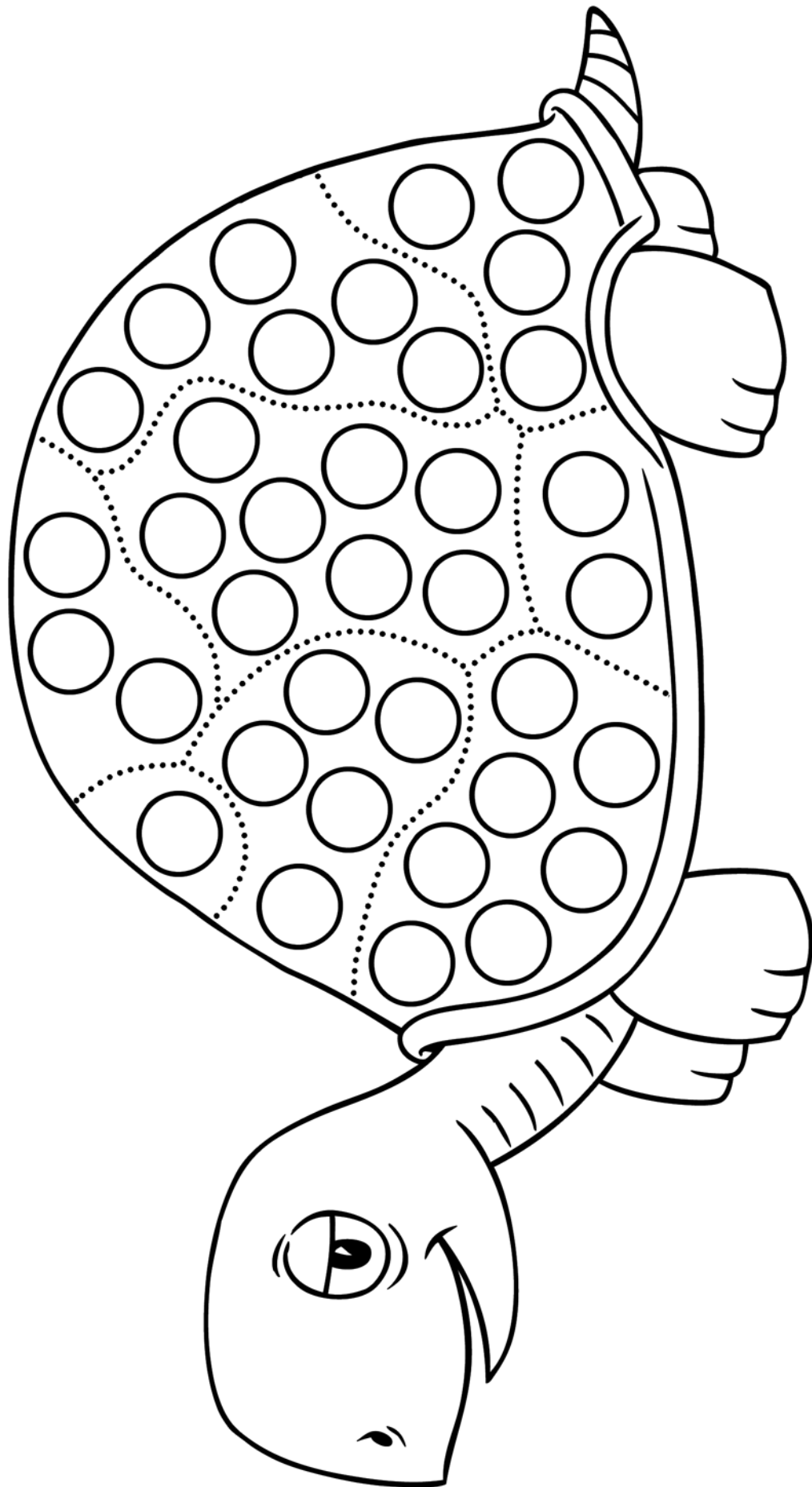
5. Feleletša pukwana ka go mena matlakala a be pepetla, bjalo ka ge go bontšhitšwe.



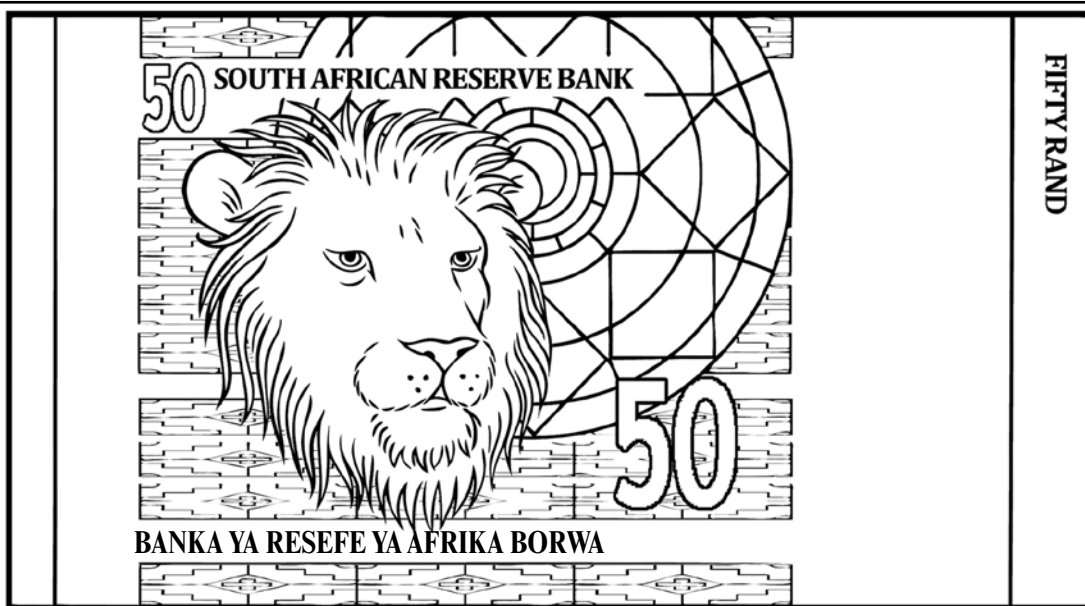
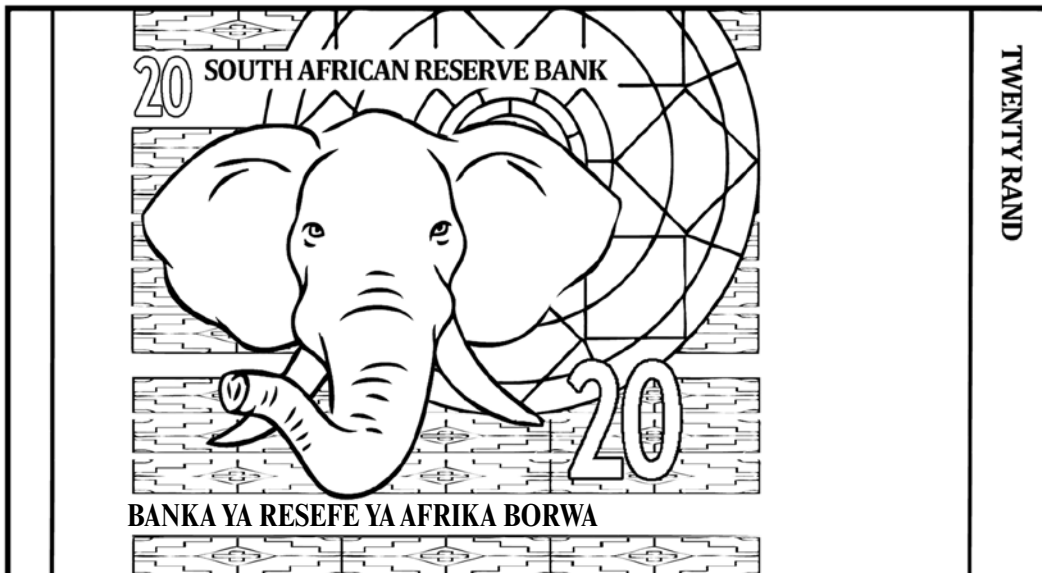
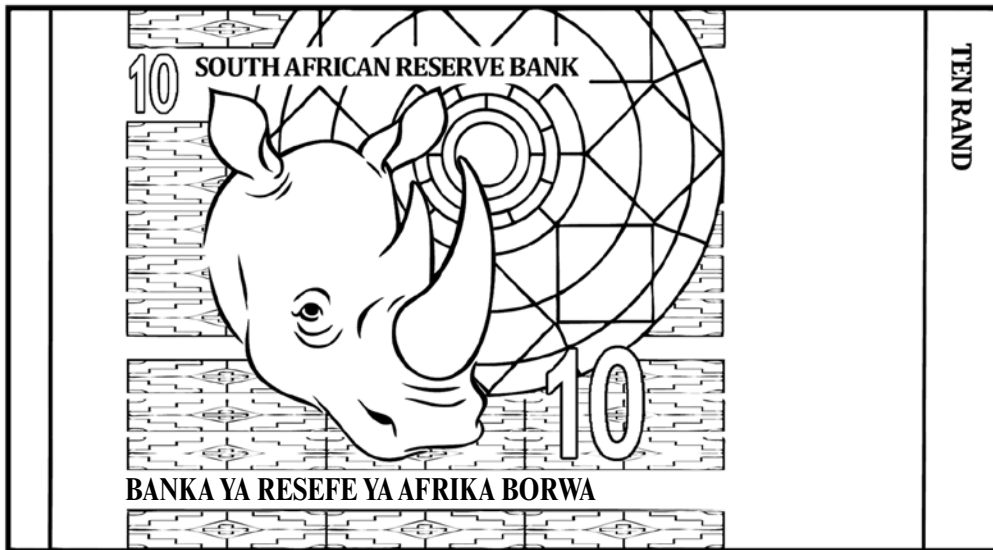
Shape Bingo board (Week 8) • Letlapa la Bingo la diboego (Beke ya 8)

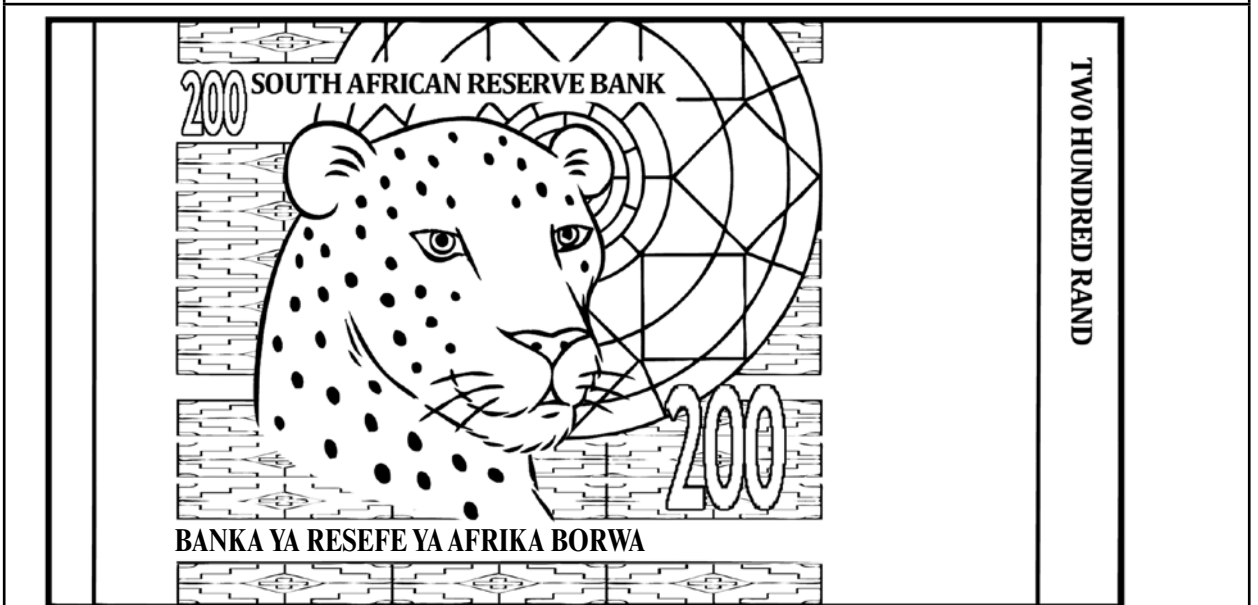
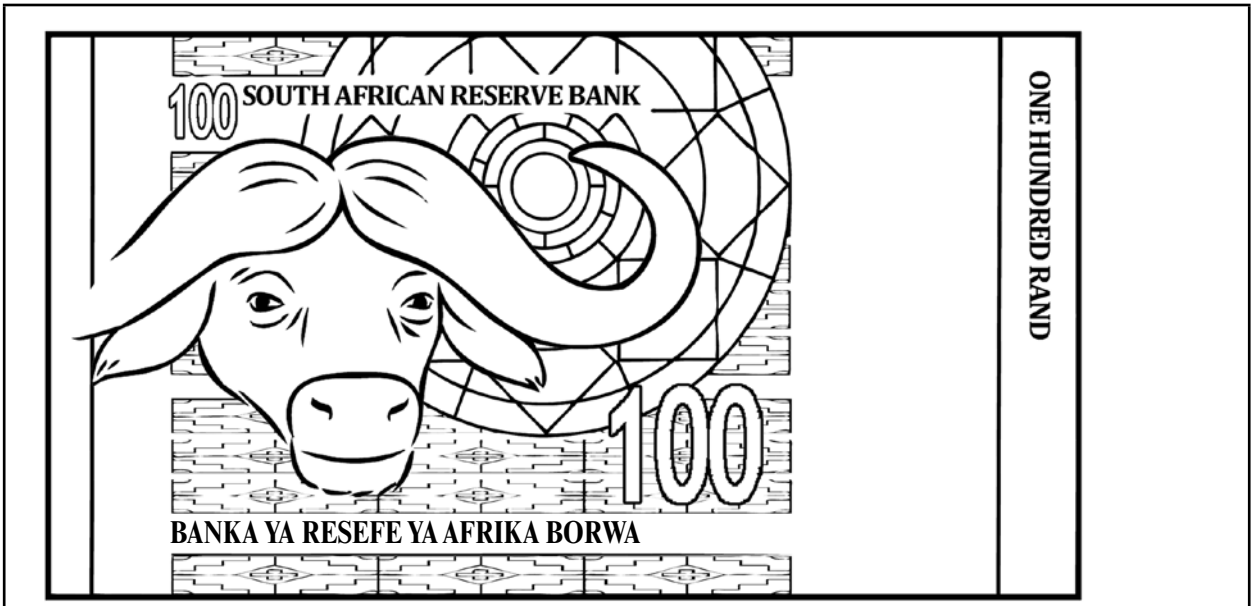


Tortoise (Week 9) • Khudu (Beke ya 9)

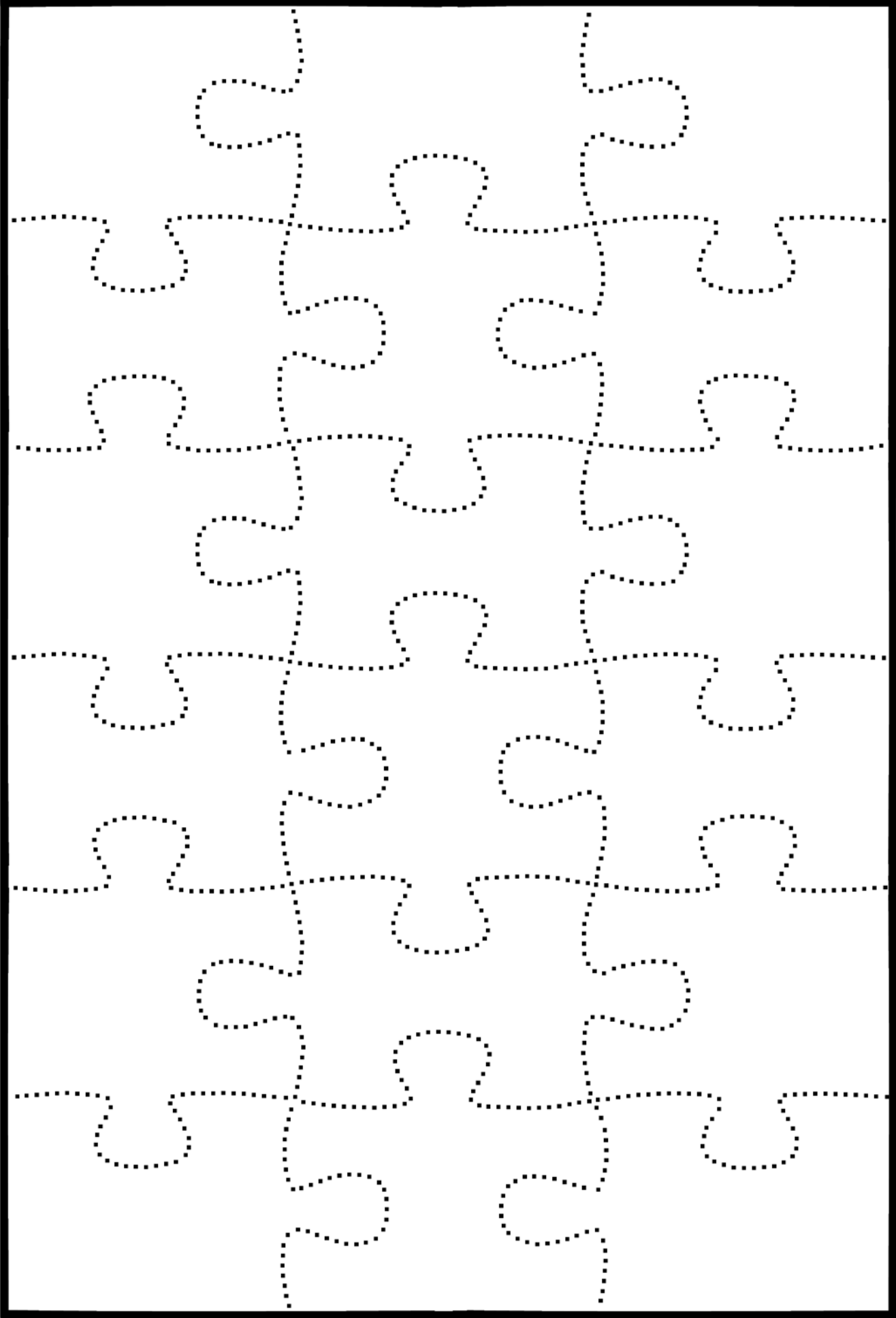


Banknotes (Week 9) • Tšhelete ya pampiri (Beke ya 9)





Eighteen-piece puzzle • Marara a diripa tše lesomeseswai



Notes • Digopodišo

A series of horizontal dashed lines for writing notes.