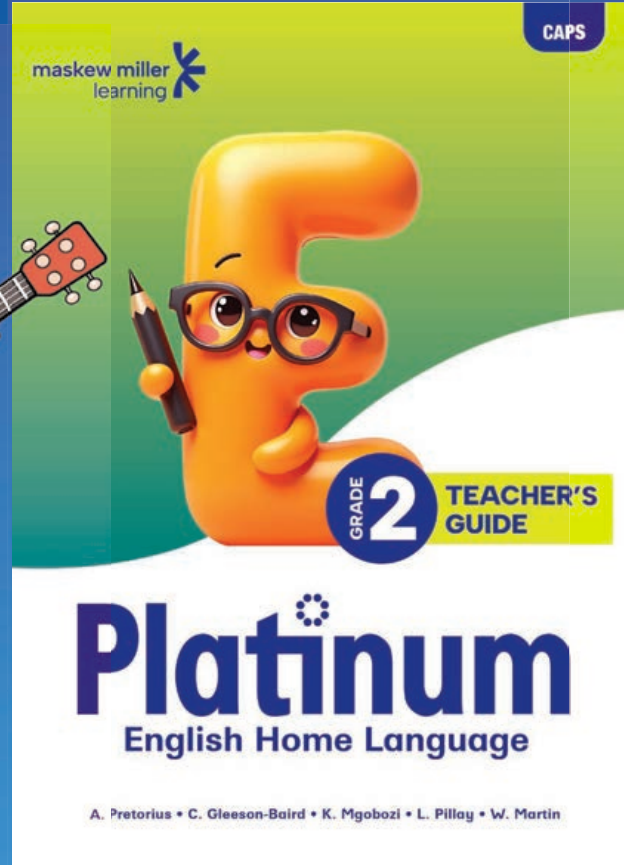


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Built for **young learners.**



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Welcome

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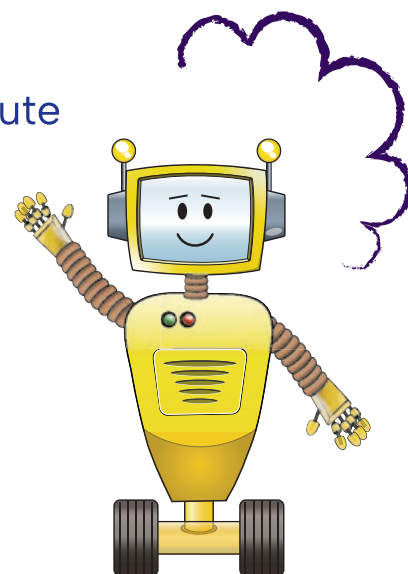
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<i>Platinum</i> English HL Core Reader	8
<i>Platinum</i> English HL Graded Reader	10
<i>Platinum</i> English HL Anthology	12
<i>Platinum</i> English HL Handwriting Chart	14
<i>Platinum</i> English HL Poster	15
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<i>Platinum</i> Mathematics Dictionaries – for Foundation Phase	36

(Mathematics Teacher's Dictionaries are available in these languages English, Afrikaans-English, IsiXhosa-English, IsiZulu-English, Sepedi-English, Sesotho-English, Setswana-English)

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Maskew Miller Learning is a B-BBEE Level 1 contributor.



Why choose Platinum?

Closely follows the **CAPS** document, with weekly teaching guidelines built in to provide clear structure and support for teachers.



Weekly lesson plans
Ready to teach!



CAPS-aligned
guidelines



Learning and Support
teaching materials
are listed to plan with
ease.



Integrated learning:
Maths, Life Skills &
Coding



Worksheets +
answers included



Assessment tools:
tasks & rubrics



Teacher tips &
guidance



Different strategies
for support.



AI-powered learning,
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resources to enhance
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Platinum Afrikaans Home Language

Platinum IsiXhosa Home Language

Platinum IsiZulu Home Language

Platinum Sepedi Home Language

Platinum Sesotho Home Language

Platinum Setswana Home Language

Platinum English First Additional Language

Authentic local stories, infused with indigenous knowledge



Our Teacher's Guide addresses the key CAPS curriculum skills for English HL, such as Listening and Speaking, Reading and Phonics, and Writing and Handwriting.

Guides the teacher through each component and offers a clear overview of the program's approach

Makes planning for the weeks easier.

Teaching guidelines

Term 2

Themes	My school	Weeks 1 and 2	
	Going to school	Weeks 3 and 4	
	Healthy eating	Weeks 5 and 6	
	Healthy habits	Weeks 7 and 8	
	Playtime	Weeks 9 and 10	
Language skills (integrated)	Content, concepts and skills	Weeks	Learning and teaching support materials (LTSMs)
Listening and Speaking (L&S)	Daily/weekly activities in all areas of language and other subjects: <ul style="list-style-type: none"> • Listens without interrupting. • Talks about personal experiences: e.g., tells news, using correct sequence. • Joins in the choruses of songs, stories and rhymes. • Says poems and rhymes and does the actions. • Identifies parts from the whole, such as parts of a bicycle or plant. 	1–10	Poster: <i>School manners</i> Anthology pages 26–35 DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 66–129
	Twice-weekly focused listening and speaking activities: <ul style="list-style-type: none"> • Listens to instructions (group and daily routines) and responds. • Passes on messages. • Listens to stories with interest, drawing a picture to show understanding. • Answers closed and open-ended questions. 	1–5	
	<ul style="list-style-type: none"> • Describes objects in terms of age, direction, sequence using correct vocabulary. • Listens to stories and identifies the main idea. • Sequences pictures to a story. • Participates in classroom discussions. • Asks questions related to stories told and read. • Understands and uses appropriate language of different subjects. 	6–10	Poster: <i>Healthy food</i> Anthology pages 36–44

LTSM resources listed for teachers to prepare or collect for the week

"Scan here to see our full range"



<p>Phonics Daily phonics activities (15 mins per day)</p>	<ul style="list-style-type: none"> Knows the remainder of the single letters (3 vowels and 13 consonants) by the end of the term, continues with phonemic awareness and word building activities. Distinguishes aurally between different beginning and end sounds in words. Identifies letter-sound relationships of most single letters. Participates in whole class phonemic awareness activities: blending sounds (h-op into 'hop'); segments words ('hop' into h-o-p); consonant and vowel substitution word play (replace the 'h' in hop with 'm' to make mop). Builds words using sounds learnt (-at, -et, -it, -ot, -ut, -ag, -eg, -ig, og, -ug, -an, -en, -in, -on, -un, -am) at least two word families per week. Builds up and breaks down simple words, beginning with a single consonant into onset (the initial sound) and rhyme (the last part of the syllable) – e.g., h-en, p-en, f-in, p-in – identifying the rhymes. Groups common words into sound families, e.g., hot, hop, hob. Reads phonic words in sentences and texts. 	<p>1–10</p>	<p>Core Reader pages 16–29 Phoneme cards DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 66–129</p>
<p>Group Guided Reading (GGR) 30 mins per day (2 groups each for 15 mins)</p>	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story. Uses phonics, context clues and sight words when reading. Begins to monitor self when reading both in the area of word recognition and comprehension. Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists. 	<p>1–10</p>	<p>Core Reader pages 16–29 Graded Readers Level 2 Books 3–8 and Level 3 Books 1–4 Flashcards Programme flashcards for Term 2 DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 66–129</p>
<p>Shared Reading (SR) 15 mins per day</p>	<ul style="list-style-type: none"> Reads Big Books and enlarged text as a whole class with the teacher. Uses pictures to predict what the story is about. Interprets pictures to make up own story, i.e., 'reads' the pictures. Uses clues and pictures in the text for understanding. Discusses the story, identifying the main idea in the text, the main characters, etc. Answers a wide variety of types of questions based on the texts read, including higher-order type questions. Discusses the use of capital letters and full stops. 	<p>1–10</p>	<p>Big Book 3 Big Book 4 Flashcards Programme flashcards for Term 2</p>
<p>Paired and Independent Reading</p>	<ul style="list-style-type: none"> Reads to a partner from prepared or known texts to develop fluency. Rereads familiar texts such as those read in Shared Reading sessions. 	<p>1–10</p>	<p>Graded Readers: Level 2 Books 3–8 and Level 3 Books 1–4 Big Books 3 & 4 Books from the reading corner Books from the school library</p>



Our Teacher's Guide aligns with CAPS and offers weekly teaching guidelines.

Week 1

Theme: My school

What you will need		
Learning and teaching support materials (LTSM)	Poster: <i>School manners</i> Graded Reader Level 2 Book 3: <i>Our classroom</i> Big Book 3 Story 1: <i>Our classroom</i> Core Reader: <i>What is it?</i> Anthology: <i>This is the way we keep the rules</i> Alphabet frieze Handwriting chart Phoneme cards ('x' and 'y' sounds) Programme flashcards for Weeks 1 and 2: and, black, school, what DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 66–73, 114–117, 126–128	
Other resources	<ul style="list-style-type: none"> • Scrap paper (at least one sheet per learner) • A5-sized notebooks (one per learner) • 17 mm lined paper • Thick pencils • Different coloured bottle tops (make sure you count the bottle tops and that each colour is an even number) 	
Additional preparation	<ul style="list-style-type: none"> • Make flashcards of high-frequency and phonics words. • Make an A3-sized poster titled <i>My school</i> for a display table. • Place items of the school uniform on the table. • Use a small notebook to create a personal dictionary for each learner. At the top of each page, write a letter of the alphabet (in alphabetical order). • Cut pieces of paper into different shapes (stones) and write the letters of the alphabet on them. Use this to play 'stepping stones' for remedial practice of the letters of the alphabet. • On Friday, ask learners to bring items to add to the display table next week. 	
High-frequency words	New: too, our, black, brown, white, there, four	For revision: Learners can use Term 1 high-frequency words to make up their own card games.
Phonics words ('x' and 'y')	New: jet, bot, rat, cat, pet, fox, box, bot	For revision: Learners can use Term 1 phonics words to make up their own card games.
Vocabulary words	classroom, bags, crayons, bye, school, welcome, colour	

Makes planning for the weeks easier, assisting teachers and providing what is required for two weeks



Update your classroom rules

The poster, *School manners*, provides an opportunity to revisit your classroom rules. Now that the learners are familiar with the classroom routine, they can actively contribute ideas to achieve a well-managed learning environment. Accept all reasonable ideas and have a vote on which rules the majority of learners agree on.



Tips and suggestions to assist teachers

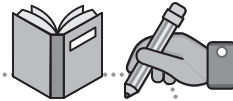
"Scan here to see our full range"



All the components in the Platinum language programme are designed for specific reading activities.

Activity 3

1. Read the rhyme on the board.
What is in the box?
Is it an ox?
Is it a fox?
No, it is a T-Rex!
2. Draw a picture of a T-Rex in a box.



Suggested daily activities

Activities with assessment checklists

Informal assessment

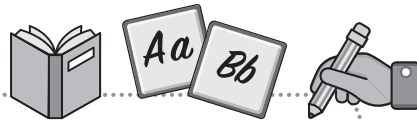
(oral and observation, written recording)
Reads aloud from Big Books and other enlarged texts.

Checklist

Can the learner read the sentence on the board?
Does the learner's drawing show comprehension of the poem?

Activity 4

1. Copy the sentences into your book.
This is a white fox.
I see a brown rat.
This is a black cat.
2. Draw a picture for each sentence.



Tips and suggestions to assist teachers and Activities with assessment checklists.

Informal assessment

(oral and observation, written recording)
Reads phonic words in sentences and other texts.
Holds pencil and crayon correctly.
Forms some frequently used capital letters.
Writes words with the correct spacing.
Writes and copies short, simple sentences.
Begins to build own word bank and personal dictionary.

Checklist

Can the learner read the sentence on the board?
Does the learner hold the pencil/crayon correctly?
Can the learner form the capital letters 'T' and 'I'?
Are the words correctly spaced?
Has the learner copied the sentences correctly?
Has the learner started building their own word bank and personal dictionary?

Differentiation games and activities

Activities for learners who need extra practice:

Play 'stepping stones' to revise the alphabet sounds learnt in Term 1. Learners pretend they are crossing a river from one side of the classroom to the other. They must read the letter correctly before they can step on the 'stone'.

Activities for learners who need extension:

Ask the learners to design and draw a school uniform that they would like to wear. They must label the items appropriately, e.g., shirt, dress, tie, blazer, skirt, short pants, long pants, and so on. The pictures must have a heading e.g., 'Summer uniform' or 'Winter uniform'.

A helpful honeyguide

Pre-reading questions

1. How do pets communicate with their owners? How do they show if they are hungry, happy or scared?
2. This story is about a bird called a honeyguide. What do you think the name tells us about what the bird does?

Look and say

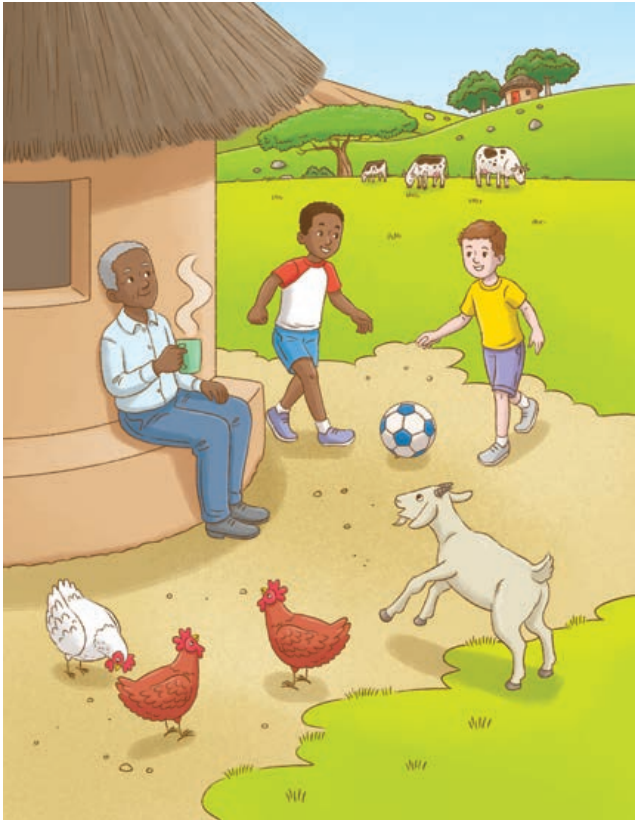


village	honey
rural	guide
area	honey
beehive	comb

Pre-reading activity to engage the learner's existing knowledge and develop critical thinking and the learner's ability to predict

Daniel and Vuyo are friends from school. Vuyo has invited Daniel to stay with his grandfather in the holidays.

His grandfather lives in a village, which is in a rural area. Vuyo calls his grandfather Mkhulu.



“Scan here to see our full range”



Integrated reading program that emphasises phonics, word decoding, fluency, and comprehension skills.



One day, while they were walking with Mkhulu, they saw a small brown bird perched on a branch.

Tchrrk Tchrrk, the bird called. It was hopping about as it made the sound.

“The bird is calling us,” Mkhulu said. “It is a honeyguide. It wants to show us where we can find honey.”

“I did not know a bird could talk to people,” Daniel said. “How do you know what it is saying?”



Say this sound



ing

Can you find words in the story with the **ing** ending?

Feature boxes highlight target sounds and help learners to develop skills such as blending and segmenting as they read

perched: to sit on or near the edge of something

67



Graded readers offer five levels – with eight readers per level, per grade

Each reader is developed for a specific reading level

New words included at the back of the book

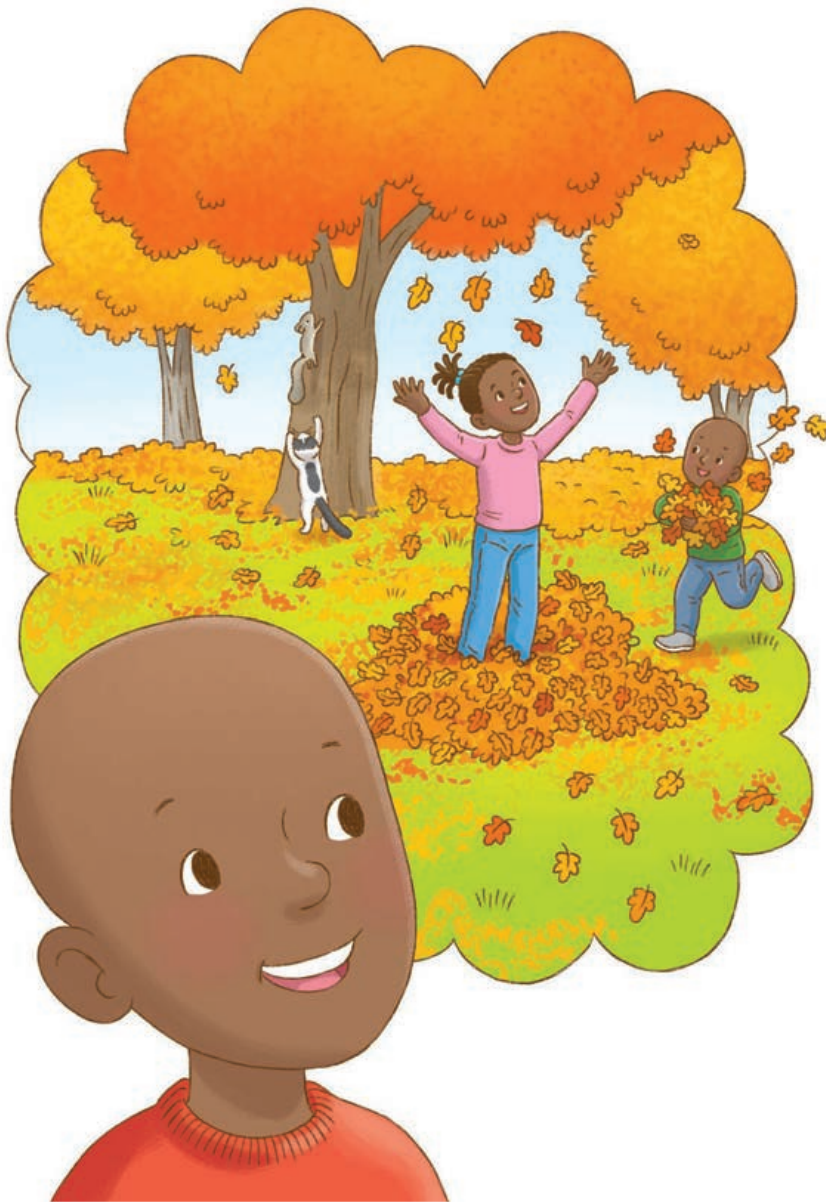


New words	High-frequency words
uniform cousin	Monday morning

“In summer it is hot! We wear fewer clothes. We go swimming,” says Granny.
 “I like swimming in the summer!” smiles Zama.

The graded readers integrate topics from Coding and Robotics, Mathematics and Life Skills.

"Scan here to see our full range" →



Ideal for independent, paired and group-guided reading

“Autumn is a little cooler. Leaves start to fall from the trees,” says Granny.
“I enjoy playing with leaves in autumn,” says Sam.

The anthology offers 20 texts, including both fiction and non-fiction, exposing learners to a variety of genres such as myths, fables, legends, information texts, poems and simple articles.

Theme 12: Weather

Pre-reading questions

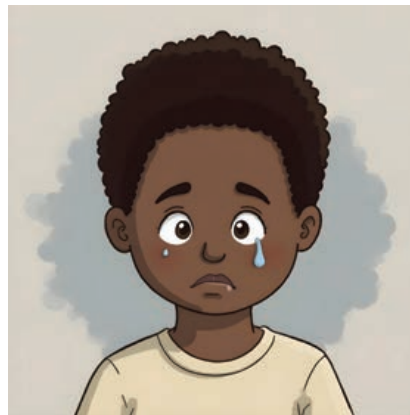
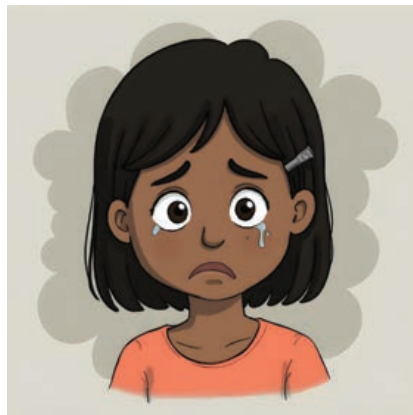
1. What do you think this poem is going to be about?
2. How can you have weather inside you?

The weather inside me

The teacher reads the stories aloud, modeling fluent and expressive reading for the learners

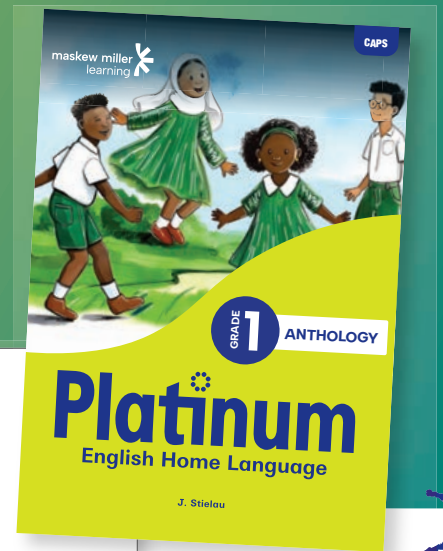
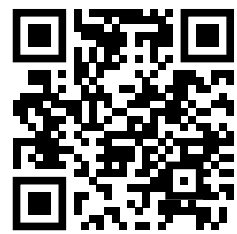


*On happy days, my heart is light,
I feel the sun inside me bright.*



*When I am sad, I weep and sigh,
And raindrops are the tears I cry.*

"Scan here to see our full range"



*When I'm excited, head to toes,
A wind inside me blows and blows.*



*Don't tease or poke or push me, or
Like a thunderstorm, I will ROAR!*

Post-reading questions

1. What are happy days like?
2. Why do sad days feel like rainy weather?
3. Listen again and tell me which words have the same sound as "light" and "sigh"?

Colourful and inclusive artwork

Post reading activity helps to develop a learner's reading comprehension skills



Vibrant artwork makes the content engaging and visually appealing, bringing it to life for learners.

The handwriting charts serve as a useful resource for teachers, illustrating the starting points and directions for correct letter formation.

The handwriting practice chart is organized into rows of letters on a four-line grid. Each letter is shown in a solid black font and a dotted blue font for tracing. Red arrows and numbers indicate the starting point and direction of the stroke(s). The letters included are: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, and z. A red-bordered box highlights a tracing activity at the bottom left, featuring a bee and a dog on the left, and a beehive and a doghouse on the right. A dashed line path with blue arrows connects the bee to the beehive and the dog to the doghouse, following a wavy pattern. The 'maskew miller learning' logo is visible in the bottom right corner of the chart area.

"Scan here to see our full range"



Road Transport



Bicycle



Motorbike



Car



Bus



Taxi



Truck

Each poster is designed to align with a specific term theme, reinforcing relevant concepts and skills that correspond to the focus of the term.



Acknowledgments: Artwork by Samira Arabi and MML Visual Design

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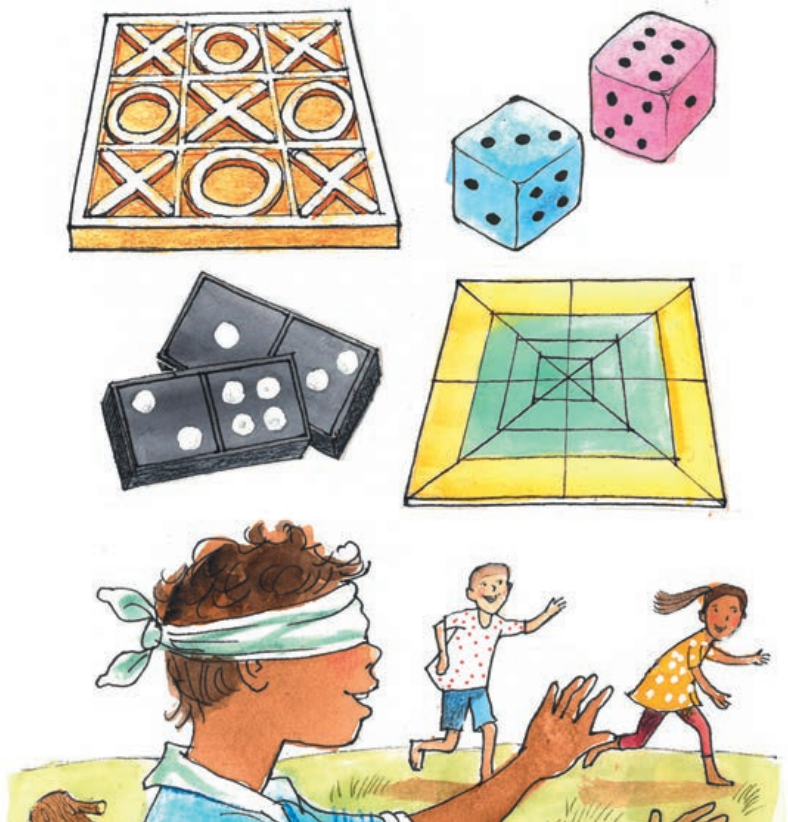
Big Books are the perfect size for teachers to demonstrate print features, helping learners become familiar with text conventions

Games that we can play

Pre-reading questions

1. What games do you like to play?
2. What is your favourite game?

There are many good games to play. What can we play today?

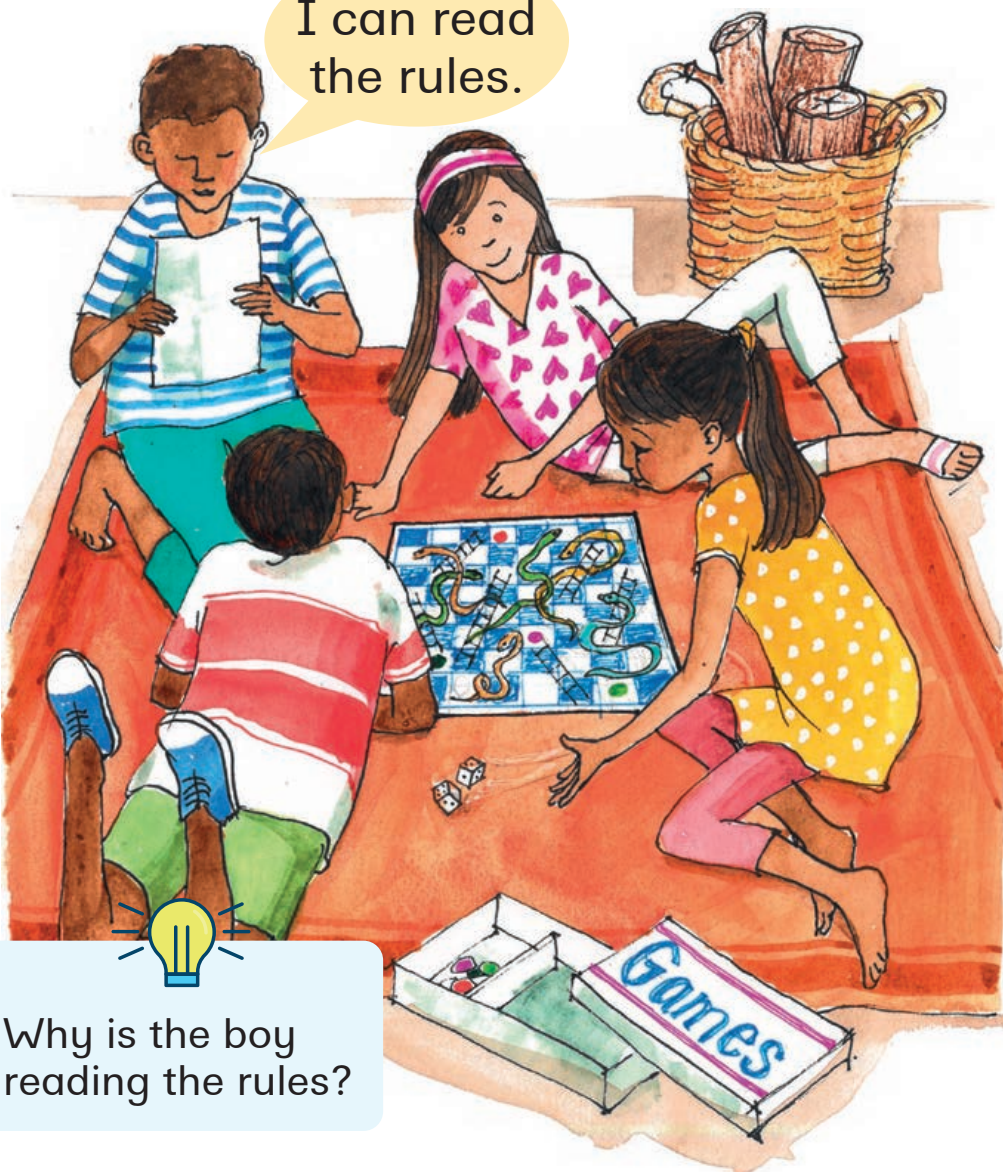


"Scan here to see our full range"



Snakes and ladders! How do we play?

I can read the rules.



Why is the boy reading the rules?

We go up the ladder, down the snake.



"Scan here to see our full range"



adjective

The **good** dog sits.

Term 1

good

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Term 2

cake



noun

I like **cake**.

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want

verb

Do you **want** a sweet?

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"Scan here to see our full range"



ant Aa 	bag Bb 	cup Cc 	dog Dd 
--	--	--	--

egg Ee 	fish Ff 	goat Gg 	hut Hh 
---	--	---	---

ink Ii 	jet Jj 	key Kk 	lion Ll 
--	--	--	---

mop Mm 	nest Nn 	ox Oo 	peg Pp 
--	---	---	--



Available in these languages
English, IsiXhosa, IsiZulu, Sepedi,
Sesotho, Setswana

"Scan here to see
our full range"



Each topic begins with an engaging opener that connects to related activities

In this example, the challenge is to help the robots find their way home

Vibrant artwork makes learning engaging, memorable, and fun

Move until you hit the barrier

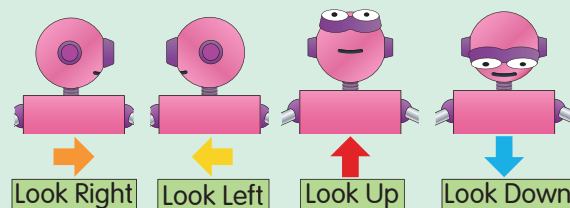
C2
C3

Can I find the path?



Let us begin

1. Look at the way Zaza is moving her head.



a. Move your head in the same direction as the arrow is facing.

Each lesson includes activities that involve whole-body movement to make learning through play fun.



Term 1

Activity 1

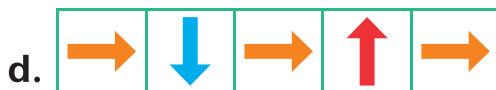
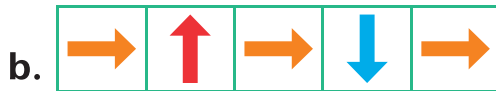
Look at the path.

1. Use your finger to move along the **path**.

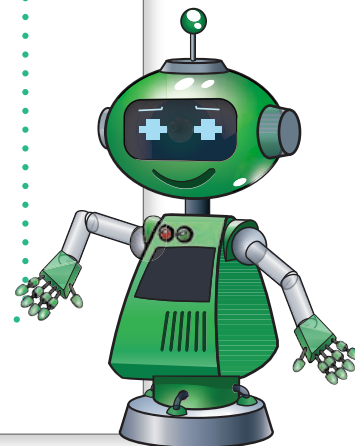


Look at the arrows.

2. Which code gets Zaza to Zuzu?



3. Talk about each set of **direction** arrows.



24

Move until you hit the barrier



Get all the support you need to teach your class these essential 21st century skills!

Term 1 Week 8: Move until you hit the barrier

Recommended resources to assist with lesson planning

Let us begin

Study area	Coding
Note to the teacher	<ul style="list-style-type: none"> Start off with patterns and explicit instructions. Learners must look at the code, interpret the code and follow the arrows. Before doing the grid activity, remind the learners about directionality, but asking them to take out their rocket they have made at the beginning. While they are standing up next to their desks, or outside on the playground, practice the directional arrows with them by instructing them to move in the different directions.
Recommended resources	
Let us begin	- Learner book
Activity 1	- Learner book
Activity 2	- Learner book - Exercise book
Competencies	C2 C3
Skills	The learners will learn to: <ul style="list-style-type: none"> Follow steps to get to the robot characters Interpret and execute a symbolic or written set of commands
Knowledge	They will do this by: <ul style="list-style-type: none"> Following instructions on a grid Execute a code to get to the robot

Did you know?

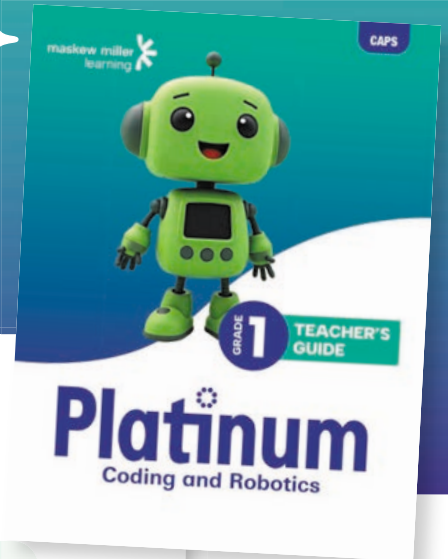
When learners can learn to follow instructions, they learn to take responsibility for their actions.

Problem

Can I find the path?



"Scan here to see our full range"

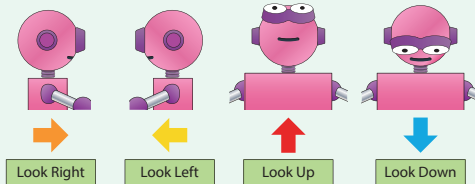


Term 1

Let us begin

(Term 1 LB page 23)

- Learners look at the picture of robot heads in different directions.
- Ask the learners to copy the directions of the arrows.
- Match the learners by facing in the same direction that they are. This is to lesson possible confusion.



Easy navigation to instruct learners

Activity 1

(Term 1 LB page 24)

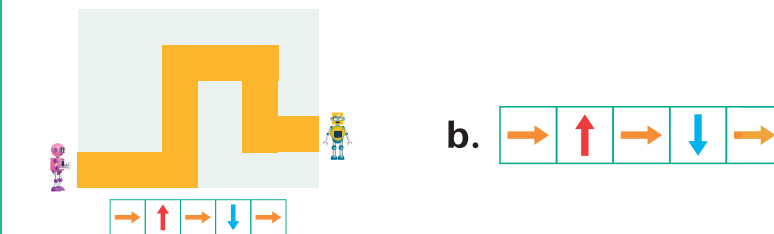
Activity guidance

- Direct learners to look at the grid.
- Tell the learners where Zaza is standing. Then where Zuzu is standing.
- Explain that they need to figure out how to get Zaza to Zuzu.
- The route is already mapped out.
- Learners need to look at the arrows below the grid and figure out which code will get her to Zuzu.
- They used their fingers to trace each set of arrows until they find the correct code.
- Talk to the learners about each set of instruction arrows.
- NB. Red = up, Orange = right, Blue = down

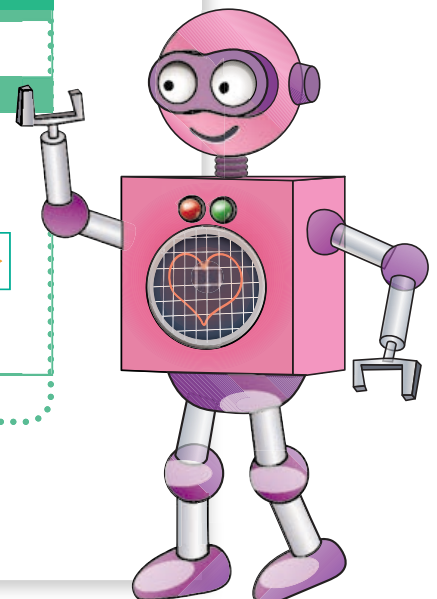
Suggested additional activities

- Create a grid on the mat or outside on the playground.
- Instruct learners to move towards a character that has been placed on the grid.

Solution



Lesson guidelines





Each week is formulated in a way that guides the teacher through each step of the lesson.

Term 1

New words

path: a way to get somewhere.
direction: direction tells us which way to go.

New words box assists the teacher in explaining new words

Suggested supplementary activities for extra practice and consolidation

Activities and solutions are provided

Activity 2

(Term 1 LB page 25 and 26)



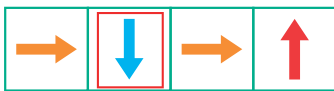



Activity guidance

- Learners look at the four grids in their learner book, each route has already been mapped out.
- Ask the learners to follow each route by tracing it with their finger.
- They look at the arrows below the grid to see which arrow is missing.
- Once they have discovered the missing arrow, they can draw it in their exercise book and move on to the next grid until they have completed all the grids.
- It is important to provide guidance to the learners during this activity.

Suggested additional activities

- Create a large grid that can be used on the mat or outside.
- Ask learners to follow the route to get from one robot to the next.
- Story characters can also be used instead of robot characters.

Solutions

- a. 
- b. 
- c. 
- d. 

"Scan here to see our full range"

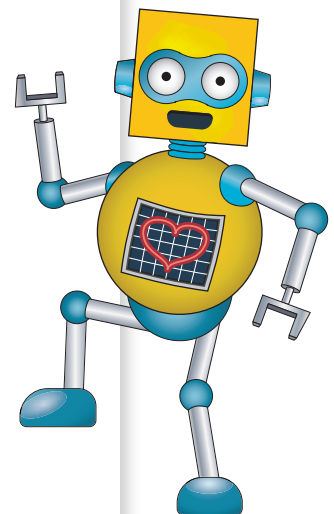
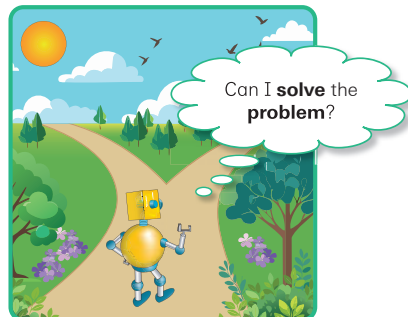


Term 1 Week 9: Solve the problem

Study area	
Note to the teacher	<ul style="list-style-type: none"> • Before learners engage with the coding cards to pack out the route, do a whole body exercise to remind them about directionality. • Simply tell them stand and perform the directions. using their rocket.
Recommended resources	
Let us begin	- Learner book
Activity 1	<ul style="list-style-type: none"> - Learner book - Exercise book - Grid - Coding cards
Activity 2	<ul style="list-style-type: none"> - Learner book - Exercise book - Grid - Coding cards
Competencies	C1 C2 C3
Skills	The learners will learn to: <ul style="list-style-type: none"> • Apply computational thinking skills to solve a problem • Present a simple coding solution • Interpret and execute a given set of commands
Knowledge	They will do this by: <ul style="list-style-type: none"> • Applying computational thinking skills • Presenting a simple coding solution • Interpreting and executing a given set of commands

Did you know?

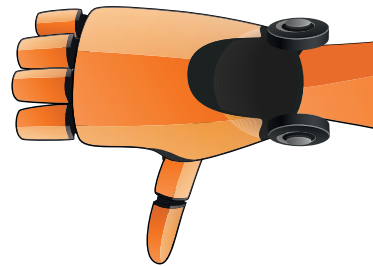
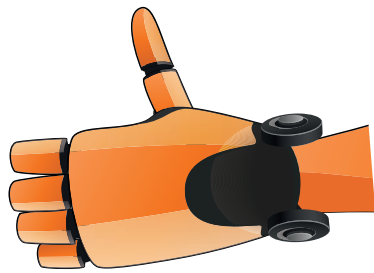
Learners must know basic concepts to be able to do Coding & Robotics.



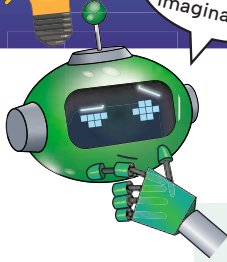
Platinum Coding and Robotics Coding Cards

Available in these languages
English, IsiXhosa, IsiZulu, Sepedi,
Sesotho, Setswana

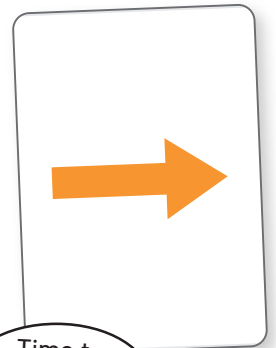
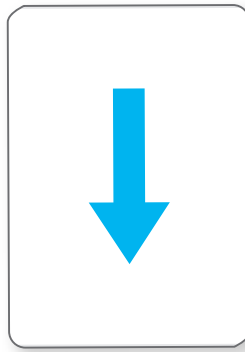
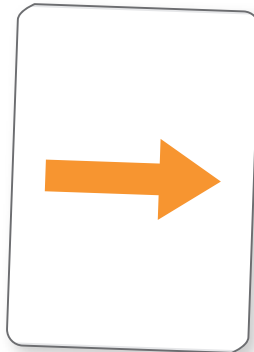
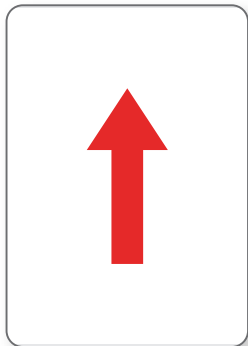
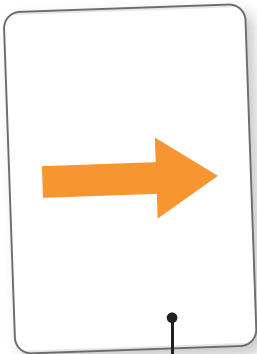
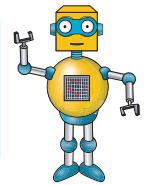
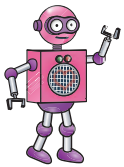
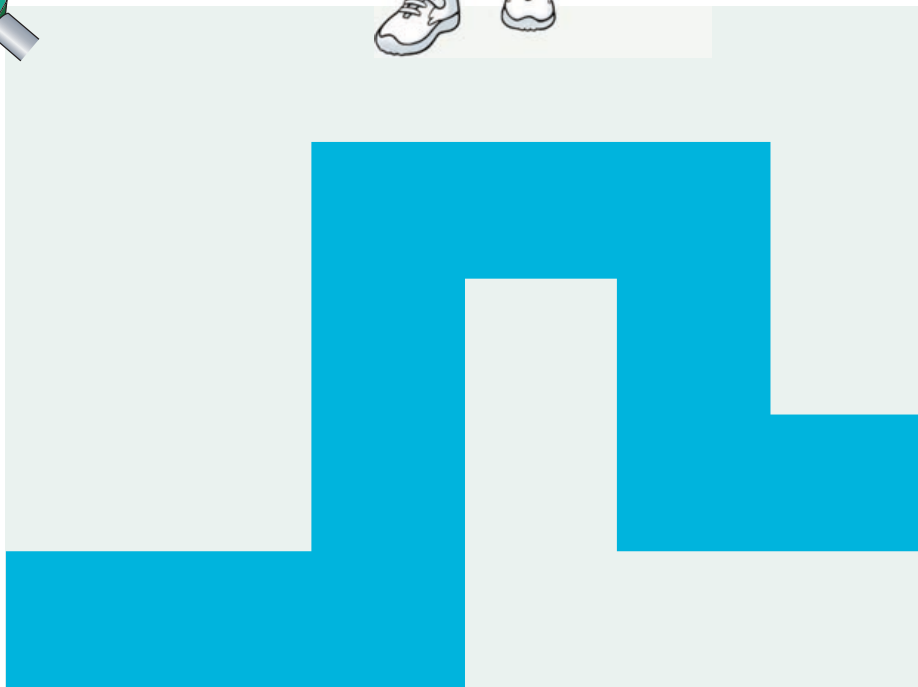
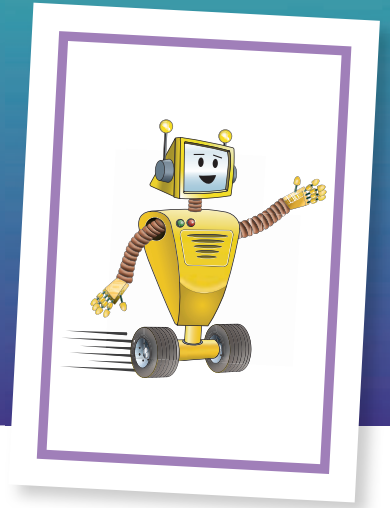
"Scan here to see
our full range"



Help kids learn new coding skills while having fun with Platinum Coding Cards for each grade!

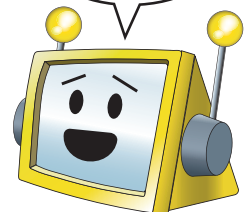


Time to use my brain and imagination.



See how coding cards help to teach critical thinking skills.

Time to talk about things.



Available in these languages
English, IsiXhosa, IsiZulu, Sepedi,
Sesotho, Setswana

"Scan here to see
our full range"



Topic 3 Healthy habits

Special characters throughout the book that South African learners can relate to – adding a fun aspect to the Learner's Book



The 'Time to explore' feature not only fosters critical thinking but also develops problem-solving skills.



A healthy lifestyle

Ongoing reflection and self-assessment enhance learning. The 'Let Us Check' section helps learners review key ideas and understanding.



Let us begin

Healthy **habits** are good for your body. They are:

Eating healthy food

Getting enough sleep

Exercising and playing

Keeping our bodies clean

Engaging Topic Introductions: Every topic starts with a "Let us begin" feature designed to assess prior knowledge, ensuring learners are ready for the journey ahead

Activity 1

Work in groups.

1. Look at the pictures. Which healthy habit must we do every day?
2. Why should we brush our teeth every day?



Time to explore

Why is sleeping an important healthy habit?

lifestyle – how you live

habit – something that you do every day

New words

Hands-on Activities are scaffolded, to keep learners engaged and excited, ensuring lessons are enjoyable and impactful

New words for vocabulary building

The Life Skills Teacher's Guide provides enrichment photocopiable worksheets that promote creativity and problem-solving skills.



Topic 3 Healthy habits

Structured lesson plan for easy navigation of the topic.

Study area	Beginning Knowledge and Personal and Social Well-being
Teaching time	4 hours
Recommended resources	Learner's Book; magazines; scissors; glue; pen/pencils; DBE Rainbow Workbook 1; flashcards; words for a word-wall.
Learning outcomes	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> • Take care of their bodies • Demonstrate understanding of good hygiene • Identify healthy eating habits • Develop good and healthy habits.
Skills	<ul style="list-style-type: none"> • Identify • Respect • Care • Compare • Observe
Knowledge	Daily health routine at home, including the brushing of teeth, keeping the body clean, healthy eating habits and healthy habits for the mind.
Values	<ul style="list-style-type: none"> • Observe and identify • Communication • Confidence to pose questions and solutions • Respect • Tolerance • Understanding
Attitude	A positive attitude towards oneself and understanding the importance of good eating habits and keeping one's body clean.
Beginning knowledge	Learners should have covered this topic in preschool and good routines instilled at home.
Critical thinking questions	<ul style="list-style-type: none"> • Why is it important to eat and drink healthily? • Why is it important to brush our teeth? • Why it is important to play and exercise?
Integration	Home language: Listening and speaking: Prepared and unprepared speech: Sharing Ideas and experiences and showing understanding of concepts; Coding and Robotics: routine – how things are structured in the correct order.

Rubrics to help the teacher assess the learners

Rubric to assess activity: Informally assess learners working

Learner was able to:	
identify children with dark hair	
count how many children were wearing white tops	
identify which children were missing a tooth or teeth.	

"Scan here to see our full range"



Term 1

Activity 1 (Learner's Book page 19)

Work in groups.

Activity guidance

- Learners work in groups and discuss to find the correct/appropriate answers.
- Groups must be diversified. Every learner in the group must get a chance to speak.
- Read each question aloud.
- Each group needs to provide the class with feedback once the groups have finished the activity.
- Discuss learners' responses, for example, explain what cavities are.

Suggested answers

1. Answers will vary. For example: We shower, bath or wash ourselves with soap and a face cloth. We play outside every day. We go to bed at 8 pm.
2. We brush our teeth every day to keep them clean and to prevent cavities.

Inclusivity and diversity

Inclusivity

Walk around the classroom and listen to ensure that all learners are participating. Guide the conversation if necessary.

Diversity

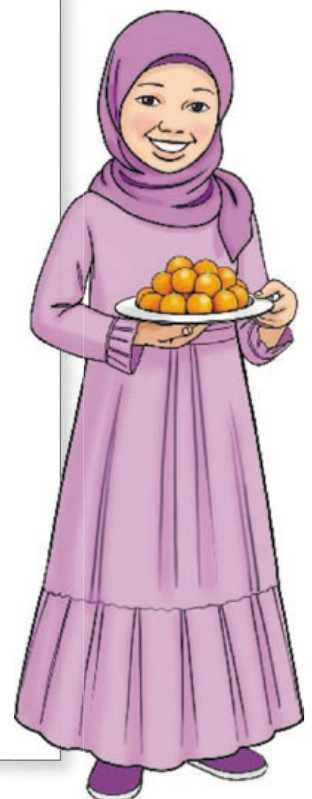
Be mindful of children who do not have access to running water for daily baths or showers. Encourage tolerance, sensitivity and care with this.

Resources

Learner's Book; posters and pictures on healthy food and a healthy lifestyle.

Fun and engaging activities, with reference to the Learner's Book pages

Emphasis on careful guidance for an inclusive classroom.



g in pairs

✓	✗

/habits



Available in these languages
English, Afrikaans, IsiXhosa, IsiZulu

Unique topic header to make learning fun

Doing maths in the head!

Mental maths is doing maths in your head without writing. It helps you think fast and do maths easily! Let us learn some ways to improve our mental maths.



More or Less

When we compare numbers, we can say if one number is **more** or **less** than another. To compare, we can think of adding or taking away.

Storytelling to introduce the concept

Step-by-step examples to guide learner understanding

Worked examples

1. Compare 3 and 5.
2. Compare 4 and 5.

Answers

1. 3 is less than 5, by 2.
2. 4 is less than 5, by 1.

Knowing without counting

We can know how many things there are by looking without counting.

Worked examples

How many dots do you see? Do not count.



Answers

- a. 4 dots
- b. 5 dots

"Scan here to see
our full range"

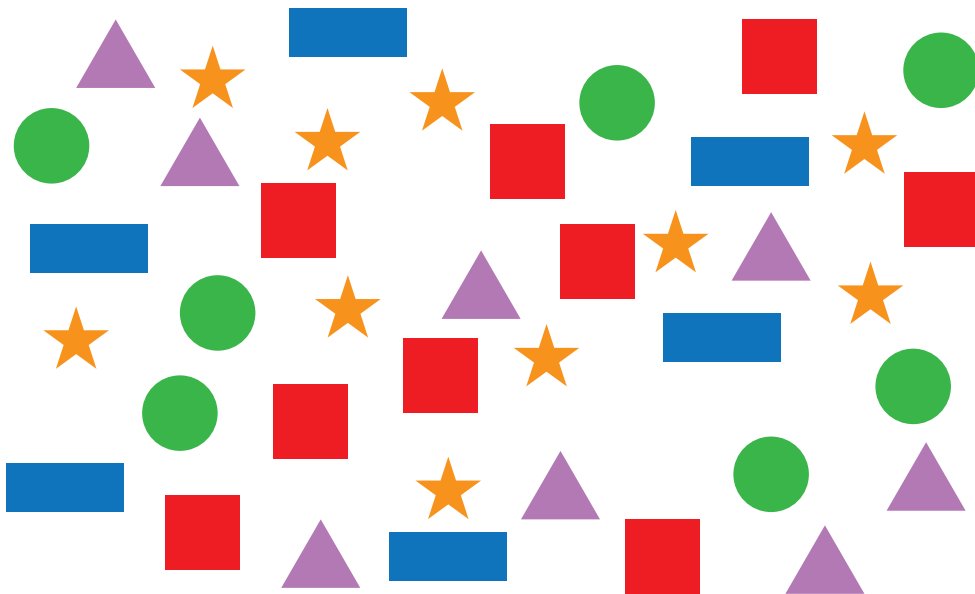


Term 1



Activity 1

Sort all objects that are the same.



1. How many stars?
2. How many circles?
3. How many rectangles?
4. How many squares?
5. How many triangles?
6. How many rectangles and triangles together?

Fun
activities

Colorful artwork
enhances
learning by
making it
engaging,
memorable,
and enjoyable

New and diverse
Platinum
characters!



16

Topic: Count objects reliably

Available in these languages
English, Afrikaans, IsiXhosa, IsiZulu

Doing maths in the head!

Page number
in Learner's
Book for easy
reference

Teaching
Maths for
Understanding

Topic: Mental maths

LB page 10

Learning objectives

Learners will develop number comparison and sequencing skills by:

- ordering numbers from smallest to greatest.
- identifying which numbers are more or less than given numbers.
- recognising numbers that come before, after, or between given numbers.
- answering questions related to increasing or decreasing quantities and identifying relationships between numbers without counting objects.

Introduction

- Introduce the concept of comparing and ordering numbers using familiar terms like "more" and "less."
- Engage learners with a story or visual scenario where they identify which group of objects has more or fewer items, leading to an understanding of terms such as "many," "fewer," "most," and "least."

TMU notes

- **Conceptual Understanding:** Learners must understand how numbers and operations work to solve problems in their heads.
- **Procedural Fluency:** They should be able to quickly and accurately do basic calculations like addition and subtraction mentally.
- **Strategic Competence:** Learners need to choose the best strategies, like breaking numbers down or rounding, to solve problems easily.
- **Adaptive Reasoning:** They should be able to explain and justify their mental math solutions logically.

Organise Teaching Methods

Teacher modeling:

- Show learners examples by holding up different numbers of counters (0; 1; 2; etc.).
- Ask questions like, "how many counters do I have?" to practice identifying quantities.
- Involve learners by having two students compare their counters. Ask the class which has more or fewer.
- Encourage learners to use the terms "many," "fewer," "most," and "least" during comparisons.

Class activity:

- Have learners work in groups or pairs, picking different numbers of counters and comparing who has more or less.
- Extend the activity by rolling dice and discussing whether the number rolled is more, fewer, or the same as another number.

Explain concepts:

- Reinforce comparisons by using visual examples, such as "3 stars are more than 2 stars," and ensure learners understand how to identify greater or smaller numbers.

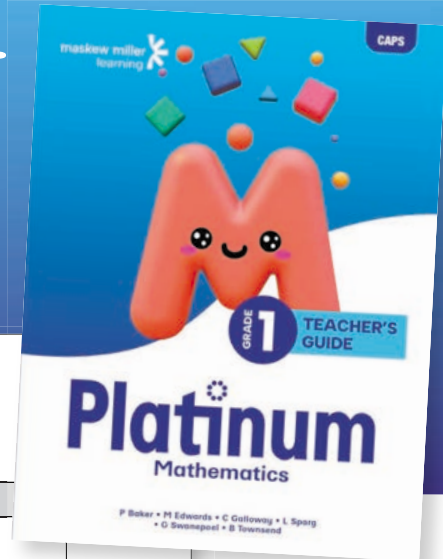
Practice:

- Allow learners to practice comparing numbers and objects in various scenarios, focusing on using the correct terms to describe the comparisons.

Teaching Tips

- Encourage learners to compare and discuss their findings with partners, making the lesson interactive.
- Regularly check learners' understanding by having them explain why one number is greater or smaller.
- Provide a variety of examples to ensure learners can apply the concepts of "more" and "less" in different situations.

"Scan here to see our full range"



Term 1

Answers to textbook activities

- | | |
|---|--|
| <p>Activity: LB page 14</p> <ol style="list-style-type: none"> 2; 3; 5 5 is more than 4. One more than 2 is 3. three (3). number that comes after 3 is 4. number between 1 and 3 is 2. <ol style="list-style-type: none"> 3 is big and 1 is small. 5 is big and 2 is small. 4 is big and 3 is small. | <ol style="list-style-type: none"> <ol style="list-style-type: none"> 3 is less than 5 and 5 is equal to 5. 2 is less than 5 and 4 is less than 5. <ol style="list-style-type: none"> 3. 4. 4. 2 comes before 3.
2 comes after 1.
2 comes in between 1 and 3. |
|---|--|

Remediation

- Assessment practice:** have learners draw two sets of objects (e.g. 4 apples and 6 apples) and write a sentence to describe which set has more or fewer, circling the larger set and underlining the smaller one.
- Group/pair work:** in pairs, learners use blocks or counters to create two sets, compare them, and discuss which has more or fewer.
- Support for struggling learners:** simplify tasks using fewer sets and visual aids like number cards to help identify which has more and fewer.
- Independent practice:** provide a worksheet for learners to compare and order sets of objects, indicating which has the most and which has the fewest.
- For advanced learners:** introduce activities where learners compare three or more sets and order them from most to least.

Conclusion

- Restatement of learning objectives:** this lesson aimed to help learners sort and describe objects based on similarities using terms like "more," "fewer," and "different."
- Summary of activities:** learners engaged in sorting activities, categorizing objects by characteristics, and discussing their criteria.
- Reflection on learning:** the sorting activities enhanced learners' categorization and pattern recognition skills through hands-on engagement.
- Next steps:** future lessons will focus on sorting out more complex criteria and applying these skills to problem-solving tasks.

Solutions of the activities are aligned to the learner book

Strategies for remediations if learners still do not understand

Summarized objectives to give teachers directions to solutions of the activities

- Reinforcement:** use additional visuals or tools like number lines and counters to reinforce the concepts of ascending and descending numbers.

Answers to textbook activities

- | | |
|--|--|
| <p>Activity 1: LB page 5</p> <ol style="list-style-type: none"> 1; 2; 3; 4; 5; 6; 7 3; 4; 5; 6; 7; 8; 9; 10 <ol style="list-style-type: none"> 6; 5; 4; 3; 2 9; 8; 7; 6 <ol style="list-style-type: none"> forwards backwards forwards | <p>Activity 2: LB page 6</p> <ol style="list-style-type: none"> 8; 9; 10; 11; 12; 13; 14; 15; 16; 17 20; 19; 18; 17; 16; 15; 14; 13; 12; 11; 10 <ol style="list-style-type: none"> 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19 17; 16; 15; 14; 13; 12; 11; 10; 9; 8 |
|--|--|



Available in these languages
English, IsiXhosa, IsiZulu, Sepedi,
Sesotho, Setswana



Ee



a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

Definition to explain the meaning of the mathematics term.

Bilingual Mathematics dictionaries support learners with new concepts

Mathematics term

Example sentence to show you how to use the term correctly.

Isihumusho	Incazelo yamagama/ngemidwebo/ngezithombe	Term
ehla (ukuhleleka kwezinqombolo)	Izinombolo zihlelwe kusuka kwenkulu kuye kwencane kakhulu. Kuphikisana nokwanda nokukhula kwazo. Isibonelo: Hlela lezi zinqombolo 25, 1, 17, 7, 4, ngohlelo olwehlayo. Impendulo: 25, 17, 7, 4, 1 <i>(Bheka ukwenyuka)</i>	des (ord num
ehluka (kwesikhathi)	Ukwehluka kwenani lesikhathi phakathi kwezehlakalo noma isikhathi esinikeziwe. Isibonelo: Umehluko kulesi sikhathi yihora elilodwa. 	diffe (in ti
ehlukile	Akufani nokunye ngokuphelele noma kancanyana. Isibonelo: Unxantathu nesikwele yizinto ezimbili ezihlukile ezinokwakheka kuka 2-D. 	diffe

Ibanga 1, 2, 3



Ibanga 3

Ibanga 1, 2, 3

"Scan here to see our full range"



n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

n	English explanation/definition/diagram
Descending (order of numbers)	<p>Numbers arranged from largest to smallest. The opposite of ascending.</p> <p>Example: Arrange the numbers 25, 1, 17, 7, 4 in descending order.</p> <p>Answer: 25, 17, 7, 4, 1</p> <p><i>(See ascending)</i></p> <p style="text-align: right;"><i>Grade 1, 2, 3</i></p>
Difference (in time)	<p>The amount of time between two events or two given times.</p> <p>Example: The difference in time is one hour.</p>  <p style="text-align: right;"><i>Grade 3</i></p>
Different	<p>Not the same, when items differ either partially, or totally.</p> <p>Example: A square and a triangle are two different 2-D objects.</p>  <p style="text-align: right;"><i>Grade 1, 2, 3</i></p>

Alphabet letter is highlighted to help you quickly find the correct term.

Illustration to help you understand the meaning of the term.

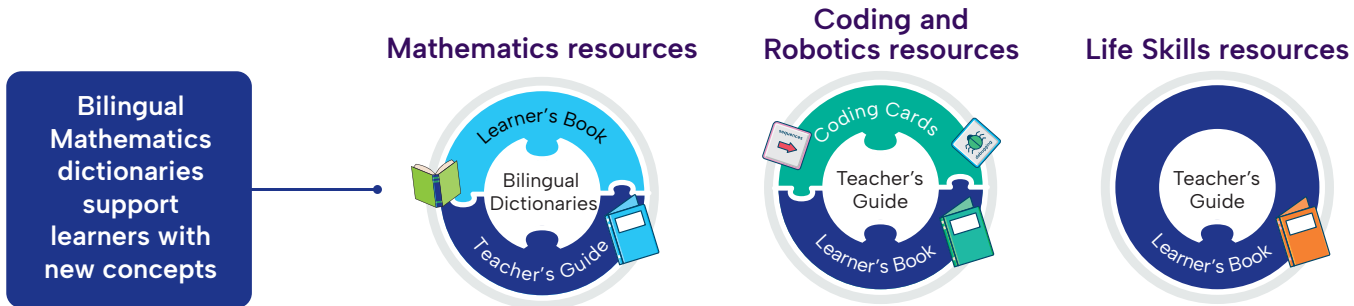
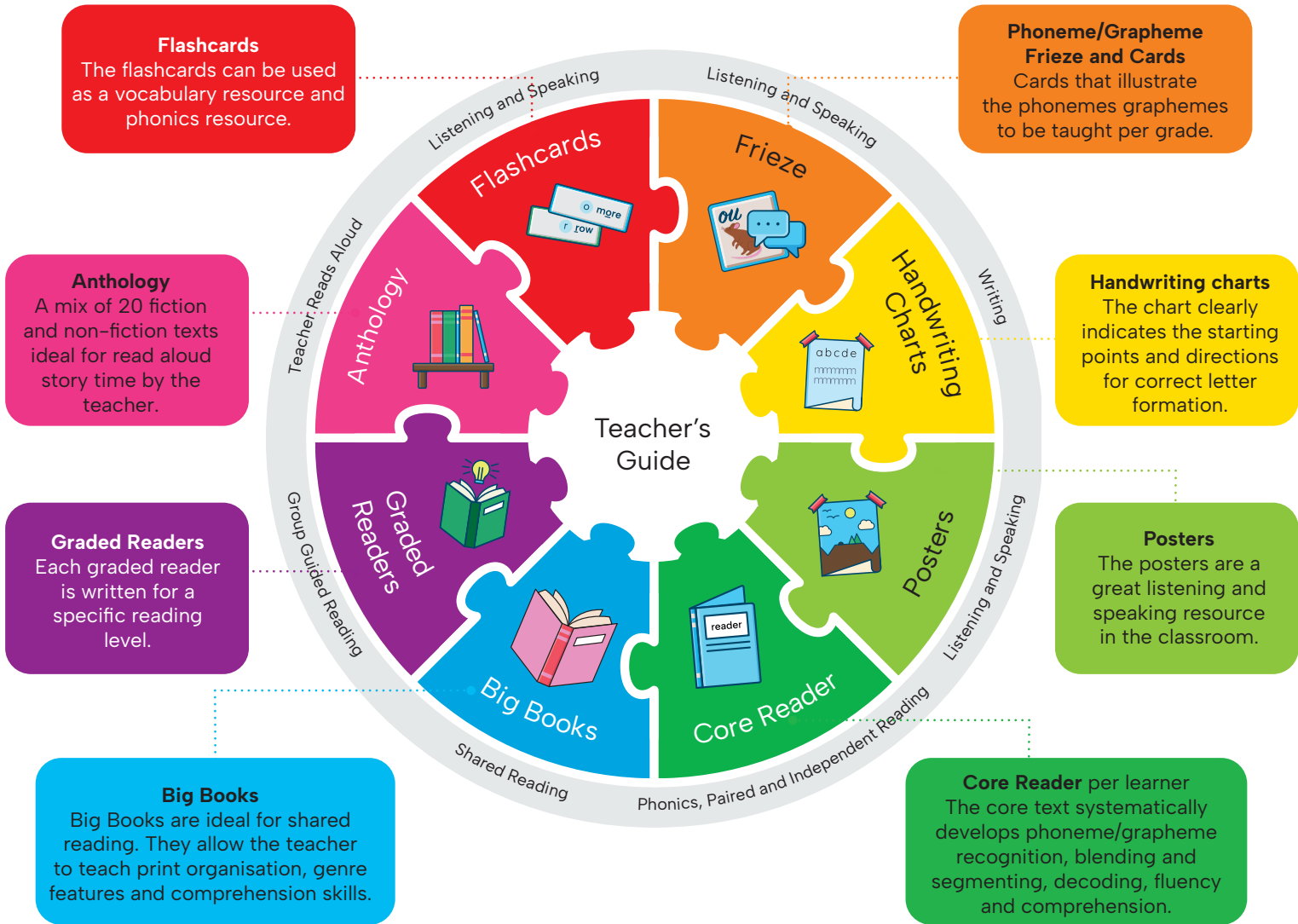
Note box with helpful tips.

Specific grade(s) where the term is covered.

Contact a Key Account Manager in your province

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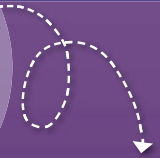
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READ



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PLAY



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