

Lenaneo le Ntlafaditsweng
la Mmetse la Kereiti ya R

Grade R Mathematics
Improvement Programme

Tataiso ya Diketsahalo: Kotara ya 3 Activity Guide: Term 3



Sesotho | English

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

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

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

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

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

ACKNOWLEDGEMENTS

Special thanks to:

- ★ The Gauteng Department of Education Curriculum, Teacher Education and Special Education Directorate officials for their contribution to the adaptation of our materials.
- ★ Colleagues from Wordworks, language technical partners on the Grade R Mathematics and Language Improvement Project, for collaborating on the materials development.
- ★ The Western Cape Education Department (WCED) officials and teachers for their contribution to the successful implementation of the Grade R Mathematics Programme (*R-Maths*) in the Western Cape between 2016 and 2019.
- ★ The *R-Maths* writing team: SDU staff and consultants, and WCED officials.

The Grade R Mathematics Improvement Programme is adapted from *R-Maths*, first published in 2017 by the Schools Development Unit, University of Cape Town. Copyright of *R-Maths* is held by the University of Cape Town.

The Grade R Mathematics Improvement Programme is licensed under a Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



This licence allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

To view the full conditions for this licence, visit: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Editing and proofreading: Ilse von Zeuner, Kathleen Sutton

Illustrations: Jiggs Snaddon-Wood

Typesetting: Jenny Wheeldon

Inside design: Magenta Media

Cover design: Jacqui Botha

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

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

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

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

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

DITEBOHO

Diteboho tse kgethehileng ho:

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

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

Lenaneo le Ntlafaditsweng la Mmetse la Kereiti ya R le filwe laesense ka tlasa Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



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

Bakeng sa ho sheba maemo a felletseng bakeng sa laesense ena, etela: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Popo le tsamaiso ya lenaneo: Cally Kuhne le Tholisa Matheza

Tsamaiso ya projeke ya phetolelo le phatlalatsa: Arabella Koopman

Kgokahanyo ya diphetolelo (Dipuo tsa Sesotho): Lorato Trok

Phetolelo ya Sesotho: Hilda Mohale

Tlhophiso le ho tshwaya diphoso tsa Sesotho: Madikapi Mahlasela

Tlhophiso le ho tshwaya diphoso tsa English: Ilse von Zeuner, Kathleen Sutton

Ditshwantsho: Jiggs Snaddon-Wood

Mohlophiso: Stacey Gibson

Moralo wa kahare: Magenta Media

Moralo wa kantle: Jacqui Botha

Contents

Introduction	6
Content overview: Term 3	18
Week 1	22
Content Area Focus: Patterns, Functions and Algebra	
Week 2	38
Content Area Focus: Numbers, Operations and Relationships	
Week 3	54
Content Area Focus: Numbers, Operations and Relationships	
Week 4	70
Content Area Focus: Space and Shape (Geometry)	
Week 5	86
Content Area Focus: Measurement	
Week 6	102
Content Area Focus: Numbers, Operations and Relationships	
Week 7	120
Content Area Focus: Data Handling	
Week 8	136
Content Area Focus: Space and Shape (Geometry)	
Week 9	152
Content Area Focus: Numbers, Operations and Relationships	
Week 10	168
Content Area Focus: Numbers, Operations and Relationships	
Assessment	186
Resources	190
Songs, rhymes and stories.....	190
Templates	203

Dikahare

Selelekela.....	7
Tjhebokakaretso ya dikahare: Kotara ya 3	19
Beke ya 1	23
Tsepamiso ho Karolo ya Dikahare: Dipaterone, Ditshebetso le Aljebra	
Beke ya 2	39
Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	
Beke ya 3	55
Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	
Beke ya 4	71
Tsepamiso ho Karolo ya Dikahare: Sebaka le Sebopeho (Jeometri)	
Beke ya 5	87
Tsepamiso ho Karolo ya Dikahare: Mometho	
Beke ya 6	103
Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	
Beke ya 7	121
Tsepamiso ho Karolo ya Dikahare: Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')	
Beke ya 8	137
Tsepamiso ho Karolo ya Dikahare: Sebaka le Sebopeho (Jeometri)	
Beke ya 9	153
Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	
Beke ya 10	169
Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	
Tekanyetso.....	187
Disebediswa	191
Dipina, diraeme le dipale	191
Dithempleiti.....	203

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:

Selelekela

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

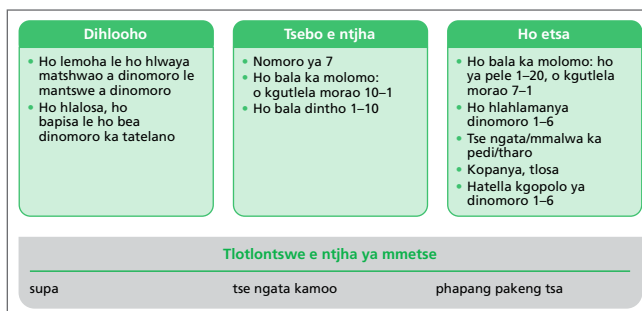
Tataiso ya Diketsahalo ya Grade R Maths: Kotara ya 3 e fana ka sebopeliso bakeng sa ho ithuta mmetse kotareng ya boraro ya Kereiti ya R ka ho:

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

Makgetha a Tataiso ya Diketsahalo: Kotara ya 3

Dintlha tse latelang di bopa karolo ya *Tataiso ya Diketsahalo: Kotara ya 3*:

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



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

Grade R Maths lenaneong la letsatsi le letsatsi

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

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

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

Whole class activities per day

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

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



Transitions: moving between activities

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

Small group activities

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

Tidy-up time

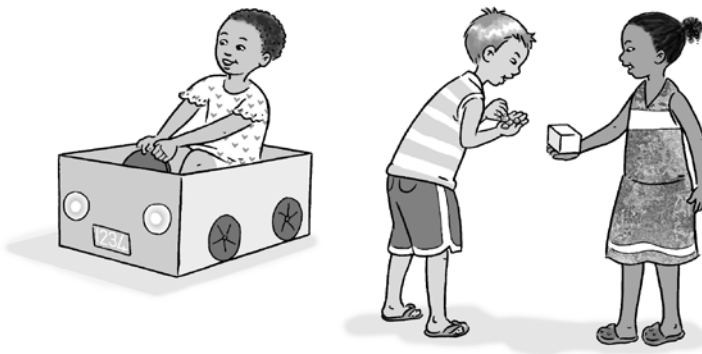
Learners need to know where materials belong. A shelf or table that is dedicated to maths equipment will help learners to be organised. Encourage learners to help each other during tidy-up time. Initially learners will need assistance and you will have to remind them where to put things, but they will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

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

Free choice activities

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

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



Diketsahalo tsa tlelase yohle ka letsatsi

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

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



Diphetofo: ho tlohela ketsahalo ho ya ho e nngwe

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

Diketsahalo tsa dihlotshwana

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

Nako ya ho hlwekisa

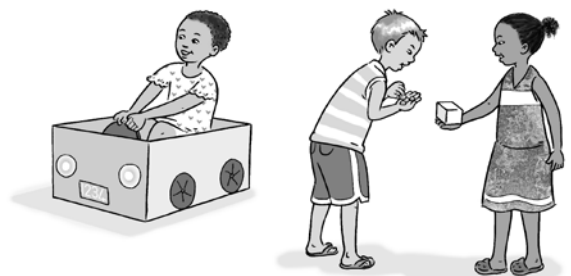
Baithuti ba hloka ho tseba hore disebediswa di dula hokae. Shelofa kapa tafola e etseditsweng ho kenya disebediswa tsa mmetse e tla thusa baithuti hore ba tsebe tlhophiso. Kgothaletsa baithuti ho thusana nakong ya ho hlwekisa. Qalong baithuti ba tla hloka thuso mme o tla tlameha ho ba hopotsa moo ba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

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

Diketsahalo tsa kgetho ya bolokolohi

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

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



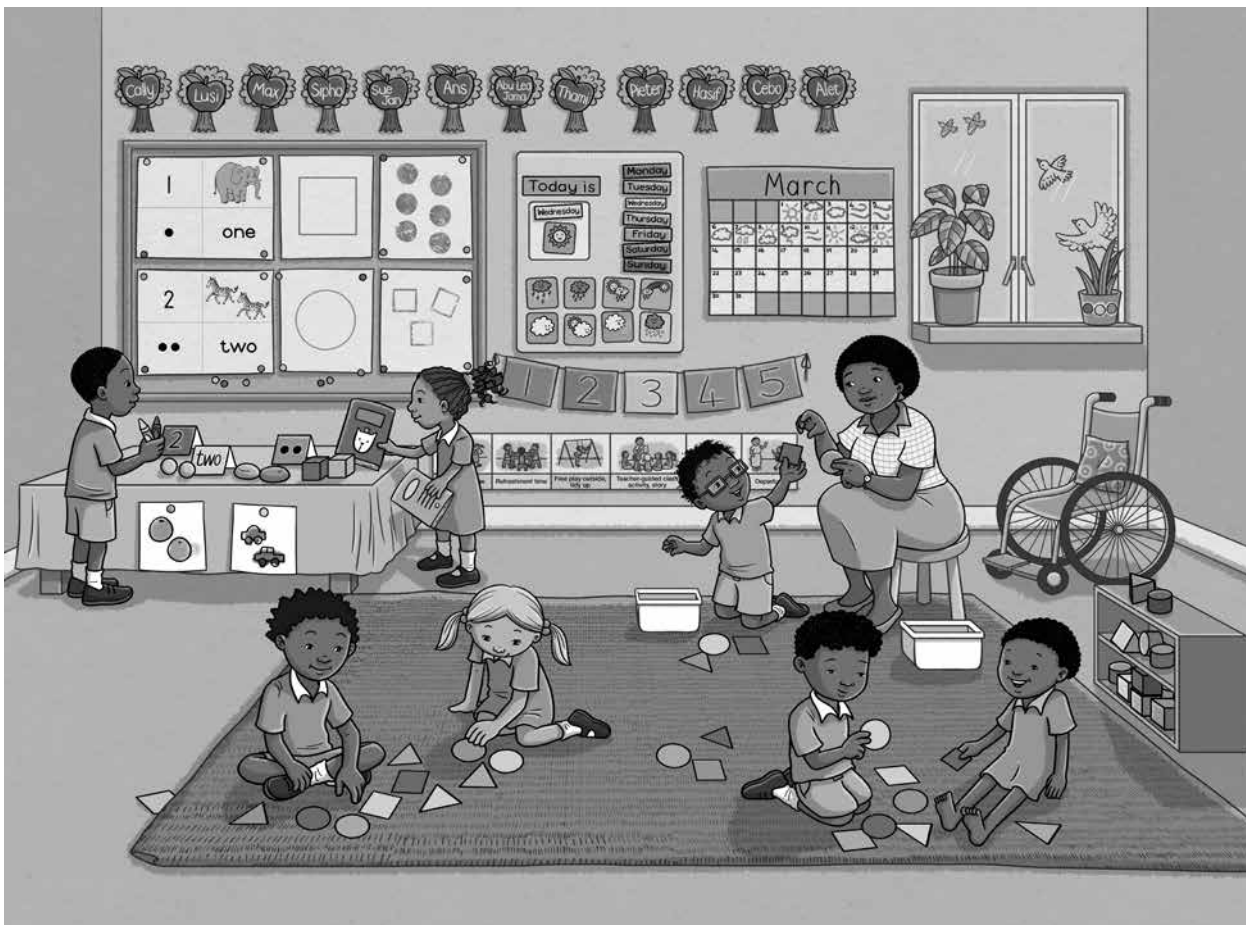
Assessment

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



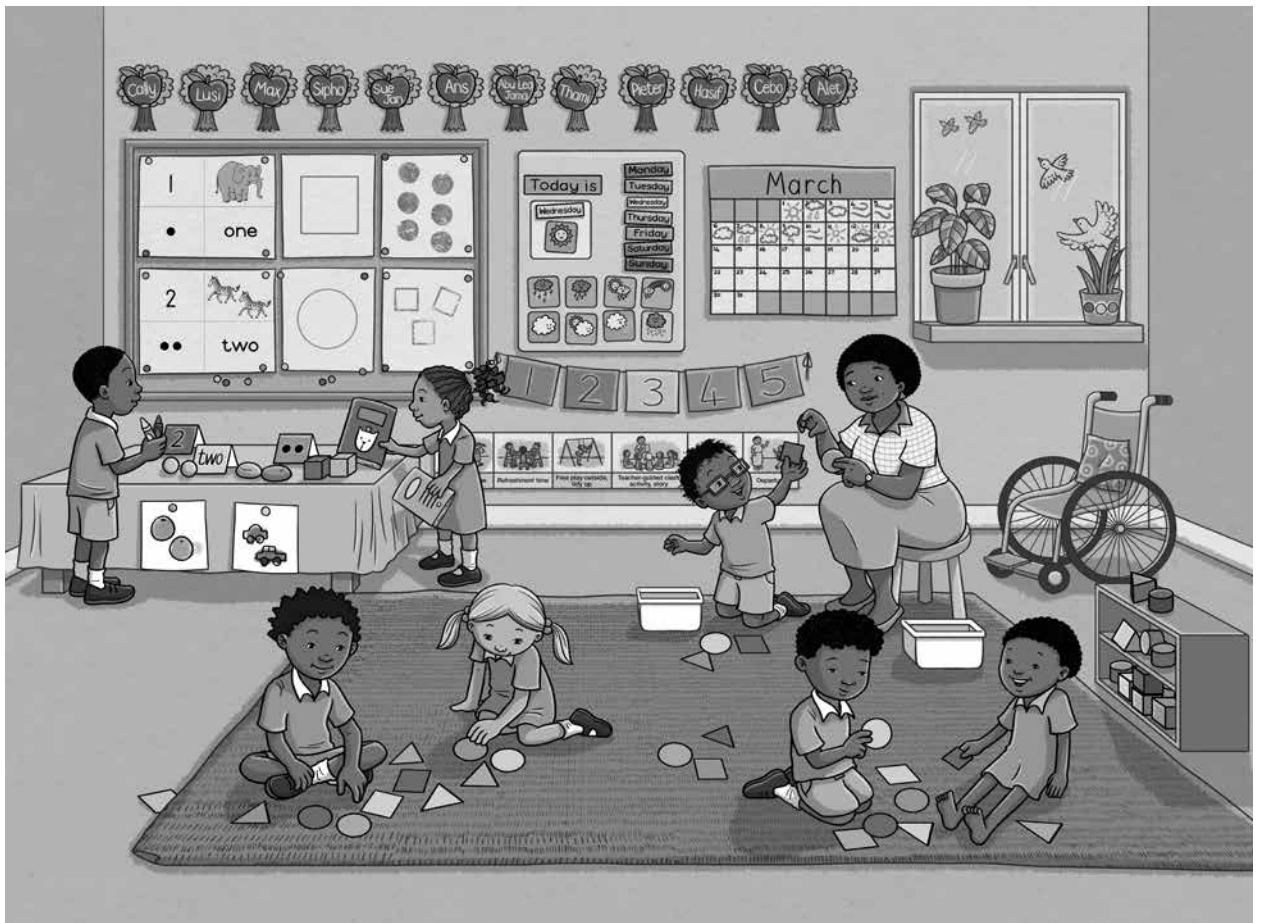
Tekanyetso

Kelohloko le tekanyetso e tswelang nakong ya diketsahalo tse tataiswang ke titjhere le tsa tlelase yohle e fana ka menyetla bakeng sa kutlwisiso ya tjebokakaretso ya kgatelopele ya moithuti ka mong. Tlhabisoleseding ena e bohlokwa bakeng sa ho tataisa ho ruta ho ya pele le ho nka seabo ho baithuti ka bomong. Lenane la tekolo la tekanyetso e tswelang ka leqepheng la 187 le 189 la tataiso ena le theilwe ho dikahare tse rutilweng ho Kotara ya 3. Thempleiti ena e ka sebediswa bakeng sa ho rekota kgatelopele ya moithuti ka mong kotareng.

Grade R Maths ka phaposing ya borutelo

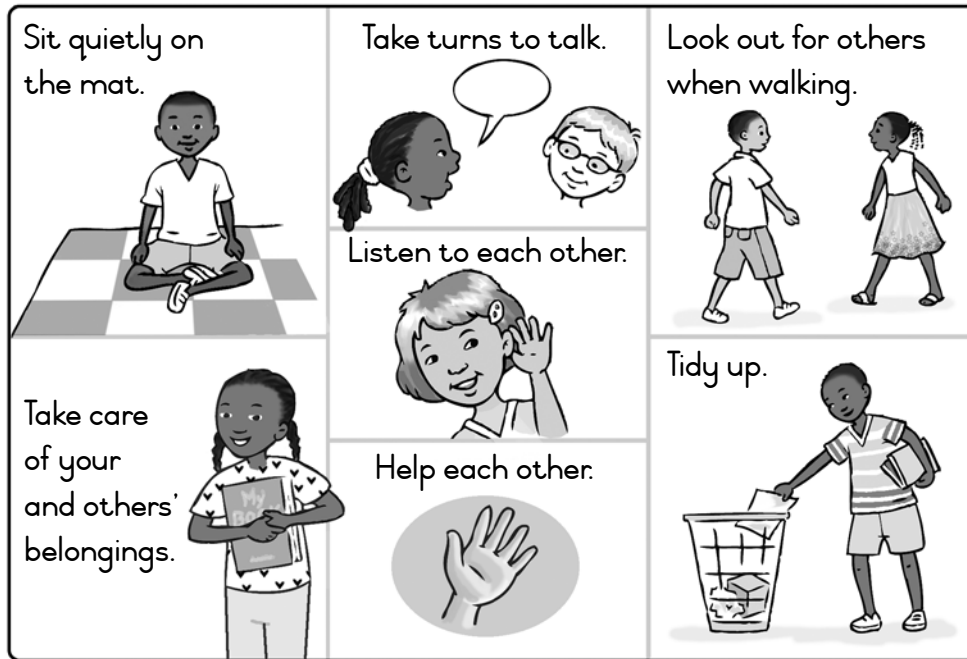
Lokisa sebaka ka phaposing ya borutelo se kgethetsweng mmetse mme se le pela mmata. Sena ke sebaka se arolelanwang moo baithuti ba ka nehelang le ho nka seabo ho sehlooho seo ba ithutang ka sona. Karolo e loketseng e tla kenyeletsa:

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



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

Our classroom rules

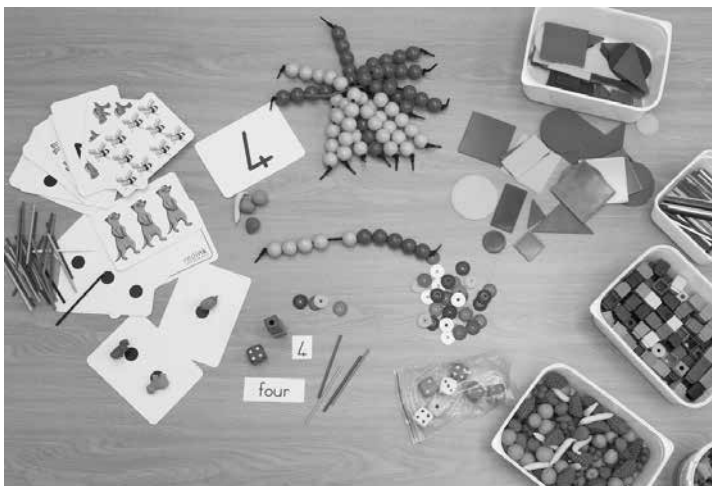


Resources for Grade R Maths

Grade R Maths Resource Kit

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

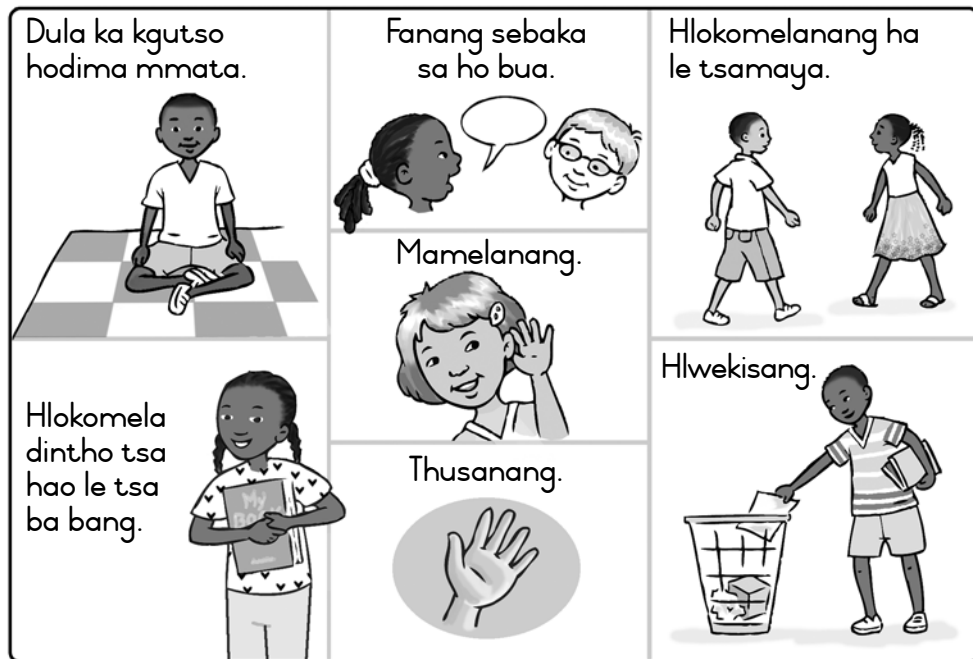
- counting materials, for example, coloured discs and sticks, fruit and animal counters, Unifix blocks
- jumbo dice
- strings of ten structure beads
- dot cards
- number cards: number symbols (0–10) and number words (zero–ten)
- attribute blocks.



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

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

Melawana ya phaposi ya rona ya borutelo

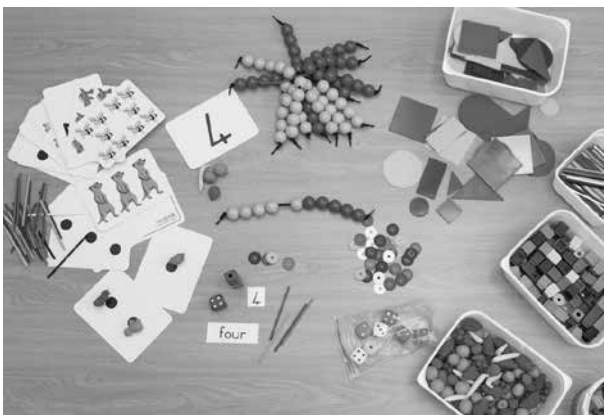


Disebediswa bakeng sa *Grade R Maths*

Khiti ya Disebediswa ya *Grade R Maths*

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

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



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

Recycled materials

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

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



Other resources

Other useful classroom resources for Grade R Maths teaching include:

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

Disebediswa tse resaekelwang

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

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



Disebediswa tse ding

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

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

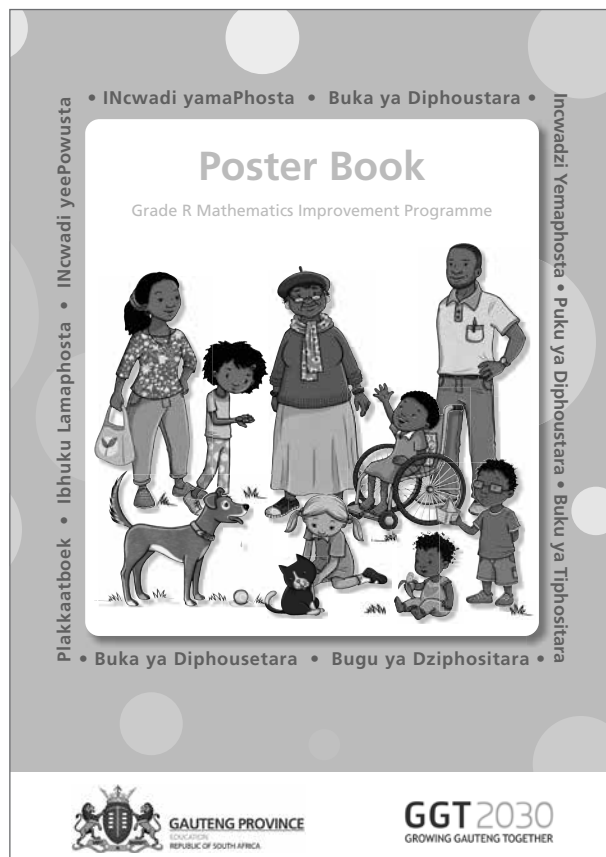
- height chart
- jumbo playing cards
- pretend money: coins and notes (to use in a play shop)
- large analogue wall clock
- balance scale
- beads for sorting, threading and patterning
- equipment for sand and water play
- apparatus for climbing, balancing, swinging and skipping.

The Grade R Maths Poster Book

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

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

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



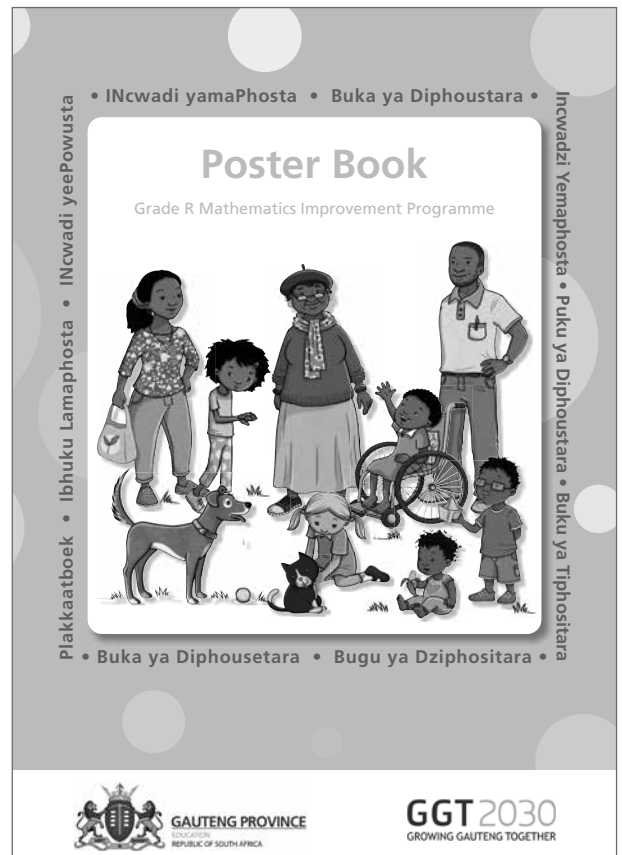
- tjhate ya bophahamo
- dikarete tsa ho papala tse kgolohadi
- tjhelete ya ho bapadisa: dikhoine le ya pampiri (bakeng sa ho sebedisa lebenkeleng la papadi)
- watjhe e kgolo ya leboteng
- sekala sa botsitso
- difaha bakeng sa ho hlophisa, ho folella le ho etsa dipaterone
- disebediswa bakeng sa papadi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

Buka ya Diphoustara ya Grade R Maths

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

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

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



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					

Tjhebokakaretso ya dikahare:

Kotara ya 3

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

Tsepamiso ho Karolo ya Dikahare	Beke ya 1	Beke ya 2	Beke ya 3	Beke ya 4	Beke ya 5
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 7–1 Ho bala dintho 1–7	Nomoro ya 6 Pedi/tharo ho feta/ka tlase Dihlopha tse lekanang Ho bala ho tswela pele Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 7–1 Ho bala dintho 1–7 Ho hlalamanya dinomoro 1–5 Ho hatella kgopolo ya dinomoro 1–5	Nomoro ya 7 Ho bala ka molomo: o kgutlela morao 10–1 Ho bala dintho 1–10 Ho bala ka molomo: ho ya pele 1–20, o kgutlela morao 7–1 Ho hlalamanya dinomoro 1–6 Tse ngata/mmalwa ka pedi/tharo Kopanya, tlosa Hatella kgopolo ya dinomoro 1–6	Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 10–1 Hatella kgopolo ya dinomoro 1–7	Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 10–1 Ho bala dintho 1–10 Tse pedi/tharo ho feta/ka tlase Dihlopha tse lekanang
2. Dipaterone, Ditshebetso le Aljebra	Ho kopolla dipaterone tse theosang le tse tshekalletseng o sebedisa dintho tse tshwarehang Bopa le ho hlalosa paterone ya hao e nang le mebala/dibopeho tse tharo kapa tse nne, jj. Ho hlwaya dipaterone Ho kopolla le ho atolosa dipaterone				
3. Sebaka le Sebopeliso (Jeometri)				Dibopeho: kgutlonne Tshupiso: le letshehadi, le letona Boemo: bohareng, tlase Hlophisa dintho ho ya ka makgetha a mabedi Phazele ya dikotwana tse leshome le metso e robedi Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo Molahare	
4. Mometho					Boima Bobebe, bobebe ho feta, bobebe ka ho fetisisa Boima, boima ho feta, boima ka ho fetisisa Kgolo ho feta, nyane ho feta
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')					

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

Tsepamiso ho Karolo ya Dikahare	Beke ya 6	Beke ya 7	Beke ya 8	Beke ya 9	Beke ya 10
1. Dinomoro, Matshwao le Dikamano ('Dinomoro, Ditshebetso le Dikamano')	<p>Nomoro ya 8</p> <p>Dinomoro tsa boemo: -bohlano, -ho qetela, -latelang</p> <p>Ho bala ka molomo: ho ya pele 1–20 le ho feta</p> <p>Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 10–1</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 1–7</p> <p>Dinomoro tsa boemo -pele ho isa ho -bohlano</p> <p>Kopanya, tlosa</p> <p>Pedi/tharo ngata ho feta/mmalwa ho feta</p> <p>Hatella kgopolo ya dinomoro 1–7</p>	<p>Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1</p> <p>Ho bala dintho 1–10</p> <p>Pedi/tharo ngata/mmalwa ho feta</p> <p>Ngata ho feta, mmalwa ho feta, lekana le</p>	<p>Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1</p> <p>Ho bala dintho 1–10</p>	<p>Tjhelete – ho ehlwa tjhelete ya pampiri</p> <p>Ho rarolla bothata 1–8</p> <p>Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 1–8</p> <p>Dinomoro tsa boemo -pele ho isa ho -bohlano</p> <p>Ho hatella dinomoro 1–8</p> <p>Kopanya, tlosa</p> <p>Dikhoine</p>	<p>Ho bea ka dihlopha, halofo</p> <p>Ho fihlela ho tharo ka hodimo (o sebedisa dikarete tsa matheba)</p> <p>Hlophisa dipokello ho tloha ho e nyane ho isa ho e kgolo ka ho fetisisa</p> <p>Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1</p> <p>Ho bala dintho 1–10</p> <p>Ho hlahlamanya dinomoro 1–8</p> <p>Ho rarolla bothata 1–8</p> <p>Ho hatella kgopolo ya dinomoro 1–8</p> <p>Ngata ho, mmalwa ho feta, ngata ho fetisisa, nyane ho fetisisa, lekana</p> <p>Pedi/tharo ngata/mmalwa ho feta</p>
2. Dipaterone, Ditshebetso le Aljebra					
3. Sebaka le Sebopeho (Jeometri)			<p>Boemo ba dintho ha di bapile</p> <p>Tjhate ya marungwana</p> <p>Kopolla mme o ahe moaho (dikarete tsa ditshwantsho)</p> <p>Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne</p> <p>Mabokoso, dibolo</p> <p>Ho tshela molahare</p> <p>Boemo: ho ya pele le ho kgutlela morao</p>		
4. Mometho				Kgolo, nyane	
5. Ho Sebetsa ka Datha ('Ho Sebetsana le Datha')		<p>Taka setshwantsho ho emela datha</p> <p>Ho bokella, ho hlophisa le ho emela dipokello tsa dintho</p>			

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.

Tsepamiso ho Karolo ya Dikahare: Dipaterone, Ditshebetso le Aljebra

Dihlooho

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

Tsebo e ntjha

- Ho kopolla dipaterone tse theosang le tse tshekalletseng o sebedisa dintho tse tshwarehang
- Bopa le ho hlalosa paterone ya hao e nang le mebala/diboepo tse tharo kapa tse nne, jj.

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 7–1
- Ho bala dintho 1–7
- Ho hlwaya dipaterone
- Ho kopolla le ho atolosa dipaterone

Tlotlontswe e ntjha ya mmetse

qaqisa
hlalosa

atolosa
latela

e siyo
e seng paterone

Ho itokisetsa

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

- diboloko tsa *Unifix* tse kopantsweng mmoho ka paterone e iphetang ho etsa terene
- sekgetjhana sa leqephe la A3 bakeng sa ho etsa tonele ya terene
- karete ya dipaterone e nang le matheba a mebala
- lesela/toulo
- dihlopha tse 4 tsa disebediswa – 1 moithuti ka mong
- dikoto tse 6 tse kgolo tsa ditholwana tse entsweng ka hlama ya ho bapala (tse 2 tsa mefuta e 3 e fapaneng ya ditholwana)
- dikarete tse 8 tsa dipaterone tsa *Unifix*
- dikarete tse 8 tsa dipaterone tsa diboloko tsa makgetha tsa 'Ke eng e siyo?'
- dikgetjhana tse kgutlonne tsa pampiri e mebala tse manamisitsweng ka paterone leqepheng la pampiri: dibopeho tsa kgutlonne ka disaese tse 2 – tse 5 ho moithuti ka mong tsa botelele le bokgutshwane
- dikarete tsa dipaterone tse nang le dipaterone tsa mebala tse sa fellang moleng ka mong (mebala e mmedi kapa e meraro)
- dipetale tsa dipalesa tsa pampiri le mahlaku (tse 16 tsa e nngwe le e nngwe ho moithuti ka mong)
- dikarete tsa dipaterone tsa dipalesa
- didomino.



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.



Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Diboloko tsa *Unifix*
- Sekgetjhana sa pampiri ya A3 ho bopa thanele ya terene
- Terene ya dipaterone tsa *Unifix*

KELETSO

Botsa baithuti hore ebe ba hopola hore ke nomoro efe eo ba neng ba bala ho fihla ho yona pele ba eya matsatsing a phomolo, le nomoro eo ba neng ba qala ho yona ha ba bala ho kgutlela morao.

1. **Pina:** Baithuti ba bina pina eo ba ikgethelang yona ho tswa dikotareng tse fetileng.

2. **Ho bala ka molomo:** 1–20 le 7–1.

3. **Ho bala dintho 1–7:** Bontsha baithuti tora ya *Unifix* e entsweng ka diboloko tse supileng.

Dipotso tse tataisang:

★ Ke diboloko tse kae tseo o nahanang hore di ahile tora ena?

Baithuti ba akanya lenane la diboloko. Tlosa diboloko ka bonngwe ha baithuti ba ntse ba di bala.

4. **Ke eng e etsang paterone:** Kenya terene ya dipaterone tsa *Unifix* ka hara thanele. Hula o ntshe terene butle mme o re baithuti ba shebe hore ke dipaterone dife tse hlahellang.

Dipotso tse tataisang:

★ O bona eng?

★ O nahana hore ke boloko ba mmala ofe bo tla latela ho tswa ka thaneleng jwale? Hobaneng?

★ Na sena ke paterone? Ke eng e etsang hore e be paterone?

Elelliswa baithuti karolo e iphetaphetang e etsang paterone.

Etsa terene e nngwe ka diboloko tsa *Unifix* e se nang paterone. Pheta ketsahalo eo ka terene le thanele.

Dipotso tse tataisang:

★ Na ntho ena ke paterone? Mpolelle hore ke hobaneng o nahana jwalo.

★ Na ho na le dipaterone tseo o di bonang ka phaposing ya borutelo?



KELETSO

Bea thanele sebakeng sa diboloko mme o kgothaletse baithuti ho iketsetsa diterene tsa bona tsa dipaterone.

Baithuti ba tswela ka ntle ho ya tsamaya ba batlana le dipaterone le ho buisana ka tsona.

★ Na o bona paterone? Mpolelle ka yona.

★ Na ho na le paterone hodima ...?

★ Ke eng se etsang hore e be paterone?

★ Ke karolo efe ya paterone e iphetaphetang?

★ Na ho na le dipaterone tseo o di utlwang? Mpolelle seo o se utlwang.

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

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?

Letsatsi la 2

Tseo o di hlokang

- Raeme: *Ke nako ya dipaterone* (leqephe la 191)
- Karete ya dipaterone e nang le matheba a mebala

KELETSO

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

1. **Raeme:** Etsa seratswana sa pele sa raeme, *Ke nako ya dipaterone*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba bala ho tloha ho 1 ho isa ho 7 ba ntse ba opa matsoho le mphato.
4. **Dipaterone tsa modumo ho tswa ho dipaterone tsa pono:** Bontsha baithuti karete ya dipaterone. Supa letheba ka leng mme mmoho le bue mebala. Buisanang ka paterone.

Dipotso tse tataisang:

- ✦ Na o bona paterone?
- ✦ Mpolelle ka paterone eo.
- ✦ Ke karolo efe ya paterone e iphetaphetang?
- ✦ Ho tla latela eng pateroneng kamora moo?

Baithuti ba sebedisa paterone ya pono ho etsa paterone ya modumo, ho etsa mohlala, ba opa matsoho bakeng sa kgubedu, ba twanyatsa menwana bakeng sa tshehla.

- ✦ Ke modumo ofe oo re lokelang ho o etsa ho sedikadikwe se sekgubedu/se sesehla?
- ✦ Ke modumo ofe o lokelang ho latela?
- ✦ Ke medumo efe e meng eo o ka ratang ho e etsa?

Baithuti ba etsa ditlahiso tsa dipaterone tse ding tsa medumo, ba sebedisa karete yona eo ya dipaterone.

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

Letsatsi la 3

Tseo o di hlokang

- Raeme: *Ke nako ya dipaterone* (leqephe la 191)
- Lesela/toulo
- Ditholwana tse 6 tse kgolo tsa hlama ya ho bapala

1. **Raeme:** Etsa seratswana sa pele le sa bobedi sa raeme, *Ke nako ya dipaterone*, mmoho le diketso.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Sebedisa tjhoko ho thala mola o otlolohileng fatshe. Baithuti ba bahlano ba ema ka lehlakoreng le le leng la mola.

Dipotso tse tataisang:

- ✦ Ho na le baithuti ba bakae?
- ✦ Ha re eketsa moithuti e mong ho tla ba le ba bakae jwale?
- ✦ Ha re eketsa moithuti e mong hape?
- ✦ Re lokela ho etsa eng haeba re batla baithuti ba bane feela?



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. **Ho hlwaya dikarolo tse siyo pateroneng:** Sebedisa ditholwana tsa hlama ya ho bapala bakeng sa ho bopa dipaterone. Mmoho supang ntho ka nngwe mme le bolele paterone.

Dipotso tse tataisang:

- ✦ Ho latela eng kamora moo?
- ✦ Paterone ke efe?

Kwahela ditholwana ka lesela mme o tlose tholwana e le nngwe. Tlosa lesela.

- ✦ Ke tholwana efe e siyo pateroneng?
- ✦ Ke mofuta ofe wa tholwana o lokelang ho latela pateroneng? Hobaneng?

Pheta ketsahalo eo makgetlo a mangatanyana, o ntse o tlosa tholwana dikarolong tse fapaneng tsa paterone mme/kapa o eketsa lenane la ditholwana tse siyo nako le nako.

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

Letsatsi la 4

Tseo o di hlokang

- Raeme: *Ke nako ya dipaterone* (leqephe la 191)
- Dihlopha tse 4 tsa disebediswa – 1 ho moithuti ka mong

1. **Raeme:** Etsa raeme, *Ke nako ya dipaterone*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba lata disebediswa. Baithuti bohle ba nang le mofuta o tshwanang wa sesebediswa ba dula sehlotshwaneng se le seng. Bapalang merethetho e supileng moropeng.

Dipotso tse tataisang:

- ✦ O utlwile merethetho e mekae?
- ✦ O tseba jwang?

Le qala ka 1, sehlotshwana ka seng se etsa morethetho o le mong ho feta sehlotshwana se fetileng, ho fihlela sehlotshwana se seng se fihla ho 7.



4. **Dipaterone tsa raeme:** Arola baithuti ka dihlotshwana. Efa sehlotshwana ka seng seletswa se fapaneng sa mmino. Dihlotshwana di etsa medumo ka diletswa tsa bona mme ba hlalosa medumo eo. Jwale ba bapisa medumo eo diletswa tse fapaneng di e etsang.

Dipotso tse tataisang:

- ✦ Seletswa sa hao se duma jwaloka eng?
- ✦ Na o ka etsa modumo o tlase/hodimo; modumo o potlakileng/lenama?
- ✦ Diletswa tseo di duma jwang ka ho tshwana/fapana?

KELETSO

Haeba o se na disebediswa, sebedisa diboloko, makotikoti, dithupa le dikgetjhana tsa pampiri ho phetla, kapa baithuti ba ka sebedisa mmele ya bona, ho etsa mohlala, ba tila ka maoto fatshe kapa ba iphathatsa menotong.

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.

Etsa paterone ya mmino ka seletswa, ho etsa mohlala, hodimo, tlase, tlase, hodimo, tlase, tlase. Dihlotshwana di bapala mmoho le wena. Dihlotshwana di fana sebaka sa ho kopitsa le ho atolosa dipaterone tsa medumo. Dihlotshwana di iketsetsa dipaterone tse ntjha, ho etsa mohlala, hodimo, hodimo, tlase, hodimo, hodimo, tlase.

- ✦ Ke paterone efe e ntjha eo re ka e etsang?
- ✦ Ke modumo ofe o lokelang ho tla pele?
- ✦ Re lokela ho etsa modumo oo makgetlo a makae?
- ✦ Re lokela ho tswela pele jwang?

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

Letsatsi la 5

Tseo o di hlohang

- Raeme: *Ke nako ya dipaterone* (leqephe la 191)
- Diletswa tsa mmino

1. **Raeme:** Etsa raeme, *Ke nako ya dipaterone*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Bapala seletswa ha baithuti ba ntse ba eya kwana le kwana. Ha mmino o thola, bitsa nomoro efe kapa efe pakeng tsa 1 le 7. Baithuti ba bopa dihlopha tsa boholo bo fapaneng ho ya ka nomoro eo.
4. **Ho atolosa dipaterone tsa mmele:** Kgetha baithuti ba tsheletseng hore ba etse paterone ya mmele, ho etsa mohlala, ba babedi ba dutse, a le mong o eme, ba babedi ba dutse, a le mong o eme. Buisanang ka paterone eo.

Dipotso tse tataisang:

- ✦ Na ntho ena ke paterone?
- ✦ Na o ka hlalosa paterone eo?
- ✦ Ke karolo efe e iphetaphetang ya paterone?
- ✦ Re ka atolosa paterone jwang?

Baithuti ba tswela pele ka paterone ka ho ema kapa ho dula.

- ✦ Ho ka latela eng kamora moo?
- ✦ Na ho na le mang kapa mang ya ka kenang moleng? O tla etsa eng? Pheta ketsahalo o sebedisa maemo a mang a mmele, ho etsa mohlala, ho kgumama le ho paqama fatshe.

Kgetha baithuti ba robedi hore ba itlhophise ho ya ka paterone eo ba e batlang.

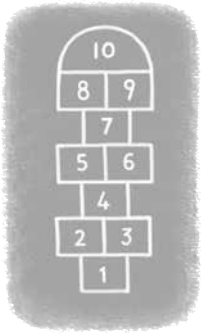
- ✦ Le entse qeto jwang hore le tla etsa eng pateroneng ya lona?
- ✦ Le entse paterone e jwang? Le tseba jwang hore ke paterone?
- ✦ Re ka atolosa paterone eo jwang?

Baithuti ba bang ba kena moleng mme ba atolosa paterone eo.

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

KELETSO

Etsa bonnete ba hore ho na le metsamao eo baithuti bohle ba kgonang ho nka seabo ho yona, ho kenyeletswa baithuti ba nang le phokolo mmeleng kapa motsamaong.



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?

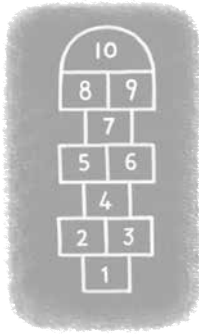
Now learners should look at the tray and try to remember what objects are on it. Cover the tray with a cloth and then remove one object. Lift the cloth. Learners say which object is missing. Repeat, removing a different object each time.

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?





Kgokahanyo

Puo ya Lapeng: Ho Ngola ho Holang: Taka dipaterone.

Bokgoni ho tsa Bophelo: Ntshetsopele ya mesifa e menyane: Ho hlwaya, ho kopolla le ho atolosa dipaterone tikolohong. Ntshetsopele ya mesifa e meholo: Penta keriti ya sekotjhe ka ntle kapa o e take fatshe ka tjhoko. Baithuti ba tlolela ho diboloko tsa keriti ba latela tatellano ya dinomoro, ba fihla ba tsepama ka maoto mmoho kapa maoto a arohane, ho ya ka lenane la diboloko moleng ka mong wa keriti.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Dintho tse 6 tsa kamehla – Karete ya dipaterone ya 'Ke eng e siyo?'
- Terei – Karete ya dipaterone ya *Unifix*
- Setshelo bakeng sa moithuti ka mong se nang le:
 - Difaha tsa sebopoho (Khiti ya Disebediswa)
 - Diboloko tsa *Unifix*
 - Diboloko tsa makgetha tse 10

1. **Difaha tsa sebopoho:** Ere baithuti ba o bontshe lenane la difaha tse pakeng tsa 1 le 7. Baithuti ba bea difaha ka ditlhophiso tse fapaneng tsa lenane le tshwanang.

Dipotso tse tataisang:

- ★ Ho na le difaha tse kae tse kgubedu/tshehla?
- ★ Na o ka mpontsha difaha tse supileng?
- ★ Mpontshe difaha tse nne. O entse eng ho fumana tse nne?
- ★ O lokela ho etsa eng ho fumana tse tsheletseng?

2. **Ke eng e siyo? (Papadi ya Kim):** Bea dintho tse hlano hodima terei, e le nngwe ka nako ha baithuti ba ntse ba shebelletse.

Dipotso tse tataisang:

- ★ Ke beile eng hodima terei pele?
- ★ Ke beile eng hodima terei kamora moo?
- ★ Ke beile eng hodima terei qetellong?

Jwale baithuti ba lokela ho sheba tereing mme ba leke ho hopola hore ke dintho dife tse moo. Kwahela terei ka lesela mme ebe o tlosa ntho e le nngwe. Phahamisa lesela. Baithuti ba bolela hore ke dintho dife tse siyo. Pheta hape, o ntse o tlosa ntho e fapaneng nako ka nngwe.

3. **Paterone ya Ke eng e siyo?:** Baithuti ba nka karete ya dipaterone ya 'Ke eng e siyo?' ka setshelong sa bona. Ba bolela hore ke karolo efe ya paterone e siyo mme ba hlophisa diboloko tsa bona tsa makgetha ho kopolla paterone eo, ba tlatsa sekgeo sa karolo eo e siyo.



Dipotso tse tataisang:

- ★ Ho tla eng pele/kamora moo/qetellong?
- ★ Ke eng e siyo?

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. **Ho kopolla le ho atolosa paterone ya rona:** Baithuti ba sebedisa diboloko tsa bona tsa *Unifix* ho kopolla le ho atolosa paterone ho tswa ho Karete ya dipaterone ya *Unifix* (ka ho theosa le ho rapama).



Dipotso tse tataisang:

- ★ Ke eng e tlang pele/kamora/e latelang?
- ★ Na o ka getella paterone?
- ★ Ke karolo efe ya paterone e iphetang?

5. **Ho iketsetsa paterone:** Baithuti ba etsa paterone ka diboloko tsa makgetha mme ba hlalosa paterone ya bona. Ho etsa mohlala:

- ★ Lekgetha le le leng: sebopelo: sedikadikwe, kgutlonnetsepa, kgutlotharo.
- ★ Makgetha a mabedi: mmala le sebopelo: sedikadikwe se sekgubedu, kgutlonnetsepa e tshehla, kgutlotharo e tala.

Dipotso tse tataisang:

- ★ Na o ka hlalosa paterone ya hao?
- ★ Ke eng e etsang hore e be paterone?
- ★ O ka tswela pele jwang ka paterone ya hao?

Etsa tatelano ya diboloko tsa makgetha eo e seng paterone.

- ★ Na ntho ena ke paterone? Mpolelle hore ke hobaneng e se yona.

KELETSO

Haeba paterone e nang le makgetha a mabedi e le thata haholo bakeng sa baithuti, ba ka nna ba etsa paterone e nang le lekgetha le le leng.



Lekola hore baithuti ba kgona ho:

- heletsa le ho aha dinomoro pakeng tsa 1 le 7
- bopa le ho hlalosa dipaterone tsa bona tse nang le mebala le dibopelo tse tharo
- atolosa paterone e iphetaphetang
- hlalosa hore ebe ntho ke paterone kapa ha se yona
- bontsha karolo ya paterone e iphetang

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Dikgetjhana tsa pampiri e mmala tse 'telele' le tse 'kgutshwane' tse manamisitsweng ka paterone hodima leqephe le le lelele la pampiri
- Maqephe a malelele a pampiri – 1 ho moithuti ka mong
- Dibopelo tse kgutlonne tse sehilweng ka disease tse pedi: 'telele' le e 'kgutshwane'
- Sekgomaretsi

Baithuti ba manamisa dikgetjhana tsa dipampiri bakeng sa ho kopolla le ho atolosa paterone.



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.



Seteishene sa tshebetso sa 2

Tseo o di hlohang

- Dikarete tsa dipaterone tse nang le dipaterone tse mmala tse sa fellang moleng ka mong
- Pente, diborosolo tsa pente
- Pampiri

Baithuti ba sebedisa dipente ho kopolla le ho atolosa dipaterone tse dikareteng. Ba iketsetsa dipaterone tsa bona.



Seteishene sa tshebetso sa 3

Tseo o di hlohang

- Dikarete tsa dipaterone tsa dipalesa
- Dipetale tsa dipalesa tsa pampiri le mahlaku tse sehilweng (tse 16 tsa e nngwe le e nngwe ho moithuti ka mong)
- Dikerayone
- Sekgomaretsi, diborosolo
- Sekgetjhana sa pampiri ho moithuti ka mong



Baithuti ba manamisa dipetale le mahlaku a dipalesa hodima pampiri ho kopolla le ho atolosa paterone. Ba sebedisa dikerayone ho kgabisa leqephe la bona.

Seteishene sa tshebetso sa 4

Tseo o di hlohang

- Sete ya didomino

Baithuti ba nyalanya didomino le lenane le tshwanang la matheba.



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

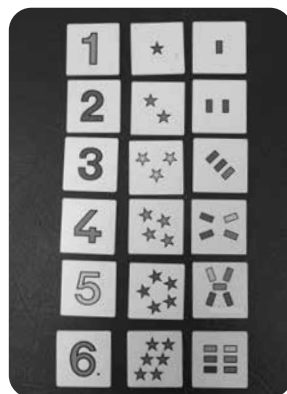
three fewer
enough

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.



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

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

Tsebo e ntjha

- Nomoro ya 6
- Pedi/tharo ho feta/ka tlase
- Dihlopha tse lekanang
- Ho bala ho tswela pele

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 7–1
- Ho bala dintho 1–7
- Ho hlahlamanya dinomoro 1–5
- Ho hatella kgopolo ya dinomoro 1–5

Tlotlontswe e ntjha ya mmetse

tshelela
pedi ho feta

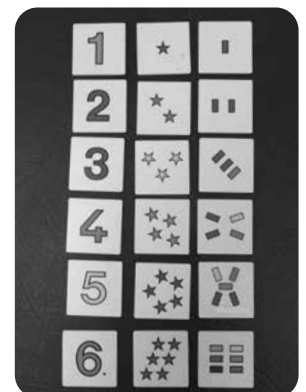
tharo ka tlase
lekane

lenane le lekanang
eketsa ho

Ho itokisetša

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

- frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 6 (leqephe la 205)
- dikarete tse 5 tsa matheba, matshwao le tsa mantswe tsa nomoro ya 6
- majwe a maholo a 7
- matata a 7 a maholo a letsopa la ho bapala/a polastiki/a khateboto
- karete ya letshwao la nomoro ya 6 (molapalo)
- dikgofu tse 7 tse kgolo tsa khateboto tse sehilweng
- letaese le leholo le entsweng ka lebokoso
- thempleiti ya hlama ya ho bapala: Nomoro ya 6 (leqephe la 211) – 1 ho moithuti ka mong
- hlama ya ho bapala
- leqephe le sa ngollang la A4 ka hara enfolopo ya polastiki – 1 ho moithuti ka mong
- setshelo sa diboloko tsa *Unifix* bakeng sa baithuti ba babedi sehlotshwaneng
- dikarete tsa nyalanang tsa dinomoro le ditshwantsho 1–6 – 1 ho moithuti ka mong.



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:

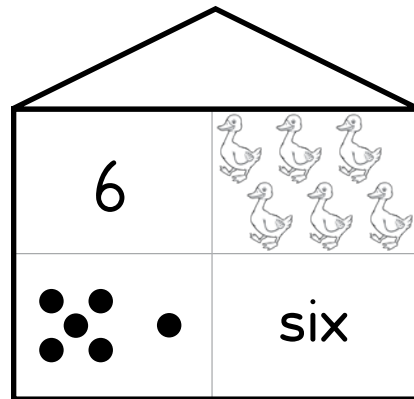
- ★ Was it more or fewer than seven times?
- ★ How do you know?
- ★ Can you all flap seven times?

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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Raeme: *Ke nako ya dipaterone* (leqephe la 191)
- *Pale ya nomoro ya 6* (leqephe la 191)
- Frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 6 (leqephe la 205)

KELETSO

Ho etsa dipina le diraeme tse ithutilweng dibekeng tse fetileng lenaneong la letsatsi le letsatsi, ho etsa mohlala, nakong ya ditlwaelo tsa ho sebedisa ntlwana.

1. **Raeme:** Etsa raeme, *Ke nako ya dipaterone* ho tswa ho Beke ya 1.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Baithuti ba dula ka sedikadikwe. Kopa moithuti ho otlanya mapheo makgetlo a mmalwa jwaloka letata.

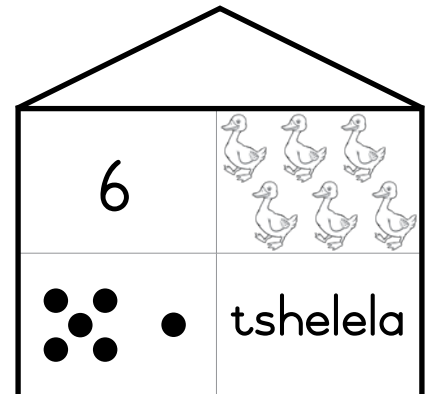
Dipotso tse tataisang:

- ★ Na e bile makgetlo a fetang kapa a ka tlase ho a supileng?
 - ★ O tseba jwang?
 - ★ Na kaofela ha lona le ka otlanya mapheo makgetlo a supileng?
4. **Ho tsebisa nomoro ya 6:** Supa difrizi tsa dinomoro 1–5.

Dipotso tse tataisang:

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

Pheta *Pale ya nomoro ya 6*. Ntlo ya diphoofole ke moo pale ena e tsepameng teng. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o bopa pale ya diphoofole le ditshwantsho tsa ntlo: dipontsho tse fapaneng tsa nomoro ya 6, ho etsa mohlala, setshwantsho, matheba, letshwao le lentsewe. Bea dikarolo tsa frizi ka hara ntlo ya diphoofole leboteng karolong ya mmetse. Balang matata mmoho.



Dipotso tse tataisang:

- ★ Ke mang ya kileng a bona letata? Hokae?
 - ★ Letata le etsa modumo ofe?
 - ★ Na o ka kakatletsa ha tshelala? Na o ka tsamaya jwaloka letata ha o ntse o kakatletsa?
 - ★ Ho na le matata a makae a mangata ho feta ditshwene?
 - ★ Ho na le dithuhlo tse kae tse mmalwa ho feta ditshwene?
 - ★ Haeba letata ka leng le qhotsitswe ho tswa leheng, ho ne ho ena le mahe a makae?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

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?

Letsatsi la 2

Tseo o di hlohang

- Pina: *Matata a manyane a tsheletseng* (leqephe la 191)
- Dikarete tse 5 tsa matheba, matshwao le mantswe tsa nomoro ya 6
- Dikarete tsa dinomoro tsa ditshwantsho, matshwao le matheba 1–6 (*Khiti ya Disebediswa*)

1. **Pina:** Tsebisa pina, *Matata a manyane a tsheletseng*.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Kgetha baithuti ba babedi ho fapanyetsana ka ho otlanya mapheo makgetlo a mmalwa ho feta a tsheletseng ha baithuti ba bang ba ntse ba opa matsoho. Bapisa lenane la ho otlanya mapheo. Botsa dipotso tse tshwanang le tsa Letsatsi la 1. Baithuti bohle ba otlanya mapheo mme ba bala ha wena o ntse o opa matsoho ho tloha ho 1 ho isa ho 7.
4. **Papadi ya dikarete tsa matheba ya 1–6:** Bontsha dikarete tsa ditshwantsho, matheba le tsa matshwao a dinomoro tsa 1–6. Baithuti ba itlhophisa ka dihlotshwana ho ya ka karate eo o ba bontshang yona.
5. **Tafole ya mmetse:** Dihlotshwana tsa baithuti ba tsheletseng di bokella dintho tse tshwanang tse tsheletseng tse nyane ka ntle, ho etsa mohlala, makala kapa mahlaku. Baithuti ba kgutlela mmateng ho dula dihlotshwaneng tsa bona. Sehlotshwana ka seng se bolela hore se fumane eng le hore ke dintho tse kae. Buisanang ka ho tshwana le ho fapana ha dintho tseo ba di bokelletse. Fana ka karete ya matheba, letshwao kapa lentswe ya nomoro ya 6 ho sehlotshwana ka seng. Sehlopha se le seng ka nako se bea dintho tsa sona le karete ya nomoro ya 6 hodima tafole.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

KELETSO

Ha le bopa dihlotshwana buisanang ka hore ke bomang ba nang le tse lekaneng bakeng sa tshela, ke tse kae tse ngata ho feta, jwalojwalo.



Letsatsi la 3

Tseo o di hlohang

- Pina: *Matata a manyane a tsheletseng* (leqephe la 191)
- Majwe a maholo a 7
- Matata a 7 a hlama ya ho bapala/a polastiki/a khateboto
- Dikarete tsa matheba 1–6 (*Khiti ya Disebediswa*)

1. **Pina:** Binang pina, *Matata a manyane a tsheletseng* mme le e tshwantshise.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Bana ba dula ka sedikadikwe. Pheta pale e kgutshwane ha o ntse o bea majwe a tsheletseng le matata a supileng bohareng ba sedikadikwe moo baithuti bohle ba ka a bonang.

Dipotso tse tataisang:

- ★ O nahana hore ho na le majwe/matata a makae?
- ★ Na ho na le matata a mangata/mmalwa ho feta kapa majwe a mangata/mmalwa ho feta?
- ★ O tseba jwang?



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.

KELETSO

Hopotsa baithuti ba tshwereng dikarete ho ikenyeletsa le bona ha ba bala lenane la baithuti ba sehlotshwaneng sa bona.

4. **Dikarete tsa matheba le ho bea dinomoro ka tatelano 1–6:** Bontsha baithuti dikarete tsa matheba 1–6. Efa baithuti ba tsheletseng karete ya matheba moithuti ka mong ho tloha ho 1 ho isa ho 6. Ere ba etse dihlotshwana le metswalle ho ya ka lenane la matheba a kareteeng ya bona.

Dipotso tse tataisang:

- ✦ Ho tla ba le ba bakae haeba sehlotshwana sa baithuti ba babedi se kopana le sehlotshwana sa baithuti ba bararo?
- ✦ Na ho na le sehlotshwana se nang le lenane la baithuti sehlopheng sa bona le lekanang le la dihlopha tse pedi ha di kopane mmoho?

Pheta hape ka manane a mang le baithuti ba bang. Baithuti bao e seng karolo ya sehlotshwana ba hlophisa dihlotshwana ka tatellano ho tloha ho 1 ho isa ho 6.

- ✦ Ke sehlotshwana sefe se latelang?
- ✦ Ke sehlotshwana sefe sa ho qetela?

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

Letsatsi la 4

Tseo o di hlokang

- Pina: *Matata a manyane a tsheletseng* (leqephe la 191)
- Matata a 7 a hlama ya ho bapala/a polastiki/a khateboto
- Dikgofu tse 7 tsa khateboto
- Molapalo le dikarete tsa matshwao a dinomoro 1–6

1. **Pina:** Binang pina, *Matata a manyane a tsheletseng* mme le e tshwantshise mmoho le sehlotshwana se seng sa baithuti.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Bea matata a supileng le dikgofu tse supileng tsa khateboto moo baithuti bohle ba ka di bonang.

Dipotso tse tataisang:

- ✦ O nahana hore ho na le dikgofu tse kae/matata a makae?
- ✦ Na ho na le lenane le lekanang la dikgofu le la matata?
- ✦ Na ho na le matata a mangata/mmalwa ho feta kapa dikgofu tse ngata/mmalwa ho feta? O tseba jwang?

4. **Motantsho wa nomoro ya 6:** Mmoho etsang motantsho wa nomoro ya 6. Opang makgetlo a tsheletseng, tlongang makgetlo a tsheletseng, tjhetjhang mehato e tsheletseng, jwalojwalo. Kopa baithuti hore ba etse ditlhaliso.

5. **Papadi ya nomoro ya 6:** Baithuti ba kwala mahlo a bona ha wena o pata matata a tsheletseng hohle ka phaposeng ya borutelo. Jwale baithuti ba fana sebaka sa ho akgela letaese. Haeba le ka hlahisa nomoro ya 6, ba batlana le letata. Ba fe mehlala ka ho dula o ntse o re ‘o a tjhesa’ haeba ba atamela moo letata le leng teng, ‘o a bata’ haeba ba ya hole, le ‘o a futhumala’ haeba ba eya lehlakoreng le nepahetseng. Baithuti ba bala matata mmoho ha a ntse a fumanwa. Ba bea letshwao le nepahetseng la nomoro 1–6 hodima molapalo. Moithuti o sebedisa letata le le leng ho tloha ho tloha ho 1 ho isa ho 6 molapalong ha tlelase e ntse e bala.

KELETSO

Pheta metsamao e meraro ka tatelano makgetlo a mmalwa pele o kenya metsamao e meng e metjha.



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:

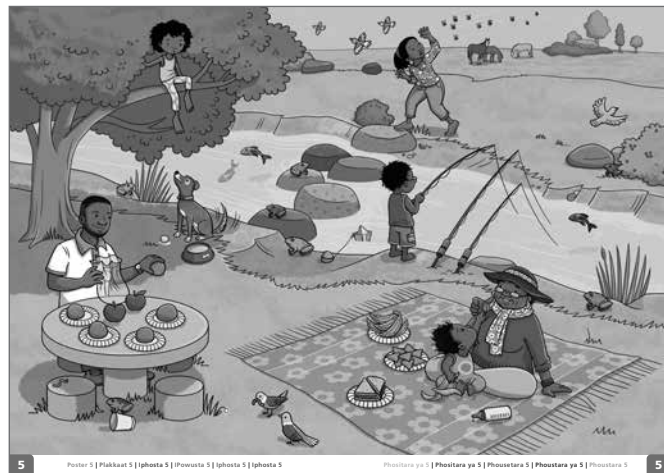
- ★ Are there more learners or more snack boxes? How do you know? Together look inside the boxes.
- ★ Which snack box has two/three/four/five things in it?
- ★ Is this more or fewer than seven things?

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.

Dipotso tse tataisang:

- ★ Re fumane matata a makae?
- ★ Ke baithuti ba bakae ba fumaneng sebaka sa ho batla letata?
- ★ Ke matata a makae hape ao re sa ntseng re lokela ho a batla ho etsa a tsheletseng sehlopheng sena? O tseba jwang?

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

Letsatsi la 5

Tseo o di hloakang

- Pina: *Matata a manyane a tsheletseng* (leqephe la 191)
- Phoustara ya 5
- Mabokoso a diseneke a 7 a baithuti
- Masking theipi/tjhoko

1. **Pina:** Binang pina, *Matata a manyane a tsheletseng* mme le e tshwantshise.
2. **Ho bala ka molomo:** 1–20 le 7–1.
3. **Ho bala dintho 1–7:** Mmoho balang baithuti ba supileng ha ka bonngwe ba ntse ba lata mabokoso a bona a diseneke.

Dipotso tse tataisang:

- ★ Na ho na le baithuti ba bangata ho feta kapa mabokoso a diseneke a mangata ho feta? O tseba jwang?

Mmoho shebang ka hara mabokoso.

- ★ Ke lebokoso lefe la diseneke le nang le dintho tse pedi/tharo/nne/hlano ka hara lona?
- ★ Na di ngata/mmalwa ho feta dintho tse supileng?

4. **Seporo sa ho tlola:** Sebedisa masking theipi kapa tjhoko ho etsa leri mmateng hore baithuti ba tlole ho yona ha tlelase e ntse e bala ho tloha ho 1 ho isa ho 6.

Dipotso tse tataisang:

- ★ Na o ka tlolela nomorong e fetang eo o emeng ho yona ka nngwe/ka tlase ka pedi, e fetang ka pedi/e ka tlase ka tharo?
- ★ Na o ka ema hodima 2/3/4 mme o bale ho tloha nomorong eo ho ya pele ha o ntse o tlola?

5. **Ho etsa 1–6:** Buisanang ka Phoustara ya 5. Bua ka seo baithuti ba se bonang.

Dipotso tse tataisang:

- ★ O nahana hore batho bana ba hokae?
- ★ Na ho na le ntho e setshwantshong sena eo o kileng wa e bona?



KELETSO

Haeba baithuti ba sa sebedise mabokoso a diseneke, sebedisa dintho tse ding, ho etsa mohlala, mabokoso le diboloko.

KELETSO

Ipheng nako ya ho buisana ka dipikiniki. Tsamaya dipakeng tsa baithuti ho ba bontsha 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?

 **KELETSO**
Kgothaletsa baithuti ho nahana ka dipotso tsa dinomoro tseo ba ka ratang ho di botsa?

- ✦ Na o bona dintho tse hlano/tsheletseng, jwalojwalo tsa ntho efe kapa efe?
 - ✦ O tseba jwang hore di hlano/tsheletse, jwalojwalo?
 - ✦ O bona difate tse kae? Re hloka tse kae hape hore di be tshelela?
 - ✦ O bona dinonyana tse kae? Re hloka ho etsa eng hore re be le dinonyana tse tsheletseng? Dipanana tsona?
 - ✦ Na ho na le dirolo tse lekaneng bakeng sa motho ka mong? Re ka etsa eng hore e mong le e mong a be le rolo?
 - ✦ O bona diapole tse kae? Ntate o lokela ho etsa eng hore batho bohle ba fumane sekotwana sa apole?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng: Dipale, dipina le diraeme.

Bokgoni ho tsa Bophelo: Ntshetsopele ya mesifa e moholo le tshupiso.

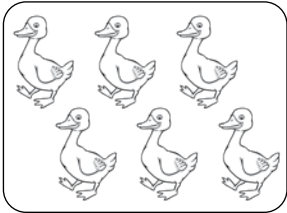
Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Matata a 6
- Majwe a 3 a maholo
- Frizi ya nomoro bakeng sa 6
- Hlama ya ho bapala le diboto
- Pampiri ya A4 le dipentshele
- Setshelo bakeng sa moithuti ka mong se nang le:
 - Dikarete tsa matshwao a dinomoro le mantswe a dinomoro 1–6 (*Khiti ya Disebediswa*)
 - Dibadi tse 7 tsa diphoofole
 - Difaha tsa sebopoho

1. **Ho rarolla bothata:** Bontsha baithuti matata a tsheletseng. Bea majwe a mararo pela a mararo a matata.
Dipotso tse tataisang:
 - ✦ Ho na le matata a makae?
 - ✦ Ho na le majwe a makae?
 - ✦ Na ho na le majwe a lekaneng hore letata ka leng le kgone ho dula hodima ona?
 - ✦ Ke matata a makae a sa tlong ho ba le majwe a ho dula?
 - ✦ Re hloka majwe a makae hape hore letata ka leng le be le lejwe le leng?
2. **Ho bala dintho 1–7:**
Dipotso tse tataisang:
Baithuti ba sheba diphoofole tse ka hara ditshelo tsa bona.
 - ✦ Na o na le dibadi tsa diphoofole tse ngata kapa tse mmalwa ho tshelela ka hara setshelo sa hao?
 Baithuti ka bonngwe ba bala diphoofole tsa bona 1–7.
Sheba frizi ya dinomoro mmoho le baithuti.
 - ✦ Ke nomoro efe eo re ithutang ka yona bekeng ena?
 - ✦ Na nomoro ena e ka feta kapa e ka tlase ho lenane la diphoofole tseo o nang le tsona?



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.

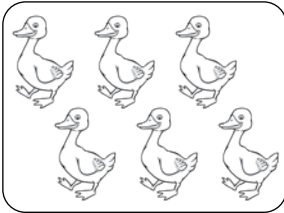
- ★ How many more beads do you need to make 4?
- ★ Can you add one/two more beads?
- ★ How many beads do you have now?
- ★ Can you take one/two beads away?
- ★ How many beads do you have now?

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



Mmoho balang matata a ho frizi ya diphoofolo.

- ✦ O hloka eng ho etsa hore o be le diphoofolo tse tsheletseng feela sehlopheng sa hao?
- ✦ Kgutlisetsa diphoofolo tse tharo ka setshelong sa hao. O se o ena le diphoofolo tse kae jwale hodima mmata ka pela hao?
- ✦ Diphoofolo tsa hao tse tharo di na le mahlo a makae mmoho? Ditsebe tse kae?

3. **Ngata ho, mmalwa ho, lekana le:** Baithuti ba etsa dihlopha tse pedi ka diphoofolo tse tsheletseng tse ka ditshelelong tsa bona.

Dipotso tse tataisang:

- ✦ Ke sehlotshwana sefe se nang le tse ngata/mmalwa?
- ✦ Ke mang ya nang le lenane le lekanang la diphoofolo sehlotshwaneng ka seng?
- ✦ O hloka ho etsa eng ho etsa hore dihlotshwana tsa hao di lekane? (Haeba di ne di sa lekane.)

4. **Ho nyalanya matshwao a dinomoro 1–6 le dintho:** Baithuti ba sheba dikarete tsa bona tsa matshwao a dinomoro tse ka ditshelelong tsa bona le ho frizi ya dinomoro.

Dipotso tse tataisang:

- ✦ Na o ka mpontsha nomoro ya 1, 4, jwalojwalo?
- ✦ Na o ka mpontsha nomoro e tlang pele ho/kamora 3/5, jwalojwalo?

Bapalang papadi ka ho pata matsoho a hao kamora hao. Bontsha pakeng tsa monwana o le mong le e tsheletseng. Baithuti ba bala diphoofolo ho nyalanya menwana ya hao mme ba kgetha letshwao la nomoro le nyalanang le karete ya lentswe. Pheta sena makgetlo a mmalwa.

5. **Difaha tsa sebopeho:** Baithuti ba sebedisa difaha tsa sebopeho ho bala.

Dipotso tse tataisang:

- ✦ Na o ka mpontsha difaha tse nne, difaha tse pedi ka hodima tse 4, difaha tse tharo ka tlase ho tse 6, jwalojwalo?

Baithuti ba tshwara difaha tse pedi ka letsohong.

- ✦ O hloka difaha tse kae hape hore di etse 4?
- ✦ Na o ka eketsa sefaha se le seng/tse pedi ho feta?
- ✦ O se o ena le difaha tse kae jwale?
- ✦ Na o ka tlosa sefaha se le seng/tse pedi?
- ✦ Jwale o se o ena le difaha tse kae?

6. **Ho ikwetlisa ka nomoro ya 6 o sebedisa hlama ya ho bapala:**

Baithuti ba etsa letshwao la nomoro ya 6 ka hlama ya ho bapala. Tshehetsa baithuti ba seng ba loketse ho ngola 6.



Lekola hore baithuti ba kgona ho:

- bala dintho 1–7
- hlwaya ngata ho, mmalwa le ho etsa dihlopha tse pedi tse lekanang
- elellwa, ho bolela le ho nyalanya dintho ho matshwao a dinomoro 1–6
- rarolla mathata ho fihla ho 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.

KELETSO

Bea dikarete tsa dinomoro hodima tafole hore baithuti ba kopolle ha ele hore molapalo o hole haholo.

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Leqephe le sa ngollang la A4 ka hara enfolopo ya polastiki – le 1 ho moithuti ka mong
- Lesela bakeng sa baithuti ka bobedi
- Molapalo
- Dikoki tsa tlapatshweu
- Dibadi (*Khiti ya Disebediswa*)

Baithuti ba ngola nomoro ya 1 ka dikoki ba sebedisa molapalo jwaloka tataiso. Ba bala lenane la dibadi (se le seng) ho nyalanya sena. Pheta hape ka dinomoro 2–6.

Seteishene sa tshebetso sa 2

Tseo o di hlokang

- Hlama ya ho bapala
- Thempleiti ya hlama ya ho bapala: Nomoro ya 6 (leqephe la 211) – 1 ho moithuti ka mong

Baithuti ba sebedisa hlama ya ho bapala ho qetella thempleiti.

Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Ho bobedi ba baithuti: – Letaese le le leng
- Setshelo se nang le diboloko tsa *Unifix*

Baithuti ba fana sebaka ka bobedi ho lahlela letaese mme ba pakele lenane le nyalanang la diboloko tsa *Unifix* ho etsa tora. Jwale ba lahlela letaese hape mme ebe ba eketsa diboloko tse ding tsa *Unifix* ho tora ya bona ho ya ka nomoro e hlahileng letaeseng.



KELETSO

Sena se ka hlahoswa e le papadi ya ho twanyatsa kapa ya kgopolo haeba baithuti ba kgona ho e bapala ka bobona ba ikemetse.

Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Dikarete tse nyalanang tsa dinomoro le ditshwantsho bakeng sa 1–6

Baithuti ba kgetha dikarete. Ba fumana dikarete tse nyalanang tsa nomoro le tsa ditshwantsho.

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).



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

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

Tsebo e ntjha

- Nomoro ya 7
- Ho bala ka molomo: o kgutlela morao 10–1
- Ho bala dintho 1–10

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20, o kgutlela morao 7–1
- Ho hlahlamanya dinomoro 1–6
- Tse ngata/mmalwa ka pedi/tharo
- Kopanya, tlosa
- Hatella kgopolo ya dinomoro 1–6

Thotlontswe e ntjha ya mmetse

supa

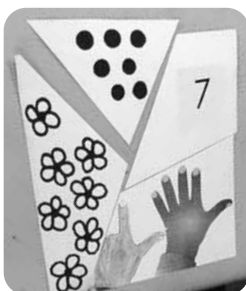
tse ngata kamoo

phapang pakeng tsa

Ho itokisetša

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

- frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 7 (leqephe la 207)
- dinqanqane tse 7 tse sehilweng khatebotong (tse 5 tse sootho le tse 2 tse tala)
- mola wa ho aneha o nang le dikarete tsa matshwao a dinomoro 1–7
- dikarete tse 5 tsa matheba, matshwao le mantswe tsa nomoro ya 7
- dikarete tsa matheba a nomoro ya 7 moo matheba a beilweng ka ho fapana ho e nngwe le e nngwe
- dikarete tse 7 tsa A5 karete ka nngwe e na le nomoro ho tloha ho 1 ho isa ho 7 le kgwele ho etsa difaha tsa molaleng tsa dinomoro
- dintsintsi tsa hlama ya ho bapala
- dikarete tsa matheba a dinomoro 1–7, sete e le nngwe ho moithuti ka mong
- thempleiti ya hlama ya ho bapala: Nomoro ya 7 (leqephe la 213) – 1 ho moithuti ka mong
- hlama ya ho bapala – e lekaneng diketsahalo tse pedi
- kopi ya pampiri e 1 ho moithuti ka mong
- setshelo se nang le dikwahelo tsa botlolo/difaha ho tlatsa dikopi
- leqephe la A4 ho moithuti ka mong le nang le setshwantsho sa ditshelo tse pedi, tse leibotsweng ka letshwao la nomoro pakeng tsa 1 le 7 (sheba Seteishene sa tshebetso sa 2)
- dipompong tse mebala e fapaneng tse sehilweng pampiring (sheba Seteishene sa tshebetso sa 2)
- diphazele tsa 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.

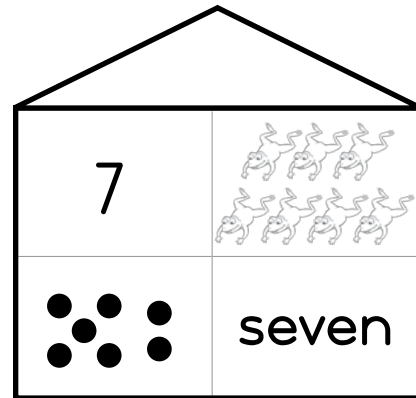
Guiding questions:

- ★ 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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Pina: *Dinqanqane tse supileng tse tala tse matheba* (leqephe la 193)
- Frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 7 (leqephe la 207)
- Pale ya nomoro ya 7 (leqephe la 193)

1. **Pina:** Bina pina, *Dinqanqane tse supileng tse tala tse matheba*.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Phahamisa monwana o le mong ka nako mme mmoho balang ho tloha ho 1–10. Baithuti ba sheba ka ho mphato mme ba fpanyetsana ho balana menwana.



KELETSO

Ha ho kgoneha, kopa baithuti hore ba tle le para ya ditlalafo sekolong. Bontsha mohlala mme le buisane ka seo ba se utlwisisang ka lentswe lena 'para' (sete ya dintho tse pedi tse sebediswang mmoho). Ba ka nahana ka dipara tse mmeleng ya bona, ho etsa mohlala, matsoho, maoto, mahlo, jwalojwalo.

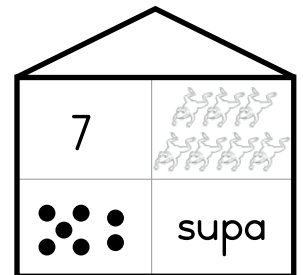
Dipotso tse tataisang:

- ★ O na le menwana e mekae matsohong ka bobedi?
 - ★ Ke eng hape eo re nang le tse leshome tsa yona mmeleng ya rona?
4. **Ho tsebisa nomoro ya 7:** Supa ho difrizi tsa dinomoro 1–6.

Dipotso tse tataisang:

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

Pheta *Pale ya nomoro ya 7*. Bontsha dikarolo tsa frizi ya dinomoro ha o ntse o ahella pale ya diphoofolo le ditshwantsho tsa ntlo: ditsela tse fapaneng tsa ho emela nomoro ya 7, ho etsa mohlala, setshwantsho, matheba, letshwao le lentswe. Bea dikarolo tsa frizi ka hara ntlo ya diphoofolo pela nomoro ya 6 leboteng sebakeng sa mmetse. Balang dinqanqane mmoho.



Dipotso tse tataisang:

- ★ Ho na le dinqanqane tse kae tse fetang matata?
 - ★ Ho na le ditshwene tse kae tse mmalwa ho feta dinqanqane?
 - ★ Ke nomoro efe e tlang pele ho 5/6; ka mora 3/4, jwalojwalo? Tswantshisang ho ba senqanqane.
 - ★ Senqanqane se etsa modumo o jwang?
 - ★ Na o ka mpontsha hore di tsamaya/di ja jwang?
 - ★ Ke mahlo a mekae ao senqanqane se le seng/dinqanqane tse pedi/ dinqanqane tse tharo di nang le ona?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



KELETSO

Pele o tsebisa tsebo e ntjha, botsa baithuti hore ba ne ba ntse ba balla morao ba qala nomorong efe, le hore ba ne ba ntse ba bala ho fihlela dinthong tse 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.

Letsatsi la 2

Tseo o di hlohang

- Pina: *Dinqanqane tse supileng tse tala tse matheba* (leqephe la 193)
- Pina: *O le mong o monyane, e mmedi e menyane* (leqephe la 193)
- Dikarete tsa matheba, ditshwantsho le matshwao
- a dinomoro 1–7 (*Khiti ya Disebediswa*)
- Dikarete tse 5 tsa matheba, matshwao le mantswa a nomoro ya 7

1. **Pina:** Binang pina, *Dinqanqane tse supileng tse tala tse matheba* mme le e tshwantshise.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Binang, *O le mong o monyane, e mmedi e menyane*, le ntse le bontsha menwana 1–10.
4. **Papadi ya dikarete tsa matheba 1–7:** Bapalang ‘papadi ya dihlopha’ ho tswa ho Beke ya 2 (leqephe la 45: Ketsahalo ya 4, Letsatsi la 3) ho bea baithuti ka dihlotshwana tsa ba supileng. Sebedisa dikarete tsa matheba, ditshwantsho le matshwao a dinomoro 1–7.

 **KELETSO**
Baithuti ba bokella dintho tse supileng tse lahlilweng hae kapa mabaleng a dipapadi bakeng sa ho resaekela.

5. Tafole ya mmetse:

Dihlotshwana tsa baithuti ba supileng di bokella dintho tse nyane tse supileng tse tshwanang ka hare le ka ntle ho phaposi ya borutelo, mohlala, diboloko, dikoki, majwe kapa dintho tse lahlwang. Baithuti ba kgutlela hodima mmata mme ba dula dihlotshwaneng tsa



bona. Sehlotshwana ka seng se bolela tseo ba di fumaneng le hore di kae. Buisanang ka ditshwano tse diphapang pakeng tsa dipokello. Efa sehlotshwana ka seng karete ya matheba, letshwao le lentswe la nomoro ya 7. Sehlotshwana se le seng ka nako se bea dintho tsa sona le dikarete tsa nomoro ya 7 hodima tafole.

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

Letsatsi la 3

Tseo o di hlohang

- Pina: *Dinqanqane tse supileng tse tala tse matheba* (leqephe la 193)
- Dinqanqane tse 7 tse sehilweng ho khateboto
- Dikarete tsa matheba bakeng sa 1–7
- Dikarete tsa matheba bakeng sa 7 (ka ditlhophiso tse fapaneng tsa matheba)
- Difrizi tsa dinomoro 1–6
- Frizi ya dinomoro: Nomoro ya 7 (leqephe la 207)

1. **Pina:** Binang pina, *Dinqanqane tse supileng tse tala tse matheba*. Sebedisa ditshwantsho ha le ntse le bina pina.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Pheta ketsahalo e tswang ho Letsatsi la 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. **Dikarete tsa matheba le ho bea ka tatelano 1–7:** Butlebutle bontsha baithuti dikarete tsa matheba tsa 1–7. Ba opa matsoho ha ba bona karete e nang le matheba a supileng. Bontsha baithuti metswako ya dikarete tsa matheba e etsang supa. Qala ka dikarete tsa matheba tsa 3 le 4.

Dipotso tse tataisang:

- ✦ Ho na le matheba a makae? (3)
- ✦ Ho na le matheba a makae? (4)
- ✦ Ho ba le matheba a makae ha re kopanya dikarete (3 le 4) mmoho? Pheta hape ka metswako e meng ya dikarete tsa matheba.
- ✦ Na ho na le dikarete tseo re eso ka re di sebedisa tseo re ka di kopanyang mmoho ho etsa matheba a supileng?

Bea dikarete tsa matheba moo baithuti ba ka di bonang. Ba fana sebaka sa ho kgetha dikarete tse pedi tse etsang nomoro ya 7. Bontsha dikarete tsa matheba bakeng sa 7 tse nang le metswako e fapaneng ya matheba.

Dipotso tse tataisang:

- ✦ Ho na le matheba a makae karete ka nngwe? Baithuti ba fana sebaka sa ho nyalanya dikarete tsa matheba bakeng sa 1–7 le dinomoro tse ho difrizi tsa dinomoro. Ba di bea ka tatelano e nepahetseng leboteng.

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

Letsatsi la 4

Tseo o di hlokanang

- Pina: *Dinqanqane tse supileng tse tala tse matheba* (leqephe la 193)
- Difaha tsa molaleng tse 7 tsa dinomoro 1–7
- Dipara tse 15 tsa ditlalafo kapa matsoho a sehilweng khatebotong
- Dinqanqane tsa khateboto tse 7
- Difrizi tsa dinomoro 1–7

1. **Pina:** Binang pina, *Dinqanqane tse supileng tse tala tse matheba* mmoho mme ebe le sheba difrizi tsa dinomoro 1–7.

Dipotso tse tataisang:

- ✦ Ho na le dintlo tse kae tseo o di bonang?
- ✦ Ho na le dinqanqane tse kae pineng eo?
- ✦ Na ho na le dintlo tse lekaneng hore re ka kenya senqanqane se le seng ntlong ka nngwe?


Baithuti ba manamisa senqanqane ntlong ka nngwe.

2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba bala menwana e ho para ya ditlalafo.

Dipotso tse tataisang:

- ✦ Na ho na le lenane la menwana ditlalafo le lekanang le la menwana e matsohong a hao?
- ✦ Na o kile wa bona ditlalafo tse nang le menwana e fetang/e mmalwa ho e leshome?

4. **Ho ikwetlisa le ho bea ka tatelano 1–7:** Etsa motantsho wa ‘Nomoro ya 7’, ho etsa mohlala, tila ka makgetlo a supileng, oma ka hlooho makgetlo a supileng mme o ise mmele kwana le kwana makgetlo a supileng.

 **KELETSO**
 Sena se ka etswa ka bobedi ka bobedi, dihlotshwana kapa motho ka mong ho ya ka hore ho na le dipara tse kae tsa ditlalafo. Sebedisa matsoho a sehilweng khatebotong haeba baithuti ba sa tla le ditlalafo.

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.

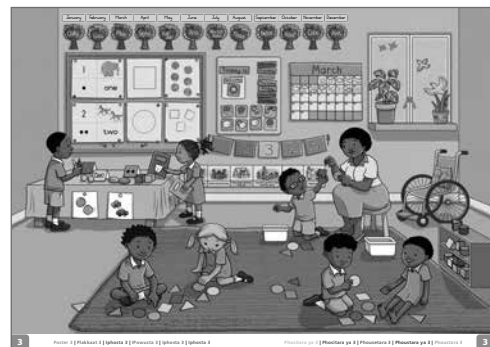
Guiding questions:

- ★ 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.

 **KELETSO**

Buisana le baithuti hore ke hobaneng ha ba lokela ho bitsa 'nomoro e ka tlase ka nngwe' ho nomoro e ngotsweng sefaheng sa bona.

Baithuti ba supileng ba rwala sefaha sa molala sa dinomoro se nang le nomoro ho tloha ho 1 ho isa ho 7 ho sona. Baithuti ba bang ba tataisa baithuti ba supileng ba nang le difaha tsa molala ho ema ka tatelano ho tloha ho 1 ho isa ho 7. Jwale moithuti ka mong ya nang le sefaha sa molala o etsa sehlopha se nyalanang le nomoro e sefaheng sa hae. Ba setseng ba bala dinomoro tse dihlopheng mme ba supa ho frizi ya dinomoro e nyalanang le tsona.

Dipotso tse tataisang:

- ✦ Ke metswalle e mekae eo o lokelang ho e bitsa haeba o ena le nomoro 5/6, jwalojwalo?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Pina: *Dinqanqane tse supileng tse tala tse matheba* (leqephe la 193)
- Masking theipi kapa tjhoko Phoustara ya 3
- Dipara tse 10 tsa ditlalafo kapa matsoho a sehilweng khatebotong
- Mokotla wa dinawa

1. **Pina:** Binang pina *Dinqanqane tse supileng tse tala tse matheba* mmoho.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Mmoho balang baithuti ba leshome hore ba dule ka mola mme le behe para e le nngwe ya ditlalafo ka pela moithuti ka mong.

Dipotso tse tataisang:

- ✦ Ho na le dipara tse kae tsa ditlalafo hodima mmata?
 - ✦ Na ho na le tse lekaneng bakeng sa moithuti ka mong wa bao ba leshome?
 - ✦ Re ka lekola jwang?
4. **Seporo sa ho tlola:** Sebedisa masking theipi kapa tjhoko ho etsa leri hodima mmata moo baithuti ba tla tlola ha tlelase e ntse e bala 1–7.

Dipotso tse tataisang:

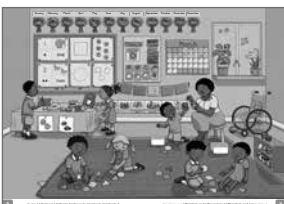
- ✦ Na o ka tlolela nomorong e fetang ka nngwe/e ka tlase ka pedi/e ka hodimo ka pedi/e ka tlase ka tharo ho nomoro eo o emeng ho yona?
 - ✦ Na o ka ema hodima nomoro 4/5/6 mme wa bala ho tloha moo ho ya pele o ntse o tlola?
 - ✦ Na o ka lahlela mokotla wa dinawa nomorong e fetang 6 ka nngwe?
5. **Ho ikwetlisa ka 1–7:** Buisanang ka Phoustara ya 3. Buang ka seo baithuti ba se bonang.

Dipotso tse tataisang:

- ✦ Ke ka tsela efe moo phaposi ena ya borutelo e tshwanang/fapaneng le ya hao?
- ✦ Na o bona dintho dife kapa dife tse supileng/tsheletseng, jwalojwalo?
- ✦ Na ho na le baithuti ba bangata ba emeng, kapa baithuti ba bangata ba dutseng?
- ✦ Ho na le difate tse kae tjhateng ya matsatsi a tswalo tse nang le mabitso a fetang bonngwe?

 **KELETSO**

Tlamella para ka nngwe ya ditlalafo kapa matsoho a sehilweng mmoho.



- ★ 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.

- ✦ Ke dinomoro dife tseo re ka di kenyang moleng wa ho aneha dinomoro? Hobaneng dinomoro tseo?
 - ✦ Ke nomoro efe e tlang pele/kamora/pakeng tsa _____?
 - ✦ Dinonyana tse supileng di fofa di feta fenstereng. Haeba re kgona ho bona tse nne ke tse kae tse fetileng?
 - ✦ Mmoho baithuti ba babedi ba na le dibopeho tse supileng. Haeba e mong wa baithuti a ena le dibopeho tse hlano, moithuti e mong o na le dibopeho tse kae?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng le Bokgoni ho tsa Bophelo: Qapa dipale le dipina mabapi le dinqanqane le dinomoro o sebedisa melodi e tlwaelehileng.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Dinqanqane tse 7 tse sehilweng khatebotong
- Dintsintsi tse 7 tsa hlama ya ho papala (dibolo tse nyane tsa hlama ya ho papala)
- Dikwahelo tsa polastiki tse 2 kapa dipoleiti tsa pampiri tse 2 ho moithuti ka mong
- Setshelo bakeng sa moithuti ka mong se nang le:
 - Dikarete tsa matheba a dinomoro 1–7
 - Dikarete tsa matshwao le mantswa a dinomoro 1–7 (*Khiti ya Disebediswa*)
 - Dibadi tse 7
 - Bolo ya hlama ya ho papala

1. **Dipalo tsa mantswa:** Sheba dinqanqane tse supileng le dintsintsi tse supileng tsa hlama ya ho papala.
Dipotso tse tataisang:
 - ✦ Se seng le se seng sa dinqanqane tse tshelatseng se ja ntsintsi. Ho setse dintsintsi tse kae?
 - ✦ O tseba jwang? A ko mpoelle hore o fumane karabo ya hao jwang.
2. **Ho ikwetlisa ka ngata ho feta, mmalwa ho feta, lekana le:** Sheba dinqanqane tse supileng le dintsintsi tse supileng hape.
Dipotso tse tataisang:
 - ✦ Na lenane la dinqanqane le feta, le mmalwa ho kapa le lekana le lenane la dintsintsi?
Balang dinqanqane le dintsintsi mmoho.
3. **Eketsa, tlosa:** Baithuti ba sebedisa dibadi ho emela dinqanqane. Ere ba o bontshe dinqanqane tse supileng (ba sebedisa dibadi).
Dipotso tse tataisang:
 - ✦ Ho tla sala dinqanqane tse kae haeba o ka tlosa dinqanqane tse tharo?
 - ✦ Ha re eketsa dinqanqane tse pedi. O tla ba le dinqanqane tse kae jwale? Baithuti ba sebedisa dibadi tse ka hara ditshelo tsa bona ho emela le ho rarolla mathata – ho etsa mohlala:
 - ✦ Dinqanqane tse hlano di batlana le dintsintsi. Dinqanqane tse ding di tala mme tse ding di sootho. Tse pedi tsa dinqanqane di sootho. Ke dinqanqane tse kae tse tala?
 - ✦ O tseba jwang? Mpoelle hore o fumane karabo ya hao jwang.

KELETSO

Kamehla kopa baithuti ho hlalosa hore ba rarollotse bothata jwang, kapa ba fumane dikarabo tsa bona jwang.

- ★ 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

- ✦ Senqanqane se setala se na le dintshintsi tse pedi. Senqanqane se sesoontho se na le dintshintsi tse nne. Senqanqane se sesoontho se feta senqanqane se setala ka dintshintsi tse kae?
 - ✦ O tseba jwang? Mpolelle hore o fumane karabo ya hao jwang.
4. **Ho bala dintho 1–10 le 10–1:** E mong le e mong ho baithuti o etsa le ho bala dintshintsi tse 10. Ba bala ho kgutlela morao ho tloha ho 10 ho isa ho 1.

Dipotso tse tataisang:

- ✦ Na o ka mpontsha dintshintsi tse 4/7, le tse ding jwalojwalo?
5. **Ho ikwetlisa ka dinomoro 1–7:** Baithuti ba ntsha karete ya letshwao la nomoro. Ba aha tora ka diboloko tsa *Unifix* ho di nyalanya le yona. Ba nyalanya dikarete tsa bona tsa matheba le dikarete tsa mantswe a dinomoro ho letshwao la nomoro le tora.

Dipotso tse tataisang:

- ✦ Na tora ya hao e na le lenane la diboloko tsa *Unifix* le lekanang le dintshintsi tseo ke nang le tsona?
 - ✦ Na tora ya hao e na le lenane la diboloko tsa *Unifix* le lekanang le lenane la dinqanqane?
6. **Tsukutla mme o arole:** Baithuti ba sebedisa dibadi tse supileng ho tsukutla le ho arola. Buisanang kamoo baithuti ba arotseng 7 ka teng. Bapisa dihlotshwana ka ho kopa baithuti ho bea dibadi tse tharo hodima sekwahelo se le seng le tse nne ho se seng.

Dipotso tse tataisang:

- ✦ Ke sekwahelo sefe se nang le dibadi tse ngata?
Kopa baithuti ho bea dibadi tse tshelletseng hodima sekwahelo se le seng le sebadi se le seng ho se seng.
 - ✦ Ke sekwahelo sefe se nang le dibadi tse mmalwa?
✦ Di mmalwa ka tse kae?
Kopa baithuti ho bea dibadi tse nne hodima sekwahelo se le seng le sebadi se seng hodima se seng.
 - ✦ Re ka etsa jwang hore dibadi tse sekwahelong ka seng di lekane?
7. **Letaese:** Lahlala letaese. Baithuti ka potlako ba bitsa lenane la matheba a letaeseng.
8. **Ho ikwetlisa ka nomoro ya 7 o sebedisa hlama ya ho papala:** Baithuti ba etsa letshwao la nomoro ya 7 ka hlama ya ho papala. Tsheheta baithuti ba seng ba loketse ho ngola 7.



Lekola hore baithuti ba kgona ho:

- bala dintho 1–10
- bala ba kgutlela morao 10–1
- hlwaya tse ngata ho, mmalwa ho le tse lekanang
- lemoha, nyalanaya, bolela le ho hlahlamanya dikarete tsa matshwao a dinomoro, mabitso a dinomoro le matheba a dinomoro 1–7
- nyalanya dintho le dikarete tsa matheba 1–7
- rarolla mathata a ho kopanya le ho tlosa ho fihlela ho 7
- hlwaya matheba a 1–6 hodima letaese

Workstation 1

What you need

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

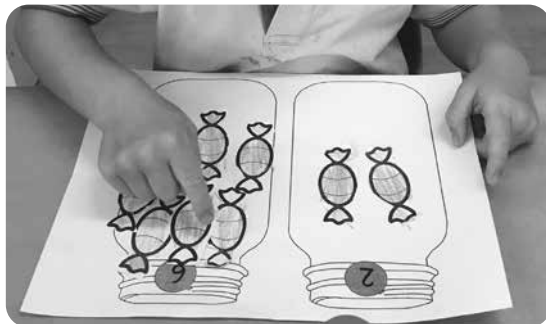
Learners use playdough to complete the template.

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.



Seteishene sa tshebetso sa 1

Tseo o di hlokgang

- Hlama ya ho bapala
- Thempleiti ya hlama ya ho bapala: Nomoro ya 7 (leqephe la 213) – 1 ho moithuti ka mong

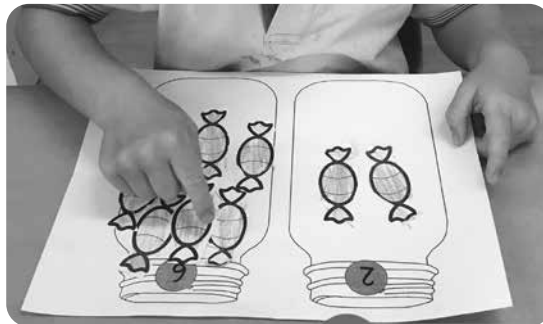
Baithuti ba sebedisa hlama ya ho bapala ho qetella thempleiti.

Seteishene sa tshebetso sa 2

Tseo o di hlokgang

- Bakeng sa moithuti ka mong:
- Leqephe la A4 le nang le setshwantsho sa ditshelo
 - Dipompong tse mebala e fapaneng tse sehilweng pampiring
 - Sekere
 - Sekgomaretsi

Baithuti ba 'tlatsa' ditshelo ka lenane le nepahetseng la 'dipompong' ho tsamaelana le lenane le setshelong ka seng.



Seteishene sa tshebetso sa 3

Tseo o di hlokgang

- Kopi ho moithuti ka mong
- Letaese bakeng sa baithuti ba babedi
- Dikwahelo tsa dibotlolo/difaha ka hara setshelo



Baithuti ba fana sebaka sa ho lahlela letaese mme ebe ba kenya dintho tse lekanang le lenane le hlahellang letaeseng leo ka hara dikopi tsa bona. Hang ha dikopi tsa bona di tletse, ba lahlela letaese ho ntsha dintho ka dikoping.

Seteishene sa tshebetso sa 4

Tseo o di hlokgang

- Diphazele tsa dinomoro (1–7)



E mong le e mong wa baithuti o kgetha phazele ya dinomoro. Ba batla nomoro e nyalanang le dikotwana tsa setshwantsho.

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

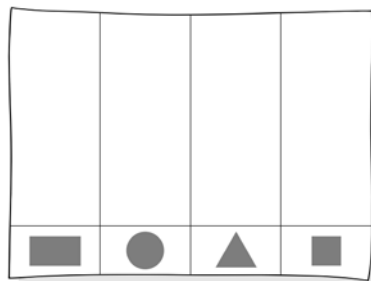
right
middle

rectangle

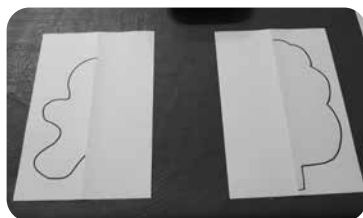
Getting ready

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.



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

Dihlooho

- Boemo, tlwaetso le ditjhebo
- Makgetha a dibopeho tsa 2-D le dintho tsa 3-D
- Latela ditshupiso

Tsebo e ntjha

- Dibopeho: kgutlonne
- Tshupiso: le letshehadi, le letona
- Boemo: bohareng, tlase
- Hlophisa dintho ho ya ka makgetha a mabedi
- Phazele ya dikotwana tse leshome le metso e robedi

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 10–1
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo
- Molahare
- Hatella kgopolo ya dinomoro 1–7

Tlotlontswe e ntjha ya mmetse

molahare
le letshehadi

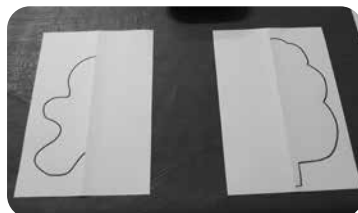
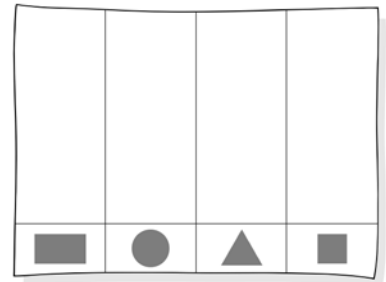
le letona
bohareng

kgutlonne

Ho itokisetsa

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

- dibopeho tse kgolo tsa khateboto tsa kgutlonne le kgutlonnetsepa (sebakeng sa mmetse)
- dibopeho tsa pampiri: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne – 1 ho moithuti ka mong
- mefuta e fapaneng ya mahlaku – 1 ho moithuti ka mong
- buka ya dibopeho (leqephe la 217) – 1 ho moithuti ka mong
- dikgutlonne tsa pampiri ka boholo le mebala e fapaneng
- didikadikwe, dikgutlonnetsepa, dikgutlotharo le dikgutlonne tsa khateboto tse nyane tse 8 tse lekanang ka boholo le diboloko tsa makgetha (tse sebedisitsweng ho Kotara ya 2, Beke ya 8)
- diphazele tsa dikotwana tse leshome le metso e robedi (leqephe la 222)
- leqephe la pampiri la A4 le nang le dikholomo tse 4 le setshwantsho sa sebopeho (kgutlonne, sedikadikwe, kgutlotharo, kgutlonnetsepa) tlase kholomong ka nngwe – 1 ho moithuti ka mong
- ditshwantsho tse sa fellang.



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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Pina: *Dinqanqane tse supileng tse tala tse matheba* (leqephe la 193)
- Bolo
- Mmino
- Lebokoso le leholo la sebopeho sa kgutlonne
- Leqephe le leholo la pampiri
- Koki
- Ditjhoko
- Diboloko tsa makgetha

1. **Pina:** Binang pina, *Dinqanqane tse supileng tse tala tse matheba*.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba ema ka sedikadikwe. Bitsa nomoro e nngwe pakeng tsa 1 le 10. Baithuti ba fana sebaka sa ho otlanya bolo fatshe ho ya ka nomoro e bitsitsweng. Mmoho balang makgetlo a ho otlana ha yona.
4. **Hatella sedikadikwe, kgutlonnetsepa, kgutlotharo:** Taka sedikadikwe, kgutlonnetsepa le kgutlotharo tse kgolo fatshe. Baithuti ba tsamaya pela maphethelo a dibopeho. Ha mmino o thola, ba kena kahara sebopeho seo ba tsamayang ho sona.

Dipotso tse tataisang:

- ★ Sebopeho sa hao se bitswa eng? O tseba jwang?
- ★ Sebopeho sa hao se fapane jwang le tse ding?
- ★ Se na le mhlakore/dihuku/dikgutlo tse kae?

5. **Ho tsebisa kgutlonne:** Tereisa ho potoloha sefahleho sa lebokoso le leholo la sebopeho sa kgutlonne ho taka kgutlonne. Tsepama ho mela e otlohileng, dihuku le lenane la mhlakore ha o ntse o taka.

Dipotso tse tataisang:

- ★ Na o a tseba hore sebopeho sena se bitswa eng?
- ★ Kgutlonne e na le mela e mekae e otlohileng?
- ★ Kgutlonne e na le dihuku tse kae?
- ★ Kgutlonne e na le mhlakore a mekae?

Bea lebokoso la diboloko tsa makgetha hodima mmata. Phahamisa boloko ba makgetha a kgutlonne.

- ★ Sebopeho sena se bitswa eng?
- ★ Na sebopeho sena se tshwana le seo re qetang ho se taka? Hobaneng? Tsamaisa diboloko tsa makgetha a kgutlonne tse robedi hohle ka tlelaseng hore baithuti ba di phopholetse le ho sibolla makgetha a tsona.
- ★ E na le dihuku tse kae?
- ★ E na le mhlakore a mekae?
- ★ O ka mpolella eng ka mhlakore ao? Na mhlakore kaofela a na le bolelele bo lekanang?
- ★ Ke mhlakore afe a makgutshwane?
- ★ Na o ka mpolella hore kgutlonne e fapana jwang le kgutlonnetsepa?

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

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.

Letsatsi la 2

Tseo o di hlohang

- Pina: *Ke kgutlonne* (leqephe la 195)
- Ditulo tse 10
- Setshwantsho sa kgutlonne

KELETSO

Moithuti ya qalang ka ho bala a ka rwala katiba.

1. **Pina:** Binang pina, *Ke kgutlonne*. Bontsha setshwantsho sa kgutlonne mme o supe mahlakoreng ha baithuti ba ntse ba bina.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba leshome ba etsa sedikadikwe ka ditulo tse leshome. Moithuti ka mong o a ema mme o bitsa nomoro a qala ho 1 ebe o dula fatshe. Ha moithuti wa ho qetela a dula fatshe tlelase yohle e re '10'. Phetang ketsahalo ena, le qala ka moithuti osele.



4. **Ho tsoma kgutlonne:** Baithuti ba papadi, 'Ke bona ... kgutlonne.' Baithuti ba noha moo kgutlonne e leng teng ka phaposeng ya borutelo, ho etsa mohlala, ditshwantsho, kapa dibopeho tse kgutlonne, jwaloka lemati, fenstere, tafole, dibuka. Baithuti ba noha hore ke dibopeho dife tse kgutlonne tseo ba ka di fumanang ka ntle mme ba tswela ka ntle ho ya tsomana le dikgutlonne.

Dipotso tse tataisang:

- ✦ Mpolelle hore sebopelo seo se shebeha jwang?
 - ✦ Hobaneng e le/e se kgutlonne?
 - ✦ E na le mahlakore/dihuku tse kae?
 - ✦ Na mahlakore ohle a na le bolelele bo lekanang?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlohang

- Pina: *Looby loo* (leqephe la 195)
- Dintho tse 10 tsa kamehla ka hara mokotla
- Seletswa sa mmino
- Diboloko tsa patsi tse kgutlonnetsepa le tse kgutlonne
- Kgutlonne le kgutlonnetsepa tse kgolo tsa khateboto
- Phoustara ya 3

1. **Pina:** Binang pina, *Looby loo*.
2. **Ho bala ka molomo:** 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. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Ba bala dintho tse leshome ha o ntse o di kenya ka hara mokotla. Ba tsamaisa mokotla hara bona ha mmino o ntse o bapala. Ha mmino o thola moithuti ya tshwereng mokotla o bea ntho e le nngwe kapa tse fetang tse tswang ka mokotleng bohareng ba mmata. Baithuti ba bang ba noha hore ke dintho tse kae tse hodima mmata. Mmoho di baleng. Phetang ketsahalo eo hape.



4. **Ho ikwetlisa ka dibopeho:** Baithuti ba batlana le diboloko tse kgutlonnetsepa le tse kgutlonne ka phaposing ya borutelo. Ba bapisa diphapang le ditshwano pakeng tsa tsona. Ba bea diboloko hodima kgutlonne kapa kgutlonnetsepa ya khateboto, kamoo ho lokelang.



5. **Ho hlwaya dibopeho:** Buisanang ka Phoustara ya 3.

Dipotso tse tataisang:

- ✦ O nahana hore baithuti ba dutseng hodima mmata ba ithuta ka eng?
- ✦ Ke dibopeho dife tseo o di bonang?
- ✦ Na seo ke kgutlonne kapa kgutlonnetsepa? O tseba jwang?
- ✦ Hobaneng ha seo e se kgutlonne/kgutlonnetsepa?
- ✦ Na o ka fumana sebopeliso se nang le mahlakore a mabedi a makgutshwane le a mabedi a matelele?
- ✦ Na o ka fumana sebopeliso se nang le mahlakore a mane a lekanang kaofela ka bolelele?
- ✦ Digalase tsa Malusi di sebopeliso se jwang?
- ✦ Na ho na le dikgutlonne tse ding tseo o di bonang?

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

Letsatsi la 4

Tseo o di hlohang

- Pina: *Looby loo* (leqephe la 195)
- Dibente tsa rekere/ulu – 1 ho moithuti ka mong
- Dihulahupu tse 6

1. **Pina:** Binang pina, *Looby loo*.
2. **Ho bala ka molomo:** 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. **Ho bala dintho 1–10:** Baithuti ba bahlano ba ema ba potile dihulahupu tse tsheletseng. Bapala mmimo. Ha mmimo o thola, baithuti ba bea lenane la ditho tsa mmele leo o le bolelang ka hara hupu. Mohlala: 'Mpontshe dihlooho tse hlano, ditsu tse leshome, maoto a mane, menwana e robong.'



KELETSO

Baithuti ba dula ba rwetse dibente tsa rekere matsohong a bona beke kaofela. Bua le bona mabapi le hore ba sebedisa letsoho lefe ho taka, ho ja kapa ho kapa bolo.

4. **Boemo le tshupiso:** Bea bente e lokolohileng ya rekere/ulu letsong le letona la moithuti ka mong.

Dipotso tse tataisang:

- ★ Na bente eo e letsong le letshehadi kapa le letona?
- ★ Tsoka letsoho la hao le letshehadi/letona?

Bina pina, *Looby loo*. Baithuti ba bea matsoho a bona a matona kapa a matshehadi ka hara hupu ha ba ntse ba bina pina ena.

Baithuti ba bararo ba ema moleng ka pela tlelase. Buisanang ka hore baithuti ba eme kae mme o tsebise lentse lena 'bohareng'.

- ★ Ke mang ya emeng bohareng?

Bea sedikadikwe, kgutlonnetsepa le kgutlotharo tsa khateboto moleng le buisane ka maemo a tsona.

- ★ Ke sebopeho sefe se bohareng?

Bapalang 'Sizwe o re' le sebedisa tlotlontswe ya boemo le tshupiso jwaloka ka:

- ★ Hatela pele ka leoto le letshehadi.
- ★ Tlolela morao ka leoto le letona.
- ★ Bea letsoho la hao le letona ka hodima hlooho ya hao.
- ★ Bea monwana wa hao o mahareng nkong ya hao.

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

Letsatsi la 5

Tseo o di hlokang

- Pina: *Ke kgutlonne* (leqephe la 195)
- Leqephe la pampiri la A4
- Dibopeho tsa pampiri tsa sedikadikwe, kgutlonnetsepa, kgutlotharo le kgutlonne – 1 ho moithuti ka mong
- Mahlaku – 1 ho moithuti ka mong

1. **Pina:** Binang pina, *Ke kgutlonne*.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba bala ba ntse ba kobehela ka ho le letshehadi habedi le ka ho le letona habedi. Phetang hape ho fihlela ba fihla ho 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?

KELETSO

Mola wa molahare o arola sebopeho ka dikarolo tse pedi tse lekanang.



4. **Molahare:** Bontsha baithuti leqephe la pampiri la A4.

Dipotso tse tataisang:

★ Ke sebopeho sefe seo?

Buisanang kamoo sebopeho se ka menwang kateng, huku hodima huku e nngwe, ele hore mahlakore a mennweng a tshwane hantle.

★ Re ka mena kgutlonne ena jwang ele hore e be le mahlakore a mabedi a tshwanang hantle?

Efa moithuti ka mong sebopeho sa pampiri. Baithuti ba mena dibopeho tsa bona ele hore mahlakore a mabedi a tshwane.

★ Pampiri ya hao e sebopeho sefe?

★ O ka mena jwang sedikadikwe/kgutlonne/kgutlonnetsepa/kgutlotharo bohareng ba yona ele hore mahlakore a mabedi a tshwane hantle?

★ Na mahlakore ao a tshwana hantle?

★ Ke dintho dife tse ding tseo o di bonang tse tla ba le mahlakore a mabedi a tshwanang hantle ha o thala mola o theosang bohareng?

Efa moithuti ka mong lehlaku. Ba mena mahlaku a bona ka halofo ka bolelele mme ba a tabola ka hloko ho theosa bohareng.

★ Na o nahana hore mahlakore a lehlaku la hao a tshwana hantle?

★ Re ka fumana seo jwang?

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

Kgokahanyo

Puo ya Lapeng: Sebedisa tlolontswe ya maemo ha o fana ka ditaello, ho etsa mohlala: 'Bea buka shelofong e bohareng.'

Bokgoni ho tsa Bophelo: Penta ditshwantsho tse kenyeletsang tshebediso ya molahare, ho etsa mohlala, dipaterone hodima mapheo a serurubele le maleshwane (sheba Kotara ya 1 Beke ya 7).

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Setshelo bakeng sa moithuti ka mong se nang le:
 - Diboloko tse 10 tsa makgetha – kenyeletsa dibopeho tsohle tse nne (*Khiti ya Disebediswa*)
 - Dibadi tse 7 tsa ditholwana (*Khiti ya Disebediswa*)
- Leqephe la A4 le nang le dikholomo bakeng sa ho hlophisa dibopeho – 1 ho moithuti ka mong
- Pampiri ya A4 – sekgetjhana se le 1 ho moithuti ka mong
- Dikarete tsa matheba 1–7 (*Khiti ya Disebediswa*)

1. **Ho bala dintho 1–10:** Baithuti ba bala diboloko tsa makgetha tse 10 ba ntse ba di ntsha ditshelong tsa bona.

Dipotso tse tataisang:

★ O bona dikgutlotharo/didikadikwe/dikgutlonnetsepa/dikgutlonne tse kae?

★ Na o bona dikgutlonne kapa dikgutlonnetsepa tse ngata/mmalwa?

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. **Ho ikwetlisa ka dibopeho:** Baithuti ba hlophisa diboloko tsa bona tsa makgetha ho ya ka ditshwano le diphapang. Ba di bea ka hara kholomo e nepahetseng leqepheng la bona la ho hlophisa dibopeho.



Dipotso tse tataisang:

- ★ Dibopeho tseo di tshwana/fapane jwang?
- Baithuti ba bea dibopeho tsohle tse nang le mahlakore a mane sehlopheng se le seng hodima mmata.
- ★ Na o ka mpontsha sebopeliso se nang le mahlakore a mane a bolelele bo lekanang kaofela?
- ★ Na o ka mpontsha sebopeliso se nang le mahlakore a mabedi a matelele le mahlakore a mabedi a makgutshwane?
- ★ Na o ntse o hopola hore sebopeliso seo se bitswa eng?
- ★ Dibopeho tseo kaofela di tshwana jwang?

3. **Dikarete tsa matheba (1–7):** Efa moithuti ka mong karete ya matheba. Ba fapanyetsana ka ho sebedisa dibadi tsa bona tsa ditholwana mme ba kopolla tlhophiso ya matheba e dikareteng tsa bona. Lekola tlhophiso ya moithuti ka mong pele o ba fa dikarete tse ntjha.

Dipotso tse tataisang:

- ★ Na o nahana hore karete ena e na le matheba a mangata/mmalwa ho feta eo o neng o ena le yona pele?

4. **Molahare:** Efa moithuti ka mong leqephe la pampiri la A4. Baithuti ba mena dikgetjhana tsa bona tsa pampiri (dikgutlonne) hore mahlakore a mabedi a lekane.

Dipotso tse tataisang:

- ★ Leqephe la hao le sebopeliso sefe?
- ★ O ka mena jwang leqephe ele hore mahlakore a mabedi a lekane hantle?

 **KELETSO**
Baithuti ba ka thusana ho mena maqephe a bona ho etsa hore mahlakore a mabedi a lekane.



Lekola hore baithuti ba kgona ho:

- bala dintho tse 10
- hlwaya le ho kopolla ditlhophiso tsa dintho (1–7) ho dikarete tsa matheba
- sebedisa mola wa molahare dibopehong
- elellwa le ho bolela dikgutlonne le ho hlalosa makgetha a tsona

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



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.

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.

Seteishene sa tshebetso sa 1



Tseo o di hlohang

- Ditshwantsho tse sa fellang – 1 ho moithuti ka mong
- Dikerayone

Baithuti ba qetella sebopelo se setshwantshong ele hore mahlakore ka bobedi a tshwane, e leng se etsang hore sebopelo seo se be le molahare. Ba kenya mebala mahlakoreng a mabedi ba sebedisa mebala e mmedi e fapaneng.

Seteishene sa tshebetso sa 2

Tseo o di hlohang

- Buka ya dibopelo bakeng sa moithuti ka mong (leqephe la 217)
- Dikerayone
- Didikadikwe, dikgutlonnetsepa, dikgutlotharo le dikgutlonne tse nyane tse 8 tsa khateboto

Baithuti ba kopolla kapa ho tereisa dibopelo ka bonngwe mme ba taka setshwantsho ba sebedisa dibopelo kaofela.



Seteishene sa tshebetso sa 3

KELETSO

Efa baithuti bolokolohi ba ho sebedisa mehopolu ya bona esitana le ha ho bolela hore ha ba no etsa motho wa kgutlonne, empa ele ho etsa popo ya bona e tswang ho dikgutlonne.

Tseo o di hlohang

- Dikgutlonne tsa pampiri ka boholo le mebala e fapaneng
- Sekgomaretsi
- Pampiri
- Dikerayone

Baithuti ba manamisa dibopelo tsa kgutlonne hodima pampiri ho etsa motho wa kgutlonne.

Seteishene sa tshebetso sa 4

Tseo o di hlohang

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

Baithuti ba aha diphazele.

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.

Tsepamiso ho Karolo ya Dikahare: Mometho

Dihlooho

- Boima: papiso e tobileng ho sebediswa diyuniti tse sa hlophiswang

Tsebo e ntjha

- Boima
- Bobebe, bobebe ho feta, bobebe ka ho fetisisa
- Boima, boima ho feta, boima ka ho fetisisa

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Tse pedi/tharo ho feta/ka tlase
- Dihlopha tse lekanang
- Kgolo ho feta, nyane ho feta

Tlotlontswe e ntjha ya mmetse

bobebe, bobebe ho feta, bobebe ka ho fetisisa
boima, boima ho feta, boima ka ho fetisisa

boima
sekala sa botsitso

Ho itokisetsa

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

- sekala sa botsitso (sheba setshwantsho se leqepheng la 91)
- dintho tse fapaneng tsa letsatsi le letsatsi tsa boima bo fapaneng bakeng sa ho methwa, ho etsa mohlala, dibalunu tse butswetsweng, ditlilipi tsa pampiri, boya, dikhatono tse sa tshelang tsa mahe, lesiba, lehlaku, dikhoine, leqephe le leholo la pampiri, pentshele, dithootse, lekala, lejwe, boloko, buka, dibotlolo tse sa tshelang le tse tletseng
- mahlaku le majwe – 1 ya e nngwe le e nngwe ho moithuti ka mong
- ditshelo tse 2: se senyane se tletseng majwe; se seholo se tletseng ditjhipsi tsa pholisterini
- leqephe la A4 le arotsweng ka dikholomo tsa 'boima' le 'bobebe' (sheba setshwantsho se leqepheng la 101) – 1 ho moithuti ka mong
- leqephe la A4 le nang le ditshwantsho tsa dintho tse 'boima' le tse 'bobebe' le dintho tsa nnete tse nyalanang le ditshwantsho
- dikotikoti tse 5 tsa boholo bo lekanang tse tshetsweng dintho tse nang le boima bo fapaneng, ho etsa mohlala, lehlabathe, dikonopo, majwana, metsi, dithootse
- ditshelo tse ka tlatswang metsi/lehlabathe bakeng sa papadi ya metsi le lehlabathe
- ditshelo tse methang tsa boholo bo fapaneng le dibopeho tse fapaneng, ho etsa mohlala, ditshelo tse telele (tse ding di batsi mme tse ding di tshesane), ditshelo tse kgutshwane (tse ding di sephara, tse ding di batsi mme tse ding di tshesane), dikgaba, dintho tsa ho kga, dibotlolo tsa lebese, dikopi tsa yokate tse nyane le tse kgolo.



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 ____?

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Mekotlana e 2 ya ho ya mabenkeleng, o mong o nang le dikotikoti tse 5 tsa dijo tsa boima bo lekanang; o mong o nang le bokahare ba pampiri tsa ntlwana tse 5
- Dintho tsa letsatsi le letsatsi tsa boima bo fapaneng

1. **Pina:** Baithuti ba bina e nngwe ya dipina tsa dibeke tse fetileng.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba bala dikahare tsa mokotla wa pele wa ho reka mabenkeleng (dikotikoti tse hlano) ebe ba bala tsa mokotla wa bobedi wa ho reka (dirolo tse 5 tsa bokahare ba pampiri ya ntlwana tse 5).

Dipotso tse tataisang:

- ✦ Ho na le dintho tse kae ka hara mokotla wa pele/bobedi wa ho reka?
 - ✦ Haeba re ka bala dintho tse na tsohle, o nahana hore di tla be di le kae?
4. **Ho bapisa boima ho feta le bobebe ho feta:** Pheta pale e mabapi le ho ya lebenkeleng le ho ya reka dikotikoti tsa dijo le dirolo tsa pampiri ya ntlwana. Bontsha baithuti mekotla ya ho reka mme o ba bolelle hore thelara o ile a pakela dirolo tsa pampiri ya ntlwana ka hara pakana e le nngwe mme a kenya dikotikoti ka hara pakana e nngwe.

Dipotso tse tataisang:

- ✦ Ke pakana efe eo o ka ratang ho e nka? Hobaneng?
 - ✦ Le nahana hore ke hobaneng ha re lokela ho tseba hore dintho di boima kapa di bobebe hakae?
- Kenya dintho tse ding hape ka hara mekotla ya bona. Baithuti ba mmalwa ba fapanyetsana ka ho phahamisa mokotla ka mong wa ho reka.
- ✦ Ke mokotla ofe wa ho reka o utlwahalang o le bobebe ho feta/boima ho feta o mong?
 - ✦ Ke ofe o moholo, lekotikoti kapa rolo ya pampiri ya ntlwana?
 - ✦ Na dintho tsohle tse kgolo di bobebe ho feta dintho tse nyane?

KELETSO

Etsa bonnete ba hore baithuti bohle ba fumana sebaka ele hore bohle ba natefelwe ke ketsahalo ya tlelase yohle.



Bea dintho tsa letsatsi le letsatsi hodima mmata.

- ✦ Ke ntho efe eo o nahanang hore e boima/bobebe ho fetisisa? O tseba jwang?

Baithuti ba fana sebaka sa ho supa dintho tse pedi mme ba nohe hore ke efe e boima ho feta mme ke efe e bobebe ho feta.

- ✦ Na o nahana hore e tla ba bobebe/boima ho 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?



Jwale baithuti ba bea ntho ka letsohong ka leng mme ba bolele hore ke efe e utlwahalang e le boima mme ke efe e utlwahalang e le bobebe.

- ★ Na o nohile hantle?
- ★ O tseba jwang hore ke efe e bobebe/boima?
- ★ Na o ka fumana ntho e nngwe e bobebe/boima ho feta ____? Hobaneng o nahana jwalo?

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

Letsatsi la 2

Tseo o di hlohang

- Pina: *Tlou e le nngwe e tswile ho ya bapala* (leqephe la 195)
- Mahlaku le majwana, le 1 ka leng ho moithuti ka mong
- Sekala sa botsitso
- Dintho tsa letsatsi le letsatsi tsa boima bo fapaneng (ho tloha ho Letsatsi la 1)

1. **Pina:** Binang pina, *Tlou e le nngwe e tswile ho ya bapala*, kenya le diketso.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Bea qubu ya mahlaku a 10 le qubu ya majwe a 10 hodima mmata.

Dipotso tse tataisang:

- ★ O nahana hore ho na le mahlaku/majwe a makae qubung ka nngwe? Balang mahlaku le majwe mmoho.
- ★ O ne o atametse hakae ho lenane le nepahetseng la mahlaku/majwe?
- ★ Na ho na le majwe a mangata/mmalwa ho feta?

4. **Ho bapisa boima:** Baithuti ba dula ba entse sedikadikwe, ba kwala mahlo a bona mme ba bule matsoho ka bobedi. Bea lehlaku ka letsohong le le leng le lejwe ka letsohong le leng.

Dipotso tse tataisang:

- ★ Ke ntho efe e utlwahalang e le boima/bobebe ho feta? Baithuti ba bula mahlo a bona mme ba supa hore ke ntho efe e boima ho feta e nngwe.

5. **Boima: sekala sa botsitso:** Tswela pele ka puisano e mabapi le ho fumana hore dintho di boima kapa di bobebe jwang.

Dipotso tse tataisang:

- ★ Ke ditsela dife tse ding tseo re ka fumanang ka tsona hore ke dintho dife tse bobebe le tse boima?
- ★ Bea sekala sa botsitso le dintho tsa letsatsi le letsatsi hodima mmata. Moithuti a le mong o kgetha dintho tse pedi bakeng sa ho di metha.
- ★ Re ka sebedisa sekala sa botsitso jwang ho fumana hore ke dintho dife tse boima/bobebe ho feta?



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.

KELETSO

Hangata baithuti ba nahana hore lehlakore la sekala le phahameng ke lona le boima ho feta.

- ★ Ho etsahala eng ka lehlakore le nang le ____? Hobaneng o nahana jwalo?
- ★ O nahana hore ho tla etsahala eng ha o ka bea ____ lehlakoreng le leng le ____ ka lehlakoreng le leng?

Baithuti ba mmalwa ba fapanyetsana ho kgetha dintho tse tla methwa, ba akanya hore ke dife tse tlang ho ba boima le tse tla ba bobebe mme le lekole dikakanyo tsa bona.

- ★ Ke dintho dife tseo o nahanang hore di tla ba boima/bobebe ho feta?
- ★ Na o akantse ka nepo?
- ★ Ho etsahala eng lehlakoreng lena la sekala? Le nahana hore ke hobaneng ha seo se etsahetse?

Kopa baithuti ho tla le dintho tse boima le tse bobebe ho tswa lapeng bakeng sa thuto ya Letsatsi la 3.

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

Letsatsi la 3

Tseo o di hlokang

- Pina: *Tlou e le nngwe e tswile ho ya bapala* (leqephe la 195)
- Dintho tse boima le tse bobebe tse tllileng le baithuti
- Apole e entsweng ka hlama ya ho bapala
- Sekala sa botsitso
- Keriti ya A4 e bobebe/boima

1. **Pina:** Binang pina, *Tlou e le nngwe e tswile ho ya bapala*.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Bitsa nomoro e pakeng tsa 1 le 10. Baithuti ba ipheha ka dihlotshwana ho ya ka nomoro e bitsitsweng.

Dipotso tse tataisang:

- ★ Ke baithuti ba bakae sehlotshwaneng sa lona? Pheta hape ka dinomoro tse ding.

4. **Ho bapisa le ho hlophisa dintho ho ya ka boima:** Baithuti ba fana sebaka sa ho hlahisa dintho tseo ba tllileng le tsona lapeng ho tlelase.

Dipotso tse tataisang:

- ★ Ke ntho efe e boima/bobebe? Hobaneng o tjho jwalo?

Bontsha baithuti apole e entsweng ka hlama ya ho bapala. Moithuti a le mong o tliša ntho ya hae sekaleng sa botsitso mme o noha hore e boima kapa e bobebe ho feta apole na.

- ★ Na e utlwahala e le boima kapa e le bobebe?
- ★ Hobaneng o nahana hore e bobebe/boima ho feta apole?



KELETSO

Tliša dintho tse ding hape tse mmalwa bakeng sa baithuti ba sa kgonang ho tla le dintho.

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.

Moithuti o bapisa boima ba ntho le ba apole mme o bo kenya keriting (sheba leqephe la 101) ho ya ka hore e bobebe kapa e boima ho feta apole.

- ✦ O tla tseba jwang hore ke efe e boima/bobebe ho feta apole?
- ✦ Ke dintho dife tse bobebe/boima ho feta apole?
- ✦ Ke ntho efe e boima/bobebe ka ho fetisisa?

Pheta makgetlo a mmalwa.

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

Letsatsi la 4

Tseo o di hlohang

- Pina: *Tlou e le nngwe e tswile ho ya bapala* (leqephe la 195)
- Thapo kapa tjhoko
- Sebadi se 1 sa morara se tswang ho dibadi tsa ditholwana (*Khiti ya Disebediswa*)
- Tora ya *Unifix* ya diboloko tse 2
- Setshelo se 1 se senyane se tletseng majwe
- Setshelo se 1 se sehlo se tletseng ditjhipsi tsa pholisterini
- Sekala sa botsitso

1. **Pina:** Binang pina, *Tlou e le nngwe e tswile ho ya bapala*.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Ketsahalo ena e lokela ho etsetswa ka ntle. Etsa mola o molelele ka thapo kapa tjhoko. Baithuti ba ema ka mora mola. Bitsa nomoro e pakeng tsa 1 le 10. Baithuti ba nka mehato e meholo ho ya pele ha ba ntse ba bala ho fihlela nomorong eo o e bitsitseng. Etsa letshwao bakeng sa moithuti ya emeng hole ho fetisisa le thapo. Pheta hape ho bona hore ho ka ba le moithuti ya fihlellang hojana ho feta sebaka se tshwailweng.
4. **Nyenyane le boima, kgolo le bobebe:** Bea sebadi sa morara le tora ya *Unifix* ya diboloko tse pedi hodima mmata le sekala sa botsitso.

Dipotso tse tataisang:

- ✦ Ke efe eo o nahanang hore e boima ho feta? Hobaneng?

Moithuti o metha sebadi sa morara le tora ya *Unifix* hodima sekala sa botsitso.

- ✦ Ke efe e kgolo/nyane ho feta?

- ✦ Hobaneng o nahana hore sebadi sa morara se boima ho feta?

Bea ditshelo tse pedi tse nang le dintho tse boima le tse bobebe (majwe le ditjhipsi tsa pholisterini) hodima mmata.

- ✦ Ke setshelo sefe seo o nahanang hore se boima ho feta? Hobaneng?

- ✦ Na dintho tse kgolo di dula di le boima ho feta dintho tse nyane?

Moithuti o metha ditshelo hodima sekala.

- ✦ Ke setshelo sefe se sehlo/senyane ho feta?

- ✦ Ke setshelo sefe se boima/bobebe ho feta?

- ✦ Hobaneng o nahana hore ho jwalo?

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

KELETSO

Baithuti ba ka fumana ho le thata ho utlwisisa hore ntho e nyane e ka ba boima ho feta ntho e kgolo. Ba bontshe dintho tse hodima tafole ya mmetse.

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.



Letsatsi la 5

Tseo o di hlohang

- Pina: *Tlou e le nngwe e tswile ho ya bapala* (leqephe la 195)
- Botlolo e tletseng metsi

1. **Pina:** Binang pina, *Tlou e le nngwe e tswile ho ya bapala*.
2. **Ho bala ka molomo:** 1–20 le 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba batla dintho tse nyane tse 10 ka hara phaposi ya borutelo. Ba hlophisa dintho tseo ka dihlotshwana tsa hlano tsa tseo ba nahanang hore di boima ho fetisisa le tse hlano tseo ba nahanang hore di bobebe ho fetisisa.
4. **Ka hodimo kapa ka tlase ho:** Bea botlolo e tletseng metsi hodima mmata.

Dipotso tse tataisang:

- ★ Ke dintho dife tse ka phaposing ya borutelo tseo le nahanang hore di na le boima bo fetang/ka tlase ho botlolo ena ya metsi?

Baithuti ba babedi ba batla ntho e le nngwe ka bonngwe ka tlelaseng eo ba nahanang hore e na le boima bo fetang ba botlolo ya metsi mme baithuti ba babedi ba batla dintho tseo ba nahanang hore di na le boima bo ka tlase ho ba botlolo ya metsi.

- ★ Na o nahana hore ntho eo e tla ba le boima bo fetang/ka tlase ho botlolo ya metsi? Hobaneng?

Baithuti jwale ba bapisa boima ba dintho tsa bona le boima ba botlolo ya metsi hodima sekala sa botsitso.

- ★ Na _____ e boima/bobebe ho feta botlolo ya metsi?
- ★ Na o akantse hantle?

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

Kgokahanyo

Puo ya Lapeng le Bokgoni ho tsa Bophelo: Kenyeletsa 'boima' le 'bobebe' kahara diketsahalo tsa Bonono ba tsa Boiqapelo le Puo, ho etsa mohlala, baithuti ba etsisa ho nka, ho hula le ho sututsa dintho tse bobebe le tse boima, ba leibola dintho tse ka phaposing ya borutelo ba sebedisa dileibole tsa 'bobebe' le 'boima', diketsahalo tsa kholaje ba sebedisa dintho tse bobebe (masiba, pampiri, polastiki) le dintho tse boima (letsopa).

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Sekala sa botsitso
- Dibadi tse 40 tsa ditholwana
- Diboloko tse 40 tsa *Unifix*
- Lejwe



1. **Ho bala dintho 1–10:** Bea dibadi tsa ditholwana le diboloko tsa *Unifix* diqubung tse arohaneng hodima mmata. Baithuti ba bala dibadi tse hlano tsa ditholwana le diboloko tse hlano tsa *Unifix* mme ba di bea ka dihlotshwana hodima mmata.

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. **Ho akanya boima:** Ka bobedi, baithuti ba sheba sehlotshwaneng sa dibadi tsa ditholwana tse hlano le sehlotshwaneng sa diboloko tsa *Unifix* tse hlano. Botsa baithuti hore ke sehlopha sefe sa dibadi seo ba nahanang hore se tla ba boima ho feta.

Dipotso tse tataisang:

- ★ Ke sehlotshwana sefe seo o nahanang hore se bobebe/boima ho feta se seng?
- ★ Hobaneng o nahana hore sehlotshwana sa _____ se boima ho feta? Baithuti ba fana sebaka sa ho tshwara sehlopha sa dibadi tsa ditholwana ka letsoho le le leng le sehlopha sa diboloko tsa *Unifix* ka letsoho le leng mme ebe ba bapisa boima ba tsona.
- ★ Ke sefe se utlwahalang se le boima/bobebe ho feta?
- ★ Hobaneng o nahana hore se bobebe/boima ho feta sa _____?

3. **Ho sebedisa sekala sa botsitso ho metha boima:** Bea sekala sa botsitso hodima mmata.

Dipotso tse tataisang:

- ★ Re ka fumana jwang hore ke sefe dihlopheng tse pedi tsena se boima ho feta?

Ka bobedi, baithuti ba sebedisa sekala sa botsitso ho bapisa boima ba dintho ho tse ding.

- ★ Ke sehlopha sefe seo o nahanang hore se boima/bobebe ho feta?
- ★ Na dihlopha dife kapa dife di boima bo lekanang?
- ★ O tseba jwang?
- ★ Na o akantse ka nepo?



Bea lejwe hodima mmata. Baithuti ba noha hore ebe ke diboloko tsa *Unifix*/sebadi sa morara se tlang ho ba boima kapa bobebe ho feta lejwe na.

- ★ Hobaneng o nahana hore e boima/bobebe ho feta lejwe? Baithuti ba fana sebaka sa ho bapisa boima ba boloko ba *Unifix*/sebadi sa morara ho boima ba lejwe.
- ★ Ke dintho dife tse leng bobebe/boima ho feta lejwe?
- ★ Ke ntho efe e leng boima/bobebe ka ho fetisisa?



Lekola hore baithuti ba kgona ho:

- bapisa boima ba dintho tse pedi
- akanya boima ba dintho
- sebedisa sekala sa botsitso ho bapisa boima ba dintho
- bolela hore ke dintho dife tse bobebe/boima, bobebe ho feta/boima ho feta, bobebe ho fetisisa/boima ho fetisisa

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.

Seteishene sa tshebetso sa 1



Tseo o di hlokgang

- Leqephe la A4 le nang le dintho tse 'boima' le tse 'bobebe'
- Dintho tsa nnete tse 'boima' le tse 'bobebe' ho nyalana le ditshwantsho tse bontshitsweng leqepheng la A4
- Leqephe la A4 le nang le dikholomo tsa 'boima' le 'bobebe'
- Dikere
- Sekgomaretsi

Baithuti ba etsa qeto ya hore ke dintho dife tseo ba nahanang hore di boima le hore ke dife tse bobebe. Jwale ba seha le ho ntsha ditshwantsho ho di nyalana le dintho tsena mme ba di manamisa dikholomong tse nepahetseng.

Seteishene sa tshebetso sa 2

Tseo o di hlokgang

- Sekala sa botsitso
- Dintho tsa letsatsi le letsatsi tse lokelang ho methwa boima

Baithuti ba sebedisa sekala sa botsitso ho metha boima ba dintho le ho bolellana hore ke dife tse boima kapa tse bobebe ho feta.



Seteishene sa tshebetso sa 3

Tseo o di hlokgang

- Ditshelo tse 5 tsa boholo bo lekanang tse tshetsweng dintho tse fapaneng, ho etsa mohlala, lehlabathe, dikonopo, majwana, metsi, dithootse

Baithuti ba hlophisa ditshelo ka tatelano ya tse boima ka ho fetisisa ho isa ho tse bobebe ka ho fetisisa.

Seteishene sa tshebetso sa 4



Tseo o di hlokgang

- Setshelo se tletseng metsi/ lehlabathe bakeng sa papadi ya metsi le lehlabathe
- Ditshelo tsa ho metha tsa boholo le dibopeho tse fapaneng

Baithuti ba bapisa hore ditshelo tse fapaneng di ka tshwara metsi/ lehlabathe le lekae mme ba bapisa boima ba tsona, ba sebedisa tlotlontswe: bobebe/boima, bobebe/boima ho feta, bobebe/boima ka ho fetisisa. Baithuti ba ka bua ka hore ke ditshelo dife tse tshelang metsi/ lehlabathe le lengata, lenyane, ka ho lekana mme ba bapisa hore ke ditshelo dife tse bobebe/boima ho feta tse ding.

KELETSO

Boitokisetso bakeng sa Beke ya 6: Kopa hore e mong le e mong wa baithuti a tle le dibotlolo tsa polastiki tsa senomaphodi tse sa tshelang ho tswa lapeng bakeng sa diketsahalo tseo ba tlang ho di etsa ka Beke ya 6. Tsena e ka ba tsa boholo bo fapaneng.

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



Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

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

Tsebo e ntjha

- Nomoro ya 8
- Dinomoro tsa boemo: -bohlano, -ho qetela, -latelang
- Ho bala ka molomo: ho ya pele 1–20 le ho feta

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–7
- Dinomoro tsa boemo -pele ho isa ho -bohlano
- Kopanya, tlosa
- Pedi/tharo ngata ho feta/ mmalwa ho feta
- Hatella kgopolo ya dinomoro 1–7

Tlotlontswe e ntjha ya mmetse

robedi
-bone
-bohlano
-ho qetela

ke tse kae hape tse lokelang
ho etswa
ho setse tse kae/tse saletseng

nyane/tlase ka ho fetisisa
tshwanang
hantle

Ho itokisetse

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

- frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 8 (leqephe la 209)
- dikarete tse 4 tsa matheba, matshwao le mantswe a nomoro ya 8
- karete ya letshwao la nomoro ya 8 (molapalo)
- dikhateboto tse kgolo tse sehilweng tsa ditweba tse kgolo tse 3 le tse nyane tse 7
- tjhate ya matsatsi a tswalo
- tjhate ya matsatsi a beke
- dibotlolo tse 10 tsa bohobo bo fapaneng
- thempleiti ya hlama ya ho bapala: Nomoro ya 8 (leqephe la 215) – 1 ho moithuti ka mong
- dikgetjhana tsa dikorone tsa pampiri/karete tse nang le dibopeho tse 8 tsa kgutlonne – 1 ho moithuti ka mong
- sete ya dikarete tsa matheba 1–8 – 1 ho moithuti ka mong



- 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

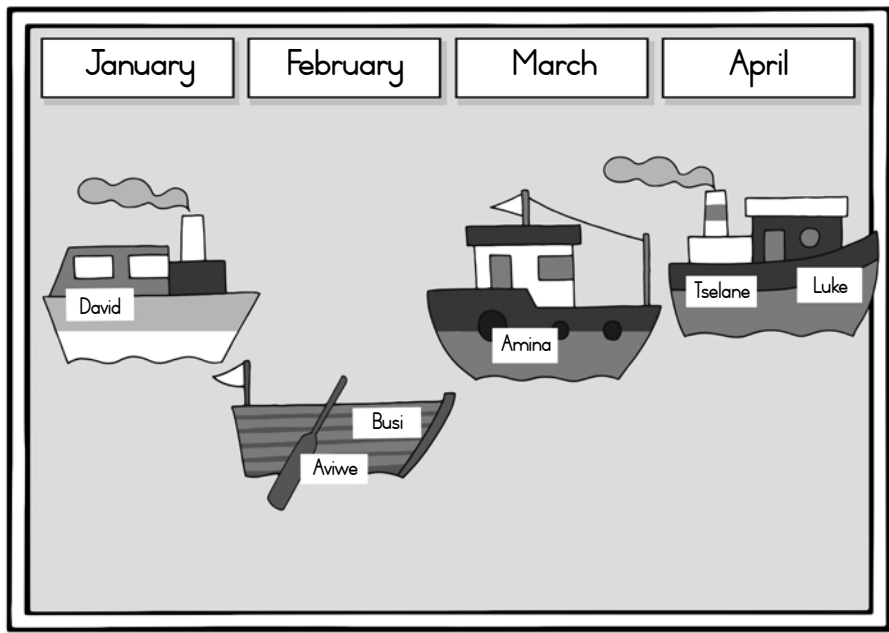
- Rhyme: *Eight little mice* (page 196)
- Cut-outs of 1 large mouse and 7 small mice
- *Number 8 story* (page 196)
- Number frieze and house template for number 8 (page 208)
- Birthday chart
- Days of the week chart

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.



- kopi ya yokate e nang le dinawa tse tshweu tse 8. Tshwaya lehlakore le le leng la nawa ka nngwe ka koki e ntsho – kopi e 1 ho moithuti ka mong
- 10 x 500 ml tsa dibotlolo tsa senomaphodi, le dibotlolo tse 5 tse nyane tsa senomaphodi tse sa tshelang letho tseo le di bokeletseng
- 8 x 2 litara tsa dibotlolo tsa senomaphodi tse tshetsweng lehlabathe le halofo (leibola botlolo ka nngwe ka letshwao la nomoro le leholo la le/matheba ho tloha ho 1 le 8).



Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlohang

- Raeme: *Ditweba tse nyane tse robedi* (leqephe la 197)
- Dikhateboto tse sehilweng tsa tweba e kgolo e le 1 le ditweba tse nyane tse 7
- Pale ya nomoro ya 8 (leqephe la 197)
- Frizi ya dinomoro le thempleiti ya ntlo bakeng sa nomoro ya 8 (leqephe la 209)
- Tjhate ya matsatsi a tswalo
- Tjhate ya matsatsi a beke

1. **Raeme:** Etsa raeme, *Ditweba tse nyane tse robedi* o sebedisa ditweba tse sehilweng.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Sheba ditjhate tsa matsatsi a tswalo le tsa matsatsi a beke.

KELETSO

Bea ditjhate bophahamong ba mahlo ele hore baithuti ba kgone ho bona ka ho hlaka tlhahisoleseding mme ba abelane ka mehopollo ya bona.

Mantaha

Labobedi

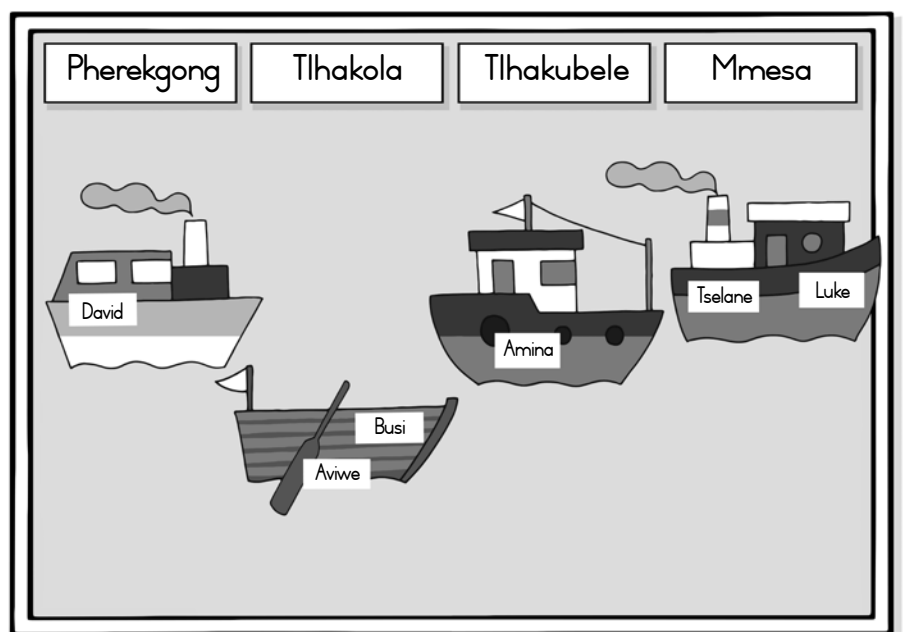
Laboraro

Labone

Labohlano

Moqebelo

Sontaha



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?

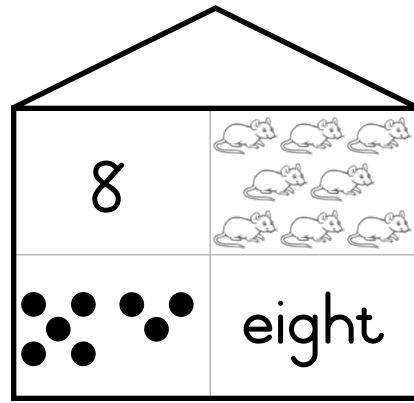
Count together and say the names of the months and days of the week.

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.

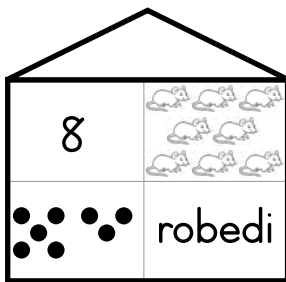
Dipotso tse tataisang:

- ✦ Na ho na le dikgwedi tse ngata ho feta kapa tse mmalwa ho feta tse 10 tsa selemo ho tjhate ya matsatsi a tswalo?
- ✦ Na ho na le dikgwedi tse nang le matsatsi a tswalo a 10?
- ✦ Ho na le matsatsi a tswalo a makae ho _____?
- ✦ Ke kgwedi efe e nang le matsatsi a tswalo a mangata/mmalwa?
- ✦ Ho ne ho tla ba le matsatsi a makae a tswalo ho _____ ha re ne re ka eketsa/tlosa lebitso le le leng/a mabedi/a mararo?
- ✦ Na ho na le matsatsi a mangata kapa a mmalwa ho feta a 10 bekeng? Balang mmoho mme le bolelele mabitso a dikgwedi le matsatsi a beke.

4. **Ho tsebisa nomoro ya 8:** Supa difrizi tsa dinomoro 1–7.

Dipotso tse tataisang:

- ✦ O nahana hore ke diphoofolo tse kae tse tlang ho dula ntlong e latelang? Pheta *Pale ya nomoro ya 8*. Bontsha dikemedi tse fapaneng tsa nomoro ya 8, ho etsa mohlala, setshwantsho, matheba, letshwao le lentswe. Kenya ntlo ena ho frizi ya ntlo ya diphoofolo. Balang ditweba mmoho. Tshwantshisang metsamao le medumo ya ditweba.
- ✦ Ho na le ditweba tse ngata hakae ho feta dinqanqane?
- ✦ Ke ntlo efe e nang le diphoofolo tse mmalwa ka tse tharo ho feta ntlo ya dinqanqane?



5. **Kenya nomoro ya 8 ho mola wa ho aneha dinomoro:** Bontsha baithuti karete ya nomoro ya 8.

Dipotso tse tataisang:

- ✦ Re lokela ho bea nomoro ya 8 hokae moleng wa ho aneha dinomoro? Buang ka boemo ba nomoro ya 8 papisong le nomoro ya 7: e tla kamora nomoro ya 7.

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

Letsatsi la 2

Tseo o di hlohang

- Raeme: *Ditweba tse nyane tse robedi* (leqephe la 197)
- Dikhateboto tse sehilweng tsa ditweba tse 3 tse kgolo le ditweba tse 7 tse nyane
- Dikarete tse 4 tsa matheba, matshwao le mantswa a nomoro ya 8
- Molapalo

1. **Raeme:** Etsang raeme, *Ditweba tse nyane tse robedi* le e tshwantshise le sebedisa ditweba tse sehilweng.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Bontsha ditweba tse kgolo le tse nyane tse sehilweng.

Dipotso tse tataisang:

- ✦ O nahana hore ho na le ditweba tse kae tse kgolo/nyane?
- ✦ Ho na le tse kae tsa e nngwe le e nngwe? Balang ditshwantsho mmoho.



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.

4. **Ngata ho feta, mmalwa ho feta, lekana le:** Sheba dintho tse sehilweng hape.

Dipotso tse tataisang:

- ✦ Na ho na le ditweba tse kgolo kapa tse nyane tse ngata ho feta/ mmalwa ho feta?
- ✦ Haeba ditweba tse pedi/tharo/nne di ne di ka baleha, na ho ne ho tla ba le lenane le tshwanang la ditweba tse kgolo le tse nyane?

5. **Tafole ya mmetse:** Dihlopha tsa baithuti ba robedi sehlopha ka seng se bokella dintho tse nyane tse tshwanang. Sehlopha ka seng se bolela hore se fumane dintho dife le hore ba fumane dintho tse kae. Efa sehlopha ka seng karete ya matheba, matshwao kapa mantswe a nomoro ya 8. Sehlopha se le seng ka nako se bea dintho tsa bona le karete ya nomoro ya 8 hodima tafole.

Dipotso tse tataisang:

- ✦ Nomoro ya 8 e hokae molapalong?
- ✦ Na o ka e taka moyeng/mokokotlong wa motswalle wa hao?

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

KELETSO

Haeba sehlopha se le seng se ena le baithuti ba mmalwa ho feta ba robedi, ba thuse ho etsa qeto hore ke dintho tse kae tseo e mong le e mong a hlokang ho di kgetha ho etsa hore mmoho di be robedi.

Letsatsi la 3

Tseo o di hlokang

- Raeme: *Ditweba tse nyane tse robedi (leqephe la 197)*
- Dintho tse sehilweng tsa ditweba tse kgolo tse 3 le ditweba tse nyane tse 7
- Dibotlolo tsa 10 × 500 ml
- Dibotlolo tsa 8 × 2 dilitara
- Bolo
- Dikarete tsa matheba a dinomoro 1–8 (*Khiti ya Disebediswa*) di beilwe leboteng

1. **Raeme:** Etsang raeme, *Ditweba tse nyane tse robedi* le e tshwantshise le sebedisa ditweba tse sehilweng.

Dipotso tse tataisang:

- ✦ Ke tweba efe e leng ya bobedi, ya boraro, ya bohloro?

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

3. **Ho bala dintho 1–10:** Bea dibotlolo tsa 10 × 500 ml le dibotlolo tsa 8 × 2 dilitara dihlopheng tse arohaneng moo baithuti ba ka di bonang.

Dipotso tse tataisang:

- ✦ Ke sehlopha sefe se nang le dibotlolo tse ngata/ mmalwa ho feta?

- ✦ O tseba jwang?

Balang dibotlolo tse sehlopheng ka seng mmoho.

4. **Dikarete tsa matheba le ho bea ka tatelano 1–8; skittles:** Bea dibotlolo tse 8 tsa dilitara tse 2 tse nomorilweng ka tatelano e fosahetseng fatshe, moleng o haufi le dikarete tsa matheba tse manehilweng leboteng.



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?

Dipotso tse tataisang:

- ★ Na dibotlolo tsena di ka tatelano e nepahetseng?

Mmoho beang dibotlolo ka tatelano e nepahetseng ho tloha ho 1 ho isa ho 8. Baithuti ba fana sebaka sa ho otlala dibotlolo ka bolo mme ba bolele hore ke dinomoro dife tse weleng.



- ★ Ke nomoro efe e tlang pakeng tsa 6 le 8; ka mora 2; pele ho 5?
- ★ Haeba o ka otlala nomoro ya 2 le dibotlolo tse 3, sena se fihlella ho matheba a makae? (Baithuti ba supa ho karete ya matheba ya 5.)
- ★ Ho setse dibotlolo tse kae tse emeng?
- ★ O hloka ho otlala tse kae hape hore o fihlelle ho 8?
- ★ Ke dibotlolo dife tse tharo tseo re ka di kgethang haeba re batla hore lenane la matheba le fihlelle ho 8?
- ★ Ke dibotlolo tse kae tseo re hlokang ho di otlala hore re di dihe ele hore ho be le lenane le lekanang hantle la dibotlolo tse weleng le tse emeng?
- ★ Ke dibotlolo tse kae tse tla sala haeba ke tlosa e le nngwe?

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

Letsatsi la 4

Tseo o di hlokang

- Raeme: *Ditweba tse nyane tse robedi* (leqephe la 197)
- Ditweba tse 8 tse sehilweng pampiring
- Ditshwantsho tsa matata a 8
- Difrizi tsa dinomoro 1–8
- Dibotlolo tsa 8 × 2 dilitara
- Dibotlolo tse 10 tsa boholo bo fapaneng
- Bolo
- Molapalo le matshwao a dinomoro 1–8
- Dikarete tsa matheba 1–8

1. **Raeme:** Pheta ketsahalo e tswang ho Letsatsi la 3.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Bea dibotlolo tse robedi tsa dilitara tse 2 sehlopheng le dibotlolo tse 10 tsa boholo bo fapaneng sehlopheng se seng.

Dipotso tse tataisang:

- ★ Ke sehlopha sefe se nang le dibotlolo tse ngata/mmalwa ho feta?
- ★ O nahana hore ho na le dibotlolo tse kae sehlopheng ka seng?
- ★ Re ka fumana seo jwang?

Balang dibotlolo tse sehlopheng ka seng mmoho.

4. **Dinomoro tsa boemo, -pele ho isa ho -bohlano:** Sheba ho difrizi tsa dinomoro.

Dipotso tse tataisang:

- ★ Ke diphoofolo dife tse dulang 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. **Ho ikwetlisa le ho bea ka tatelano 1–8; dinomoro tsa boemo -pele ho isa ho -bohlano; skittles:** Pheta ketsahalo e tswang ho Letsatsi la 3. Fana ka dikarete tsa matheba 1–8. Baithuti ba bolela hore ba na le dikarete dife tsa matheba mme ba di nyalanya le dibotlolo.

Dipotso tse tataisang:

- ✦ Na o ka kgona ho otlala botlolo ya pele/ya bobedi/ya bohlanano?
 - ✦ Na o ka mpontsha nomoro ya pele/ya bobedi/ya bohlanano molapalong?
 - ✦ Na o ka bea botlolo ya pele/ya bobedi/ya bohlanano pela ntlo ya pele/ya bobedi/ya bohlanano?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Kgokahanyo

Puo ya Lapeng le Bokgoni ho tsa Bophelo: Bea *skittles* sebakeng sa mmetse/ka ntle bakeng sa baithuti hore ba bapale ka tsona.

Letsatsi la 5

Tseo o di hlokanang

- Raeme: *Ditweba tse nyane tse robedi* (leqephe la 197)
- Phoustara ya 6
- Ditweba tse 8 tse sehilweng
- Masking theipi/tjhoko
- Mefuta e fapaneng ya dibotlolo

1. **Raeme:** Pheta ketsahalo e tswang ho Letsatsi la 3.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Bea dibotlolo tse fapaneng ka sehlopha.

Dipotso tse tataisang:

- ✦ Na ho na le dibotlolo tse kgolo tse ngata/mmalwa ho feta?
 - ✦ O nahana hore di kae?
 - ✦ O tseba jwang?
- Balang dibotlolo mmoho.
4. **Ho tlola diporo 1–8:** Sebedisa masking theipi kapa tjhoko ho etsa leri mmateng moo baithuti ba tlang ho tlola teng ha tlelase yohle e ntse e bala 1–8.

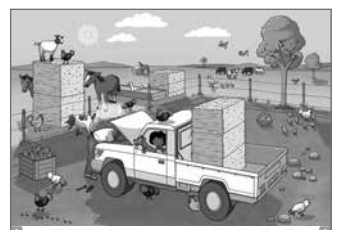
Dipotso tse tataisang:

- ✦ O tla tlola hakae hape hore o fihle ho 8?
- ✦ Na o ka tlolela ho nomoro e le nngwe ho feta/tse pedi ka tlase, tse pedi ho feta/tse tharo ka tlase ho nomoro eo o emeng ho yona?
- ✦ Na o ka ema hodima nomoro ya 4/6 mme wa bala ho tloha moo ha o ntse o tlola?

5. **Ho ikwetlisa ka 1–8:** Buisanang ka Phoustara ya 6. Tsamaya pakeng tsa baithuti ho ba bontsha setshwantsho.

Dipotso tse tataisang:

- ✦ Phapang ke efe pakeng tsa letata le ledinyane la letata?
- ✦ O bona matata/madinyane a matata a makae?



- ✦ 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.

- ✦ Na ho na le matata a mangata/mmalwa phoustareng ho feta a frizing ya dinomoro?
 - ✦ Haeba madinyane a matata a mabedi a ka kopana le matata a maholo ka metsing, ho tla ba le matata le madinyane a matata a makae ka metsing?
 - ✦ Ho na le madinyane a matata a makae a tsamayang moleng?
 - ✦ Ho ka ba le madinyane a matata a makae haeba a mabedi a ka tloha moo?
 - ✦ Na ho na le matata a maholo kapa dikgoho tse kgolo tse ngata/mmalwa?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokang

- Dikarete tsa matheba, matshwao le mantswe a dinomoro 1–8 (*Khiti ya Disebediswa*)
- Bolo
- Hlama ya ho papala
- Diboto
- Pampiri
- Dipentshele
- Setshelo ho moithuti ka mong se nang le:
 - Dibadi tse 10
 - Hlama ya ho papala
 - Dikwahelo tse 3
 - Kopi ya yokate e nang le dinawa e tshwailweng ka koki e ntsho lehlakoreng le leng
 - Dibadi tse 5 tsa diphoofolo

1. **Ho bala ka molomo 1–20:** Baithuti ba thetelana bolo ha ba ntse ba bala ho tloha ho 1 ho isa ho 20 (le ho feta haeba ba kgona).
2. **Dipalo tsa mantswe:** Efa baithuti mathata ao ba lokelang ho a rarolla. Ba ka nna ba sebedisa dibadi tse ka ditshelong tsa bona ho emela le ho ba thusa ho rarolla mathata.

Dipotso tse tataisang:

- ✦ Ho na le ditweba tse leshome ka khabotong. Haeba ditweba tse tharo di ka baleha, ho tla sala ditweba tse kae ka khabotong?
- ✦ Ha tweba e le nngwe e ka kgutla, ho tla ba le ditweba tse kae ka khabotong?

Ere baithuti ba o bolelle hore ba fumane dikarabo tsa bona jwang.

3. **Ho ikwetlisa ka 1–8; ngata ho feta/mmalwa ho feta/lekana le:** Bontsha karete ya letshwao la nomoro ho tloha ho 1 ho isa ho 8. Ka potlako kamoo ba ka kgonang, baithuti ba etsa lenane lona leo la dibolo ka hlama ya ho papala. Ba batla karete ya lentse la nomoro le karete ya letheba ho nyalanya.

Kopa baithuti ho ntsha dikwahelo tse pedi ditshelong tsa bona. Ba lokela ho bea dibolo tse pedi hodima sekwahelo se le seng le tse nne hodima sekwahelo se seng.

Dipotso tse tataisang:

- ✦ Ke sekwahelo sefe se nang le dibolo tse ngata/mmalwa ho feta?
- ✦ Sekwahelo sena se na le tse kae tse ngata/mmalwa ho feta?
- ✦ Eketsa sekwahelong se nang le dibolo tse ngata hore se be le dibolo tse pedi ho feta tse nne. O ekeditse tse kae?
- ✦ Sekwahelong se nang le dibolo tse mmalwa tlosa tse ding ho fihlela se sala se se na dibolo hohang. O tlositse tse kae?

KELETSO

Haeba moithuti a entse phoso ha a kopanya dipalo, botsa hore na o batla ho sebedisa dibadi ho o bontsha seo a se entseng. O se ke wa re feela moithuti o 'fositse'. Mo tataisetse karabong e nepahetseng.

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

Moithuti ka mong o etsa dibolo tse robedi. Bea dibolo tse tharo sekwahelong se le seng le tse pedi ho se seng.

- ★ Ho setse dibolo tse kae ho tse sehlopheng sa tse robedi?
- ★ Re lokela ho etsa eng hore dikwahelo di be le lenane le lekanang la dibolo?

Baithuti ba ntsha sekwahelo sa bona sa boraro. Ba bea bolo e le nngwe sekwahelong sa pele le dibolo tse tharo sekwahelong sa bobedi.

- ★ Ke dibolo tse kae tse lokelang ho ba sekwahelong sa boraro ho etsa dibolo tse robedi kaofela?

Pheta hape ka metswako e meng ya dinomoro.

4. **Ho ikwetlisa ka nomoro ya 8 o sebedisa hlama ya ho bapala:**

Baithuti ba etsa letshwao la nomoro ya 8 ka hlama ya ho bapala.

Tshehetsa baithuti ba seng ba loketse ho ngola 8.

5. **Papadi ya ho tsukutla le ho qhala**

dinawa: Baithuti ba nka dikopi tsa bona tsa yokate ka hara ditshelo tsa bona. Ka bonngwe ba bala ba ntsha dinawa tse robedi. Ba lemose taba ya hore dinawa tseo di tshwailwe ka lehlakoreng le le leng. Ere baithuti ba tsukutle dikopi mme ba tsholle dinawa.



Dipotso tse tataisang:

- ★ Ke dinawa tse kae tse tshweu? Ke dinawa tse kae tse nang le letshwao le letsho?
- ★ Ho na le dinawa tse kae kaofela?

Baithuti ba tsukutla le ho qhala dinawa hape, ba sebedisa dikopi tsa bona ba re, 'Tsukutla, tsukutla, tsukutla, mme o tsholle.' Ba bala dinawa mmoho.

Baithuti ba bapisa metswako ya dinawa tse tshweu le tse ntsho ho etsa tse robedi. Phetang makgetlo a mmalwa.

6. **Dinomoro tsa boemo -pele ho isa ho -bohlano:** Baithuti ba bea dibadi tsa diphoofolo ka mola di shebile ka ho le letshehadi. Botsa baithuti ka bomong hore diphoofolo tse fapaneng di eme boemong ba bokae.

Dipotso tse tataisang:

- ★ Ke phoofolo efe e leng ya pele/boraro/bohlano/ho qetela moleng?
- ★ Ha o ka tlosa _____ wa e beha kamora _____ e tla be e le boemong bofe?



Lekola hore baithuti ba kgona ho:

- bala ka molomo 1–20 le ho feta
- hlwaya -pele ho isa ho -bohlano, -ho qetela
- nyalanya dintho 1–8 ho dikarete tsa matshwao, matheba le tsa mantswa a dinomoro
- hlwaya metswako e fapaneng ho etsa 8
- bopa 8 wa nomoro o sebedisa hlama ya ho bapala

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.

Seteishene sa tshebetso sa 1

Tseo o di hlokang

- Hlama ya ho papala
- Thempleiti ya hlama ya ho papala: Nomoro ya 8 (leqephe la 215) – 1 ho moithuti ka mong

Baithuti ba sebedisa hlama ya ho papala ho qetella thempleiti.

Seteishene sa tshebetso sa 2



KELETSO

Buisanang ka seo sehlopha ka seng se se takileng ho 'lenane la ditakatso' le dikoroneng tsa bona nakong ya diketsahalo tsa tlelase yohle.

Tseo o di hlokang

- Dikgetjhana tsa pampiri/dikarete tse nang le dikgutlonne tse 8 – 1 ho moithuti ka mong
- Dikerayone
- Dinomoro tse tswang moleng wa ho ane ha dinomoro

Baithuti ba kenya mebala ka hara lenane le nepahetseng la dikgutlonne bakeng sa dilemo tsa bona mme ba ngola letshwao la nomoro ho nyalana le tsona. Ba taka setshwantsho se le seng ka hara kgutlonne ka nngwe e kentsweng mmala bakeng sa 'lenane la ditakatso' le koroneng ena ya letsatsi la tswalo.



Seteishene sa tshebetso sa 3

Tseo o di hlokang

- Sete ya dikarete tsa matheba (1–8)
- Setshelo se nang le dibadi tse 8 tse mebala ho moithuti ka mong

Moithuti ka mong o nka karete mme o sebedisa dibadi ho tshwantsha tlhophiso ya matheba a hodima karete. Ba bapisa dikarete ho bona hore dinomoro tsa bona di a nyalana na. Phetang hape le sebedisa dikarete tsohle ho tloha ho 1 ho isa ho 8.

Seteishene sa tshebetso sa 4

Tseo o di hlokang

- Dikarete tse kgolo tsa matshwao a dinomoro (*Khiti ya Disebediswa*)
- Setshelo bakeng sa moithuti ka mong se nang le bonyane dibadi tse 36 (*Khiti ya Disebediswa*)

Moithuti ka mong o nka karete ya letshwao la nomoro. Ba sebedisa dibadi ho bopa letshwao la nomoro. Ba pheta sena ba sebedisa dikarete tse fapaneng tsa matshwao a dinomoro.

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

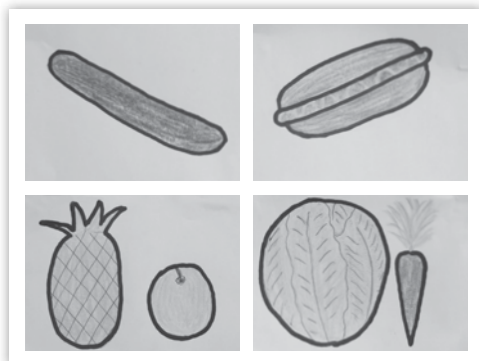
belongs

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

Tsepamiso ho Karolo ya Dikahare: Ho Sebetsa ka Datha

Dihlooho

- Bokella le ho hlophisa dintho
- Ho emela dipokello tse hlophisitsweng tsa dintho
- Ho buisana le ho tlaleha ka dipokello tse hlophisitsweng tsa dintho

Tsebo e ntjha

- Taka setshwantsho ho emela datha

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Pedi/tharo ngata/mmalwa ho feta
- Ngata ho feta, mmalwa ho feta, lekana le
- Ho bokella, ho hlophisa le ho emela dipokello tsa dintho

Tlotlontswe e ntjha ya mmetse

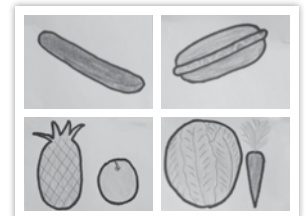
ke ya

ha se ya

Ho itokisetsa

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

- ditshwantsho tsa *hotdog*, voroso, ditholwana le meroho tse manamisitsweng hodima khateboto
- ditshwantsho tsa katiba e kgubedu, bolou, tala le tshela e manamisitsweng khatebotong
- karete e nyane ya 5 cm × 5 cm e nang le sefahleho se bososelang (sheba Kotara ya 2, Beke ya 7) – 1 ho moithuti ka mong
- sedikadikwe se senyane se sekgubedu, bolou, setala le boshela sa pampiri/khateboto
- thempleiti ya kerafo ya ditshwantsho e nang le dikholomo tse 4 le sebaka bakeng sa ditshwantsho tsa dijo/dibadi tsa mebala tlase
- keriti ya kerafo ya ditshwantsho ya A4 e nang le dikholomo tse 3 le diboloko tse kgubedu, tse bolou le tse tala moleng o ka tlase – 1 ho moithuti ka mong
- pampiri ya kerafo ya ditholwana – 1 ho moithuti ka mong (sheba leqephe la 135)
- khalendara ya maemo a lehodimo bakeng sa kgwedi ya jwale eo ho yona ho rekotwang maemo a lehodimo a letsatsi le letsatsi
- ditheke tsa mabitso bakeng sa moithuti ka mong
- dikarete tsa ditshwantsho ho emela mefuta e fapaneng ya dieta tsa baithuti: disantlelase; dieta tse kwalehileng tse nang le marapo, *Velcro* kapa ditjhasepere



- 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?

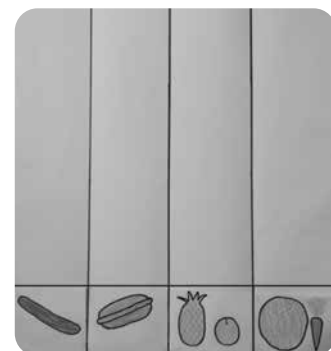


Show the four pictures of the different kinds of food. Place these at each of the four corners of the mat. Learners sit next to the picture of the food they would buy.

- ✦ 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.



TIP

Make sure the smiley faces are placed neatly so that there are no spaces between them in each column.

- ditlhapi tse sehilweng dipampiring: tse 6 tsa e nngwe le e nngwe tse mmala wa lamunu, tse kgubedu, tse bolou le tse tala. Hakisa ditlilepi tsa pampiri ho tsona ho etsa melomo
- keriti ya kerafo ya ditshwantsho ya khateboto e nang le mebala e tshwanang le ya ditlhapi – 1 ho moithuti ka mong
- dikgwele tse 6 tsa ho tjheha ditlhapi: sekoto sa kgwele e tlameletsweng thupeng e nang le makenete ka lehlakoreng le leng
- letaese le nang le mahlakore a mmala wa lamunu, o mofubedu, o bolou le o motala (mebala e mmedi e phetilwe).

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokang

- Phoustara ya 7
- Ditshwantsho tse 4: *hotdog*, *voroso*, *ditholwana*, *meroho*
- Dikarete tse nang le difahleho tse bososelang – 1 ho moithuti ka mong
- Thempleiti ya kerafo ya ditshwantsho

1. **Pina/raeme:** Baithuti ba kgetha pina kapa raeme e tswang dibekeng tse fetileng.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Ka bobedi, baithuti ba shebana mahlong mme ba bala ho fihlela ho 10 ha:
 - ✦ ba ntse ba opa matsoho a le letona mmoho
 - ✦ ba ntse ba opa matsoho a le letshehadi mmoho
 - ✦ ba ntse ba opa matsoho ka bobedi mmoho.
4. **Ho bokella le ho hlophisa datha:** Buang ka Phoustara ya 7.

Dipotso tse tataisang:

- ✦ Ho rekiswa dijo dife mmarakeng?
- ✦ Ke dijo dife tseo o ka kgethang ho di reka?

Bontsha ditshwantsho tse nne tsa mefuta e fapaneng ya dijo. Di behe hukung ka nngwe ya tse nne tsa mmata. Baithuti ba dula pela setshwantsho sa dijo tseo ba ka di rekang.

- ✦ Ke dijo dife tseo o nahanang hore baithuti ba di rata haholo/hanyane ho feta?
- ✦ O tseba jwang?
- ✦ Re ka hlophisa difahleho tse bososelang jwang ele hore re kgone ho bona ha bobebe hore ke baithuti ba bakae ba ratang sejo ka seng?

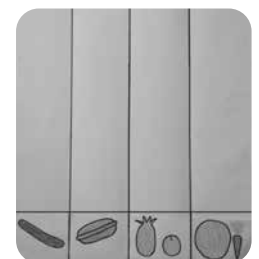
Efa moithuti ka mong sefahleho se bososelang.

5. **Ho emela datha:** Bea ditshwantsho tsa dijo tlase kholomong ka nngwe ho thempleite ya kerafo ya ditshwantsho. Baithuti ba bea dikarete tsa bona tsa difahleho tse bososelang se le seng ka nako ka hodima setshwantsho sa dijo tseo ba di kgethileng ho qetella kerafo ya ditshwantsho.
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



KELETSO

Etsa bonnete ba hore difahleho tse bososelang di beilwe ka makgethe ele hore ho se be dibaka dipakeng tsa tsona kholomong ka 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

Letsatsi la 2

Tseo o di hlohang

- Raeme: *Dihotdog tse nyane tse hlano* (leqephe la 197)
- Phoustara ya 7
- Khalendara ya boemo ba lehodimo
- Kerafo ya ditshwantsho ho tloha ho Letsatsi la 1

1. **Raeme:** Etsa raeme, *Dihotdog tse nyane tse hlano* ka metsamao ya menwana.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba ema ba shebane le mphato ba beile letsoho le le leng ka mokokotlong. Ha ba fuwa letshwao baithuti ka bongwe ba bea ka pele lenane le itseng la menwana. Ka bobedi ba bala lenane lohle la menwana eo ba e bontshang. Pheta ketsahalo ena, mme baithuti ba bontsha lenane le fapaneng la menwana nako le nako.
4. **Ho bala, ho hlalosa le ho tlaleha ka datha:** Buang ka khalendara ya maemo a lehodimo bakeng sa kgwedi eo.

Dipotso tse tataisang:

- ★ O ka mpoella eng mabapi le boemo ba lehodimo kgwedding ena?
 - ★ Ke mofuta ofe wa maemo a lehodimo oo re bileng le ona haholo/hanyane ho fetisisa?
 - ★ Na ho ne ho ena le matsatsi a mangata moo letsatsi le tjhabileng kapa pula e nang? A ne a le mangata ka bokae? O tseba jwang? Baithuti ba sheba Phoustara ya 7 le kerafo ya ditshwantsho ya dijo ya Letsatsi la 1. Ba bapisa bophahamo ba dikholomo tse kerafong ya ditshwantsho mme ba bala ho fumana hore ke mefuta e mekae ya dijo eo baithuti ba fapaneng ba e ratang.
 - ★ O lemoha eng mabapi le kerafo ya ditshwantsho?
 - ★ Ke kholomo efe e telele/kgutshwane ka ho fetisisa? Seo se bolela eng?
 - ★ Ke baithuti ba bakae ba kgethileng *dihotdog/divoroso/ditholwana/meroho*?
 - ★ Na ho na le baithuti ba bangata/mmalwa ba kgethileng *dihotdog* kapa baithuti ba bangata/mmalwa ba kgethileng voroso? Ke ba bakae ka bongata?
 - ★ Na ho na le dikholomo tse nang le lenane le lekanang?
 - ★ Ke dijo dife tse ratwang haholo/hanyane?
 - ★ Ho ne ho tla etsahala eng hoja baithuti ba bang ba babedi ba ne ba kgethile *dihotdog/voroso*, jwalojwalo?
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 3

Tseo o di hlohang

- Raeme: *Dihotdog tse nyane tse hlano* (leqephe la 197)
- Dibadi tse kgubedu, tse bolou, tse tala, tse tshehla (*Khiti ya Disebediswa*)
- Theke ya lebitso – e le 1 ho moithuti ka mong
- Ditshelo tse 4 tse leibotsweng: kgubedu, bolou, tala, tshehla
- Dikgetjhana tse 4 tsa pampiri e tshweu
- Pale: *Ho ya reka katiba* (leqephe la 197)
- Thempleiti ya kerafo ya ditshwantsho

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. **Raeme:** Etsa raeme, *Dihotdog tse nyane tse hlano*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba ema ka sedikadikwe mme ba bala ho tloha ho 1 ho isa ho 10, ba opa matsoho nako le nako ha ba bitsa nomoro. Moithuti ya reng '10' o dula fatshe mme ho bala ho qalwa hape ho tloha ho '1'. Phetang ho fihlela ho setse moithuti a le mong ya emeng.
4. **Ho emela datha:** Pheta pale ya *Ho ya reka katiba*. Sheba ditshwantsho tsa dikatiba tse nne. Buisanang hore ke mebala efe ya dikatiba eo baithuti ba neng ba tla e kgetha. Baithuti ba kgetha sebadi se nyalanang le mmala wa katiba eo ba e kgethileng. Ba kenya sebadi seo ka hara setshelo se nang le leibole ya mmala oo.

Dipotso tse tataisang:

- ★ Re ka fumana jwang hore ke baithuti ba bakae ba ratang mmala ka mong wa katiba?

Kopa baithuti ba bane ho hlophisa dibadi tse tswang setshelong ka seng ka mola hodima sekgetjhana sa pampiri. Buisanang ka datha.

- ★ Ke baithuti ba bakae ba ratang kadiba e kgubedu/bolou/ tshehla/tala?
- ★ Re ka fumana jwang hore ke mmala ofe o ratwang ho feta ka tlelaseng ya rona?



Bea sebadi sa mmala o fapaneng moleng o tlase wa thempleiti ya kerafo ya ditshwantsho. Baithuti ba bea ditheke tsa mabitso a bona ho kerafo ya ditshwantsho kholomong e ka hodima mmala wa katiba eo ba e kgethileng.



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

Letsatsi la 4

Tseo o di hlohang

- Raeme: *Dihotdog tse nyane tse hlano* (leqephe la 197)
- Ditshwantsho tsa dikatiba tse 4 (kgubedu, bolou, tala, tshehla)
- Kerafo ya ditshwantsho ho tswa ho Letsatsi la 3

1. **Raeme:** Etsa raeme, *Dihotdog tse nyane tse hlano*.
2. **Ho bala ka molomo:** 1–20 le ho 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.



- Ho bala dintho 1–10:** Bapalang 'Sizwe o re', o bitsa dintho tse ka phaposing ya borutelo hore baithuti ba di batle, ba di thetse mme ba di bale, ho etsa mohlala, ditulo tse tharo, dikerayone tse leshome, difenstere tse pedi, lemati le le leng, dieta tse robedi, dibuka tse hlano.
- Ho buisana le ho tlaleha ka dipokello:** Bea ditshwantsho tsa dikatiba leboteng mme o kope baithuti hore ba o thuse ho pheta pale ya dikatiba hape.

Dipotso tse tataisang:

- ✦ Ke mmala ofe wa katiba oo le nahanang hore baithuti ba bangata/ mmalwa ba o kgethile? Hobaneng le nahana jwalo?

Buisanang ka kerafo ya ditshwantsho ho tswa ho Letsatsi la 3.

- ✦ Kerafo ya ditshwantsho e re bolella eng?
- ✦ Ke kholomo efe e telele ka ho fetisisa?
- ✦ Ke baithuti ba bakae ba kgethileng katiba ya mmala oo?
- ✦ Na ho na le mebala eo ho seng motho ya e kgethileng?
- ✦ Na batho ba bangata ba kgethile dikatiba tse kgubedu kapa tse bolou, jwalojwalo?
- ✦ Na ho na le mebala eo baithuti ba e kgethileng ka ho lekana?
- ✦ Ho ka etsahala eng haeba baithuti ba babedi ho feta/ka tlase ba kgetha e tala, jwalojwalo?

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

Letsatsi la 5

Tseo o di hlokang

- Raeme: *Dihotdog tse nyane tse hlano* (leqephe la 197)
- Masking theipi kapa tjhoko
- Dikarete tsa ditshwantsho ho emela mefuta e fapaneng ya dieta tsa baithuti

- Raeme:** Etsa raeme ena, *Dihotdog tse nyane tse hlano*.
- Ho bala ka molomo:** 1–20 le ho feta, 10–1.
- Ho bala dintho 1–10:** Baithuti ba bahlano ba ema ka mola ka pela tlelase.

Dipotso tse tataisang:

- ✦ Ho na le dieta tse kae kaofela?
- ✦ Ho na le dipara tse kae tsa dieta?

- Ho hlophisa datha:** Kopa baithuti ho bolela hore ebe ba rwetse disentlelese kapa dieta tse kwalehileng. Haeba ba rwetse dieta tse kwalehileng, na di na le marapo, *Velcro* kapa ditjhasepere? Ere, 'Ke a ipotsa hore ebe ke baithuti ba bakae ba rwetseng disentlelese kajeno?' Baithuti ba itlhopha ka dihlotshwana ho ya ka mofuta wa dieta tsa bona.

Dipotso tse tataisang:

- ✦ Ke baithuti ba bakae ba nang le dietsa tsa marapo/*Velcro*/ditjhasepere?
- ✦ Na ho na le baithuti ba bangata/ba mmalwa ba nang le dieta tse nang le marapo/*Velcro*/ditjhasepere, jwalojwalo?
- ✦ Na ho na le dihlotshwana tse lekanang?

KELETSO

Haeba baithuti ba rwala dieta tse fapaneng sekolong, ba ka nna ba itlhopha ho ya ka mebala ya dieta tsa bona.



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. **Ho hlophisa datha:** Baithuti ba itlhopha ka mela ho ya ka mefuta ya dieta tsa bona.

Dipotso tse tataisang:

- ✦ Ke mola ofe o molelele/mokgutshwane?
- ✦ Seo se re bolella eng?
- ✦ Ke mofuta ofe wa dieta o rwetsweng ke baithuti ba bangata/mmalwa ho fetisisa? O tseba jwang?
- ✦ Na ho na le mela e nang le lenane le lekanang la baithuti? Mmoho balang lenane la baithuti moleng ka mong.
- ✦ Ke baithuti ba bakae ba leng moleng ona?

Bea ditshwantsho tsa mefuta ya dieta ka mola hodima mmata. Baithuti ba rola seeta sa le letona mme ba se bea kholomong ka hodima setshwantsho se emetseng seeta sa bona.

- ✦ Ke kholomo efe e nang le dieta tse ngata/mmalwa ho fetisisa?
- ✦ Na ho na le baithuti ba bangata ba nang le disentlelese ho feta baithuti ba nang le dieta tsa marapo, jwalojwalo?
- ✦ Ke baithuti ba bangata ka bokae ba nang le dieta tse kwalehileng ho feta ba nang le disentlelese, jwalojwalo?

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

Kgokahanyo

Puo ya Lapeng: Ho abelana maikutlo, Ho Mamela le ho Bua.
Bokgoni ho tsa Bophelo: Hlophisa dintho ha le hlwekisa le ho phutha dintho.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Setshelo ho moithuti ka mong se nang le mefuta e fapaneng ya:
 - Diboloko tse 10 tsa *Unifix* (tse kgubedu, bolou le tse tala: motswako o fapaneng bakeng sa moithuti ka mong)
 - Ho bala dithupa
 - Dibadi tse mebala
- Setshelo sa dikerayone ho moithuti ka mong se nang le metswako ya dikerayone tse kgubedu, tse bolou le tse tala
- Keriti ya A4 ya kerafo ya ditshwantsho ho moithuti ka mong e nang le diboloko tse kgubedu, tse bolou le tse tala moleng o tlase

1. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
2. **Ho bala dintho 1–10:** Baithuti ka bonngwe ba bala diboloko tse 10 tsa *Unifix* ho tswa ditshelong tsa bona. Ba aha tora.

Dipotso tse tataisang:

- ✦ Ke diboloko tse kae tse etsang tora ya hao?
- ✦ Ho na le diboloko tse kae tse kgubedu/bolou/tala?
- ✦ Na ho na le diboloko tse ngata/mmalwa tse kgubedu kapa tse bolou?

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. **Ho bokella le ho hlophisa dintho:** Baithuti ba iketsetsa diqeto hore ba tla hlophisa dintho kaofela jwang (diboloko tsa *Unifix*, dithupa le dibadi) ka hara ditshelo tsa bona.

Dipotso tse tataisang:

- ✦ Ke dihlopha dife tseo o ka di etsang ka dintho tsa hao?
- ✦ O di hlophisa jwang?
- ✦ Hobaneng o kentse _____ ya hao sehlopheng sena?
- ✦ Dintho tsena di tshwana jwang?
- ✦ Na o ka hlophisa dintho tsena ka tsela e fapaneng?

Baithuti ba hlophisa dintho tsa bona ho ya ka lekgetha leo ba le filweng.

- ✦ Na o ka hlophisa dintho tsa hao ho ya ka mmala/sebopeho/boholo?
- ✦ Ke dife tse lokelang/sa lokeleng ho ba sehlopheng sena? Hobaneng?

 **KELETSO**
Pheta ka metswako ya mebala e fapaneng e amanang le mebala ya diboloko tsa *Unifix*.

4. **Ho hlophisa, ho emela le ho hlalosa datha:** Efa moithuti ka mong keriti ya A4 ya kerafo ya ditshwantsho, le setshelo sa dikerayone tse kgubedu, tse bolou le tse tala. Baithuti ba hlophisa dikerayone tsa bona ho ya ka mmala.

Dipotso tse tataisang:

- ✦ Na o ka hlophisa dikerayone tsa hao ho ya ka mmala?
- ✦ O ka fa sehlopha sena sa dikerayone lebitso lefe?

Baithuti ba bala hore ke dikerayone tse kae tse sehlopheng ka seng. Ba bea lenane la diboloko tsa mebala tsa *Unifix* tse nyananang ka hara dikholomo ka hodima mmala o nyananang keriting ya bona ya kerafo ya ditshwantsho.

- ✦ Na ho na le dikerayone tse ngata tse bolou kapa tse tala/kgubedu?
- ✦ Ke dikerayone tsa mmala ofe tse ngata/mmalwa ho feta tseo o nang le tsona?
- ✦ Ho na le dikerayone tse ngata ka bokae tse _____ ho feta dikerayone tse _____?



Lekola hore baithuti ba kgona ho:

- bapisa dintho ho ya ka lekgetha le le leng kapa a mangata, ho etsa mohlala, mmala, boholo, mofuta
- hlophisa dintho ka dihlopha ho ya ka makgetha a fapaneng
- hlalosa makgetha a dintho tse hlophisitsweng
- hlalosa hore ba hlophile dintho tsa bona jwang
- etsa qeto hore dintho di kena kholomong efe
- tseba 'dintho tse kae' ho ya ka datha e emetsweng

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

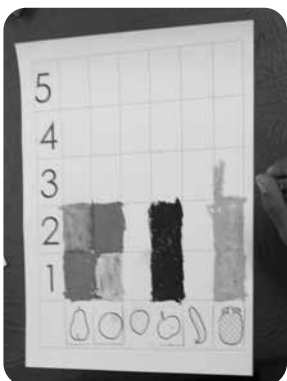


What you need

- 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.

Seteishene sa tshebetso sa 1



Tseo o di hlokgang

- Setshelo bakeng sa moithuti ka mong se nang le:
 - Dibadi tsa diphoofolo
 - Diboloko tsa makgetha
 - Dibadi tse mebala
 - Dithupa tse mebala

Baithuti ba hlophisa dintho tse ka ditselong tsa bona ho ya ka makgetha a fapaneng ho etsa dihlopha.

Seteishene sa tshebetso sa 2



Tseo o di hlokgang

- Letaese le nang le mahlakore a mmala wa lamunu, o mokgubedu, o bolou le o motala (pheta mebala e mmedi)
 - ‘Roto ya ho tjheha ditlhapi’
 - Keriti ya khateboto ya kerafo ya ditshwantsho e nang le mebala e tshwanang le ya ditlhapi
- Kgwele e telele
- Ho moithuti ka mong:
 - Tlhapi e mmala wa lamunu, o mokgubedu, o bolou, o motala
 - Dibadi (mmala wa lamunu, o mokgubedu, o bolou le o motala)

Etsa letangwana ka kgwele. Kenya ditlhapi ka hara letangwana. Baithuti ba lahlela letaese mme ba ‘tshwasa’ tlhapi e nyalanang le mmala o letaeseng. Ba bea sebadi se nyalanang le yona keriting ya kerafo ya ditshwantsho. Pheta hape ho fihlela baithuti ba tshwasitse ditlhapi tse tsheletseng moithuti ka mong.

Seteishene sa tshebetso sa 3

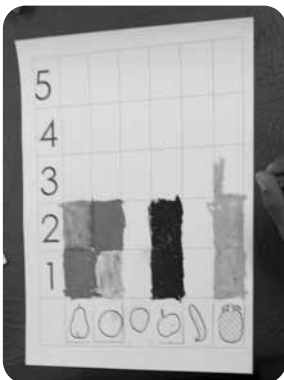


Tseo o di hlokgang

- Diboloko tsa mebala le/kapa dibopeho tse fapaneng
- Dikerayone
- Pampiri

Baithuti ba hlophisa diboloko ho ya ka dibopeho. Ba taka setshwantsho ho bontsha kamoo diboloko di neng di hlophisitse ka teng.

Seteishene sa tshebetso sa 4



Tseo o di hlokgang

- Dikerayone
- Pampiri ya kerafo ya ditholwana – e le 1 ho moithuti ka mong
- Setshelo se 1 sa dibadi tsa ditholwana ho moithuti ka mong

Baithuti ba fifatsa mabokoso ho bontsha hore ba na le tse kae tsa mofuta ka mong o fapaneng wa ditholwana.

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

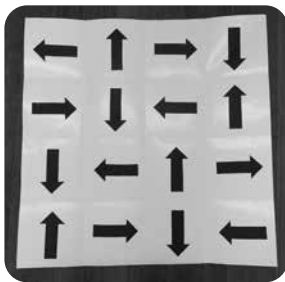
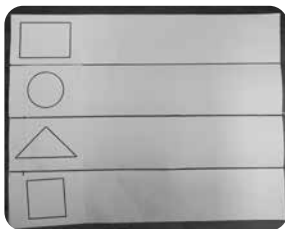
New maths vocabulary

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).

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

Dihlooho

- Boemo, tlwaetso le ditjhebo
- Makgetha a dibopeho tsa 2-D le dintho tsa 3-D
- Latela ditshupiso

Tsebo e ntjha

- Boemo ba dintho ha di bapile
- Tjhate ya marungwana
- Kopolla mme o ahe moaho (dikarete tsa ditshwantsho)

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne
- Mabokoso, dibolo
- Ho tshela molahare
- Boemo: ho ya pele le ho kgutlela morao

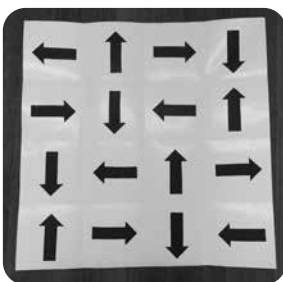
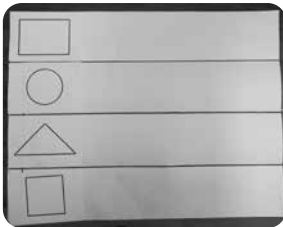
Tlotlontswe e ntjha ya mmetse

lerungwana

kahare

kantle

Ho itokisetsa



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

- dintho tsa 3-D ho tereisa: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne – e le 1 ho moithuti ka mong
- pampiri ya A3 e nang le mela e mene le sebopeho qalong ya mola ka mong: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne
- keriti ya sebopeho fatshe (e entsweng ka masking theipi/tjhoko) (sheba leqephe la 145)
- lebokoso la khateboto le nang le sekwahelo le popi ka hare
- tjhate ya marungwana
- diboloko/dintho tsa 3-D, ho etsa mohlala, boloko bo 1 ba makgetha a kgutlotharo, diboloko tsa patsi tsa ho aha/mabokoso a 3 a sebopeho sa kgutlonnetsepa le a 2 a sebopeho sa kgutlonne, ditjhupu tse 4 tsa dikhene/dirolo tsa pampiri ya ntlwana – e le 1 ho moithuti ka mong
- dibolo tsa tenese
- dipampiri tse nyane tse sehilweng tse mebala: didikadikwe, dikgutlonnetsepa, dikgutlotharo le dikgutlonne
- diboto tsa dibopeho tsa Bingo – e le 1 ho moithuti ka mong (leqephe la 218)
- dikarete tse nyane tsa dibopeho (dikhopi tsa sebopeho ka seng hodima diboto tsa dibopeho tsa Bingo).



KELETSO

Baithuti ba tla tswela pele ho sibolla boemo le tshupiso bekeng ena mme ba lokela ho rwala dibente tsa rekere/ulu (tse sebedisitsweng ho 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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Raeme: *Re ilo tsoma ditau* (leqephe la 199)
- Kotikoti
- Diboloko tse 10 tsa makgetha (*Khiti ya Disebediswa*)
- Dintho tsa 3-D bakeng sa ho tereisa: sedikadikwe, kgutlonnetsepa, kgutlotharo,
- kgutlonne – e le 1 ho moithuti ka mong
- Pampiri ya A3 e nang le mela e mene le sebopeho qalong ya mola ka mong: sedikadikwe, kgutlonnetsepa, kgutlotharo, kgutlonne
- Seletswa sa mmino

1. **Raeme:** Etsa raeme, *Re ilo tsoma ditau*. Baithuti ba a kenella.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Lahlela lenane la diboloko tsa makgetha tse pakeng tsa 1 le 10 ka hara kotikoti bo le bong ka nako. Baithuti ba bala ha ba utlwa boloko ka bong bo wela fatshe ka hara kotikoti. Pheta hape.
4. **Makgetha a dibopeho:** Maneha setshwantsho sa kgutlonnetsepa.

Dipotso tse tataisang:

- ★ Sebopeho sena ke eng?
- ★ O ka hopola eng mabapi le sebopeho sena?
- ★ O tseba jwang hore ke kgutlonnetsepa?
- ★ Na o kgona ho bona dintho tse sebopeho sa kgutlonnetsepa ka mona ka phaposing ya borutelo?

Ha mmino o ntse o bapala, baithuti ba tsamaya hohle ka phaposing ya borutelo ba batlana le dintho tse sebopeho sa kgutlonnetsepa. Ha mmino o emisa baithuti ba fumana ntho eo mme ba e tliša mmateng.

- ★ Na ntho eo e ne e fumaneha ha bonolo? Hobaneng ho bile jwalo/ho sa ba jwalo?
- ★ E na le mahlakore/dihuku/maphethelo a makae?

Ba tereisa ho potoloha botlase ba ntho keriting.

- ★ Motako wa hao o tshwana/fapana jwang le _____ eo o e takileng ho potoloha?

Baithuti ba fumaneng dikgutlonnetsepa ba dula fatshe. Phetang hape ka sebopeho ka seng ho fihlela baithuti bohle ba fumane monyetla.

Sheba keriting e tlatsitsweng.

- ★ O bona didikadikwe/dikgutlotharo/dikgutlonnetsepa/dikgutlonne tse kae?
- ★ Ke sebopeho sefe se hlahellang hangata/hanyane ho feta?
- ★ Kgutlonnetsepa/kgutlotharo/sedikadikwe se tshwana/fapana jwang le kgutlonne, jwalojwalo?
- ★ Ke dibopeho dife tse nang le mahlakore a mane/mararo?
- ★ Ke dibopeho dife tse se nang mahlakore?

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

 **KELETSO**
Baithuti ba lokela ho tseba ho tereisa ho potoloha sefahleho sa ntho ka nngwe ya 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.



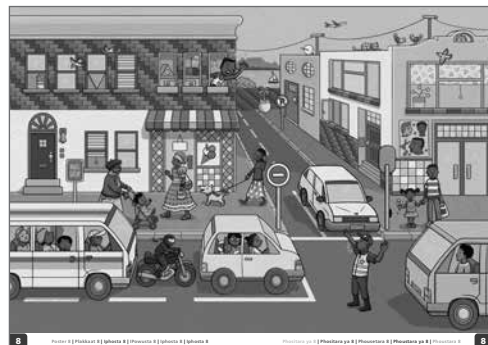
4. **Properties of shapes:** Hide a triangle, square, circle or rectangle-shaped object behind your back. Describe the shape. For example:
 - ★ It has three sides and three corners.
 - ★ It has four sides that are the same length.
 - ★ It has no sides and no corners. It is round.

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.



Letsatsi la 2

Tseo o di hloakang

- Raeme: *Re ilo tsoma ditau* (leqephe la 199)
- Dintho tse nang le sebopeliso sa kgutlotharo, kgutlonnetsepa, sidikadikwe le kgutlonne
- Dibente tsa rekere/ulu – e le 1 ho moithuti ka mong
- Phoustara ya 8

KELETSO

Motsamao ona o matlafatsa ho tshela molahare ha baithuti. Kgothaletsa metsamao e meng, jwaloka ho fapanyetsa ho tla ka maoto, ho isa mmele kwana le kwana, ho 'sesa' le ho 'palama ditepisi' ka metsamao ya le letshehadi le le letona.

1. **Raeme:** Etsa raeme, *Re ilo tsoma ditau*. Baithuti ba otlala dirope tsa bona tsa le letona ka letsoho le letshehadi ho boloka morethetho. Etsa raeme lekgetlo la bobedi. Baithuti ba otlala dirope tsa le letshehadi ka letsoho le letona.

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

3. **Ho bala dintho 1–10:** Kenya dibente matsohong a le letona a baithuti. Baithuti ba ema ka mola maoto a bona a arohane. Ba phahamisa matsoho a bona a matona, ebe ba inama ho tloha thekeng mme ba thetsa leoto le letshehadi ka letsoho le letona ba ntse ba bala ho fihla ho 10. Phetang hape, baithuti ba thetsa leoto le letona ka letsoho le letshehadi.



4. **Makgetha a dibopeliso:** Pata ntho e sebopeliso sa kgutlotharo, kgutlonnetsepa, sedikadikwe kapa kgutlonne kamora hao. Hlalosa sebopeliso seo. Ho etsa mohlala:

- ★ E na le mahlakore a mararo le dihuku tse tharo.
- ★ E na le mahlakore a mane a lekanang ka bolelele.
- ★ Ha e na mahlakore ebile ha e na dihuku. E tjihitja.

Baithuti ba noha sebopeliso seo. Moithuti ya nohileng ka nepo o fumana monyetla wa ho pata sebopeliso se seng kamora hae mme a fane ka makgetha a sona. Ba tshetsetse ka ho botsa dipotso ha ho hlokeha.

Buang ka Phoustara ya 8.

Dipotso tse tataisang:

- ★ Ke dibopeliso dife tseo o di bonang?
 - ★ Na o ka fumana sebopeliso se nang le mahlakore a mararo/ mane? Se bitswa eng?
 - ★ Fenstere ena e na le mahlakore a makae? E na le sebopeliso sefe?
 - ★ Na o ka fumana sebopeliso se nang le mahlakore a mabedi a malelele le mahlakore a mabedi a makgutshwane/mahlakore a mane a lekanang ka bolelele? Se bitswa eng?
 - ★ Ditene tse leboteng di na le sebopeliso sefe?
 - ★ O bona aesekerimi hokae? Khouno/aesekerimi e na le sebopeliso sefe?
 - ★ Na o bona dikgutlonnetsepa tse nyane tse bolou/tshehla? A ko di bale.
5. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.



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.

Letsatsi la 3

Tseo o di hlokang

- Raeme: *Re ilo tsoma ditau* (leqephe la 199)
- Mataese a 2
- Setshelo se nang le diboloko tsa makgetha – boloko e 1 ho moithuti ka mong

1. **Raeme:** Etsa raeme, *Re ilo tsoma ditau*. Baithuti ba ya pele ka dikgato tse pedi le morao ka dikgato tse pedi ho boloka morethetho.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe mme ba fapanyetsana ka ho lahlela mataese a mabedi. Baithuti bohle ba bontsha menwana e lekanang le matheba a letaeseng, ba bala mmoho. Haeba lenane lohle la matheba a letaeseng le feta 10, baithuti ba hoeletsa 'Jowee!' mme ba hlahisa hore ba tlameha ho etsa eng ho rarolla bothata bona (ho kenyeletsa nko, ditsebe tsa bona, ho sebedisa menwana ya maoto, jwalojwalo).
4. **Boemo:** ho ya pele le ho kgutlela morao: Baithuti ba tshwantshisa *Re ilo tsoma ditau*. Nako le nako ha ba utlwa mantswe ana 'Jowee!' baithuti ba tjetjhella morao ka dikgato tse pedi. Ba tswela pele ho tsamaela pele ha pale e ntse e tswella.
5. **Makgetha a dibopeho:** Baithuti ba dula ba entse sedikadikwe. Fetisa setshelo ho baithuti hore moithuti ka mong a kgethe boloko ba makgetha. Baithuti ba kgethileng sebopeliso seo o se hlahosang, ba lokela ho se phahamisa.

Dipotso tse tataisang:

- ★ Ke mang ya nang le kgutlotharo e bolou, jwalojwalo?

Baithuti ba fetisetsa boloko ba bona ba makgetha ho moithuti ya ka ho le letshehadi ho bona. Ha ba etsa seo, ba lokela ho bua mantswe ana, 'Ha re bone hore ke sebopeliso sefe se latelang. Ha re bone hore ke sebopeliso sefe se latelang. Ha re boneng hore ke sebopeliso sefe se latelang, seo ke se tshwereng ka letsohong la ka.'

Pheta hape ka dipotso tse kang tsena. Ho etsa mohlala:

- ★ Ke mang ya nang le sebopeliso se sekgubedu se se nang mahlakore?
- ★ Ke mang ya nang le sebopeliso se sesehla se nang le dihuku tse nne?
- ★ Ke mang ya nang le sebopeliso se setala se nang le mahlakore a mabedi a malelele le a mabedi a makgutshwane?
- ★ Ke mang ya nang le sebopeliso seo e seng kgutlonnetsepa?

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

KELETSO

Etsa ketsahalo ena ka ntle. Baithuti ba lokela ho dula ba shebile pele ha ba ntse ba nka dikgato tse kgutlelang morao.

Letsatsi la 4

Tseo o di hlokang

- Raeme: *Re ilo tsoma ditau* (leqephe la 199)
- Keriti ya dibopeho fatshe
- Boloko ba ho aha bakeng sa moithuti ka mong (boholo le sebopeliso tse tshwanang)
- Tjhoko kapa masking theipi

1. **Raeme:** Etsa raeme, *Re ilo tsoma ditau*.
2. **Ho bala ka molomo:** 1–20 le ho 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. **Ho bala dintho 1–10:** Bea diboloko tse 10 moleng moo baithuti ba ka di bonang.

Dipotso tse tataisang:

- ✦ O nahana hore ho na le diboloko tse kae moleng ona?
Baithuti ba bala diboloko. Bea diboloko tse ding tse 10 ka tlasa mola wa pele, o di siela sebaka se batsi ho feta dipakeng tsa tsona.
- ✦ Na o nahana hore ho na le diboloko tse ngata ho feta moleng wa pele kapa moleng wa bobedi?
- ✦ O nahana hore ho na le diboloko tse kae moleng wa bobedi?
Baithuti ba bala diboloko.

4. **Latela ditshupiso:** Moithuti ka mong o lokela ho ba le boloko. Bapalang 'Sizwe o re', o bitsa mantswe a boemo, ho etsa mohlala, Sizwe o re, 'Bea boloko ba hao:

- ✦ hodima hlooho ya hao.'
- ✦ pela leoto la hao le letona/letshehadi.'
- ✦ ka tlasa leoto la hao.'
- ✦ dipakeng tsa dirope tsa hao.'
- ✦ ka hodima letsoho la hao.'
- ✦ dipakeng tsa menoto ya hao.'
- ✦ ka pela sefuba sa hao.'
- ✦ kamora hao.'
- ✦ tlasa lengwele la hao.'

5. **Metsamao ya dibopeho:** Baithuti ba fana sebaka sa ho tsamaya pela keriti ya dibopeho fatshe kamoo ba laelwang.

- ✦ Qhoma habedi ka hara kgutlotharo ka nngwe.
- ✦ Tlola hodima dikgutlonnetsepa tsohle.
- ✦ Ema sebopelong se bohareng.
- ✦ Tlolatlola makgetlo a mahlano ka hara sedikadikwe.
- ✦ Thinyetsa ka ho le letshehadi/letona mme o tlolele ka hara dikgutlonnetsepa tse tharo.
- ✦ Qhoma ka leoto le le leng ho ya ho sebopelo ka seng sa tse tharo tse tlase.

KELETSO

Ketsahalo ena e sebetsa hantle ha e etsetswa ka ntle.



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

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.

Letsatsi la 5

Tseo o di hlohang

- Raeme: *Re ilo tsoma ditau* (leqephe la 199)
- Lebokoso la khateboto le nang le sekwahelo le popi ka hare

1. **Raeme:** Etsa raeme, *Re ilo tsoma ditau*, ka diketso.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Baithuti ba etsa mola mme ba ema ba ntse ba dula ha ba ntse ba bala. Ha ba se ba badile ho fihla ho 10 ba qala mola o motjha.

Dipotso tse tataisang:

- ✦ Ke baithuti ba bakae ba moleng wa pele/bobedi/boraro?
 - ✦ Ke mola ofe o nang le baithuti ba bangata/mmalwa?
 - ✦ Ke baithuti ba bakae ba dutseng/emeng moleng wa bobedi?
 - ✦ Na ke baithuti ba bangata ba dutseng kapa ba emeng?
4. **Boemo le tshupiso:** Bea lebokoso le kwetsweng le nang le popi hodima mmata.

Dipotso tse tataisang:

- ✦ O nahana hore ke eng e ka hara lebokoso?

Ntsha popi ka lebokosong. E behe maamong a fapaneng. Baithuti ba o bolella moo e leng teng, ho etsa mohlala, e ka tlase/ka hodimo/hodima/ka hare/kamora/ka pela lebokoso.

- ✦ Popi e hokae jwale?

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



Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Kgetho ya diboloko/dintho tsa 3-D ho moithuti ka mong
- Dibolo tsa tenese
- Tjhate ya marungwana
- Ditulo – se le 1 ho moithuti ka mong
- Lebokoso la khateboto le nang le sekwahelo
- Popi

1. **Ho bala dintho 1–10:** Bea diboloko hodima mmata. Baithuti ba fana sebaka sa ho bala ho tloha ho 1 ho isa ho 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



 **KELETSO**

Kgothaletsa baithuti ho sebedisa mantswe a tshupiso a kang 'ho le letshehadi le ho le letona', 'ho ya pele le ho kgutlela morao'.

2. **Ho aha sebopeho:** Ahang moaho hodima mmata le sebedisa diboloko/dintho tsa 3-D.

Dipotso tse tataisang:

- ★ O ka mpoella eng ka seo ke se ahileng?
- ★ O bona dibopeho dife?
- ★ Na o ka hlophisa diboloko tsa hao ka tsela e tshwanang le ena? Baithuti ba aha moaho o tshwanang le ono ka diboloko tsa bona.
- ★ O sebedisitse dintho dife?
- ★ Na wa hao o tshwana/ha o tshwane le wa ka? Hobaneng?

3. **Boemo:** Laela baithuti ho bea popi maemong a fapaneng papisong le lebokoso mme ba bolele hore popi e hokae. Pheta hape ka baithuti ba bang.

Dipotso tse tataisang:

- ★ Na o ka bea popi ka pela/ka tlasa/pela/ka hodima/kamora lebokoso? Baithuti ba fana sebaka sa ho bea popi maemong a fapaneng mme tlelase yohle e bolela moo popi e leng teng.

4. **Tjhate ya marungwana:** Bea tjhate ya marungwana leboteng. Baithuti ba tla tsamaya ho ya lehlakoreng leo marungwana a supileng ho ona.

Dipotso tse tataisang:

- ★ Lerungwana lena le supile hokae?
- ★ O tla tsamaya jwang?

Tataisa baithuti ho ya ka ditshupiso tsa mahlakore ohle le metsamao yohle pele ba qala papadi.

Supa lerungwana mme o fane ka ditshupiso tse kang:

(Mola wa 1) Otlollelang matsoho a lona. → ← ↓ ↑

(Mola wa 2) Emang hodima setulo mme le tlolele ↓ ebe le ema

fatshe mme le tlolele. ↑ ← →

Kgokahanyo

Puo ya Lapeng: Ntshetsopele ya tlotlontswe.

Bokgoni ho tsa Bophelo: Tlwaelo ya ho sebedisa ntlwana le ho tsamaya ho ya/ho tswa dibakeng.



Lekola hore baithuti ba kgona ho:

- aha moaho ka ho kopolla mohlala
- hlalosa boemo ba dintho malebana le tse ding
- sebedisa mantswe a boemo a kang ka pela/ka tlasa/pela/hodima/kamora/kahare/ka ntle
- sebedisa mantswe a tshupiso a kang ho le letshehadi/ho le letona, hodimo/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.



Seteishene sa tshebetso sa 1



Tseo o di hlohang

- Pampiri le sekgomaretsi
 - Dipampiri tse nyane tsa mebala tse sehilweng: didikadikwe,
- dikgutlonnetsepa, dikgutlotharo le dikgutlonne

Baithuti ba etsa ditshwantsho ka dibopeho tseo ba di filweng, ho etsa mohlala, ntlo kapa phoofolo.

Seteishene sa tshebetso sa 2



KELETSO

Haeba diboto tsa diphekse di fumaneha, baithuti ba ka etsa dibopeho ka ho sarolla dibente tsa rekere dipakeng tsa diphekse.

Tseo o di hlohang

- Hlama ya ho bapala
- Dithupa tse mebala (*Khiti ya Disebediswa*)

Baithuti ba ala dithupa ba di entse sebopeliso. Ba kenya dintlha tsa dithupa tseo ka hara sekoto sa hlama ya ho bapala dihukung ho tshwara sebopeliso sa tsona.



Seteishene sa tshebetso sa 3



Tseo o di hlohang

- Dikarete tsa Bingo
- Dibadi
- Diboto tsa sebopeliso tsa Bingo

Baithuti ba bea qubu ya dikarete di kubutilwe bohareng ba tafole kapa fatshe. Ba fana sebaka sa ho kgetha karete. Haeba ba ena le sebopeliso botong ya bona, ba bea sebadi sebopeliso seo. Sebapadi sa pele se fumanang tse nne moleng ke yena mohlodi.

Seteishene sa tshebetso sa 4



Tseo o di hlohang

- Diboloko kapa dintho tsa dibopeho tse fapaneng

Baithuti ba aha moaho ba sebedisa diboloko kapa dintho tse nne kapa tse hlano. Ba fana sebaka sa ho kopolla tlhophiso eo motswalle a e entseng.

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

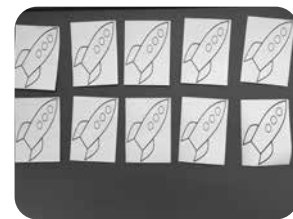
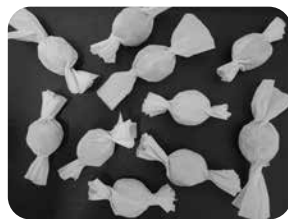
rhino
buffalo

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.

Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Hlalosa, hlophisa le ho bapisa dinomoro tse felletseng
- Dikamano tsa dinomoro
- Ho elellwa dinomoro
- Ho rarolla mathata ho ya ka maemo

Tsebo e ntjha

- Tjhelete – ho elellwa tjhelete ya pampiri
- Ho rarolla bothata 1–8

Ho etsa

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

Tlotlontswe e ntjha ya mmetse

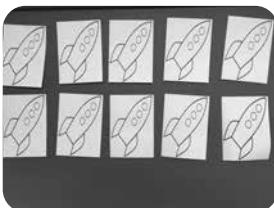
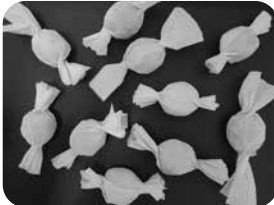
tjhelete ya pampiri
tau

tshukudu
nare

Nelson Mandela
bala ho kgutlela morao

Ho itokisetsa

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



- dibolo tse 10 tsa hlama ya ho bapala tse phuthetsweng ka selofeini/polastiki ho etsa 'dipompong'
- dikepe tsa moyeng tse 10 tse entsweng ka dipoleiti tsa pampiri – sekepe ka seng se lokela ho ba le difensterere tse 10
- ditshwantsho tse 10 tsa dirokete
- ditshwantsho tse 5 tsa A4 tsa dintho tse lokelang ho rekwa (tse tswang dimakasineng)
- dikhoine tse sootho le tsa silivera tse sehilweng khatebotong: 10c, 20c, 50c, R1, R2, R5 (ho tswa Kotareng ya 2)
- ditjhelete tsa pampiri tse 10 tsa khateboto, tse 2 tsa e nngwe le e nngwe: R10, R20, R50, R100, R200 (maqephe 220–221)
- ditshelo tse 10 tsa korosare tse resaekelwang, ho etsa mohlala, lebokoso la sereale, setshelo sa yokate, jwalojwalo
- leqephe la boholo ba A4 la pampiri/khateboto le nang le kgutlonne e kgolo – e le 1 ho moithuti ka mong
- hlama ya ho bapala e mmala wa lamunu
- leqephe la A4 le nang le thempleiti ya kgudu (leqephe la 219) – e le 1 ho moithuti ka mong.

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.

Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Pina: *Dikhoine tse hlano tse benyang (Tataiso ya Diketsahalo: Kotara ya 2, leqephe la 197)*
- Dikhoine tse 6 tsa khateboto (ho tswa ho *Tataiso ya Diketsahalo: Kotara ya 2, maqephe 216–217*)
- Dipompong tsa hlama ya ho papala
- Disete tse 2 tsa ditjhelete tsa pampiri tse 5 tsa khateboto (tse ka bang boholo ba A4) – bea sete e le nngwe leboteng, e nyane ho isa ho e kgolo ka ho fetisisa ka boholo (maqephe 220–221)

1. **Pina:** Binang pina, *Dikhoine tse hlano tse benyang*. Buisanang ka dikhoine.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1. Bala 1–10, empa o tlole nomoro e nngwe mme/kapa o bitse nomoro habedi, jwalojwalo.

Dipotso tse tataisang:

- ★ Ke fositse hokae ha ke bala?

Pheta ketsahalo eo, o tlola mme/kapa o pheta dinomoro tse fapaneng.

3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Bea dipompong tse leshome tsa hlama ya ho papala hodima mmata.

Dipotso tse tataisang:

- ★ O nahana hore ho na le dipompong tse kae?

Di baleng mmoho.

4. **Ho tsebisa ditjhelete tsa pampiri:** Bontsha baithuti ditjhelete tsa pampiri.

Dipotso tse tataisang:

- ★ O kile wa e bona hokae ntho ena?
- ★ Na ho na le ya tsebang hore e bitswa eng?
- ★ Na o kile wa sebedisa e nngwe ya tsona? O ile wa e sebedisetsa eng?
- ★ O bona eng ditjheleteng tseo?
- ★ Tjhelete ena e tshwana/fapane jwang le ditjhelete tse ding tsa pampiri?
- ★ Ke efe e nyane/kgolo ka boholo?
- ★ Ke ditjhelete tsa pampiri tse kae tse fapaneng tsa Afrika Borwa?

Balang ditjhelete tsa pampiri ha le ntse le di nyalanya le ditjhelete tse leboteng.

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

KELETSO

Bea ditjhelete tsa pampiri tse hlano le pampiri e sa ngollang sebakeng sa mmetse ele hore baithuti ba ka taka dintho tseo ba di rekileng (kapa ba batlang ho di reka).

KELETSO

Buisanang ka hore sepakapaka ke eng. Buang ka dinaledi le dipolanete tseo re ka di bonang bosiu. Botsa baithuti hore ebe ba nahana hore ho a kgoneha ho ya sepakapakeng le hore ba ka fihla jwang moo – ka sekepe sa moyeng. Botsa baithuti hore ba nahana hore ba ka kgona ho reka eng ha ba le kgwedeng.

Letsatsi la 2

Tseo o di hlokanang

- Raeme: *Sekepe sa moyeng (leqephe la 201)*
- Dipompong tse 10 tsa hlama ya ho papala
- Disete tse 2 tsa ditjhelete tsa pampiri tse 5
- Ditshwantsho tse 5 tsa dintho tse rekwang
- Prestik

1. **Raeme:** Etsa raeme, *Sekepe sa moyeng*.

- 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.

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.

**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.

- Ho bala ka molomo:** 1–20 le ho feta, 10–1. Qala ka 5 mme o bale o kgutlela ho 2, qala ka 10 mme o bale o kgutlela morao ho 6, jwalojwalo.
- Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Bea dipompong tse leshome tsa hlama ya ho bapala le ditjhelete tse hlano tsa pampiri hodima mmata.

Dipotso tse tataisang:

- ✦ Le nahana hore ho na le ditjhelete tse kae tsa pampiri?
- ✦ Na ho na le dipompong kapa ditjhelete tsa pampiri tse ngata/mmalwa ho feta?
- ✦ Ho na le ditjhelete tsa pampiri tse kae tse ngata/mmalwa ho feta dipompong?
- ✦ O tseba jwang?

- Lemoha mme o nyalanye ditjhelete tsa pampiri:** Moithuti ka mong ho ba bahlano o fumana setshwantsho sa ntho eo a lokelang ho e reka se patilwe ka phaposing ya borutelo. Baithuti ba bang ba bahlano ba fana sebaka sa ho kgetha tjhelete ya pampiri ho e manamisa setshwantshong ka seng. Baithuti ba bang ba bahlano ba fana sebaka ho bontsha hore ke tjhelete efe ya pampiri e leboteng e nyalanang le ntho ka nngwe ho tsena.

Dipotso tse tataisang:

- ✦ Ke tjhelete efe ya pampiri e sebedisitsweng/e esong ho sebediswe?
- ✦ Ke tjhelete efe ya pampiri e nang le tshukudu ho yona?

- Dinomoro tsa boemo -pele ho isa ho -bohlano:** Sheba ditjhelete tsa pampiri tse hlano tse leboteng.

Dipotso tse tataisang:

- ✦ Ke tjhelete efe ya pampiri eo e leng ya pele, ya bobedi, jwalojwalo moleng o leboteng?

Baithuti ba bahlano ba bea ditshwantsho le ditjhelete tsa pampiri mmateng ka tatelano ho nyalana le ditjhelete tsa pampiri tse leboteng.

- ✦ Ke tjhelete efe ya pampiri e lokelang ho bewa pele, bobeding, jwalojwalo? Baithuti ba eso fumaneng monyetla, ba fumana monyetla wa ho tloa. Ho etsa mohlala: ere ba tlole ho tloha ho tjhelete ya pampiri ya pele ho ya ho ya bobedi ho ya ho ya bone, jwalojwalo. Bea ditjhelete tsa pampiri hodima tafole ya mmetse.

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

 **KELETSO**
Etsa bonnete ba hore boleng bo manehwang ho ntho bo a tshwaneleha, ho etsa mohlala, tafole e ka nna ya eba R200 mme 500 ml ya senomaphodi ya eba R10.

Letsatsi la 3

Tseo o di hlokang

- Raeme: *Sekepe sa moyeng* (leqephe la 201)
- Dikepe tsa moyeng tse 10 tsa dipoleiti tsa pampiri tse beilweng leboteng
- Disete tse 2 tsa ditjhelete tsa pampiri tse 5
- Mola wa ho aneha dinomoro
- Dikarete tsa matheba, ditshwantsho, matshwao le mantswa a dinomoro 1–8 (*Khiti ya Disebediswa*)

- Raeme:** Etsa raeme, *Sekepe sa moyeng*.
- Ho bala ka molomo:** 1–20 le ho feta, 10–1.
- Ho bala dintho 1–10:** Baithuti ba leshome ba a ema. Sheba dikepe tsa moyeng tsa dipoleiti tsa pampiri tse leboteng.

Dipotso tse tataisang:

- ✦ Na o nahana hore ho na le dikepe tsa moyeng tse lekaneng bakeng sa moithuti ka mong hore a ka ya kgwedding?

Balang dikepe tsa moyeng.

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. **Eketsa/tlosa:** Shebang ditjhelete tsa pampiri tse leboteng.

Dipotso tse tataisang:

- ★ Haeba nka tlosa di/tjhelete e le nngwe/tse pedi ho tla sala tse kae leboteng?

Tshwara ditjhelete tsa pampiri tse hlano jwaloka fene letsohong la hao.

- ★ Na ho na le tse ngata/mmalwa ho feta leboteng kapa letsohong la ka?
- ★ Ha nka eketsa tjhelete e nngwe ya pampiri ho tse ka letsohong la ka jwale ke tla be ke se ke tshwere tse kae?
- ★ Mabitso a ditjhelete tsa pampiri tse setseng leboteng ke afe?



5. **Ho bea ka tatelano 1–8:** Baithuti ba dula ba entse sedikadikwe. Ka potlako fetisa dikarete tsa matheba tsa 1–8 hore baithuti ba di hlwaye. Fana ka dikarete tsa matheba, ditshwantsho, matshwao le mantswe.

Ema bohareng ba sedikadikwe o kwetse mahlo. Phahamisa matsoho a mabedi mme o fetohle matsoho a hao a supile ho hong. Baithuti bao o ba supileng ha o bula mahlo ba nyalanya dikarete tsa bona le dinomoro tse moleng wa ho aneha dinomoro. Pheta hape, o fe baithuti ba mmalwa sebaka sa ho supa. Baithuti ba fana sebaka sa ho bea dikarete tsa bona tsa ditshwantsho, matheba le matshwao ka tatelano ho tloha ho 1–8 hodima mmata.



Dipotso tse tataisang:

- ★ Ke nomoro efe e dipakeng tsa 3 le 5, pele ho 8, kamora 6, tharo ka tlase ho 4, fetang 5 ka pedi, jwalojwalo?
- ★ Re tseba jwang hore setshwantsho se nang le dithuhlo tse nne se lokela ho tla kamora setshwantsho sa mesha e meraro, jwalojwalo?
- ★ Ha re bala tse 2 ho tloha ho tse 3 re tla ba le tse kae jwale?

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

Letsatsi la 4

Tseo o di hlokang

- Raeme: *Sekepe sa moyeng* (leqephe la 201)
- Diketsahalo tse 10 tsa dirokete
- Ditulo tse 5 tse nang le tjhelete ya pampiri e manamisitsweng ho tsona
- Thamborini
- Dikarete tsa matheba 1–8

1. **Raeme:** Etsa raeme, *Sekepe sa moyeng*.

2. **Ho bala ka molomo:** 1–20 le ho 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?



 **KELETSO**

Buang ka dirokete le dikepe tsa moyeng le hore ebe baithuti ba nahana hore ho ka ba jwang ho ya kgweding ka e nngwe ya tsona.

3. **Ho bala dintho 1–10:** Sheba ditshwantsho tsa dirokete tse 10 le dikepe tsa sepapakaka tse 10.

Dipotso tse tataisang:

- ✦ Na ho na le dirokete kapa dikepe tsa moyeng tse ngata/mmalwa?
- ✦ O nahana hore ho na le tse kae tsa e nngwe le e nngwe? Ha re di baleng.

4. **Ho lemoha ditjhelete tsa pampiri:** Bea ditulo tse hlano hodima mmata, setulo ka seng se manamisitswe tjhelete ya pampiri. Hlalosetsa baithuti hore tsena ke 'dibanka' tsa bona. Hlalosa hore banka ke eng. Baithuti ba dula ka dihlotshwana tsa tlelaseng haufi le setulo se leibotsweng ka tjhelete ya pampiri, ho etsa mohlala, R10, R20. Bapala thamborini ha ba ntse ba tsamaya dipakeng tsa 'dibanka'. Ha mmino o thola ba kgutlela 'bankeng' ya bona. Phetang hape.

Ha mmino o thola, ba bontshe ditjhelete tsa pampiri tse pedi, mohlala, R50 le R200. Dihlotshwana tse pedi tsena di fpanyetsana dibaka. Pheta hape.

- ✦ Ka baithuti ba bakae ba dutseng 'bankeng' ya hao?



5. **Eketsa/tlosa:** Bua ka 'dibanka' tse fapaneng.

Dipotso tse tataisang:

- ✦ Ha nka tlosa baithuti ba babedi ho 'banka ya R100' ho tla sala ba bakae bankeng eo?
- ✦ Ha nka eketsa moithuti a le mong ho 'banka ya R50' ho tla be ho ena le ba bakae ba dutseng bankeng eo?

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

Letsatsi la 5

Tseo o di hlokang

- Raeme: *Sekepe sa moyeng* (leqephe la 201) mohlala, lebokoso la sereale, setshelo sa yokate, jwalojwalo.
- Ditshelo tsa korosare tse resaekelang tse 10, ho etsa
 - Masking theipi/tjhoko
 - Phoustara ya 1

1. **Raeme:** Etsa raeme, *Sekepe sa moyeng*.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Hloma ditshelo tse mmalwa leboteng mme o behe tse ding tafoleng ya mmetse.

Dipotso tse tataisang:

- ✦ Ho na le ditshelo tsa korosare tse kae tseo o di bonang tafoleng/leboteng?

Balang mmoho.

- ✦ Na o ne o akantse tse ngata haholo/tse mmalwa haholo?



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. **Ho tlola seporo:** Sebedisa masking theipi/tjhoko ho etsa leri ya dinomoro 1–8. Baithuti ba fana sebaka sa ho tlola ha tlelase yohle e bala 1–8.

Baithuti ba ema hodima nomoro ya 5 mme ba tlolela ho nomoro ya 8.

Dipotso tse tataisang:

★ O tlotse makgetlo a makae?

5. **Ho ikwetlisa ka 1–4:** Buisanang ka Phoustara ya 1. Buang ka tseo baithuti ba di bonang.

Dipotso tse tataisang:

★ O bona eng setshwantshong eo wena/ba lelapa la hao le kileng la e reka?



- ★ Na o nahana hore ho na le dilamunu tse lekaneng bakeng sa motho ka mong lelapeng?
- ★ Ba hloka ho reka dilamunu tse ding tse kae hore e mong le e mong a fumane e le nngwe?
- ★ Haeba ho ena le diyokate tse pedi tse nyane ka sehatsetsing mme motho ka mong a batla e le nngwe, ba tla tlameha ho reka tse kae hape?

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

Kgokahanyo

Puo ya Lapeng: Ho rarolla mathata le ho hlalosa ditharollo.

Bokgoni ho tsa Bophelo: Tsebo ya Qalong, Bophelo bo Botle ba Motho le ba Phedisano.

Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlohang

- Phoustara ya 7
- Ditjhelete tsa pampiri tse 5 (R10, R20, R50, R100, R200)
- Dimmata tse 8 tsa hlama
- Setshelo ho moithuti ka mong se nang le:
 - Difaha tsa sebopeho tse 10
 - Dibadi tse 8 tsa ditholwana (Khiti ya Disebediswa)

1. **Ho rarolla bothata:** Buisanang ka Phoustara ya 7.

Dipotso tse tataisang:

- ★ Ho na le dipaeneapole tse nne tafoleng. Ntate o reka dipaeneapole tse tharo. Ho tla sala dipaeneapole tse kae tafoleng?
- ★ Ntate o reka mekotla e mmedi ya dilamunu. O reka dilamunu tse kae?
- ★ Morekisi wa ditholwana o ne a ena le mahapu a mararo. Jwale o se a ena le le leng. O rekisitse 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'.

KELETSO

Kgothaletsa baithuti ho o bontsha palo yohle ya difaha ntle le ho di bala ka bonngwe.

KELETSO

Baithuti ba sebedisa dibadi ho rarolla mathata. Botsa baithuti hore ba fumane dikarabo tsa bona jwang mme ba hlalose seo ba se nahanang. Baithuti ba hloka nako ya ho hlalosa mabaka a bona mme ba utlwe mawa a ba bang sehlotshwaneng sa bona.

2. **Difaha tsa sebopelo:** Bontsha baithuti palo ya difaha tsa sebopelo pakeng tsa 1 le 10, ho etsa mohlala, 6, 3, 7, 4 kapa 8. Di fetise ka potlako metsotswana e itseng, ebe o a di pata.

Dipotso tse tataisang:

- ★ O bone difaha tse kae?

Ere baithuti ba o bontshe palo e itseng ya difaha pakeng tsa 1 le 6.

3. **Ditholwana tse poleiting:** Baithuti ba sebedisa dibadi tsa ditholwana tse robedi tse ka ditshelong tsa bona ho rarolla mathata.

Dipotso tse tataisang:

- ★ Tholwana ka nngwe e hloka poleiti. O tla hloka dipoleiti tse kae?
- ★ Poleiti ka nngwe e hloka ditholwana tse pedi. O tla hloka dipoleiti tse kae?
- ★ Haeba o ena le dipoleiti tse pedi, o ka bea ditholwana tse kae hodima poleiti ka nngwe?

Baithuti ba bapisa le ho buisana ka hore ke ditholwana tse kae tseo ba neng ba tla di bea poleiting ka nngwe.

4. **Ditjhelete tsa pampiri:** Pata tjhelete ya pampiri ka tlasa sekgetjhana sa pampiri.

Dipotso tse tataisang:

- ★ Tjhelete ya pampiri e ka tlasa pampiri e tala mme e na le tshukudu ho yona. Tjhelete eo e bitswa eng?

Efa baithuti ka bonngwe sebaka sa ho pata le ho hlalosa tjhelete ya pampiri.



Lekola hore baithuti ba kgona ho:

- rarolla mathata ho tloha ho 1–8
- lemoha, ho nyalanya le ho hlalosa ditjhelete tsa pampiri

Seteishene sa tshebetso sa 1

Tseo o di hlokanang

- Dikerayone, dipentshele tsa mebala
- Ditjhelete tsa pampiri
- Khateboto ya A4 e nang le dikgutlonne tse 3 – e le 1 ho moithuti ka mong
- Sekere se le seng – se le 1 ho moithuti ka mong

KELETSO

Baithuti ba iketsetsa ditjhelete tsa bona tsa pampiri tseo ba ka ratang ho di sebedisa, ho etsa mohlala, 'kgwedding'.

Baithuti ba seha le ho ntsha dikgutlonne. Ba shebile ho ditjhelete tsa pampiri, ba iketsetsa ditjhelete tsa bona tsa pampiri ka ho taka ditshwantsho ho mahlakore ka bobedi le ho ngola nomoro lehlakoreng le leng la kgutlonne ka nngwe.



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.



Seteishene sa tshebetso sa 2

Tseo o di hlokgang

- Dibadi
- Mataese – le le 1 ho moithuti ka mong
- Leqephe la A4 – le le 1 ho moithuti ka mong
- Dikerayone
- Hlama ya ho bapala
- Karete ya matheba ya nomoro ya 2 (e tswang ho *Khiti ya Disebediswa*) – e le 1 ho moithuti ka mong

Baithuti ba taka seroto sa ho reka mabenkeleng hodima leqephe la A4. Ba lahlela letaese mme ba eketse pedi ho lenane la matheba le bontshang hodima letaese. (Ba ka sebedisa karete ya matheba ya nomoro ya 2 bakeng sa tshehetso.) Ba bopa palo ena ya dibolo ka hlama ya ho bapala mme ba kenya dibolo (ditholwana) tseo ka hara seroto. Ba pheta ketsahalo eo hape.

Seteishene sa tshebetso sa 3

Tseo o di hlokgang

- Thempleiti ya A4 ya kgudu (leqephe la 219) – e le 1 ho moithuti ka mong
- Dibadi tse mebala (*Khiti ya Disebediswa*)
- Dikarete tsa matheba 1–8 (*Khiti ya Disebediswa*)
- Dikerayone

Kubuta dikarete tsa matheba hodima tafole. Baithuti ba phethola karete ya matheba. Ba fumana sekoto sa kgetla ya kgudu se nang le palo e kaalo ya matheba mme ba bea palo e nepahetseng ya dibadi hodima matheba ana. Ba pheta ketsahalo ena mme ba kenya mebala ho matheba ha ba ntse ba a bala.



Seteishene sa tshebetso sa 4

Tseo o di hlokgang

- Dikarete tsa matshwao le ditshwantsho tsa dinomoro 1–8 (*Khiti ya Disebediswa*) bakeng sa moithuti ka mong
- Ditong tsa *braai*/salate bakeng sa moithuti ka mong
- Diboloko tsa patsi

Bea dikarete tsa dinomoro o di kubutile hodima mmata. Baithuti ba phethola karete mme ba sebedisa ditong ho pakela palo ya diboloko tse bontshitsweng karete di palamane.



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.

Tsepamiso ho Karolo ya Dikahare: Dinomoro, Matshwao le Dikamano

Dihlooho

- Hlalosa, hlophisa le ho bapisa dinomoro tse felletseng
- Dikamano tsa dinomoro
- Ho lemoha dinomoro
- Ho rarolla mathata ho ya ka maemo

Tsebo e ntjha

- Ho bea ka dihlopha, halofo
- Ho fihlela ho tharo ka hodimo (o sebedisa dikarete tsa matheba)
- Hlophisa dipokello ho tloha ho e nyane ho isa ho e kgolo ka ho fetisisa

Ho etsa

- Ho bala ka molomo: ho ya pele 1–20 le ho feta, ho kgutlela morao 10–1
- Ho bala dintho 1–10
- Ho hlahlamanya dinomoro 1–8
- Ho rarolla bothata 1–8
- Ho hatella kgopolo ya dinomoro 1–8
- Ngata ho, mmalwa ho feta, ngata ho fetisisa, nyane ho fetisisa, lekana
- Pedi/tharo ngata/mmalwa ho feta

Tlotlontswe e ntjha ya mmetse

halofo

Ho itokisetša

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

- ditikara/dikarete tsa difahleho tse nyane tse bososelang – 1 ho moithuti ka mong
- dikarete tse 36 tsa ditshwantsho tsa diphoofolo tse nyane, karete ka nngwe e na le phoofolo ya frizi (ke hore karete e le nngwe e na le tlou, dikarete tse pedi e nngwe le e nngwe e na le qwaha e le nngwe, dikarete tse tharo e nngwe le e nngwe e na le mosha o le mong, jwalojwalo)
- didikadikwe tse 8 tse sehilweng pampiring/khatebotong (40 cm ka dayametha)
- didikadiwe tse 2 tse nyane tse sehilweng: se sekgubedu le se setala
- enfolopo ho kenya dikarete tsa matheba
- ditshelo tse 8 tse tshwailweng 1–8 bakeng sa ditshwantsho tsa diphoofolo
- dienfolopo e nngwe le e nngwe e na le lebitso la moithuti le dikarete tse 5 tsa matshwao a dinomoro (pakeng tsa 1 le 8) – e le 1 ho moithuti ka mong
- ditsi tsa dipalesa tse nang le dinomoro 1–8 ho tsona le dipetale tse 30 ho moithuti ka mong
- dikgutlonnetsepa tse nyane tsa selofeine/tin foele ho phuthela dipompong – 30 ho bobedi ba baithuti
- hlama ya ho bapala
- mekotlana ya polastiki ya *zip-lock* e 8 e menyane e leibotsweng 1–8 ho bobedi ba baithuti
- dikarete tse sa ngolwang letho (5 × 5 cm) – 8 ho bobedi ba baithuti
- disete tse 4 tsa dikarete tsa matshwao 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.



Diketsahalo tsa tlelase yohle

Letsatsi la 1

Tseo o di hlokanang

- Raeme: *Sekepe sa moyeng* (leqephe la 201)
- Dikepe tsa moyeng tse 10 sekepe ka seng se na le difenstereng tse 10 (ho tswa ho Beke ya 9)
- Ditikara/dikarete tse nyane tsa difahleho tse bososelang – 1 ho moithuti ka mong
- Dihulahupu tse 2
- Dikarete tse 8 tsa setshwantsho sa tweba
- Didikadikwe tse 2 tse nyane tse sehilweng: se sekgubedu le se setala

1. **Raeme:** Etsa raeme, *Sekepe sa moyeng* ho tswa ho Beke ya 9.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.

KELETSO

Hlalosa hore baithuti ba tla tswela pele ho kenya 'batho' ka hara dikepe tsa moyeng ka matsatsi a mang.

3. **Ho bala dintho 1–10:** Baithuti ba dula ba entse sedikadikwe. Mmoho balang dikepe tsa moyeng ha le ntse le di kenya ka hara sedikadikwe hodima mmata. Fana ka setikara/karete ya sefahleho se bososelang ho moithuti ka mong. Baithuti ba fana sebaka sa ho manamisa ditikara tsa bona difenstereng tsa sekepe sa moyeng sa pele/sa bobedi/sa boraro, jwalojwalo. Balang 1–10 ha ba ntse ba etsa sena.



Dipotso tse tataisang:

- ★ Re tla tseba jwang ha sekepe sa moyeng sa pele se ena le 'batho' ba 10 ka hare?
- ★ Re tla tseba jwang ha re lokela ho qala ho kenya 'batho' ka hara sekepe sa bobedi sa moyeng?
- ★ Na o nahana hore re tla ba le ditikara tse lekaneng bakeng sa sekepe sa bobedi sa moyeng?
- ★ Ke dikepe tsa moyeng tse kae tse nang le/tse sa ntseng di hloka ditikara?

Balang batho ba ka hara dikepe tsa moyeng mmoho.

4. **Ho bea ka dihlotshwana; ho tsebisala halofo:** Efa baithuti ba robedi e mong le e mong setshwantsho sa tweba. Bea dihupu tse pedi hodima mmata.

Dipotso tse tataisang:

- ★ Re ka etsa jwang bonnete ba hore hupu ka nngwe e na le palo e lekanang ya ditweba?

Baithuti ba bea ditweba tse nne ka hara hupu e le nngwe le ditweba tse nne ka hara hupu e nngwe. Hlalosa hore ha re kenya palo e lekanang ya ditweba ka hara hupu ka nngwe, re bolela hore halofo ya ditweba e ka hara hupu e le nngwe mme halofo e nngwe ya ditweba e ka hara hupu e nngwe.

KELETSO

Ditshwantsho tsa ditweba di ka kgomaretswa ho korone ho eketsa ntlha ya ho natefelwa.



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 papadi ena ya pula. Baithuti ba dutseng ka hara sedikadikwe ba otlafatshe ho etsa modumo wa marothodi a pula. Baithuti ba robedi ba tloatlola ba eya kwana le kwana le dipakeng tsa dihupu ba kena hara pula. Ha o bontsha sedikadikwe se sekgubedu, pula e a emisa. Halofo ya baithuti ba ema ka hara hupu e le nngwe mme halofo e nngwe ka hara hupu e nngwe. Bontsha sedikadikwe se setala bakeng sa pula hore e qale ho na hape.

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

Letsatsi la 2

Tseo o di hlohang

- Dikepe tsa moyeng tse 10
- Ditikara/dikarete tsa difahleho tse bososelang – se le 1 ho moithuti ka mong
- Pina: *Ditlou tse robedi* (leqephe la 201)
- Dikarete tse 36 tsa ditshwantsho tsa diphoofolo
- Prestik
- Didikadikwe tse 2 tse sehilweng

1 • nngwe	2 •• pedi
3 ••• tharo	4 •••• nne
5 •••• hlano	6 ••••• tshelala
7 ••••• supa	8 •••••• robedi

KELETSO

Kenya diphoofolo tse fapaneng ka hara ditshelo mme o behe setshelo sa diboloko tsa *Unifix* hodima tafole ya mmetse. Baithuti ba ka hlophisa diboloko tsa *Unifix* ka dihlotshwana ho nyalana le diphoofolo tse ka hara setshelo ka seng.

1. **Pina:** Binang pina, *Ditlou tse robedi*. Supang ho difrizi tsa dinomoro ha le ntse le bina. Tshwantshisang diratswana tsa 1 le 2.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Phetang ketsahalo e tswang ho Letsatsi la 1. Baithuti ba fana sebaka sa ho manamisa ditikara/dikarete tsa bona difenstereng tsa dikepe tsa moyeng.
4. **Ho bea ka dihlopha; halofo:** Phetang ketsahalo e tswang ho Letsatsi la 1 le sebedisa dikarete tse tshelatseng tsa ditshwantsho tsa matata. Jwale etsang ketsahalo ka dikarete tse hlano tsa ditshwantsho tsa ditshwene.

Dipotso tse tataisang:

- ★ Na halofo ya sehlopa sena sa ditshwene e ka ema ka hara hupu e le nngwe mme halofo e nngwe ka hara hupu e nngwe?
 - ★ Hobaneng di keke tsa kgona?
 - ★ Tshwene e le nngwe e tla tlameha ho ema hokae?
- Phetang hape ka dihlopha tse ding tsa diphoofolo.

5. **Ho bea ka dihlopha; halofo – ditshwantsho:** Bea didikadikwe tse pedi tse sehilweng leboteng. Efa baithuti ba robedi karete ya tweba moithuti ka mong.

Dipotso tse tataisang:

- ★ Na o ka bea halofo ya ditweba ka hara sedikadikwe se le seng mme halofo e nngwe ya ditweba ka ho sedikadikwe se seng?
- Pheta hape ka ketsahalo e nang le dikarete tsa ditshwantsho tsa dinqanqane tse supileng.

Dipotso tse tataisang:

- ★ Hobaneng re sa kgone ho bea halofo ya sehlopha seo sa dinqanqane ka sedikadikwe ka seng?

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

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.

Letsatsi la 3

Tseo o di hlohang

- Dikepe tsa moyeng tse 10
- Ditikara/dikarete tsa difahleho tse bososelang – se le 1 ho moithuti ka mong
- Pina: *Ditlou tse robedi* (leqephe la 201)
- Papadi: Ke ngolletse motswalle wa ka lengolo (leqephe la 201)
- Dikarete tse 30 tsa matshwao, matheba, ditshwantsho le mantswe tsa dinomoro 1–8 (*Khiti ya Disebediswa*)
- Enfolopo e nang le dikarete tse pedi tsa matheba 1–4 (*Khiti ya Disebediswa*)

1. **Pina:** Binang pina, *Ditlou tse robedi*. Tshwantshisang diratswana tsa 3 le 4.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dinto 1–10:** Phetang ketsahalo e tswang ho Letsatsi la 1. Baithuti ba fana sebaka sa ho manamisa ditikara/dikarete tsa bona ho difenstere tsa dikepe tsa moyeng.

Dipotso tse tataisang:

- ✦ Ke dikepe tsa moyeng tse kae tse ntseng di hloka batho ka hare?
- ✦ Ke tse kae tse seng di ena le batho ba leshome ka hara tsona?
- ✦ Na o nahana hore re tla qeta ho kenya batho ka hara dikepe tsa moyeng tse leshome hosane?
- ✦ Hobaneng o rialo?

Bala batho ho se seng le se seng sa dikepe tsa moyeng tse 'phethilweng' tsa 1–10.

4. **Ho ikwetlisa ka 1–8, papadi ya dikarete tsa matheba:** Baithuti ba dula ba entse sedikadikwe. Fana ka karete ya letshwao kapa lentswe la nomoro ho tloha ho 1 ho isa ho 8 ho moithuti ka mong. Bapalang papadi ena, Ke ngolletse motswalle wa ka lengolo. Bea dikarete tse pedi tsa matheba a dinomoro tse dipakeng tsa 1 le 4 ka hara enfolopo. Moithuti a le mong o tsamaya a pota sedikadikwe ka ntle ha tlelase e ntse e etsa raeme. Moithuti o lahlela enfolopo kamora moithuti e mong mme o matha ho potoloha sedikadikwe. Kamora ho lelekisa moithuti ya lahlileng enfolopo, moithuti ya thonakileng enfolopo eo o a e bula. O phahamisa karete e le nngwe, ebe o phahamisa e nngwe hape, ebe o di phahamisa di le pedi. Botsa baithuti bohle dipotso tsena:

- ✦ Ke mang ya nang le nomoro e nyalanang le palo ya matheba a karete eo _____ a e tshwereng?
- ✦ Ke mang ya nang le nomoro e nyalanang le palo ya matheba a dikarete ka bobedi tseo _____ a di tshwereng mmoho?

Baithuti ba phahamisetsa dikarete tsa bona tsa matshwao kapa mantswe a dinomoro ka hodima dihlooho tsa bona mme ba bitsa nomoro eo.

Fetola dikarete tsa matheba ka hara enfolopo. Baithuti ba bapala papadi ena, Ke ngolletse motswalle wa ka lengolo, hape.

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

KELETSO

Papadi ena e monate ho feta ha e bapallwa ka ntle ele hore baithuti ba be le sebaka sa ho matha ba ntse ba potoloha sedikadikwe.

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.

Letsatsi la 4

Tseo o di hlohang

- Pina: *Ditlou tse robedi* (leqephe la 201)
- Papadi: Ke ngolletse motswalle wa ka lengolo (leqephe la 201)
- Enfolopo e nang le dikarete tse pedi tsa matheba 1–4 (*Khiti ya Disebediswa*)
- Kobo (boholo bo itshetlehile ho sebaka se fumanehang)
- Molapalo
- Ditshelo tse 8 tse tshwailweng 1–8, tse nang le dikarete tsa ditshwantsho tsa diphoofolo ka hare
- Dikarete tsa ditshwantsho tsa dinomoro 1–8 (*Khiti ya Disebediswa*)
- Didikadikwe tse 8 tse sehilweng

1. **Pina:** Binang pina ena, *Ditlou tse robedi*. Tshwantshisang diratswana tsa 5 le 6.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Bea kobo hodima mmata. Baithuti ba dula ho potoloha maphethelo.

Dipotso tse tataisang:

- ✦ Na o ka bea menwana e 10, 3, 7; maoto a 2; menwana ya maoto e 5 hodima kobo?

Kopa baithuti ba leshome hore moithuti ka mong a behe monwana o le mong hodima kobo; baithuti ba leshome ba behe leoto le le leng hodima kobo; baithuti ba leshome ba behe letsoho le le leng hodima kobo, jwalojwalo.

- ✦ Ke menwana/matsoho/maoto a makae a leng hodima kobo hona jwale?

4. **Ho ikwetlisa 1–8:** Pheta papadi ena, Ke ngolletse motswalle wa ka lengolo, ho tloha ho Letsatsi la 3. Baithuti ba bontsha letshwao la nomoro ho molapalo ho emela palo yohle ya matheba a dikarete tse pedi tse ka hara enfolopo.

Dipotso tse tataisang:

- ✦ Na nomoro ena e tla pele kapa kamora 8/5, jwalojwalo?

5. **Ho bea ka tatelano dipokello; e nyane ho fetisisa ho isa ho e kgolo ho fetisisa:** Bea ditshelo tse 1–8 tse nang le dikarete tsa ditshwantsho hohle hodima mmata. Moithuti ka mong o nka karete ya phoofolo ho ditshelo tse robedi. Bea didikadikwe tse robedi tse sehilweng hohle hodima mmata. Phahamisa karete ya setshwantsho sa nomoro mme o e behe haufi le e nngwe ya didikadikwe. Baithuti ba nang le dikarete tsa diphoofolo tse nyalanang ba bea dikarete tsa bona sedikadikweng seo.

Dipotso tse tataisang:

- ✦ Ke sehlopha sefe sa diphoofolo se nang le dikarete tse nyane ho fetisisa/ngata ho fetisisa?
- ✦ Ke dihlopha dife tse nang le dikarete tse mmalwa/ngata ho feta ka hare ho feta sehlopha sa dikarete tsa ditshwene?
- ✦ Ke sehlopha sefe se nang le dikarete tse mmalwa/ngata?
- ✦ Re ka hlophisa jwang dihlopha tsena tsa dikarete ho tloha sehlopheng se nang le dikarete tse mmalwa ho fetisisa/sehlopha se senyane ho fetisisa, ho isa sehlopheng se nang le dikarete tse ngata ka ho fetisisa/sehlopha se seholo ka ho fetisisa?

Baithuti ba fana ka ditlhahiso ha o ntse o hlophisa dihlopha.

Tswakanya tatelano eo ditshelo di beilweng ka yona.



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).

Dipotso tse tataisang:

- ✦ Ke lokela ho etsa eng hore ke behe ditshelo ka tatelano e tshwanang le ya dihlopha tse ka hara didikadikwe?
 - ✦ Na di lokela ho ba ka tatelano e tshwanang? Hobaneng?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

Letsatsi la 5

Tseo o di hlokang

- Pina: *Ditlou tse robedi* (leqephe la 201)
- Enfolopo e nang le dikarete tse pedi tsa matheba 1–4 (*Khiti ya Disebediswa*)
- Papadi: Ke ngolletse motswalle wa ka lengolo (leqephe la 201)
- Sete ya dikarete tsa matheba 1, 2, 3 le 4 (*Khiti ya Disebediswa*)
-
- Masking theipi/tjhoko

1. **Pina:** Binang pina ena, *Ditlou tse robedi*. Tshwantshisang diratswana tsa 7 le 8.
2. **Ho bala ka molomo:** 1–20 le ho feta, 10–1.
3. **Ho bala dintho 1–10:** Phetang ketsahalo e tswang ho Letsatsi la 4.
4. **Ho tlola seporo:** Le sebedisa masking theipi/tjhoko ho bopa leri ya dinomoro 1–8. Baithuti ba tlola ha tlelase e ntse e bala 1–8.

Dipotso tse tataisang:

- ✦ Na o ka ema hodima nomoro ya 7 mme o tlolele morao ho nomoro ya 1, jwalojwalo?
5. **Ho ikwetlisa 1–8; kopanya; ngata/nyane ho fetisisa:** Pheta papadi ena, Ke ngolletse motswalle wa ka lengolo, ho tswa ho Letsatsi la 3 o sebedisa dikarete tsa matshwao, ditshwantsho le matheba a dinomoro 1–8 le dikarete tsa matheba tse pedi ka hara enfolopo. Ha moithuti a bontsha dikarete tse pedi tsa matheba ka enfolopong, sebedisa dikarete tse ding tse tharo tsa matheba ho emela paloyohle yona eo, ho etsa mohlala, matheba a mabedi le matheba a mahlano a ka nna a bontshwa hape e le letheba le le leng, matheba a mane le matheba a mabedi, jwalojwalo.

Dipotso tse tataisang:

- ✦ Ke efe ho dikarete tse tharo tsena e nang le matheba a mangata/mmalwa ho fetisisa?
 - ✦ Ke efe e nang le a mmalwa ho feta ena?
 - ✦ E na le a mmalwa ka a makae?
- Phahamisa karete ya matheba.
- ✦ Ha re ka kopanya matheba a karete ena le matheba a dikarete tse tseo _____ a re bontshang tsona, ho ba le matheba a makae kaofela?
 - ✦ Ke mang ya nang le karete ya nomoro e nyalanang le nomoro ena?
6. **Diketsahalo tsa dihlotshwana:** Hlalosa diketsahalo seteisheneng ka seng sa tshebetso.

 **KELETSO**

Dikarete tse tharo di lokela feela ho kopanya ho fihlela ho paloyohle ya robedi.

Kgokahanyo

Puo ya Lapeng: Ho Ngola ho Holang.
Bokgoni ho tsa Bophelo: Bonono ba tsa Boiqapelo (bonono ba tse bonwang le tsa kalaneng).

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?



Diketsahalo tsa dihlotshwana

Ketsahalo e tataiswang ke titjhere

Tseo o di hlokanang

- Phoustara ya 5
- Setshelo se nang le dibadi tse mebala
- Dikarete tsa matheba, ditshwantsho le matshwao a dinomoro 1–8 (*Khiti ya Disebediswa*)
- Setshelo ho moithuti ka mong se nang le:
 - Dibadi tse pakeng tsa 1 le 10
 - Dikarete tsa matshwao le mantswa 1–8 (*Khiti ya Disebediswa*)
- Dikwahelo tse 2 tsa polastiki ho moithuti ka mong

1. **Ho rarolla bothata:** Buisanang ka Phoustara ya 5. Buang ka majwe a ka nokeng.

Dipotso tse tataisang:

- ★ O ka tshela noka jwang haeba o sa batle hore dieta tsa hao di be metsi?
- ★ O bona majwe a makae ka hara noka?
- ★ Mme o tsamaya hodima halofo ya majwe ao. O sa ntse a hloka majwe a makae ho tshela?

2. **Ngata/mmalwa ho feta, ngata/mmalwa ka ho fetisisa, lekana:** Dulang hodima kobo. Baithuti ba bea dibadi tsa bona qubung ka pela bona. Etsang eka le tlo ba le pikiniki le hore dibadi tseno ke dipompong.

Dipotso tse tataisang:

- ★ Ke mang ya nang le dipompong tse ngata/mmalwa ka ho fetisisa?
- ★ Ke mang ya nang le dipompong tse ngata ho feta tse nne/mmalwa ho feta tse hlano?
- ★ Na o ka mpontsha dipompong tse tsheletseng, tse mmalwa/ngata ho feta tse tsheletseng?
- ★ Na ho na le ba nang le palo e lekanang ya dipompong?
- ★ Na le ka etsa dihlopha tse pedi ka halofo ya dipompong tsa lona sehlopheng ka seng?

Pheta hape ka dinomoro tse ding.

3. **Ho bala dintho:** Na ho na le ntho eo o e bonang ho Phoustara ya 5 e nyalanang le palo ya dipompong tseo o nang le tsona?

4. **Ho ikwetlisa ka 8 – dikarete tsa matheba, ditshwantsho le matshwao:** Bontsha baithuti dikarete tsa matheba e le nngwe ka nako. Moithuti ka mong o fumana sebaka sa ho bitsa nomoro eo karete ka nngwe e e emetseng mme a supe karete ya letshwao kapa setshwantsho sa nomoro se nyalanang le yona.

5. **Ho ikwetlisa ka 8 – matshwao a dinomoro, mantswa a dinomoro le dibadi:** Baithuti ba hlophisa dikarete tsa bona tsa matshwao le mantswa a dinomoro ka tatelano ho tloha ho e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa (1–8) ka dibadi (dipompong) tse nyalanang.

Dipotso tse tataisang:

- ★ Ke sehlopha sefe se nang le dipompong tse 7, 5, 8?
- ★ Ke sehlopha sefe sa dipompong se nang le tse tharo ka tlase ho/tse pedi ka hodimo ho se nang le dipompong tse tsheletseng?
- ★ Ke sehlopha sefe se nang le dipompong tse ngata/mmalwa ka ho fetisisa?



 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.



KELETSO

Dumella baithuti ho sebedisa dikwahelo tse fetang tse pedi moithuti ka mong. Ere ba tsukutle le ho arola mme ba bapise palo ya dipompong tse hodima dikwahelo.

6. **Tsukutla mme o arole:** Baithuti ba sebedisa dipompong tse robedi ho tsukutla le ho arola. Buisanang ka motswako wa dibadi tsa moithuti ka mong ha ba ntse ba bapisa kamoo ba arotseng pokello ya dimpompong tse robedi.



Dipotso tse tataisang:

- ★ O na le dipompong tse kae sekwahelong ka seng?
- ★ O na le dipompong tse kae tse ngata/mmalwa ho feta sekwahelong sena ho feta sekwahelong sane?
- ★ O na le dipompong tse kae dikwahelong tse pedi mmoho?



Lekola hore baithuti ba kgona ho:

- hlwaya halofo ka hara sehlopha
- lemoha ho fihla ho tharo ka hodimo/tharo ka tlase; ngata/mmalwa ka ho fetisisa; ngata/mmalwa
- hlophisa dipokello ho tloha ho e nyane ka ho fetisisa ho isa ho e kgolo ka ho fetisisa
- lemoha, nyalanya, bolela le ho bea ka tatelano dikarete tsa matshwao, mantswe le matheba a dinomoro 1–8
- rarolla bothata 1–8

Seteishene sa tshebetso sa 1

KELETSO

Haeba ba batla, baithuti ba ka ngola kapa ba kopolla nomoro ya lelapa labo bona, kapa nomoro ya founo enfolopong ya bona hang ha ba phethile ketsahalo.

Tseo o di hlokanang

- Diboloko tsa *Unifix* (*Khiti ya Disebediswa*)
- Dikgwele tsa ho roka – e le 1 ho moithuti ka mong
- Dienfolopo tse nang le mabitso a baithuti le dikarete tse 5 tsa matshwao a dinomoro 1–8 ho e nngwe le e nngwe
- Dikoki

Baithuti ba roka diboloko tsa *Unifix* ho ya ka dikarete tsa dinomoro tse ka hara dienfolopo tsa 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.



Seteishene sa tshebetso sa 2



Tseo o di hlokgang

- Hlama ya ho bapala
- Dikotwana tsa selofeine/tin foele ho phuthela dipompong tsa hlama ya ho bapala
- Ho baithuti ba babedi:
 - Mekotlana e 8 ya polastiki ya zip-lock e leibotsweng 1–8
 - Dikarete tse 8 tse sa ngollang
 - Dipentshele

Baithuti ka bobedi ba rola dipompong tsa hlama ya ho bapala mme ba a di phuthela. Ba kenya palo e nepahetseng ya dipompong ka hara mekotlana ka mong mme ba hlahlamanya mekotlana ho tloha ho 1–8. Ba ngola dinomoro 1–8 mme ba di bea ka hara mekotlana e nyalanang.

Seteishene sa tshebetso sa 3

Tseo o di hlokgang

- Disete tse 4 tsa dikarete tsa matshwao a dinomoro 1–8

Baithuti ba sebetsa ka bobedi. Ba bea dikarete di kubutilwe hodima tafole mme ba fapanyetsana ka ho phethola dikarete tse pedi. Haeba dikarete tse na di nyalana, ba a di boloka. Ha di sa tshwane, ba di kubuta hape mme ba leka ho hopola seo ba se boneng bakeng sa ha e le monyetla wa bona hape.



Seteishene sa tshebetso sa 4

Tseo o di hlokgang

- Ditsi tsa dipalesa tse nang le dinomoro 1–8 ho tsona
- Dipetale tse 30 ho moithuti ka mong
- Leqephe la A3
- Dikerayone tse tala

Baithuti ba hlophisa le ho manamisa ditsi tsa dipalesa 1–8 leqepheng. Ba manamisa lenane le nepahetseng la dipetale bakeng sa palesa ka nngwe mme ba taka kutu e nang le dinomoro tse nyalanang tsa mahlaku.



Assessment

Term 3: Exemplar Record of Continuous Assessments

Key	NUMBERS, OPERATIONS AND RELATIONSHIPS	COMMENTS	Final coding									
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	Counts objects: 1–10	<p>Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200</p> <p>Distinguishes between more than, fewer than, and equal to</p> <p>Adds and subtracts using concrete objects: 1–8</p> <p>Solves problems using counters or number ladder: 1–8</p> <p>Solves problems with concrete objects: 1–8</p> <p>Understands ordinal numbers: first, second, third, fourth and fifth, last, next</p> <p>Orders (sequences) numbers from smallest to biggest and biggest to smallest</p> <p>Compares numbers: big – small; bigger – smaller; biggest – smallest</p> <p>Identifies and describes whole numbers 1–8</p> <p>Reinforce: one, two, three, four, five</p> <p>Reinforce: 1, 2, 3, 4, 5</p> <p>Recognises numbers in familiar contexts</p> <p>Identifies number symbols: 8</p> <p>Identifies number symbols: 7</p> <p>Identifies number symbols: 6</p> <p>Counts backwards: 10–1</p> <p>Oral counting forwards: 1–20 and beyond</p> <p>Counts objects: 1–10</p>										
	Counts counting forwards: 1–20 and beyond											
	Counts backwards: 10–1											
	Identifies number symbols: 6											
	Identifies number symbols: 7											
	Identifies number symbols: 8											
	Recognises numbers in familiar contexts											
	Reinforce: 1, 2, 3, 4, 5											
	Reinforce: one, two, three, four, five											
	Identifies and describes whole numbers 1–8											
	Compares numbers: big – small; bigger – smaller; biggest – smallest											
	Orders (sequences) numbers from smallest to biggest and biggest to smallest											
	Understands ordinal numbers: first, second, third, fourth and fifth, last, next											
	Solves problems with concrete objects: 1–8											
	Solves problems using counters or number ladder: 1–8											
	Adds and subtracts using concrete objects: 1–8											
	Distinguishes between more than, fewer than, and equal to											
	Recognises the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200											
	Identifies the South African coins and banknotes: 10c, 20c, 50c, R1, R2, R5, R10, R20, R50, R100, R200											
Final coding												

Key	PATTERNS, FUNCTIONS AND ALGEBRA	SPACE AND SHAPE (GEOMETRY)	MEASUREMENT	DATA HANDLING	COMMENTS
<p>✓ = competent</p> <p>● = partially competent</p> <p>✗ = not yet competent</p>	<p>Identifies simple repeating patterns</p> <p>Copies and extends simple repeating patterns</p> <p>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>					

Senotlolo	DIPATERONE, DITSHIBETSO LE ALJEBRA	SEBAKA LE SEBOPEHO (JEOMETRI)	MOMETHO	HO SEBETSA KA DATHA	DITSHWAELO
<p>✓ = o na le bokgoni</p> <p>● = bokgoni bo sa fellang</p> <p>✗ = ha a eso be le bokgoni</p>	<p>O hlwaya dipaterone tse bobebe tse iphetang</p> <p>O kopolla le ho atolosa dipaterone tse bobebe tse iphetang</p> <p>O bopa patrone ya hae ka ditshwantsho</p>	<p>O latela ditsrupiso: ho ya pele le ho kgutlela morao; le letshahadi le ho le letona</p> <p>O hlalosa, o hlophisa le ho bapisa dintso tsa 3-D ho ya ka ditshwano le diphapang</p> <p>O hlalosa, o hlophisa le ho bapisa dintso tsa 2-D ho ya ka ditshwano le diphapang</p> <p>O lemoha le ho sebedisa ho tshela molahare</p>	<p>O metha le ho bapisa dintso ho ya ka botelele, boima le mothamo/volumo</p> <p>O bona phapang pakeng tsa e kgolo, e nyane ho feta, e kgolo ka ho fetisisa le e nyane, e nyane ho feta, e nyane ka ho fetisisa</p>	<p>O bokella dintso ho ya ka boholo</p> <p>O hlophisa dipokeletso tsa dintso</p> <p>O bontsha dipokeletso tsa dintso</p> <p>O manolla datha a sebedisa dipotso</p> <p>O buisana le ho tlaleha ka pokello e hlophisitsweng ya dintso</p>	<p>Khoutu ya ho getela ya matswao</p>
<p>Mabitso a baithuti</p> <p>Letsatsi</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.

Disebediswa

Dipina, diraeme le dipale

Beke ya 1

Raeme: Ke nako ya dipaterone

Ke nako ya dipaterone,
Ke nako ya dipaterone,
Kahoo tsamaisa mmele wa hao le nna ke
tsamaisa wa ka.
Tsamaisa matsoho a hao.
Tsamaisa maoto a hao.
Ema, dula, etsa ho hong hantle.
Paterone eo o tlang ho e utlwa jwale e ntjha.
Mmele wa hao o tla etsa eng?
Opa matsoho,
Tila ka maoto, etsa ho hong hantle.
Paterone eo o tlang ho e utlwa jwale e ntjha.
Mmele wa hao o tla etsa eng?
Tlolela moyeng,
Qhoma ka leoto le le leng, etsa ho hong hantle.

Pale: Pale ya nomoro ya 6 (ka thempleiti ya frizi ya Nomoro ya 6)

Kamora moo ha tla Matata a tsheletseng. E ne e le lelapa. Ho ne ho ena le ntate, nkgono, ntatemoholo, rakgadi le madinyane a matata a mabedi. Sena se bolela hore ho ne ho ena le matata a mane le madinyane a matata a mabedi lelapeng la a tsheletseng.

Letshwao la nomoro ya 6 le lebitso la nomoro ya tshelela di ile tsa fetela ka pela ntlo moo bohle ba ka di bonang. Mme ditshepe tsa monyako tse tsheletseng tsa ya leming le ka pele.

Matata ha a ka a bea letangwana ka phaposing ya ho phomola kapa bate ka batekamoreng ya bona, esitana le ha ba ne ba rata ho sesa. Ba ne ba kgetha ho tsamaya ba theohele phulaneng e haufi le ntlo ya bona. Ba ne ba etsa sena hobane ho ne ho ena le dikokonyana tse ngata tse neng di dula haufi le phula, kahoo ba ne kgona ho batlana le dijo ka hara metsi le mabopong a phulana. Ntate letata o ne a etsa bonnete ba hore madinyane a matata a ne a eja bomaleshwane ba tsheletseng ledinyane ka leng bakeng sa dijo tsa hoseng, didragon fly tse tsheletseng bakeng sa dijo tsa motshehare le menwang e tsheletseng bakeng sa dijo tsa bosiu. Matata a maholo a ne a eja ho feta tsena hobane a ne a ena le mala a maholo ho ka kgora.

Matata a ile a tshwara moketjana ho keteka lehae le letjha. Diphoofolo kaofela di ile tsa tla. Tlou e le nngwe e tswang ntlong ya 1, Diqwaha tse pedi tse tswang ntlong ya 2, Mesha e meraro e tswang ntlong ya 3, Dithuhlo tse nne tse tswang ntlong ya 4 le Ditshwene tse hlano tse tswang ntlong ya 5. Kaofela ha tsona tsa tla le dijo tsa tsona hobane kaofela di ne di sa rate ho ja dikokonyana.

Beke ya 2

Pina: Matata a manyane a tsheletseng

Matata a manyane a tsheletseng a ya ho sesa ka
tsatsi le leng
ka hodima thaba hole kwana.
Ntate letata o re, 'Kwaa, kwaa, kwaa, kwaa,'
mme ke matata a manyane a mahlano feela
a kgutlileng.

(Phetang ka hlano, nne, tharo, pedi)

Letata le lenyane le le leng la ya ho sesa ka
tsatsi le leng
ka hodima thaba hole kwana.
Ntate letata a re, 'Kwaa, kwaa, kwaa, kwaa,'
mme ha ho matata a manyane a kgutlileng.

Ntate letata a tsamaya ka tsatsi le leng
ka hodima thaba hole kwana.
Ntate letata a re, 'Ke nako ya ho kgutla jwale,'
mme matata a manyane a tsheletseng a kgutla
a mathile.

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

Pina: *Dinǎnǎqane tse supileng tse tala tse matheba*

Dinǎnǎqane tse supileng tse tala tse matheba
Tsa dula hodima kutu e matheba
Di eja dintsintsi tse mathemalodi.
Se seng sa tlolela ka letamong
Moo ho neng ho phodile ha monate
Jwale ho ne ho ena le dinǎnǎqane tse tsheletseng tse matheba.
Glug-glug.
(*Phetang hape ka tshelela, hlano, nne, tharo, pedi, nngwe*)
Jwale ho ne ho se ho se na dinǎnǎqane tse tala tse matheba.
Glug-glug.

Pale: *Pale ya nomoro ya 7 (ka thempleiti ya frizi ya Nomoro ya 7)*

Kamora moo ha tla Dinǎnǎqane tse supileng. Di ne di le metswalle ya Matata a tsheletseng, a ileng a di bolella kamoo a natefelwang ke lelapa la ona le letjha. Matata a ile a mema Dinǎnǎqane hore di be baahisane ba ona. Dinǎnǎqane di ne di batla sebaka sa ho qhoma ntle le ho thula ka dihlooho tsa tsona leboteng kapa marulelong, mme se seng le se seng se ne se batla kamore ya sona. Tsa qhomaqhoma le ho sheba ka hare mme tsa etsa qeto ya hore ka lebaka la hore di ne di le nyane ho feta diphoofolo tse ding kaofela matlong a 1 ho isa ho 6, di ne di tla dula ka boiketlo mme di be le sebaka se lekaneng.

Letshwao la nomoro ya 7 le lentswe la nomoro ya supa a ya ka pela ntlo moo bohle ba neng ba tla a bona teng. Mme ditshepe tsa monyako tse supileng tsa ya lemating. Dinǎnǎqane tse supileng di ne di sa dule di sebedisa lemati la ka pele kaha di ne di rata ho qhomela ka hare le ka ntle ho difensterere. Di ne di natefelwa ke ho bona hore ke mang ya ka tlolelang hodimo ho fetisisa.

Di ne di batla bate e kgolo kamoreng ka nngwe ya dikamore tse supileng tsa bona ele hore di kgone ho sesa neng kapa neng ha di batla. Hape di ile tsa aha letangwana ka phaposing ya ho phomola. E ne e ena le *lily pads* tse supileng moo e mong le e mong a nang le sebaka sa ho dula. Ha diphoofolo tse ding di tla ho tla di amohela, tsa fumana Dinǎnǎqane tsohle tse supileng di sesa mmoho letangwaneng la ka tlung ka phaposing ya ho phomola.

Lily pads tse supileng e nngwe le e nngwe e ne e ena le palesa e tshelha e ntle e holang pela yona, tseo diphoofolo tse ding hangata di neng di tla ho tla di boha.

Pina: *O le mong o monyane, e mmedi e menyane*

O le mong o monyane, e mmedi e menyane, menwana e meraro e menyane
E mene e menyane, e mehlano e menyane, menwana e tsheletseng e menyane
E supileng e menyane, e robedi e menyane, menwana e robong e menyane
Bohle re na le menwana e leshome.

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

Pina: Ke kgutlonne

(Ka molodi wa *B-I-N-G-O*)
Ho na le sebopelo sa mahlakore a mane,
Empa ha se kgutlonnetsepa, TJHE!
Ke kgutlonne,
Ke kgutlonne,
Ke kgutlonne,
Ha e tshwane le kgutlonnetsepa, TJHE!
Mahlakore a mabedi a malelele,
Mahlakore a mabedi a makgutshwane.
Ha a lekane, TJHE!
Ke kgutlonne,
Ke kgutlonne,
Ke kgutlonne,
Mahlakore ha a lekane, TJHE!

Pina: Looby loo

Mona re etsa *looby loo*,
Mona re etsa *looby kganya*,
Mona re etsa *looby loo*,
Tsohle ka Moqebelo bosiu.
O kenya letsoho le letona ka hare,
O ntshetsa letsoho le letona ka ntle,
O sisinya, o sisinya, o sisinya letsoho la hao
le letona,
Ebe o a potoloha.
Mona re etsa *looby loo*,
Mona re etsa *looby kganya*,
Mona re etsa *looby loo*,
Tsohle ka Moqebelo bosiu.
O kenya letsoho le letshehadi ka hare,
O ntshetsa letsoho le letshehadi ka ntle,
O sisinya, o sisinya, o sisinya letsoho le letshehadi,
Ebe o a potoloha.
Mona re etsa *looby loo*,
Mona re etsa *looby kganya*,
Mona re etsa *looby loo*,
Tsohle ka Moqebelo bosiu.
O kenya leoto le letona ka hare,
O ntshetsa leoto le letona ka ntle,
O sisinya, o sisinya, o sisinya leoto le letona,
Ebe o a potoloha.

Mona re etsa *looby loo*,
Mona re etsa *looby kganya*,
Mona re etsa *looby loo*,
Tsohle ka Moqebelo bosiu.
O kenya leoto le letshehadi ka hare,
O ntshetsa leoto le letshehadi ka ntle,
O sisinya, o sisinya, o sisinya leoto le letshehadi,
Ebe o a potoloha.

Mona re etsa *looby loo*,
Mona re etsa *looby kganya*,
Mona re etsa *looby loo*,
Tsohle ka Moqebelo bosiu.
O kenya mmele ohle ka hare,
O ntshetsa mmele ohle ka ntle,
O sisinya, o sisinya, o sisinya mmele ohle,
Ebe o a potoloha.

Beke ya 5

Pina: Tlou e le nngwe e tswile ho ya bapala

(Ka molodi wa *Five little elephants*)

Tlou e le nngwe e tswile ho ya bapala
Mane ho tepo ya sekgo ka tsatsi le leng.
A nahana hore ke mohlolo o makatsang
Hoo a ileng a bitsa tlou e nngwe e nyane.
Ditlou tse pedi di tswile ho ya bapala
Mane ho tepo ya sekgo ka tsatsi le leng.
Tsa nahana hore ke mohlolo o makatsang
Hoo di ileng tsa bitsa tlou e nngwe e nyane.
Ditlou tse tharo di tswile ho ya bapala
Mane ho tepo ya sekgo ka tsatsi le leng.
Tepo ya re kgara, tepo ya re kgara
Mme hanghang, tsohle tsa baleha tsa
kgutlela morao.

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

Raeme: *Ditweba tse nyane tse robedi*

Ditweba tse nyane tse robedi di nanya ka hara ntlo,
Ditweba tse nyane tse robedi di tswa ho ya bapala.
Empa ha katse e le nngwe e kgolo e tshwara tweba e nyane e le nngwe
Jwale ditweba tse nyane tse supileng di tla baleha!

(Phetang hape ka supa, tshelela, hlano, nne, tharo, pedi)

Tweba e le nngwe e nyane e nanya ka hara ntlo,
Tweba e le nngwe e nyane e tswa ho ya bapala.
Empa ha katse e kgolo e le nngwe e leka ho tshwara tweba eo
Tweba eo e tla re, 'Wena mohlorisi e moholo, tloha mona!'

Pale: *Pale ya nomoro ya 8 (ka thempleiti ya frizi ya Nomoro ya 8)*

Kamora moo ha tla Ditweba tse robedi. Letshwao la nomoro ya 8 le lentswe la nomoro ya robedi tsa ya ka pela ntlo moo bohle ba ka di bonang. Mme ditshepe tse robedi tsa monyako tsa ya lemating. Ditweba tsa phunya masoba a robedi mapolankeng a fatshe diphaposing tsa tsona mme tsa etsa metjha e ka tlasa lefatshe ele hore di kgone ho kena le ho tswa ka dikamoreng tsa tsona tse robedi tsa ntlo ya tsona.

Di ne di sa hloke dikamore tse kgolo tsa ho robala kaha di ne di le nyane ka mmele. Di ne di tlwaetse ho dula thoteng kaha e ne e le ditweba, empa di ne di thabetse taba ya ho dula lehaeng le letjha pela ntlo ya Dinqanqane.

Tsa aha phaposi ya ho phomola e kgolo kaha di ne di rata ho tantsha le ho tshwara meketjana. Kaofela ha tsona di ne di tseba ho bapala seletswa se itseng. E nngwe e ne e bapala khiboto, e nngwe katara, e nngwe vayolini, e nngwe foleiti, e nngwe terompeta, e nngwe marimba mme tse pedi di bapala meropa. Kahoo ho ne ho ena le diletswa tse robedi ka tlung. Diphoofolo tse ding di ne di rata ho mamela ha Ditweba tse robedi di bapala diletswa tsa tsona tse robedi. Ka nako e nngwe kaofela ha tsona di ne di kenella ka ho tla maoto a tsona le ditlhako ho ya ka morethetho.

Beke ya 7

Raeme: *Dihotdog tse nyane tse hlano*

Dihotdog tse nyane tse hlano di hadikeha ka hara pane. *(Phahamisa menwana e mehlano)*
Oli ya tjhesa haholo mme e nngwe ya re BAM! *(Opang)*

(Phetang hape bakeng sa nne (menwana e mene), tharo (menwana e meraro), pedi (menwana e mmedi), nngwe (monwana o le mong))

Ha ho sa na *hotdog* e nyane e hadikehang ka paneng. *(Phahamisa setebele)*
Pane e ile ya tjhesa mme ya re BAM! *(Opang)*

Pale: *Ho ya reka katiba*

Lehlabula ke nako eo Babalwa a e ratang ka ho fetisisa selemong. O rata maemo a lehodimo a tjhesang le ho ya phakeng ho ya bapala. Kajeno mme wa Babalwa o tsamaya le yena ho ya mo rekela katiba hore letlalo la hae le sireletsehe motjhesong wa letsatsi. Babalwa o rata ho ya reka dintho tsa ho apara. Ha re tsamayeng le yena le mme wa hae leetong la hae la mabenkeleng mme re bone mefuta e fapaneng ya dikatiba tse rekiswang.

Ka hara lebenkele ho na le dikatiba hohle – dikatiba tse paketsweng shelofong e nngwe le e nngwe ho ya fihla hodimo, dikatiba tsa dibopeho tse fapaneng, dikatiba tsa mebala e fapaneng. Babalwa o itekanya dikatiba tse ngata. O rata katiba e phuphuselang e nang le dipalesa tse kgolo, empa ha a tsebe hore a kgethe mmala ofe. Ha re mo thuseng ho kgetha katiba eo a ka e rekang. Ke mmala ofe wa katiba oo a ka o kgethang? Wena o ne o ka kgetha katiba efe?

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

Raeme: *Re ilo tsoma ditau*

(Ikotleng dirope ho boloka morethetho)

Re ilo tsoma ditau,

Re ilo tshwara e kgolo!

Ke letsatsi le letle ruri!

Ha re tshabe!

Jowee! Jwang!

Jwang bo bolelele, bo phahameng.

Re ka se kgone ho bo tlola ka hodimo!

(Sisinya hlooho)

Re ka se kgone ho feta ka tlasa bona!

(Sisinya hlooho)

Re tla tlameha ho feta ka hara bona!

(Oma ka hlooho)

Swish, swash, swish, swash, swish, swash.

(Pikitla matsoho mmoho)

Re ilo tsoma ditau,

Re ilo tshwara e kgolo!

Ke letsatsi le letle ruri!

Ha re tshabe!

Jowee! Ke noka!

Noka e batsi, e tebileng.

Re ka se kgone ho e tlola ka hodimo!

(Sisinya hlooho)

Re ka se kgone ho feta ka tlasa yona!

(Sisinya hlooho)

Re tla tlameha ho feta hara yona! *(Oma ka hlooho)*

Phakga, phakga, phakga, phakga, phakga,

phakga. *(Tilang ka maoto jwaloka haeka le*

tsamaya hara metsi)

Re ilo tsoma ditau,

Re ilo tshwara e kgolo!

Ke letsatsi le letle ruri!

Ha re tshabe!

Jowee! Seretse!

Seretse se setenya, se reberebe.

Re ka se kgone ho se tlola ka hodimo!

(Sisinya hlooho)

Re ka se kgone ho feta ka tlasa sona!

(Sisinya hlooho)

Re tla tlameha ho feta hara sona! *(Oma ka hlooho)*

Tlefe, tlefe, tlefe, tlefe, tlefe, tlefe.

(Phahamisang maoto butle jwaloka haeka le

tsamaya ka hara seretse)

Re ilo tsoma ditau,

Re ilo tshwara e kgolo!

Ke letsatsi le letle ruri!

Ha re tshabe!

Jowee! Ke moru!

Moru o teteaneng, o lefifi.

Re ka se kgone ho o tlola ka hodimo! *(Sisinya hlooho)*

Re ka se kgone ho feta ka tlasa ona! *(Sisinya hlooho)*

Re tla tlameha ho feta hara ona! *(Oma ka hlooho)*

Kgotjwa, thekesela, kgotjwa, thekesela, kgotjwa,

thekesela. *(Iketseng eka le a kgotjwa)*

Re ilo tsoma ditau,

Re ilo tshwara e kgolo!

Ke letsatsi le letle ruri!

Ha re tshabe!

Jowee! Lehaha!

Lehaha le leholo, le lefifi.

Re ka se kgone ho le tlola ka hodimo!

(Sisinya hlooho)

Re ka se kgone ho feta ka tlasa lona!

(Sisinya hlooho)

Re tla tlameha ho feta hara lona! *(Oma ka hlooho)*

Nanya ka ditsetsekwane, nanya ka ditsetsekwane,

nanya ka ditsetsekwane. *(Nanyang sebakeng seo)*

Ke eng seo? *(Ntshetsa matsoho ka pela hao*

mme o iketse eka o phopholetsa ho hong)

Nko e le nngwe e benyang e metsi!

Ditsebe tse pedi tse boya!

Mahlo a mabedi a maholo!

KE TAU! *(Akgela matsoho moyeng)*

Ka potlako! Tswang ka lehaheng!

Nanyang ka ditsetsekwane, nanyang ka

ditsetsekwane. *(Nanyang ka potlako)*

Kgutlang le ka morung!

Kgotjwa, thekesela, kgotjwa, thekesela, kgotjwa,

thekesela. *(Iketseng eka le thekesela ka pele)*

Kgutlang le ka hara seretse!

Tlefe, tlefe, tlefe, tlefe, tlefe, tlefe. *(tsamayang*

ka hara seretse ka potlako)

Kgutlang le ka nokeng!

Phakga, phakga, phakga, phakga, phakga,

phakga. *(Phakgatsang metsing ka potlako)*

Kgutlang le ka hara jwang!

Swish, swash, swish, swash, swish, swash.

(Pikitlang matsoho mmoho ka potlako)

Fihlang le mating le ka pele.

Bulang lemati. *(Iketseng eka le bula lemati)*

Nyolohang ditepisi. *(Iketseng eka le matha ka ditepisi)*

Le lebetse ho kwala lemati!

Kgutlelang morao ka ditepisi. *(Iketseng eka le*

theosa ditepisi le matha)

Kwalang lemati. *(Iketseng eka le kwala lemati)*

Kgutlelang hodimo hape ka ditepisi. *(Iketseng*

eka le nyolosa ditepisi le matha)

Ka phaposing ya ho robala.

Tlolelang betheng. *(Dulang fatshe)*

Ka dikobong. *(Iketseng eka le ikwahela ka dikobo)*

Re keke ra hlola re ilo tsoma ditau hape!

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

Raeme: *Sekepe sa moyeng*

Palama ka hara sekepe sa moyeng
Palama ka hara sekepe sa moyeng
Re ya kgweding
Phakisa mme o itokise
Re se re tla thakgoha haufinyane
Rwala helemete ya hao mme o itiise ka mabanta
Jwale re se re tla bala ho ya tlase
Ha re baleng ka matla a rona kaofela!
10-9-8-7-6-5-4-3-2-1 TSWIII RA YA!

Beke ya 10

Pina: *Ditlou tse robedi*

Tlou e le nngwe e nyane e a tsitsa,
E hata butle sekotong sa thapo.
Ya nahana hore ke motlae o qabolang, yaba e
bitsa diphoofolo tse ding tse nyane.
Diqwaha tse pedi tse nyane di a tsitsa,
Di hata butle sekotong sa thapo.
Di nahana hore ke motlae o qabolang, yaba di
bitsa diphoofolo tse ding tse nyane.
Mesha e menyane e meraro e a tsitsa,
E hata butle sekotong sa thapo.
E nahana hore ke motlae o qabolang, yaba e
bitsa diphoofolo tse ding tse nyane.
Dithuhlo tse nne di a tsitsa,
Di hata butle sekotong sa thapo.
Di nahana hore ke motlae o qabolang, yaba di
bitsa diphoofolo tse ding tse nyane.
Ditshwene tse nyane tse hlano di a tsitsa,
Di hata butle sekotong sa thapo.
Di nahana hore ke motlae o qabolang, yaba di
bitsa diphoofolo tse ding tse nyane.
Matata a manyane a tshelatseng a a tsitsa,
A hata butle sekotong sa thapo.
A nahana hore ke motlae o qabolang, yaba a
bitsa diphoofolo tse ding tse nyane.

Dinqanqane tse nyane tse supileng di a tsitsa,
Di hata butle sekotong sa thapo.
Di nahana hore ke motlae o qabolang, yaba di
bitsa diphoofolo tse ding tse nyane.
Ditweba tse nyane tse robedi di a tsitsa,
Di hata butle sekotong sa thapo.
Yaba hanghang sekoto sa thapo se a kgaoha
mme diphoofolo tsohle tsa wela fatshe!

Papadi: *Ke ngolletse motswalle wa ka lengolo*

Sebapadi se le seng se tsamaya se potoloha ka
ntle ho sedikadikwe se tshwere enfolopo.
Tlase yohle ere:

*'Ke ngolletse motswalle wa ka lengolo, mme
tseleng ka le lahla.*

*Ho na le ya le thonakileng ho lona mona mme a
le kenya pokothong ya hae.*

Ha se wena, ha se wena, ha se wena ...'

Ha a etsa qeto hore o lahlela enfolopo kamora
mang, o phathatsa motho hloohong mme o re,
'Ke wena!'

Jwale ba a matha, le motho eo jwale a nang
le enfolopo a ba lelekisa, ba pota hang
sedikadikweng sa baithuti mme ba leka ho ya
dula sebakeng se siilweng ke motho yane pele
ba tshwarwa.

Haeba motho eo a tshwarwa, o lokela ho dula
bohareng ba sedikadikwe.

Motho e motjha ya tshwereng enfolopo o qala
ho potoloha sedikadikwe, ha tlase yohle e ntse
e bua mantswe, *'Ke ngolletse motswalle ...'*

Mme he papadi e tswela pele jwalo.

7

supa

Playdough template: Number 6

six

6

Tortoise (Week 9) • Kgudu (Beke ya 9)

Templates • Dithempleiti

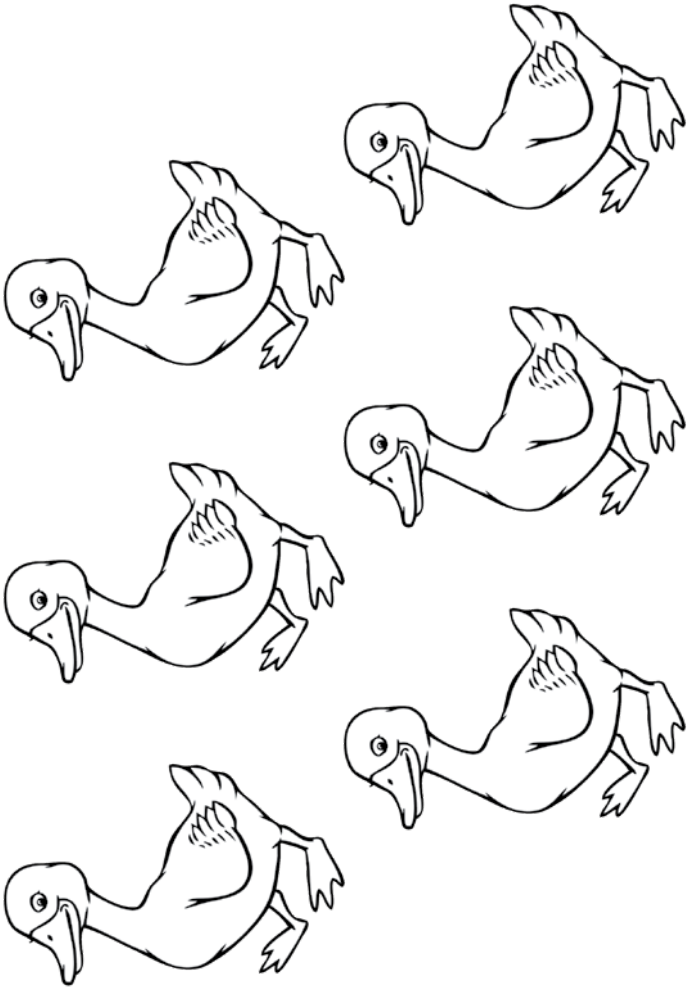
Banknotes (Week 9) • Ditjhelete tsa pampiri (Beke ya 9)

Eighteen-piece puzzle • Phazele ya dikotwana tse leshome le metso e robedi

Thempleiti ya hlama ya ho bapala: Nomoro ya 8

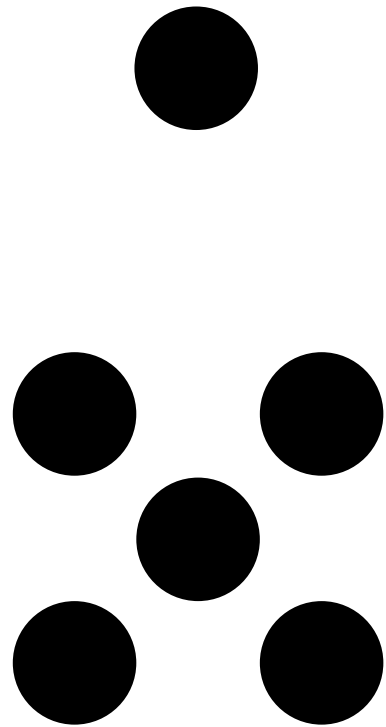
robedi

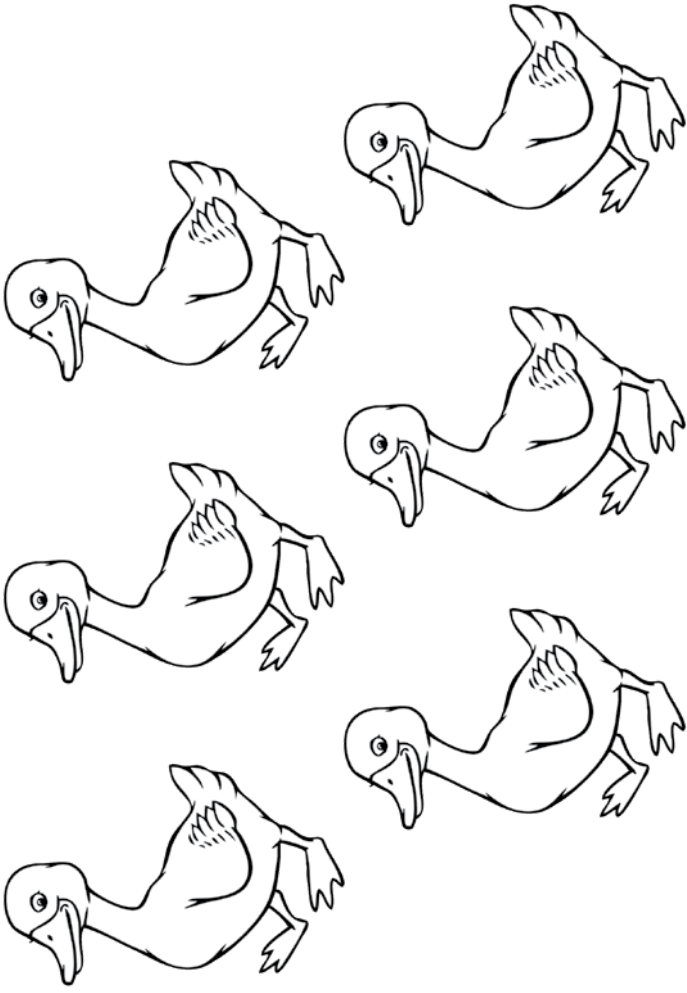
8



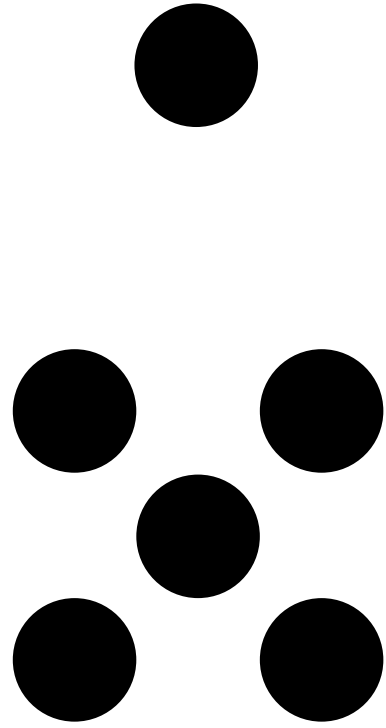
six

6



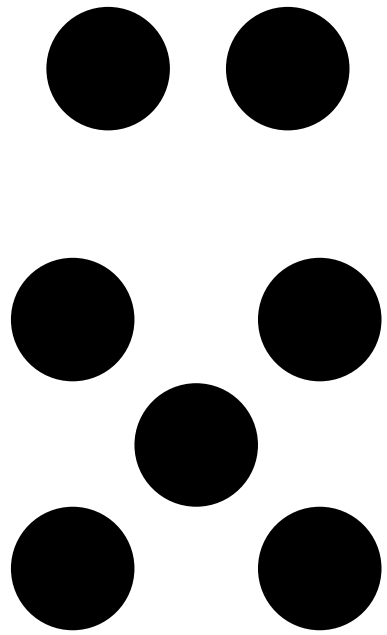
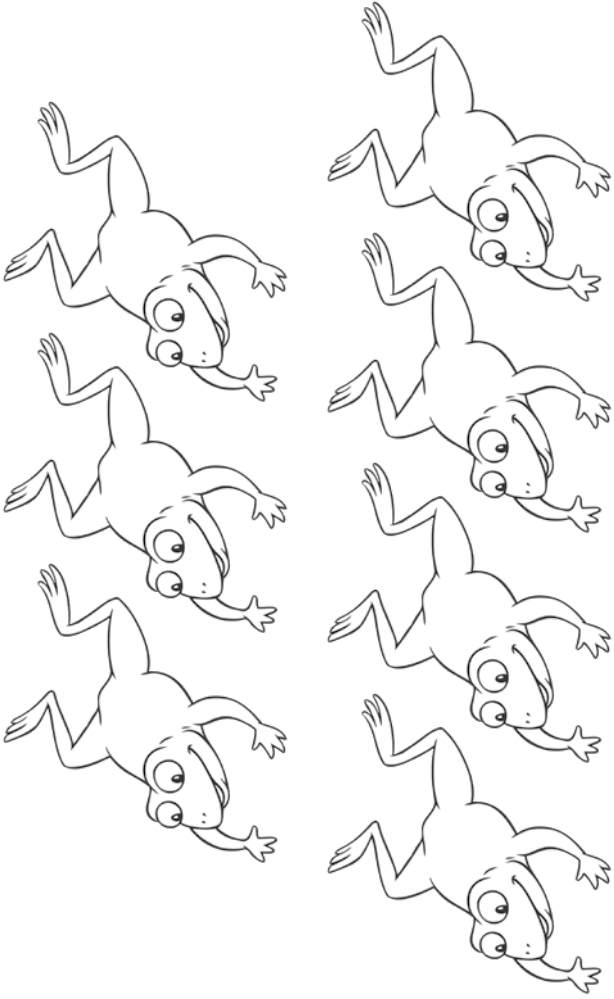


6

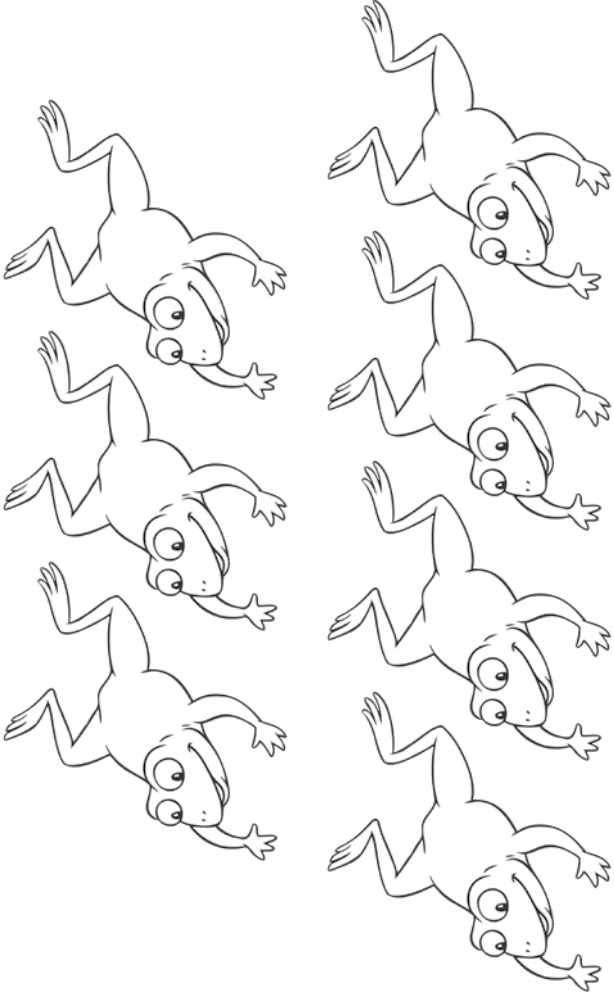


tshelela

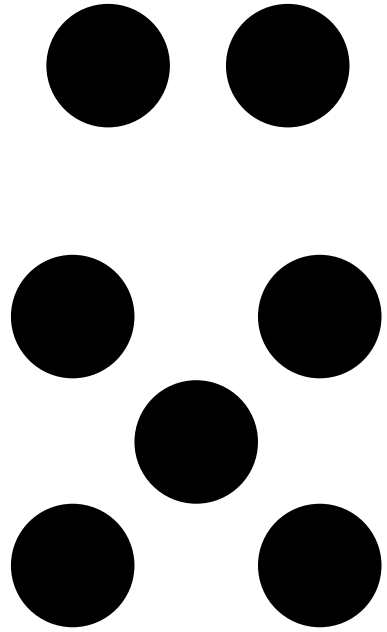
7



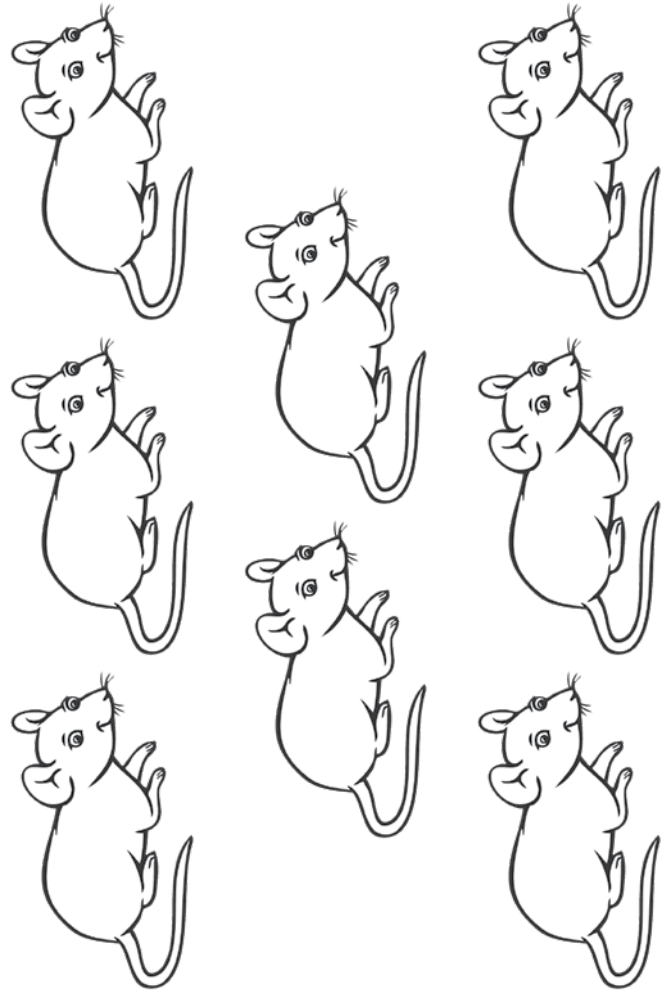
seven



7

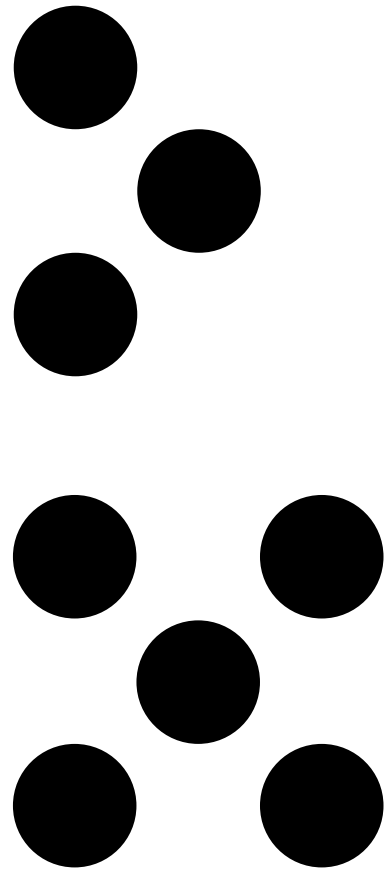


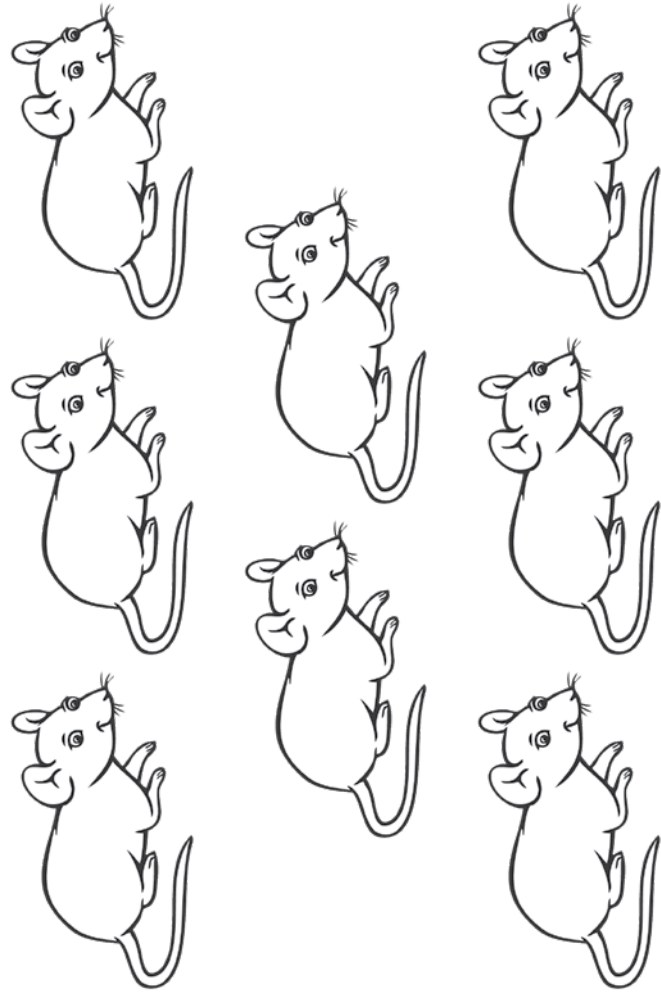
suppa



8

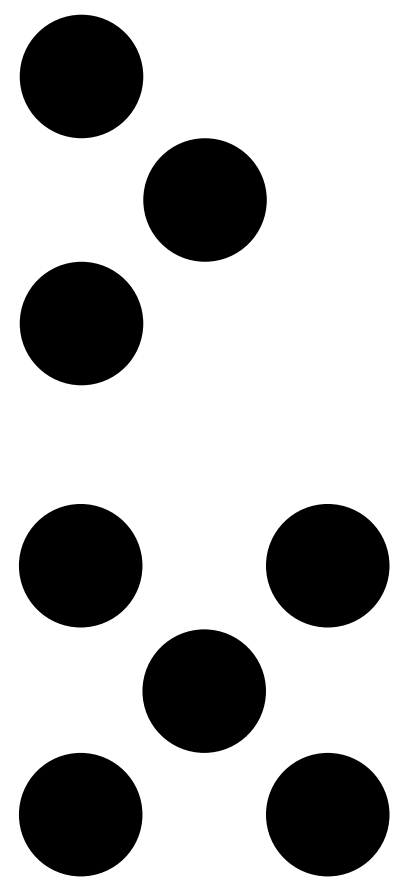
eight



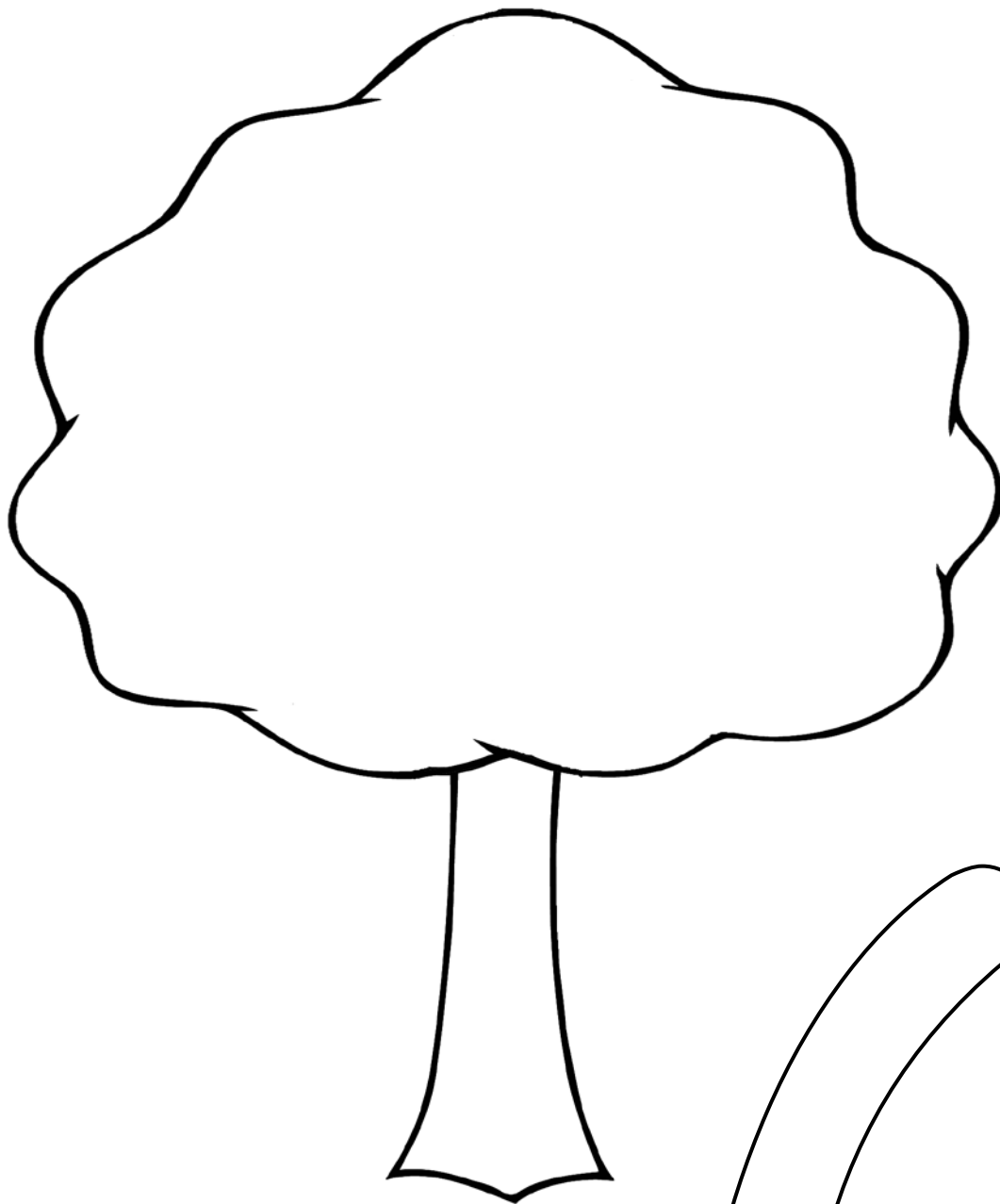


8

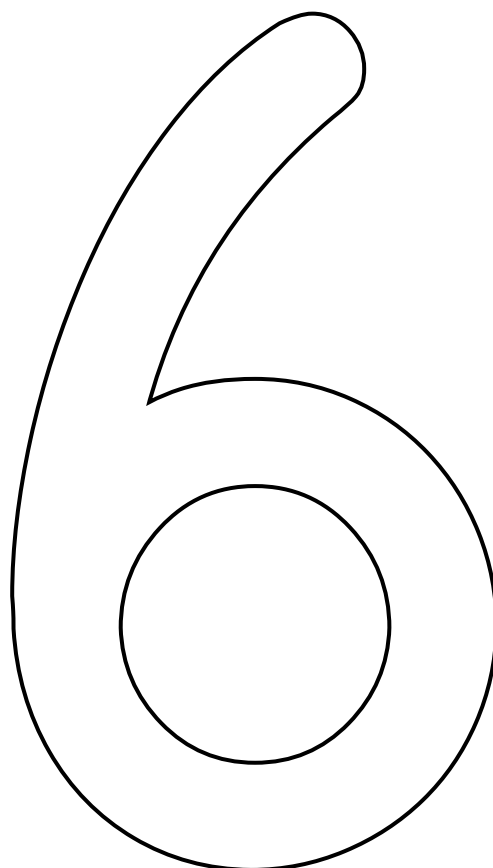
robbedi



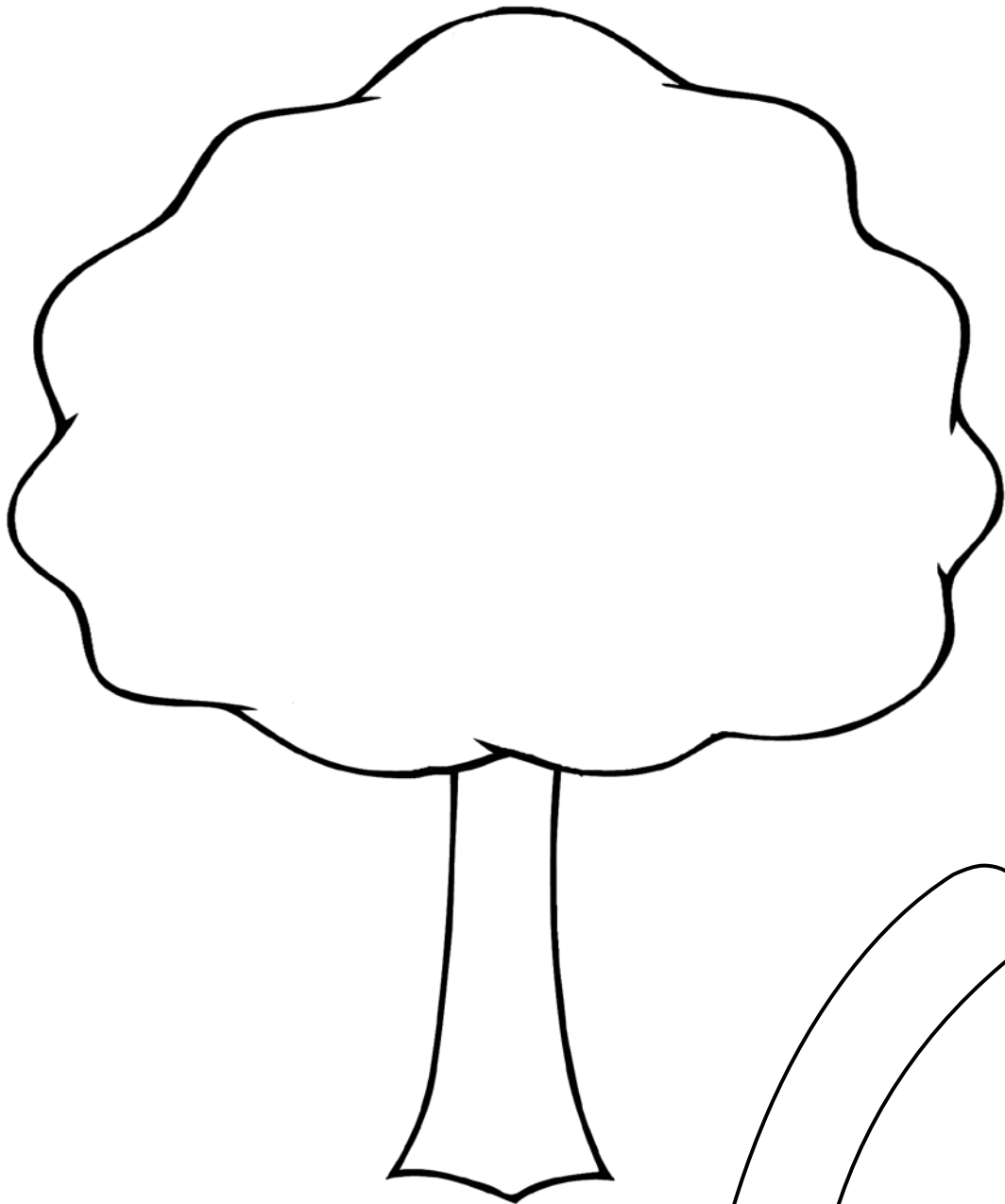
Playdough template: Number 6



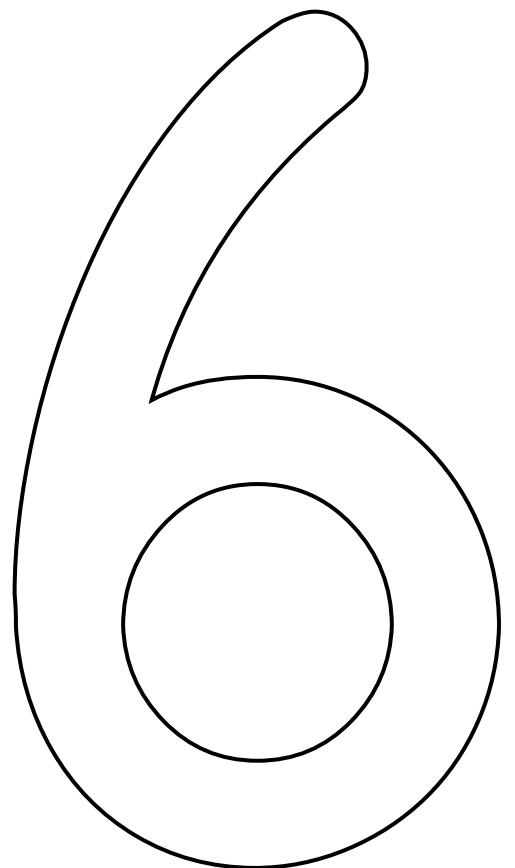
six



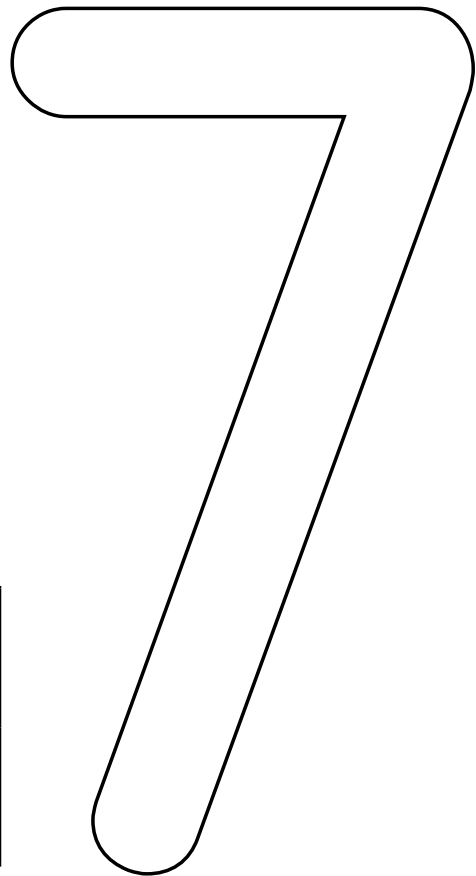
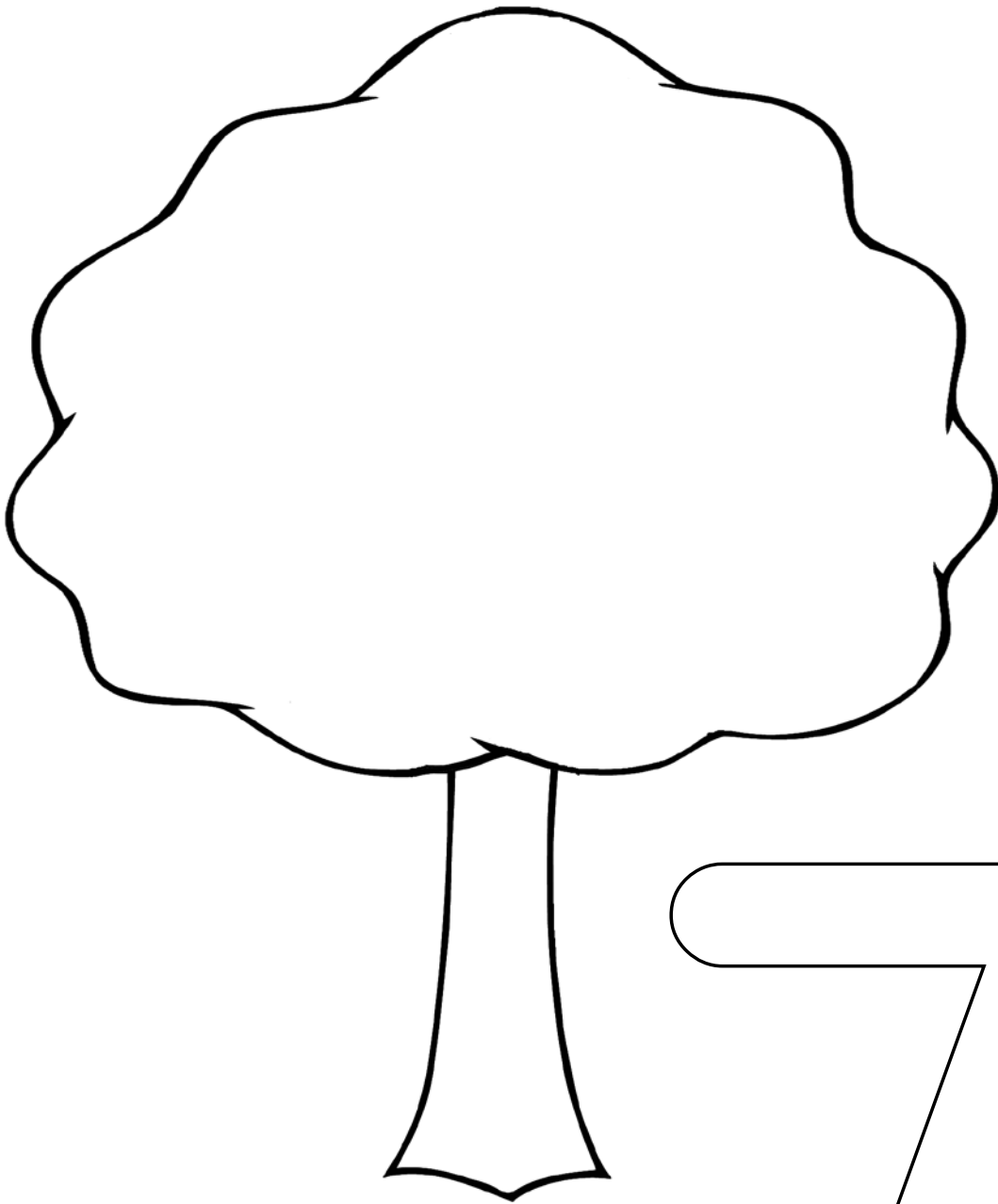
Thempleiti ya hlama ya ho bapala: Nomoro ya 6



tshela

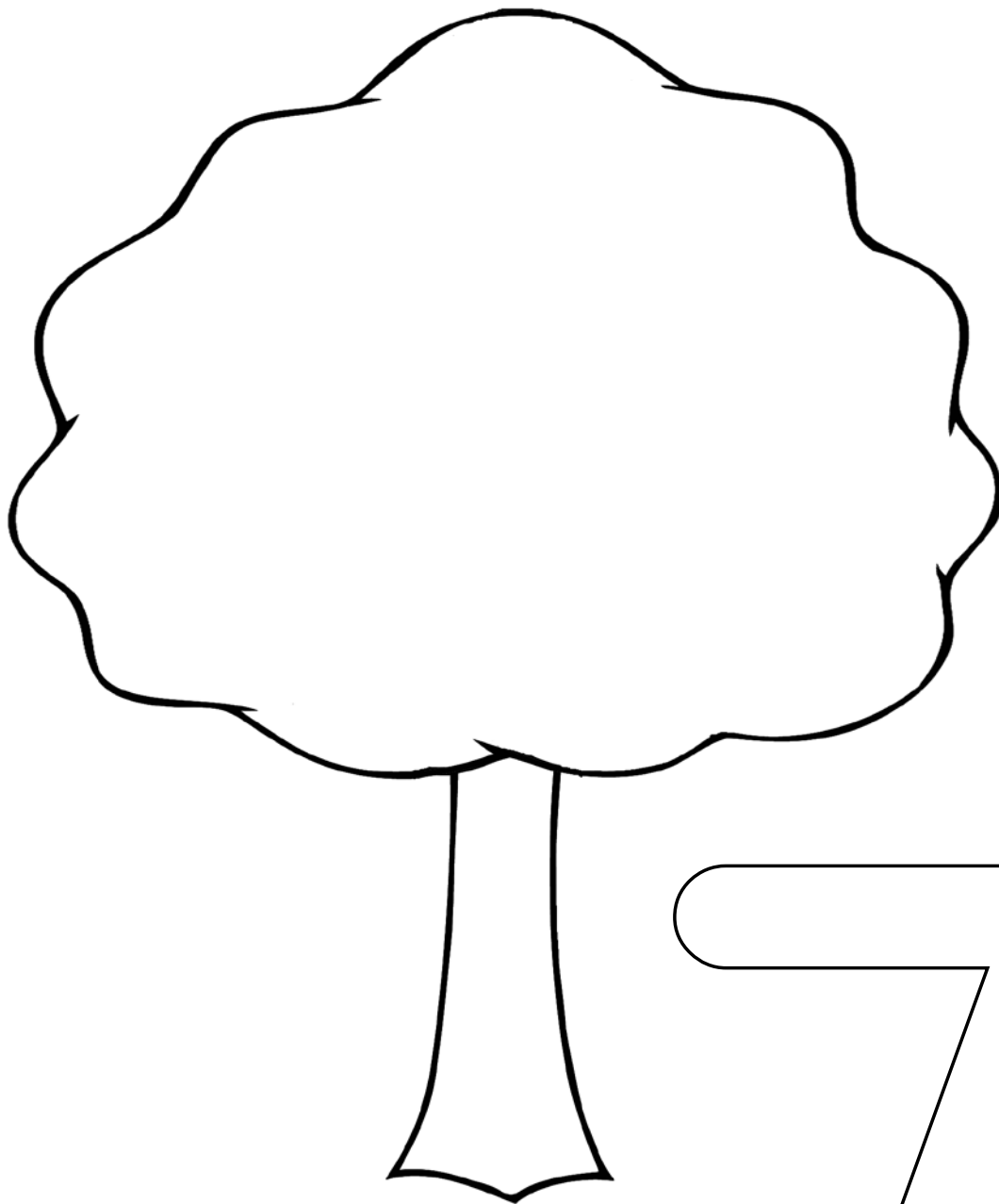


Playdough template: Number 7

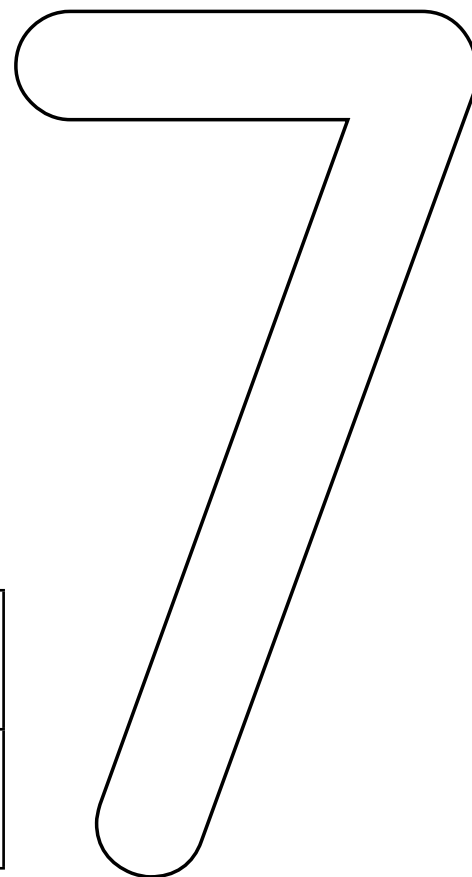


seven

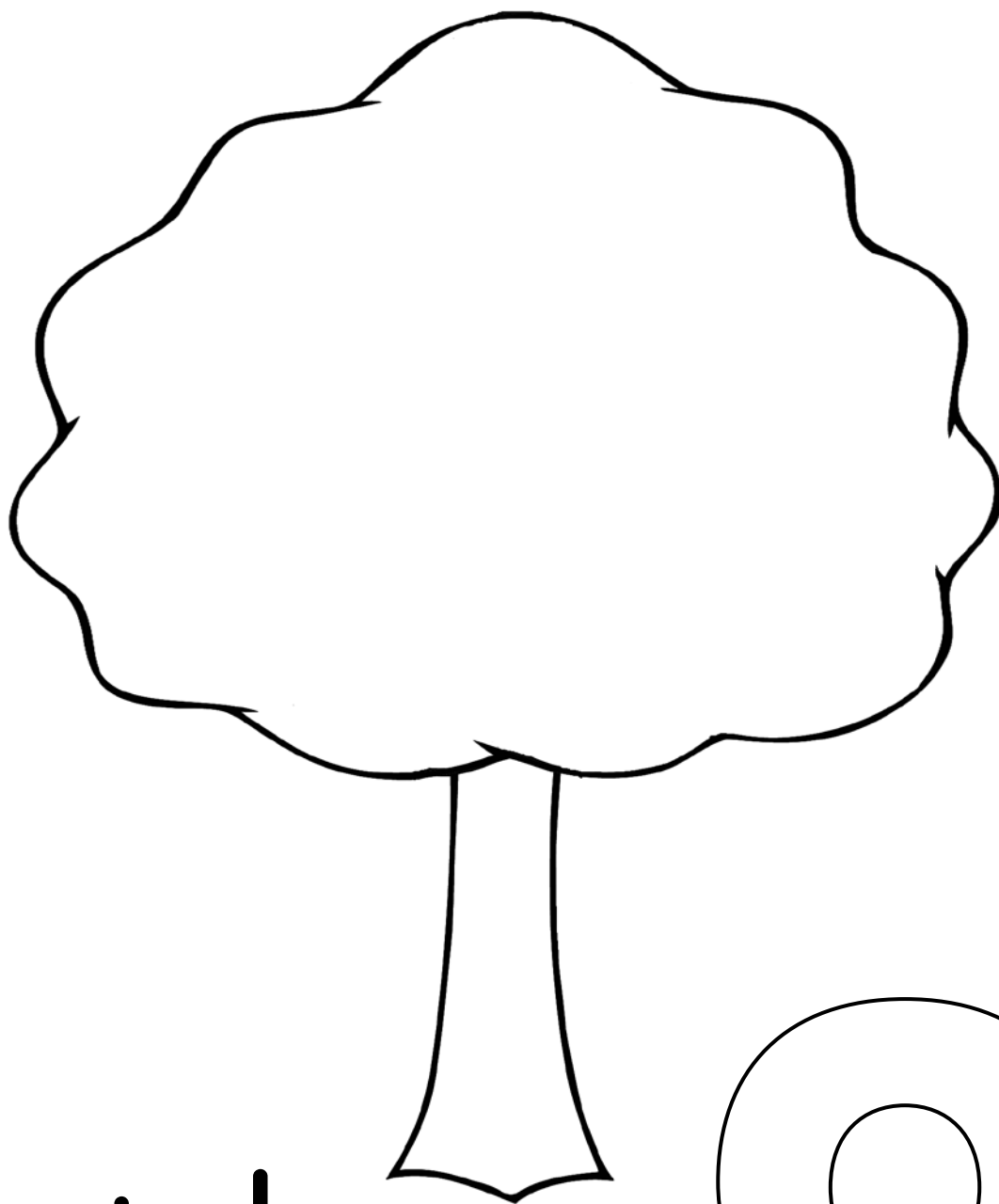
Thempleiti ya hlama ya ho bapala: Nomoro ya 7



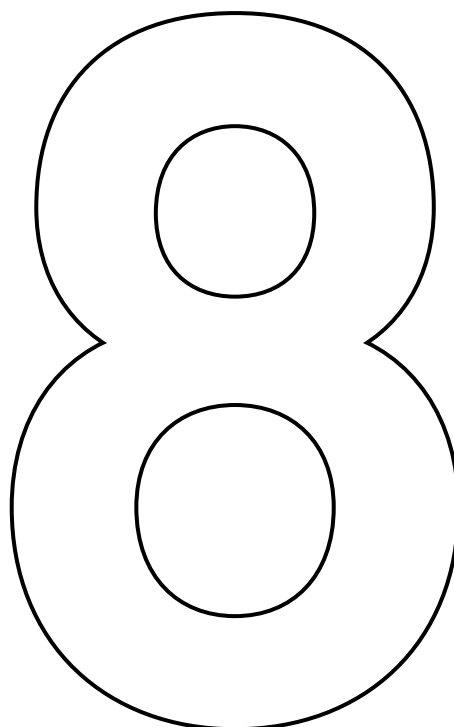
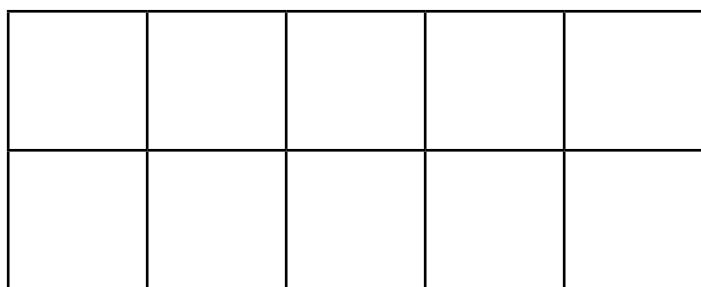
supa



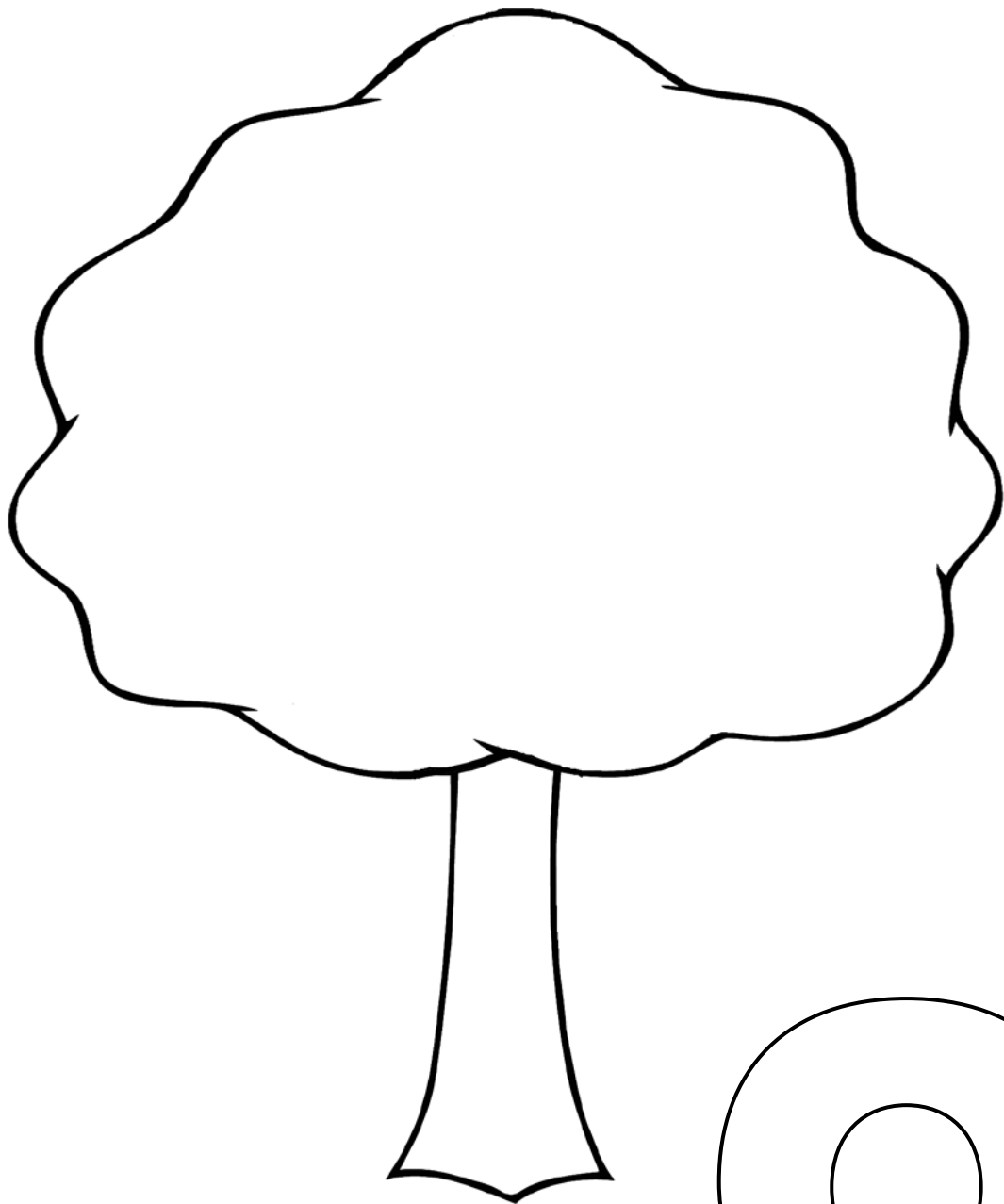
Playdough template: Number 8



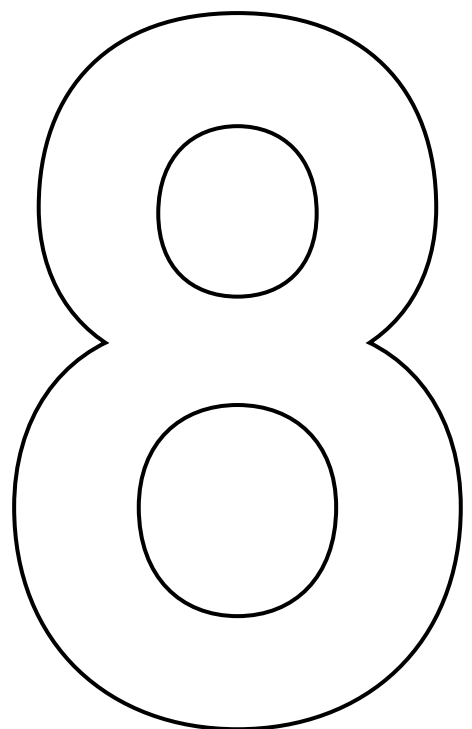
eight



Thempleiti ya hlama ya ho bapala: Nomoro ya 8

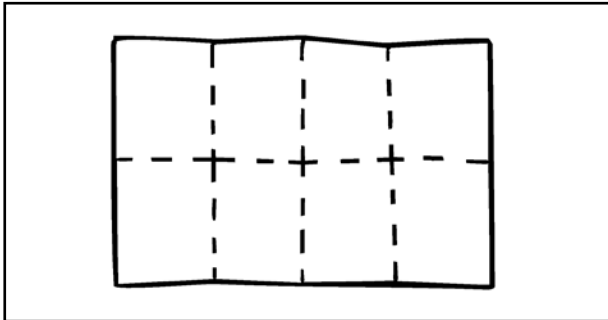


robedi

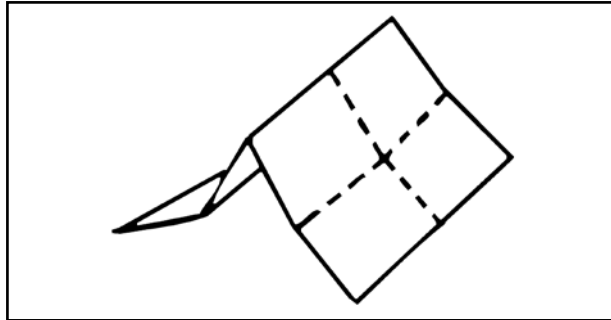


Shape book (Week 4)

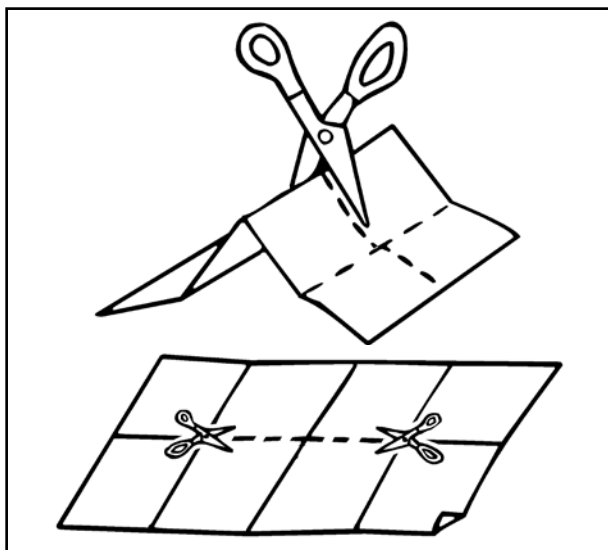
1. Fold an A4 page into eight pieces, by folding it in half three times. Unfold.



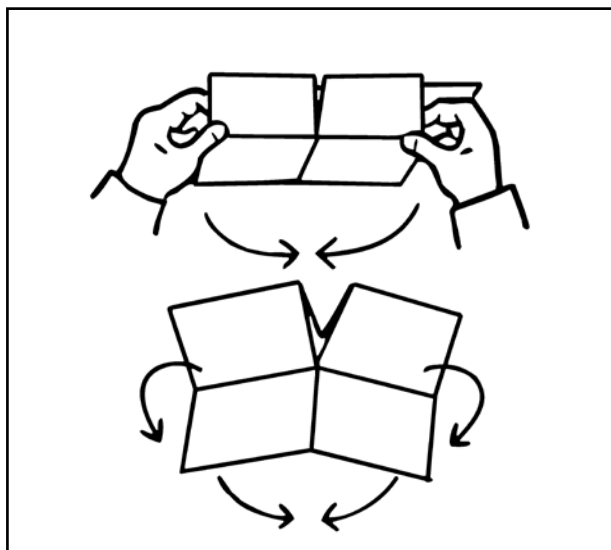
2. Fold the page in half again.



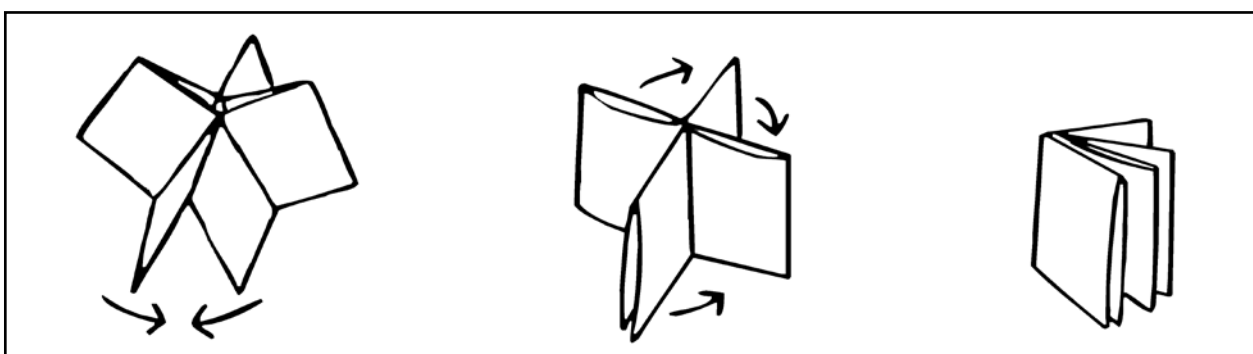
3. Cut on the middle fold as shown in the diagram.



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.

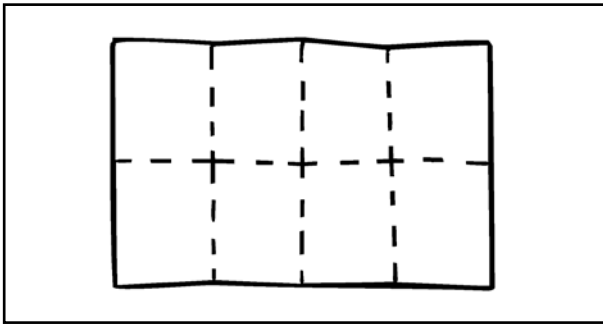


5. Complete the little book by folding the pages flat, as shown.

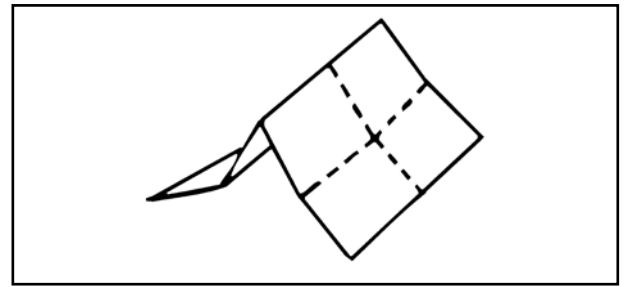


Buka ya dibopeho (Beke ya 4)

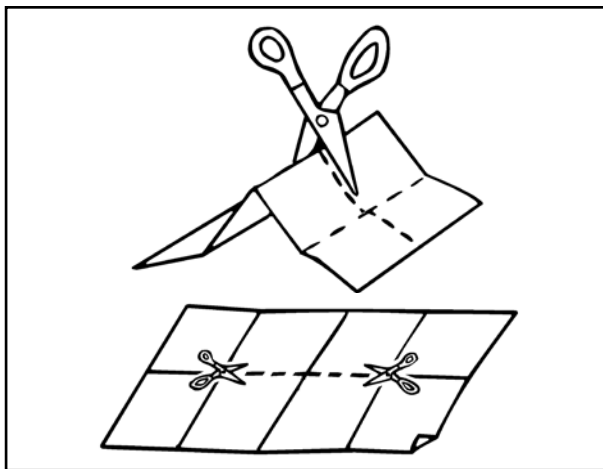
1. Mena leqephe la A4 o le etse dikotwana tse robedi, ka ho le mena ka halofo makgetlo a mararo. Le menolle.



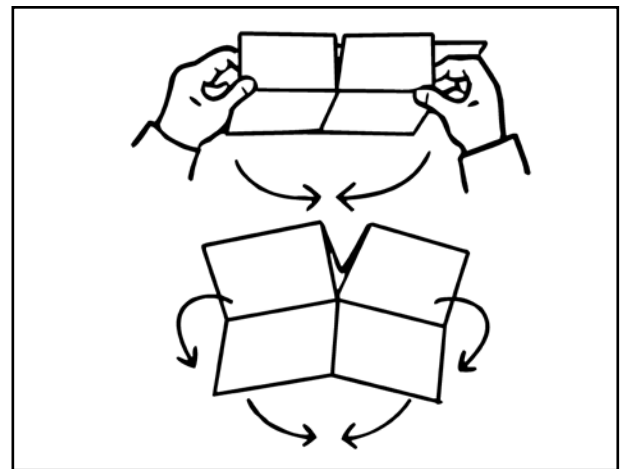
2. Mena leqephe ka halofo hape.



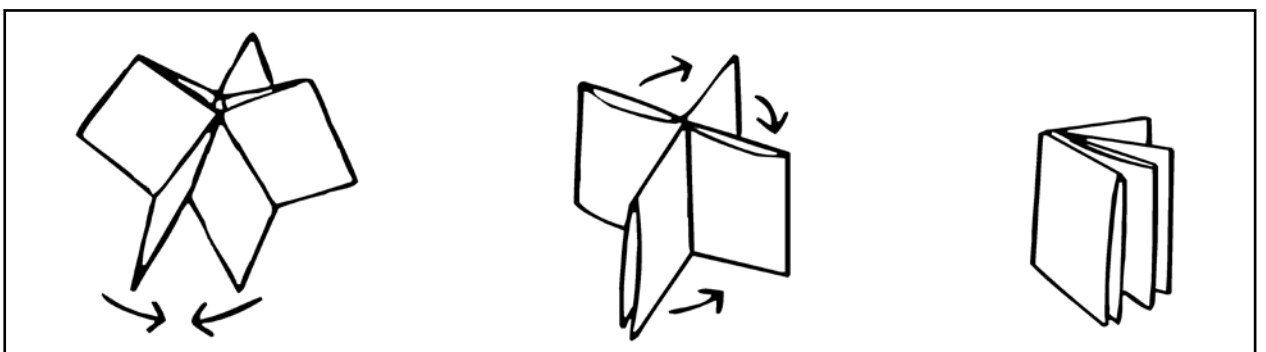
3. Seha bohareng ho lemeno jwaloka ha ho bontshitswe setshwantshong.



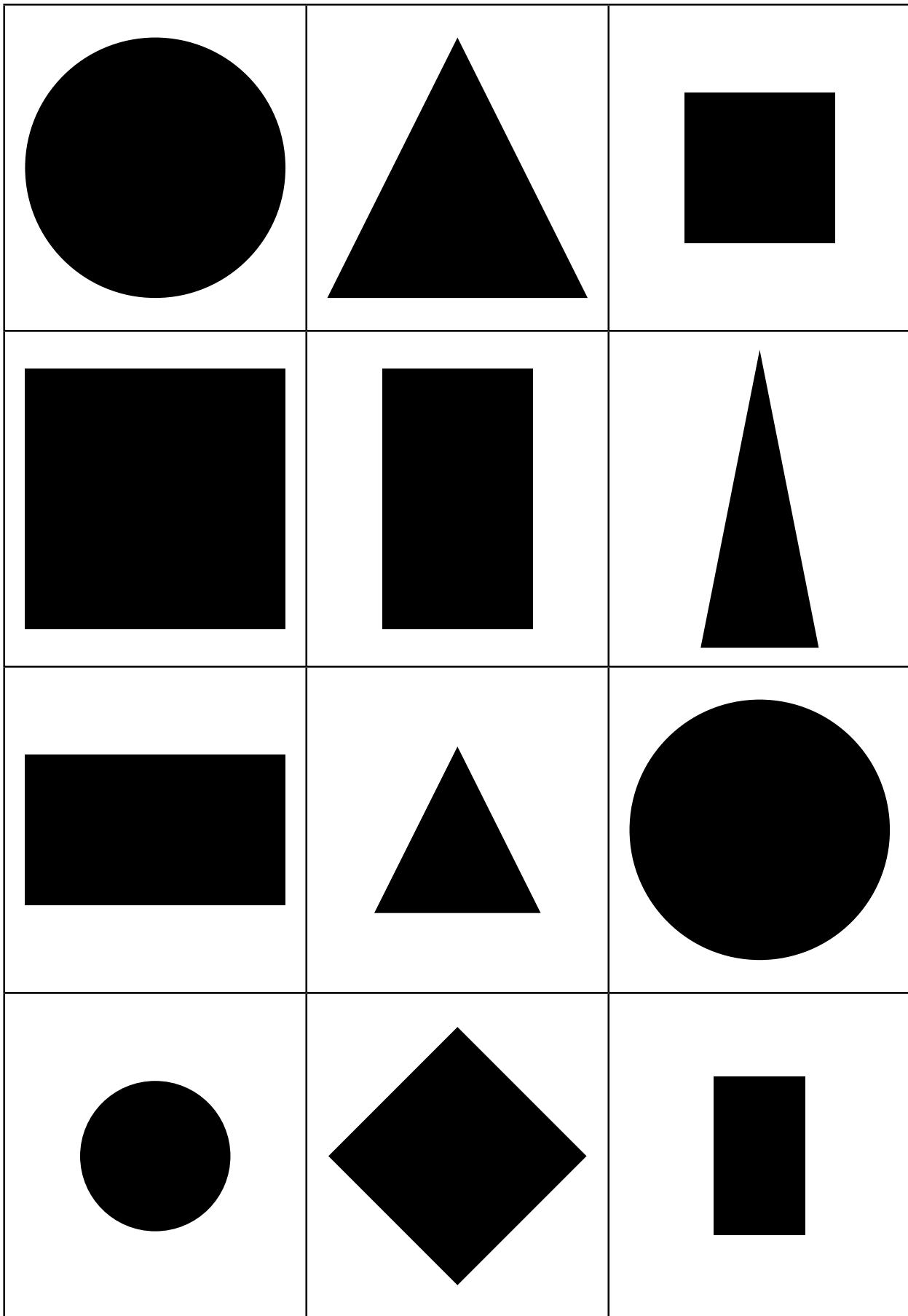
4. Tshwara leqephe dipakeng tsa monwana wa hao le monwana o motona mahlakoreng ka bobedi, ele hore dikarolo tse bohareng tsa leqephe di thetsane. Kopanya matsoho a hao jwaloka ha ho bontshitswe ka marungwana.



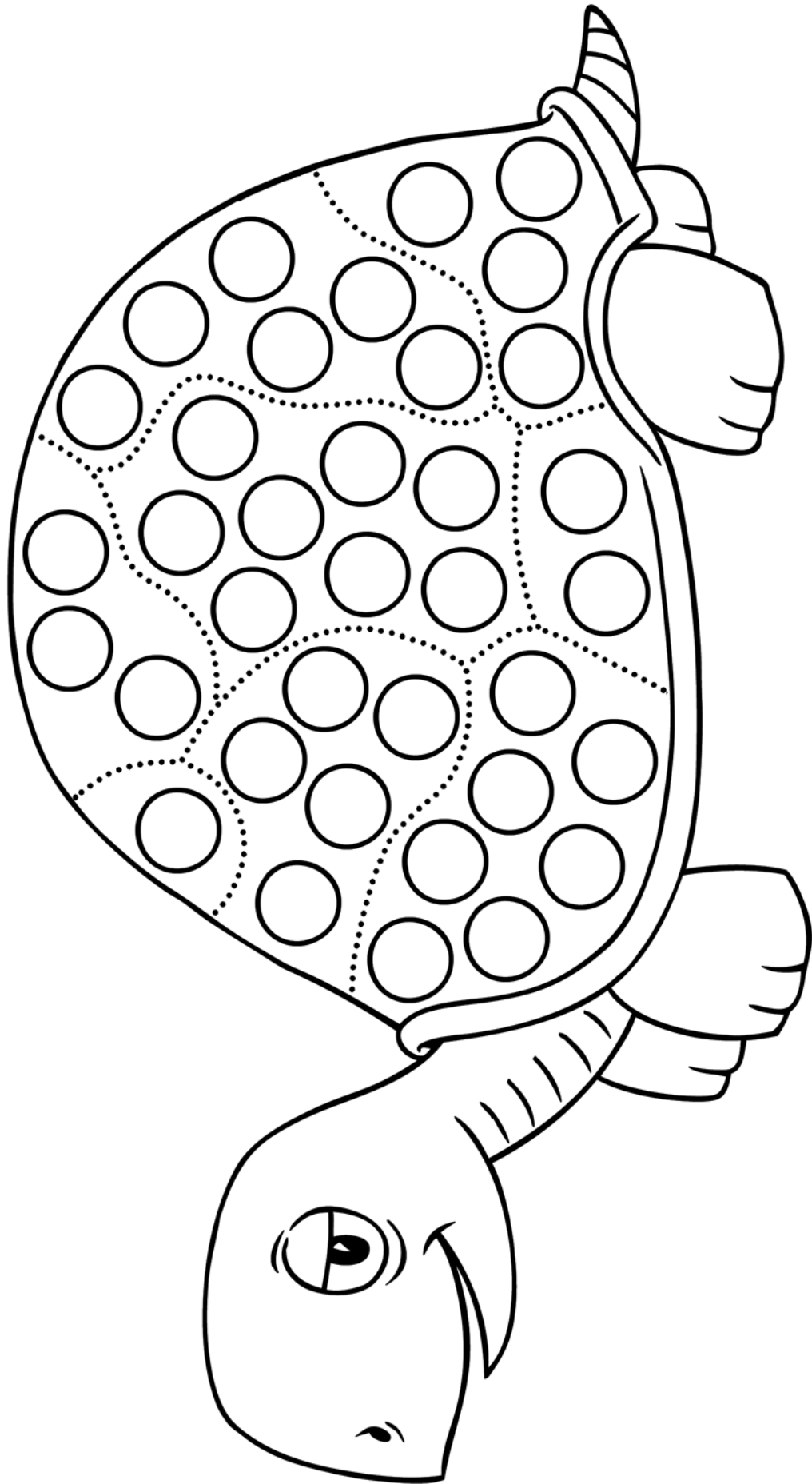
5. Qetella buka e nyane ka ho mena maqephe a be sephara, jwaloka ha ho bontshitswe.



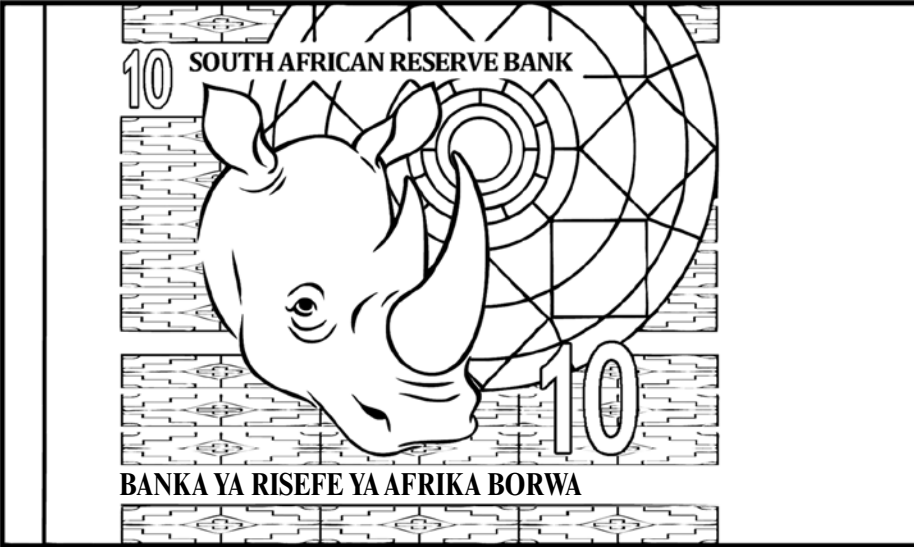
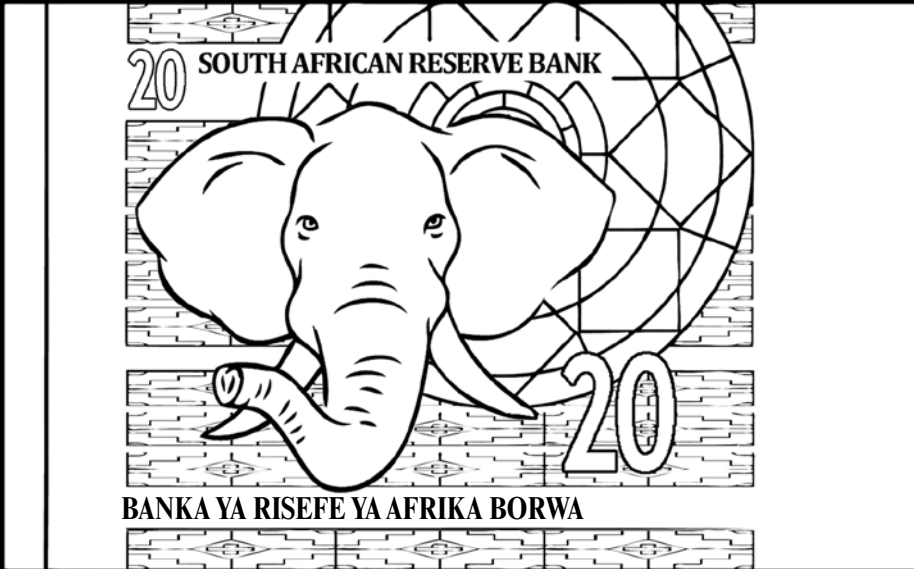
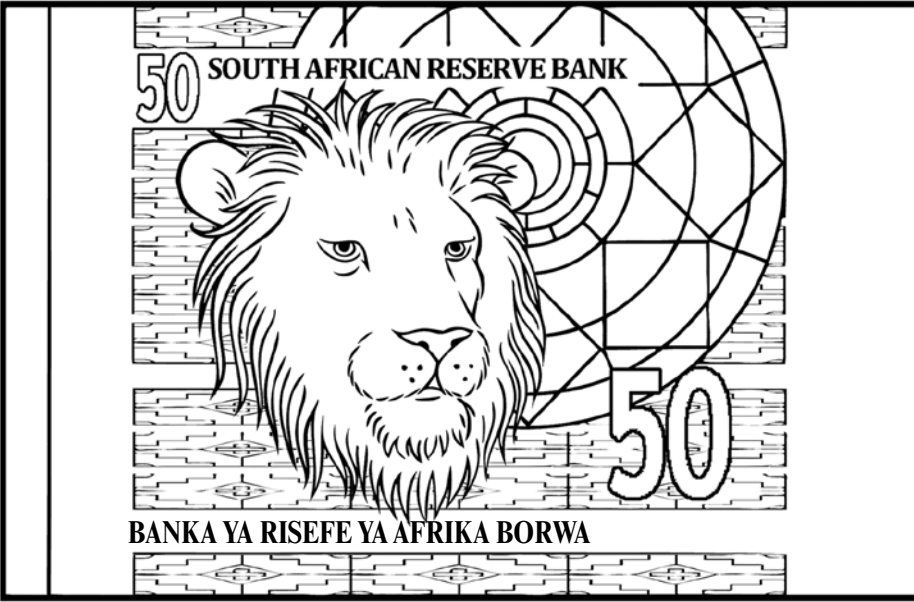
Shape Bingo board (Week 8) • Boto ya Bingo ya
Dibopeho (Beke ya 8)

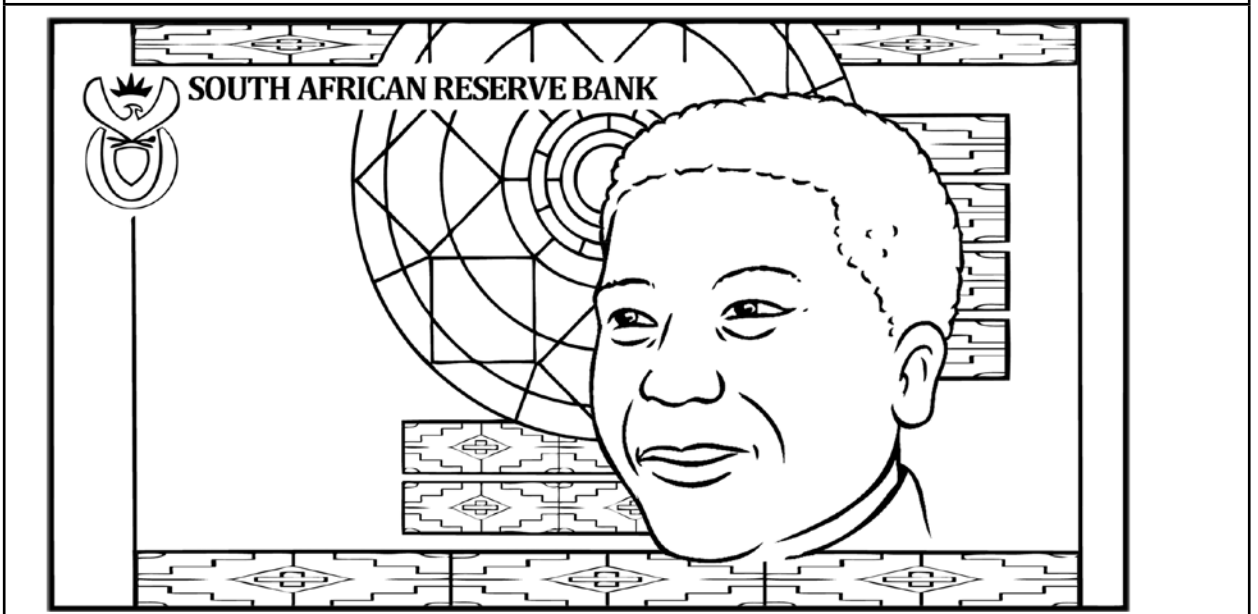
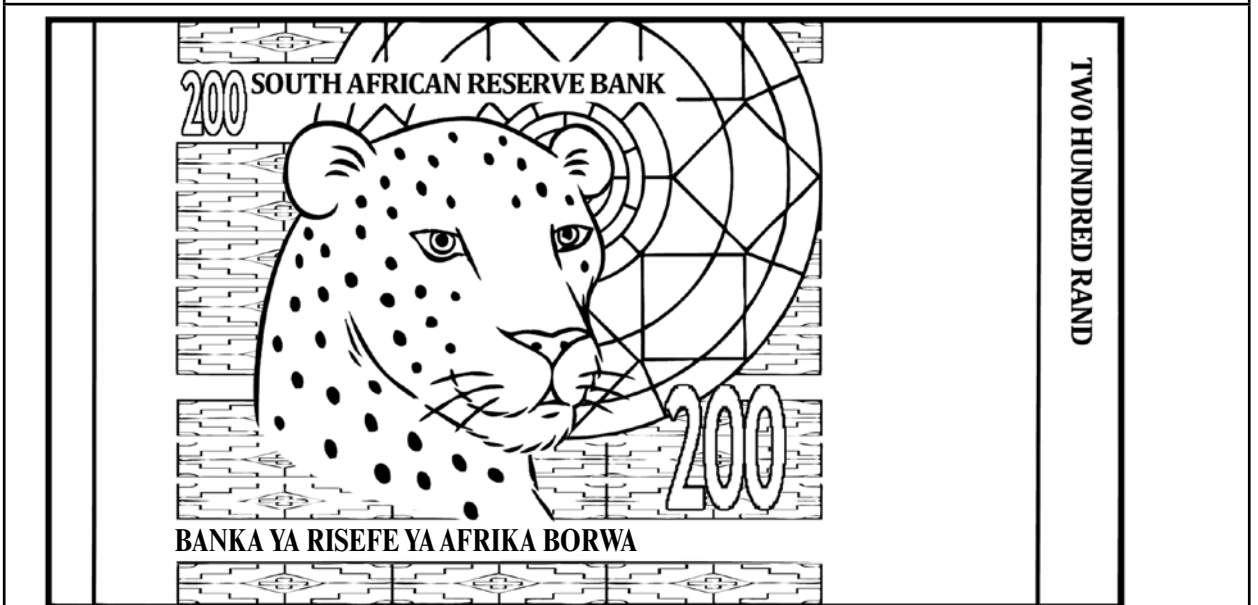
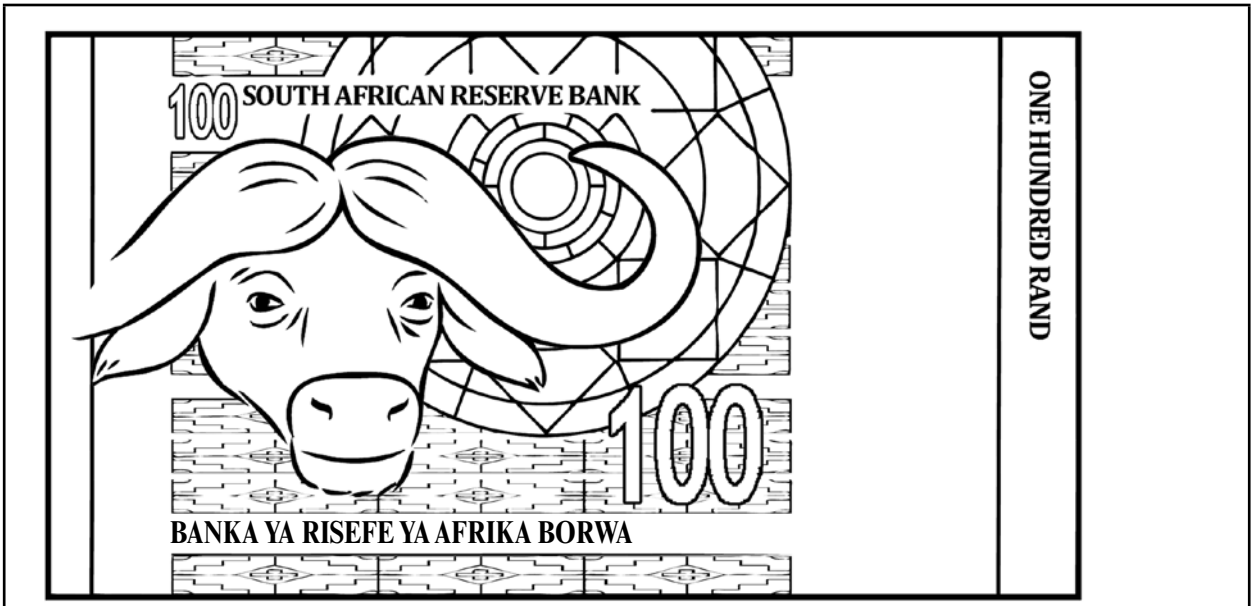


Tortoise (Week 9) • Kgudu (Beke ya 9)

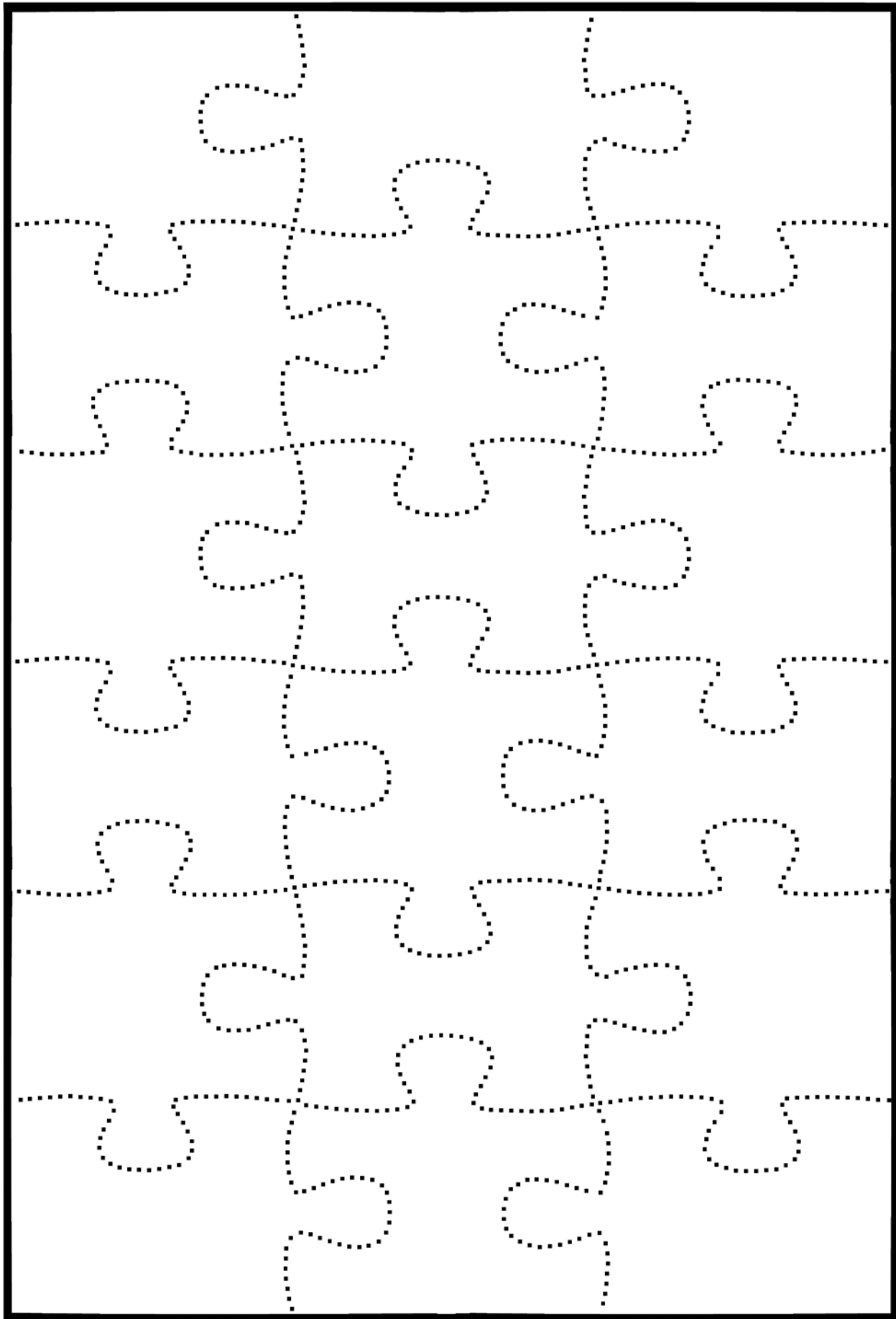


Banknotes (Week 9) • Ditjhelete tsa pampiri (Beke ya 9)

 <p>10 SOUTH AFRICAN RESERVE BANK</p> <p>BANKA YA RISEFE YA AFRIKA BORWA</p>	<p>TEN RAND</p>
 <p>20 SOUTH AFRICAN RESERVE BANK</p> <p>BANKA YA RISEFE YA AFRIKA BORWA</p>	<p>TWENTY RAND</p>
 <p>50 SOUTH AFRICAN RESERVE BANK</p> <p>BANKA YA RISEFE YA AFRIKA BORWA</p>	<p>FIFTY RAND</p>



Eighteen-piece puzzle • Phazele ya dikotwana tse
leshome le metso e robedi



Notes • Dinoutsu

Dotted lines for writing notes.



Notes • Dinoutsu

A series of horizontal dashed lines for writing notes.