



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Sepedi/English

# **Lenaneo la go Kaonafatša Thuto ya Dipalo Mphatong wa R Grade R Mathematics Improvement Programme**



**Thutofatlhošo ya 1 • Workshop 1**  
**Pukutšhoma ya Motšekarolo • Participant's Workbook**

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.

## 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.
- 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.



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

Translation co-ordination (Sotho languages): Lorato Trok

Translation: Mpho Masipa

Editing (Sepedi): Julia Theko

Illustrations: Jiggs Snaddon-Wood

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

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

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

**Schools Development Unit (SDU)** kua **University of Cape Town (UCT)** ke badirišani ba sethekniki ba dipalo go Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R. SDU ke uniti ya UCT ya School of Education yeo e hlokometšego tlhahlo le kgodišo ya dithuto tša Dipalo, Saense, Bokgoni bja go ngwala le go bala/Polelo le Mabokgoni a Bophelo go tloga go Mphato wa R go fihla go wa 12. SDU e aba dithuto tša tlhahlo ya barutiši le mangwalo a UCT a dithuto tše kopana tša tlaletšo, tlhahlo ya mošomo yeo e ka dirwago sekolong, bongwadi bja dipuku le go dira dinyakišišo tšeo di thekgago go ithuta le go ruta mabakeng a go fapana dikolong tša Afrika Borwa.

## DITEBOGO

Di lebišwa go:

- Bašomi ba Kgoro ya Thuto ya Gauteng Lefapha la Lenanethuto, Tlhahlo ya Barutiši le bašomedi ba Lefapha la Thuto ya go Ikgetha, ka maele a bona phetagatšong ya setšweletšwa se sa rena.
- Bašomi ba Western Cape Education Department (WCED) le barutiši ka maele a bona tšweletšong le tsentšhotirišong ya Grade R Mathematics Programme (*R-Maths*) profenseng ya Kapa Bodikela magareng ga mengwaga ya 2016 le 2019.
- Sehlopha sa bangwadi ba *R-Maths*: Bašomi le baeletši ba SDU.



Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le theilwe go tšwa lenaneong la *R-Maths*, leo le gatišitšwego la mathomo ka 2017 ke Schools Development Unit, University of Cape Town. Tokelo ya ngwalollo (copyright) *R-Maths* e laolwa ke University of Cape Town.

Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le dumeletšwe ke Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



Laesentshe ye e dumelela bašomiši ba leboelela gore ba phatlalatše, ba hlakanye leswa, ba lekelelanye, le gona go aga sedirišwa ka mokgwa goba sebopego sefe goba sefe feela mabakeng ao e sego a thekišo, ebile feela ge seabe seo se filwe mohlodi. Ge o hlakanya ka leswa, o lekelelanya, goba o aga go sedirišwa, o swanetše go ba le laesentshe ya sedirišwa seo se nolofaditšwego ka tlase ga mabaka a o swanago. Go humana tshedimošo ka botlalo ka laesense ya go gatiša le go kopolla, etela: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Balaodi ba dikgopolokakaretšo le dikgatišo: Cally Kuhne le Tholisa Matheza  
Molaodi wa protšeke ya diphetolelo le tšweletšo ya dikgatišo: Arabella Koopman  
Mosepediši wa diphetolelo (dipolelo tša Sesotho): Lorato Trok  
Mofetoledi: Mpho Masipa  
Morulaganyi wa polelo ya Sepedi: Julia Theko  
Diswantšho: Jiggs Snaddon-Wood

# Contents

## Overview

Purpose .....	page 6
Learning outcomes .....	page 6
Workshop content .....	page 6
House rules .....	page 8

## Workshop content

Session 1: Orientation to the Maths Programme .....	page 10
Session 2: Numbers, Operations and Relationships .....	page 36
Session 3: Implementing the five-group teaching model .....	page 48
Appendix A: The Guiding Principles of Teaching Maths in Grade R .....	page 60
Appendix B: Term 1 Weekly Content Summary (Weeks 1–2) .....	page 64
Workshop 1 Evaluation Form .....	page 66

# Diteng

## Kakaretšo

Morero .....	letlakala la 7
Dineo tša thuto .....	letlakala la 7
Diteng tša thutofatlhošo .....	letlakala la 7
Melawana ya tshepedišo .....	letlakala la 9

## Diteng tša thutofatlhošo

Thuto ya 1: Tlwaetšo ya Lenaneo la Dipalo .....	letlakala la 11
Thuto ya 2: Dinomoro, Tirišo le Tswalano .....	letlakala la 37
Thuto ya 3: Phethagatšo ya motlele wa go ruta wa sehlopha sa ba bahlano .....	letlakala la 49
Mamatletšo ya A: Ditheo tša go Ruta Dipalo Mphatong wa R .....	letlakala la 61
Mamatletšo ya B: Kotara ya 1 Kakaretšo ya Diteng ya Beke ka Beke (Dibeke tša 1-2) .....	letlakala la 65
Foromo ya Tekolo ya Thutofatlhošo ya 1 .....	letlakala la 67

# Overview

## Purpose

This is the first of twelve Grade R Mathematics Improvement Programme (Maths Programme) workshops, which form part of the Gauteng Department of Education (GDE) Grade R Mathematics and Language Improvement Project.

Participants will receive information on the components and guiding principles of teaching mathematics in Grade R. They will reflect on and discuss these within the context of their own planning and teaching. Participants will also review the Curriculum and Assessment Policy Statement (CAPS) Grade R Mathematics Content Areas. They will plan the daily programme Mathematics focus time for the first two weeks of Term 1. Throughout the workshop they will reflect on the guiding principles that inform teaching and learning.

*\*Grade R Mathematics Content Areas are taken from the Curriculum and Assessment Policy Statement (CAPS): Grade R Mathematics (Final Draft), 2011, Department of Basic Education, South Africa*

Mathematics is the formal subject name, but in this *Participant's Workbook* and during our discussions we will refer to it as 'maths'. (Read more about this on page 10 of the *Concept Guide*.)

## Learning outcomes

- ◆ To become familiar with the Maths Programme and how it supports and extends the content of CAPS Grade R Mathematics
- ◆ To explore the components of the Maths Programme
- ◆ To understand the teaching principles presented in the Maths Programme
- ◆ To plan a Term 1 week based on the five-group teaching model
- ◆ To engage with the Maths Programme content of Term 1 Weeks 1–2 (Numbers, Operations and Relationships)

## Workshop content

- ◆ Session 1: Orientation to the Maths Programme (2 hours)  
TEA
- ◆ Session 2: Numbers, Operations and Relationships (2 hours)  
LUNCH
- ◆ Session 3: Implementing the five-group teaching model (2 hours)

# Kakaretšo

## Morero

Ye ke thutofatlhošo ya mathomo ya tše lesomepedi tša Lenaneo la go Kaonafatša Thuto ya Dipalo Mphatong wa R (Lenaneo la Dipalo), ye e lego karolo ya Kgoro ya Thuto Profenseng ya Gauteng (GDE) Lenaneokaonafatšo la Thuto ya Dipalo le ya Leleme Mphatong wa R.

Batšeakarolo ba tlo amogela tshedimošo ka ga dikarolo le ditheo tša go ruta dipalo Mphatong wa R. Ba tlo naganiša ka tšona le go di ahlaahla go ya ka kamano ya peakanyo ya bona le ka fao ba rutago ka gona. Batšeakarolo gape ba tlo sekaseka Dikarolo tša Diteng tša Setatamente sa Pholisi sa Lenaneothuto le Kelo (SEPHOLEKE) tša Grade R Maths. Mo dibekeng tše pedi tša mathomo tša Kotara ya 1 ba tla beakanya lenaneo la tšatši ka tšatši la nako ya nepišo ya Dipalo. Mo nakong ka moka ya thutofatlhošo ba tla naganišiša ka ga ditheo tša go ruta le go ithuta.

*\*Dikarolo tša Diteng tša Thuto ya Dipalo Mphatong wa R di tšwa go Setatamente sa Pholisi sa Lenaneothuto le Kelo (SEPHOLEKE): Thuto ya Dipalo Mphatong wa R (Kakanywa ya Mafelelo), 2011, Kgoro ya Thuto ya Motheo, Afrika Borwa*

## Dineo tša thuto

- ◆ Go tseba Lenaneo la Dipalo le ka fao le thekgago le go katološa diteng tša SEPHOLEKE Thuto ya Dipalo Mphatong wa R
- ◆ Go hlohlomiša dikarolo tša Lenaneo la Dipalo
- ◆ Go kwešiša ditheo tša go ruta tša ka gare ga Lenaneo la Dipalo
- ◆ Go beakanya beke ya Kotara ya 1 ye e theilwego godimo ga motlele wa go ruta wa sehlopha sa ba bahlano
- ◆ Go swaragana le diteng tša Lenaneo la Dipalo la Kotara ya 1 Dibeke tša 1–2 (Dinomoro, Tirišo le Tswalano)

## Diteng tša thutofatlhošo

- ◆ Thuto ya 1: Tlwaetšo ya Lenaneo la Dipalo (Diiri tše 2)  
TEYE
- ◆ Thuto ya 2: Dinomoro, Tirišo le Tswalano (Diiri tše 2)  
MATENA
- ◆ Thuto ya 3: Phethagatšo ya motlele wa go ruta wa sehlopha sa ba bahlano (Diiri tše 2)

## House rules

- ◆ Be punctual.
- ◆ Turn off your cellphone during sessions.
- ◆ Give everyone a chance to participate.
- ◆ Listen to each other's ideas.



## **Melawana ya tshepedišo**

- ◆ O sware nako.
- ◆ O time selefoune ka nako ya thuto.
- ◆ Efa batho bohle sebaka sa go tšea karolo.
- ◆ Theeletša ge yo mongwe a abelana ka kgopolo.

# Session 1: Orientation to the Maths Programme

2 hours

## Registration

### Welcome and house rules (10 minutes)

Welcome to the first of twelve maths workshops for the Gauteng Department of Education (GDE) Grade R Mathematics and Language Improvement Project.

Let's start with an introduction to the presenters and agree on a set of house rules.

### Sharing teaching experiences (15 minutes)



#### Activity 2

1. Take some time to reflect on your experience of teaching Grade R, especially teaching maths in Grade R. Think about your training and how it prepared you for maths teaching. Also try to identify your strengths and weaknesses in maths.

---

---

---

---

2. Share some of your good experiences and bad experiences with a partner.
3. Choose one person from your group to capture the thoughts that everyone shared.

# Thuto ya 1: Tlwaetšo ya Lenaneo la Dipalo Diiri tše 2

## Boingwadišo

### Kamogelo le melawana ya tshepedišo (Metsotso ye 10)

Le amogetšwe thutofatlošong ya mathomo ya tše lesomepedi tša Lenaneokaonafatšo la Thuto ya Dipalo le ya Leleme Mphatong wa R ya Kgoro ya Thuto Profenseng ya Gauteng (GDE).

A re thome ka tsebišo ya banolofatši re be re kwane ka melawana ya tshepedišo.

### Go abelana ka maitemogelo a go ruta (Metsotso ye 15)



#### Mošongwana wa 2

1. Tšea nako o naganišiše ka maitemogelo a gago a go ruta Mphato wa R, kudu a go ruta Dipalo Mphatong wa R. Nagana ka tlhahlo ya gago le ka fao e go beakanyeditšego go ruta dipalo. Gape o leke go hlatha bokgoni le bofokodi bja gago go dipalo.

---

---

---

---

2. Abelana le mogwera wa gago ka ga a mangwe a maitemogelo a gago a mabotse le maitemogelo a mabe.
3. Kgethang motho o tee sehlopheng sa lena gore a ngwale dikgopolo tše di abiwago ke bohle.

## The Grade R Maths Programme

(30 minutes)

### Why a Maths Programme for Grade R?

Many South African primary school learners underperform in Language and Mathematics. A high percentage of learners fail to achieve even the minimum expected standards in these core subjects. There has been slow progress in the improvement of educational outcomes and in narrowing the achievement gap between learners from different backgrounds. The reasons for this are complex, go beyond the classroom and are affected by children's development and well-being from birth.

One of the critical issues around preschool access and attendance, as well as infrastructure and school management in South Africa, has been the fundamental questions about what and how children are learning. In order for all children to have a better chance of fulfilling their potential in Mathematics, the focus must broaden to include maths development in Grade R and, crucially, to provide Grade R teachers and practitioners with the knowledge and skills needed to support young children's maths learning.

The GDE identified Early Childhood Development as its Strategic Goal 1 and one of its key goals is to improve Home Language and Mathematics learning in Grade R. Through the Grade R Mathematics and Language Improvement Programme, the GDE is striving to improve performance in Grade R and prepare learners for Grade 1.

We believe that the Maths Programme will make an important contribution to the implementation of CAPS and that it will enhance the existing learning opportunities for all learners in Grade R so that they develop to their full potential.

### What is the Grade R Maths Programme?

The Maths Programme focuses on teaching and learning one maths concept or topic at a time. The main focus of each week is on one CAPS Content Area. New knowledge is introduced through:

- ◆ whole class activities
- ◆ small group activities: teacher-guided activities and independent (side) activities
- ◆ free choice activities.

### **Ka lebaka la eng Lenaneo la Dipalo Mphatong wa R?**

Barutwana ba bantši ba dikolo tša praemari Afrika Borwa ga ba šome gabotse ka Leleme le Dipalo. Persente ya godimo ya barutwana e palelwa ke go fihlelela le ge e le maemo a tlase ao a lebeletšwego dithutong tše tša bohlokwa. Go bile le tšwelopele ya go nanya kaonafatšong ya dipoelo tša thuto le phokotšong ya sekgoba sa phihlelelo magareng ga barutwana ba go tšwa mafelong a go fapana. Mabaka a go hlola se ke a bothata, bogolo bja ona bo fetela ka ntle ga phapoši gape a ama ke kgodišo le gophela gabotse ga ngwana go thoma ge a belegwa.

Se sengwe sa bohlokwa kudu mabapi le go fihlelela le go tsena dikolo tša digotlane, mmogo le meago le bolaodi bja dikolo Afrika Borwa, e bile dipotšišo ka ga seo bana ba ithutago sona le mokgwa wa go ithuta. Gore bana ka moka ba be le sebaka se sekaone sa go phethagatša bokgoni bja bona ka Dipalo, nepišo e swanetše go akaretša le tlabollo ya dipalo Mphatong wa R le, sa bohlokwa kudu, go fa barutiši le batlhahli ba Mphato wa R tsebo le mabokgoni ao a hlokegago go thekga bana ba bannyane go ithuteng dipalo.

GDE e hlathile Thutotlhabologo ya Digotlane bjalo ka Morero Tebanyo ya 1 ya kgoro gomme ye nngwe ya ditebanyokgolo tša yona ke go kaonafatša go ithuta Leleme la Gae le Dipalo Mphatong wa R. Ka Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R, GDE e leka go kaonafatša bokgoni Mphatong wa R le go lokišetša barutwana Mphato wa 1.

Re holofela gore Lenaneo la Dipalo le tlo kgatha tema ye bohlokwa phethagatšong ya SEPHOLEKE le gore le tlo kaonafatša menyetla ye e lego gona ya go ithuta barutwaneng ka moka ba Mphato wa R gore bokgoni bja bona ka moka bo tšwelele.

### **Lenaneo la Dipalo Mphatong wa R ke eng?**

Lenaneo la Dipalo le nepiša go ruta le go ithuta lereo la dipalo goba hlogotaba ka nako e tee. Nepišokgolo ya beke ye nngwe le ye nngwe e ka go Karolo ya Diteng ya SEPHOLEKE ye tee. Tsebo ye mpsha e tsebišwa ka:

- ◆ mešongwana ya barutwana ka moka
- ◆ mešomo ya dihlopha tše nnyane: mošomo wa go hlahlwa ke morutiši le mešongwana ya go ikema (ka thoko)
- ◆ mešongwana ya go ikgethela.

The Maths Programme:

- ◆ supports, extends and reinforces the content of CAPS Grade R Mathematics. It does not replace CAPS and it assumes that teachers have some prior knowledge and understanding of CAPS Grade R Mathematics.
- ◆ promotes focus time so that learners can practise newly acquired skills and knowledge, and embeds practise opportunities in planned maths activities and experiences.
- ◆ gives teachers a detailed guide that supports teaching and learning.
- ◆ is guided by eight principles that contribute to successful teaching and learning.
- ◆ supports teachers in making the link between Grade R Mathematics concepts and later mathematical competence.
- ◆ emphasises the weekly observation of learners as a tool for gathering information about each child to inform planning and assessment.

Refer to page 10 of the *Concept Guide* to read more about the Grade R Mathematics Improvement Programme.

Read more about the Maths Programme's guiding principles on pages 14–73 of the *Concept Guide*.

Lenaneo la Dipalo:

- ◆ thekga, katološa le go gatelela diteng tša SEPHOLEKE Dipalo Mphatong wa R. Ga le emele SEPHOLEKE gomme le akanya gore barutiši ba tla ba na le tsebo le kwešišo ya SEPHOLEKE Dipalo Mphatong wa R.
- ◆ hlatloša nako ya nepišo gore barutwana ba ikatiše mabokgoni a maswa ao ba ithutilego ona le tsebo, le go šitlela menyetla ya boikatišo mešongwaneng le maitemogelong a dipalo tša go beakanywa.
- ◆ neela barutiši tlhahlo ka botlalo ya go thekga go ruta le go ithuta.
- ◆ le hlahlwa ke ditheo tše seswai tša go hlola go ruta le go ithuta ka katlego.
- ◆ thekga barutiši go tswalanya mareo a Thuto ya Dipalo Mphatong wa R gomme gwa latela bokgoni bja Dipalo.
- ◆ gatelela temogo ya bana beke ka beke bjalo ka sedirišwa sa go kgoboketša tshedimošo ka ga ngwana yo mongwe le yo mongwe gore e dirišwe ge go dirwa peakanyo le tekolo.

Lebelela letlakala la 13 la *Pukutlhahlo ya Mareo* gore o bale ka ga Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R.

Bala tshedimošo ka ga ditheo tša go hlahlwa Lenaneo la Dipalo matlakaleng a 14–73 a *Pukutlhahlo ya Mareo*.

## **Time allocation for Mathematics in Grade R (10 minutes)**

CAPS suggests that the instructional time for Mathematics in Grade R should be 23 hours per week. However, CAPS does not provide a weighting or a breakdown of the time that should be spent on each Content Area for each term.

## **Maths in the Grade R daily programme (20 minutes)**

The daily programme in Grade R is not a timetable like the ones used in higher grades.

In Grade R the day is organised around the developmental needs of the learners. The day begins with time to talk and sing and ends with rest and stories. During the day, teachers plan activities for Home Language, Life Skills and Mathematics knowledge and understanding. During play and interaction with the teacher and other learners there are many opportunities for the integration of new skills and time to practise what has been learnt.

The Maths Programme suggests a way of organising the daily programme with focus time for Home Language, Life Skills and Mathematics.

### **Daily Mathematics focus time**

The Language training introduced you to a two-week teaching and learning cycle. The Maths Programme also follows a structured approach to organising the class for the Mathematics focus time. The Maths Programme's teaching and learning cycle is based on five small group activities that are rotated during one week. The lessons begin on a Monday and end on a Friday.

Refer to pages 82–93 of the *Concept Guide* to read more about organising your classroom for the daily Mathematics focus session.



## **Kabo ya Nako ya Thuto ya Dipalo Mphatong wa R** (Metsotso ye 10)

SEPHOLEKE se šišinya gore nako ya go ruta Thuto ya Dipalo Mphatong wa R e be diiri tše 23 ka beke. Le ge go le bjalo, SEPHOLEKE ga se neelane ka boima goba karoganyo ya nako ya Karolo ye nngwe le ye nngwe ya Diteng kotareng ye nngwe le ye nngwe.

## **Dipalo tša lenanephethagatšo la tšatši ka tšatši la**

### **Mphato wa R**

(Metsotso ye 20)

Lenanephethagatšo la tšatši ka tšatši la Mphato wa R ga se lenaneo la nako la go swana le la go dirišwa mephatong ya godingwana.

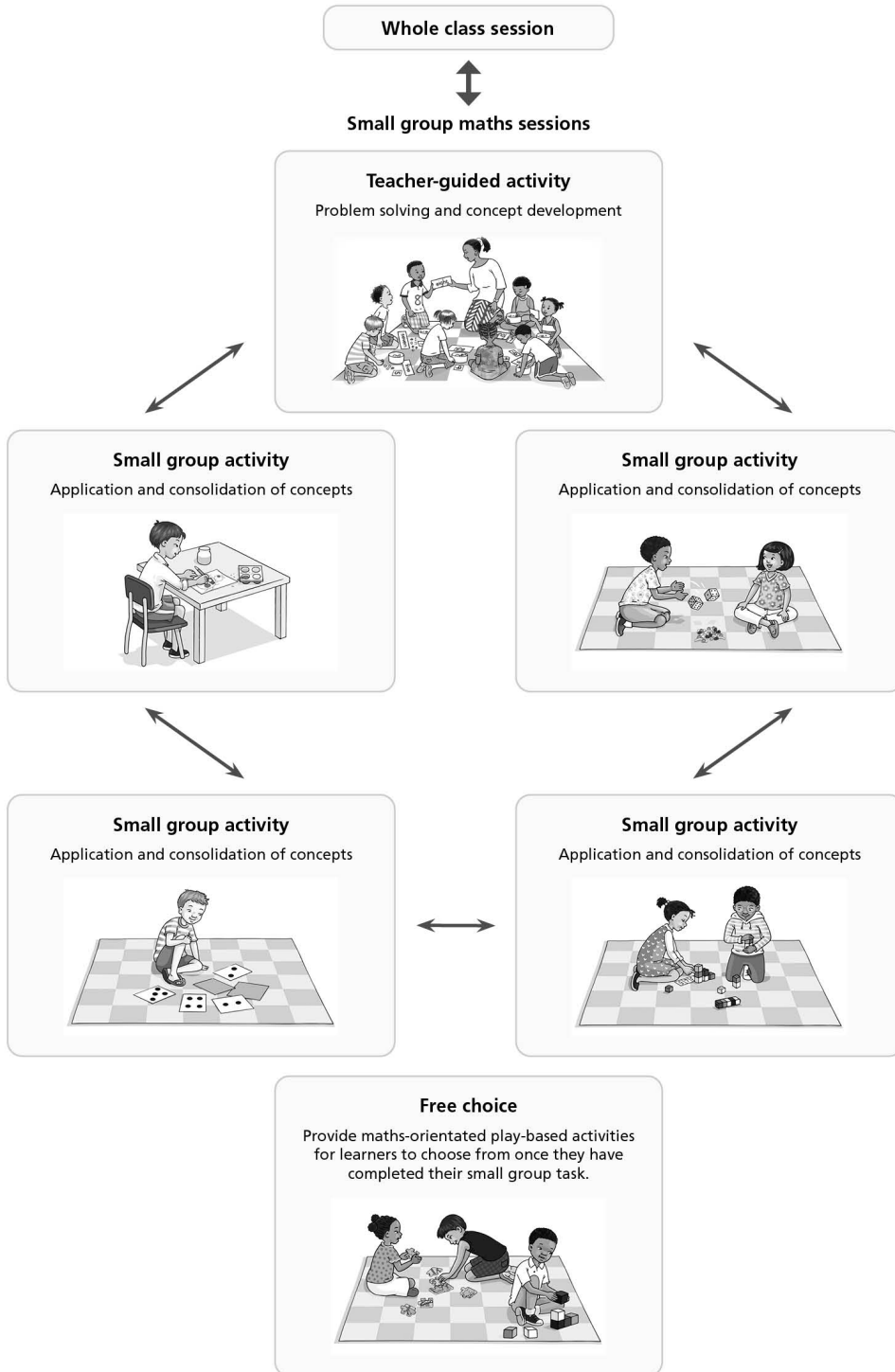
Ka Mphatong wa R letšatši le beakanywa go ya ka dinyakwa tša kgolo ya barutwana. Letšatši le thongwa ka nako ya go bolela le go opela la fetšwa ka go khutša le dikanegelo. Mo letšatšing, barutiši ba beakanya mešongwana ya Leleme la Gae, Mabokgoni a Bophelo le tsebo ya Dipalo le kwešišo. Ka nako ya papadi le go bolela le morutiši le barutwana ba bangwe go ba le menyetla ye mentši ya tswalanyo ya bokgoni bjo bofsa le nako ya go ikatiša seo se rutilwego.

Lenaneo la Dipalo le šišinya tsela ya go rulaganya lenanephethagatšo la tšatši ka tšatši la nepišo ya nako ya Leleme la Gae, Mabokgoni a Bophelo le Thuto ya Dipalo.

### **Nako ya Thuto ya Dipalo ya tšatši ka tšatši**

Tlhahlo ya Leleme e go tsebišitše go saekele ya go ruta le go ithuta ya dibeke tše pedi. Lenaneo la Dipalo le latela mokgwa wa go beakanywa go rulaganya phapoši ka nako ya Thuto ya Dipalo. Saekele ya go ruta le go ithuta ya Lenaneo la Dipalo e theilwe go mešomo ye mehloano ya dihlopha tše nnyane ka go šiedišana mo bekeng e tee. Dithuto di thoma ka Mošupologo tša fela ka Labohlano.

Lebelela matlakala a 82–93 ka go *Pukutlhahlo ya Mareo* go bala ka ga go rulaganyetša phapoši thutwana ya Thuto ya Dipalo ya tšatši ka tšatši.



**Mošomo wa phapoši/barutwana ka moka**



**Mošongwana wa dihlopha tše nnyane**

**Mošongwana wa go hlahlwa ke morutiši**

Go rarolla ya mathata a dipalo le go godiša tsebo ya mareo a dipalo



**Mošongwana wa dihlopha tše nnyane**

Tirišo le tswalanyo ya mareo



**Mošongwana wa dihlopha tše nnyane**

Tirišo le tswalanyo ya mareo



**Mošongwana wa dihlopha tše nnyane**

Tirišo le tswalanyo ya mareo



**Mošongwana wa dihlopha tše nnyane**

Tirišo le tswalanyo ya mareo



**Dithaloko tša go ikgethela**

Mešongwana dipalo ya dipapadi yeo barutwana ba ikgethelago yona ge ba feditše mešongwana ka dihlopha tša barutwana ba mmalwa.



# Session 2: Numbers, Operations and Relationships

2 hours

## Term 1–4 content overview (CAPS) (45 minutes)

The Maths Programme is aligned to and extends the content of the five Mathematics Content Areas of CAPS. The table on pages 114–137 of the *Concept Guide* provides a content overview of the maths to be taught in Grade R. It also shows what content is to be taught each term.

- ◆ The text in blue is the content from the CAPS for Grade R Mathematics.
- ◆ The text in black has been added to extend and build on CAPS.
- ◆ The topics are sequenced to show a developmental progression from one topic to the next.

Refer to pages 110–113 of the *Concept Guide* and read 1.1, 1.2 and 1.3 on pages 114–117. After reading numbers 1.1, 1.2 and 1.3, complete Activities 7 and 8.



### Activity 2

Look through the Term 1–4 content overview for the Content Area: Numbers, Operations and Relationships, in the *Concept Guide* and in the CAPS document. In your group, discuss:

1. What does the Maths Programme add to the content of CAPS?

---

---

---

---

2. What counting concepts are covered in Numbers, Operations and Relationships in Term 1?

---

---

---

---

# Thuto ya 2: Dinomoro, Tirišo le Tswalano

Diiri tše 2

## Kotara ya 1–4 kakaretšo ya diteng (SEPHOLEKE) (Metsotso ye 45)

Lenaneo la Dipalo le sepedišana le le go katološa diteng tša Dikarolo tša Diteng tša Thuto ya Dipalo tša SEPHOLEKE tše hlano. Tafola ye e lego matlakaleng a 114–137 a *Pukutlhahlo ya Mareo* e neelana ka kakaretšo ya diteng tša dipalo tše di tlo rutwago Mphatong wa R. E bontšha le gore go rutwa diteng dife kotareng e tee.

- ◆ Sengwalwa sa botalalerata ke diteng tša go tšwa go SEPHOLEKE sa Thuto ya Dipalo Mphatong wa R.
- ◆ Sengwalwa se seso se tsenyeditšwe go katološa le go oketša SEPHOLEKE.
- ◆ Dihlogotaba di latelantšwe go bontšha tšwelopele ye e golago go tšwa go hlogotaba go ya go ye nngwe.

Lebelela matlakala a 110–113 ka go *Pukutlhahlo ya Mareo* o be o bale 1.1, 1.2 le 1.3 matlakaleng a 114–117. Morago ga go bala dinomoro 1.1, 1.2 le 1.3, feleletša Mešongwana ya 7 le 8.



### Mošongwana wa 2

Lebelela Karolo ya Diteng: Dinomoro, Tirišo le Tswalano, go kakaretšo ya diteng ya Kotara ya 1–4 ka go *Pukutlhahlo ya Mareo* le ka tokomaneng ya SEPHOLEKE. Sehlopheng sa gago, ahlaahlang:

1. Lenaneo la Dipalo le tsenya eng go diteng tša SEPHOLEKE?

---

---

---

---

2. Go akareditšwe mareo afe a go hlakanya ka go Dinomoro, Tirišano le Tswalano go Kotara ya 1?

---

---

---

---

## Important concepts in Numbers, Operations and Relationships

(1¼ hours)

### Counting

#### Oral counting (rhythmic, rote or acoustic counting)

Oral counting involves a learner memorising the names and counting order of numbers, often in a rhyme or song.

In Grade R learners learn the correct order of number names and repeat the sequence daily. The purpose of counting out loud is to help learners understand that when we count aloud there is a set order for the numbers: beginning at one, then two, three, four, etc. Initially learners do not fully understand the meaning of the number names and might skip numbers in a counting sequence. Reciting a rhyme or series of numbers orally means repeating the number names from memory. Even when learners count in steps of two, five and ten they are using their knowledge of this number order. Memorising number names and repeating them in the correct counting order does not necessarily mean that learners can count. This is different from counting to find out 'how much'.

Arrange yourselves into small groups of five and find an open space in the training room for the next activity.



#### Activity 3

1. In your small groups, say the rhyme, *One, two, three, four, five*, with actions.

#### **One, two, three, four, five**

One, two, three, four, five  
Once I caught a fish alive.  
'Why did you let it go?'  
Because it bit my finger so.  
One, two, three, four, five  
Then I caught a frog alive.  
'What did you do with that?'  
I said hello and put it back.

**Go bala****Go balela godimo (morethetho, go bala ka modumo)**

Go balela godimo go akaretša gore morutwana o swara maina ka hlogo le go bala dinomoro ka tatelano, gantšhi ka morethetho goba koša.

Ka Mphatong wa R barutwana ba ithuta tatelano ya go nepagala ya maina a dinomoro gomme ba boeletša tatelano tšatši ka tšatši. Morero wa go balela godimo ke go thuša barutwana go kwešiša gore ge re balela godimo go na le tatelano ya dinomoro ye e beilwego: go thoma ka tee, gwa latela pedi, tharo, nne, bj.bj. Barutwana mathomong ga ba kwešiše gabotse gore maina a dinomoro a ra go reng ebile ba ka tshela dinomoro ge ba bala go ya ka tatelano. Go reta sereto goba tlhatlamano ya dinomoro ka molomo go ra gore go boeletša maina a dinomoro tše di swerwego ka hlogo. Le ge barutwana ba bala ka dikgato tša pedi, hlano le lesome ba diriša tsebo ya bona ya tatelano ya dinomoro. Go swara maina a dinomoro ka hlogo le go a boeletša ka tatelano ya go nepagala ga go laetše gore barutwana ba kgona go bala. Se se fapana le go balela go hwetša 'bokae'.

Ipeakanyeng ka dihlopha tše nnyane tša ba bahlano gomme le hwetše sekgoba sa go bulega sa mošongwana wa go latela ka phapošing ya tlhahlo.

**Mošongwana wa 3**

1. Ka dihlopha tša lena tše nnyane, retang sereto, *Tee, pedi, tharo, nne, hlano*, le dire ditiro.

**Tee, pedi, tharo, nne, hlano**

Tee, pedi, tharo, nne, hlano

Nkile ka swara hlapi ya go phela.

'Nkane o e tlogetše ya sepela?'

Ka gobane e ntomile monwana.

Tee, pedi, tharo, nne, hlano

Ka morago ka swara segwagwa sa go phela.

'O dirile eng ka sona?'

Ke rile dumela gomme ka se bušetša morago.

2. Do you think using a rhyme like this one is good practice for teaching counting in Grade R? Give reasons for your answer.

---

---

---

Refer to pages 76 and 196 of *Activity Guide: Term 1* for this rhyme.



#### Activity 4

In the same small groups, answer these questions:

1. What would learners learn by saying this rhyme?

---

---

---

---

2. What do learners learn when they repeat a sequence of numbers in the correct counting order?

---

---

---

---



2. Na o nagana gore go diriša sereto sa go swana le se ke mkgwa o mobotse wa go ruta go bala Mphatong R? efa mabaka a karabo ya gago.

---

---

---

Lebelela matlakala a 77 le 197 ka go *Pukutlhahlo ya Mešongwana: Kotara ya 1* o direla sereto se.



#### **Mošongwana wa 4**

Ka dihlopha tšona tšela tše nnyane, arabang dipotšišo tše:

1. Barutwana ba tlo ithuta eng ka go reta sereto se?

---

---

---

---

2. Barutwana ba ithuta eng ge ba boeletša tatelano ya dinomoro ka tatelano ya go bala ya go nepagala?

---

---

---

---

### Counting objects (rational counting)

Counting objects involves one-to-one correspondence. This means that each object or event to be counted is matched with a number word. To count 'how many', learners need to realise that each object in a collection gets a number word ('one, two, three, four ...') and that you count each object only once.

Once learners know the order of the counting numbers, they begin to understand that each number in the counting sequence is one bigger than the number before and one smaller than the next number. They:

- ◆ can mentally compare numbers and see that two is one more than one and that three is one more than two.
- ◆ realise that numbers grow by one each time.
- ◆ realise that any number in the counting sequence is exactly one more than the previous number.



#### Video 3

Watch the video of learners counting a collection of objects. This is a teacher-guided activity. Notice how the teacher observes each learner and asks questions to prompt them to share their ideas.

---

---

---

---

### Representing numbers



#### Activity 5

How many different ways can you find to represent the number 5?

---

---

---

---

### Go bala dilo (go gopola)

Go bala dilo go akaretša tee-ka-tee. Se se ra gore selo se sengwe le se sengwe goba tiragalo ye e tlo balwago e tswalanywa le leina la nomoro. Go bala 'tše kae', barutwana ba hloka go lemoga gore selo se sengwe le se sengwe mokgobong se na le leina la nomoro ('tee, pedi, tharo, nne ...') le gore o ka se bale selo se setee gatee fela.

Ge barutwana ba tseba tatelano ya go bala dinomoro, ba thoma go kwešiša gore nomoro ye nngwe le ye nngwe tatelanong ya go bala e feta nomoro ya ka morago ga yona ka tee gape ke ye nnyane go nomoro ya go latela ka e tee. Ba:

- ◆ ka bapetša dinomoro ka hlogo gomme ba bona gore pedi e feta tee ka e tee le gore tharo e feta pedi ka e tee.
- ◆ lemoga gore dinomoro di gola ka tee nako le nako.
- ◆ Lemoga gore nomoro efe goba efe tatelanong ya go bala dinomoro e feta ya ka morago ka e tee.



### Bideo ya 3

Bogela bideo ya barutwana ba bala mokgobo wa dilo. Ke mošomo wa go hlahlwa ke morutiši. Lemoga ka fao morutiši a lebelelago morutwana ka gona a botšiša le dipotšišo go dira gore ba abelana ka dikgopolo.

---

---

---

---

### Go emela dinomoro



### Mošongwana wa 5

O ka hwetša ditsela tše kae tša go fapana tša go emela nomoro 5?

---

---

---

---

Learners begin to represent numbers using their fingers, and then gradually start to use other methods, such as objects, drawings, pictures or symbols. Learners progress:

- ◆ from using actual objects to represent (stand in for) numbers, e.g. lemons, sweets, pencils, leaves
- ◆ to using pictures or drawings to represent the objects, e.g. a drawing of a lemon, person, car
- ◆ to using counters to represent the objects or pictures, e.g. plastic discs to show the number of lemons
- ◆ to using marks to represent the physical objects and pictures, e.g. circles, dots, tally marks, clapping sounds, drumbeats, stamping feet
- ◆ to using number symbols and number words, e.g. '2' or 'two'.

The Maths Programme uses an approach that introduces numbers 0–10 one at a time and follows the same teaching routine for each number.

- ◆ A story is told about the number. This raises learners' interest and provides a familiar, fun context that connects with learners' lives and interests.
- ◆ Each number has a particular animal character. The story featuring the animal is used to build a number frieze to represent the number.
- ◆ Dramatising the story provides opportunities for learners to respond kinaesthetically (learning through acting and moving their bodies).
- ◆ Objects are collected to represent the number in various ways. The objects are put in the maths area.
- ◆ Learners match objects to pictures, dot cards, number symbols and number words.
- ◆ The *Poster Book* provides real-life contexts to stimulate discussion and encourage problem solving.

The number 'one' is introduced in the second week of Term 1 to familiarise learners with this routine. The same routine is used as each new number is introduced, adding one more to the number the learners learnt previously.

Barutwana ba ithuta go šomiša menwana ya bona go emela dinomoro gomme ba thoma go šomiša mokgwa woo ka dilo tše dingwe bjalo ka didirišwa, dithalwa, diswantšho goba maswao. Barutwana ba thoma go:

- ◆ šomiša dilo go ema legatong la (ema legatong) dinomoro, mohl. dinamune, malekere, pensele, matlakala
- ◆ šomiša diswantšho go ema legatong la dilo, mohl. seswantšho sa namune, motho, koloi
- ◆ šomiša dibaledi go emela dilo tšeo di lego diswantšhong, mohl. dikhurumelo tša mapotlelo go bontšha palo ya dinamune
- ◆ šomiša leswao go emela selo sa nnete goba seswantšho, mohl. sediko, maronho, lekanyetša, medumo ya go phaphatha, meropa, go kiba fase ka maoto
- ◆ šomiša palontšu le sekapalo, mohl. '2' goba 'pedi'.

Lenaneo la Dinomoro le diriša mokgwa wa go tsebiša dinomoro 0–10 e tee ka nako gomme gwa latela tlwaelo yeo ya go ruta nomoro ye nngwe le ye nngwe.

- ◆ Go anegwa kanegelo ya nomoro. Se se tanya kgahlego ya barutwana sa neelana ka kamano ya go tlwaelega ya boipshino ya go tswalana le maphelo le dikgahlego tša barutwana.
- ◆ Nomoro ye nngwe le ye nngwe e na le moanegwa wa phoofolo. Kanegelo ya go hlagiša phoofolo e dirišwa go bopa tšhate ya dinomoro le tlotlontšu go emela nomoro.
- ◆ Tiragatšo ya kanegelo e nea barutwana menyetla ya go araba ka ditiro (go ithuta ka go diragatša le go sepetša mebele ya bona).
- ◆ Go kgoboketšwa dilo go emela dinomoro ka ditsela tša mehutahuta. Dilo di bewa sebakeng sa dipalo.
- ◆ Barutwana ba tswalanya dilo le diswantšho, dikarata tša maronho, maswao a dinomoro le maina a dinomoro.
- ◆ *Puku ya Diphoustara* e neelana ka kamano ya nnete go hlohleletša poledišano le tharollo ya mathata.

Nomoro 'tee' e tsebišwa bekeng ya bobedi ya Kotara ya 1 go tlwaetša barutwana tlwaelo ye. Go dirišwa tlwaelo yona ye go tsebiša dinomoro ka moka, o tsenya e tee go nomoro yeo barutwana ba e thutilego yona.

Before completing the next activity, interact with the facilitator as she tells the story for number 1 and builds up the number frieze using the house template and animal frieze cards. After listening to the story, complete Activity 11.



### **Activity 6**

What are the different ways that the number 1 was represented in the story?

---

---

---

---

Pele o feleletša mošongwana wa go latela, bolela le monolofatši ge a anega kanegelo ya nomoro 1 le go bopa tšhate ya dinomoro le tlotlontšu ka thempoleiti ya ntlo le dikarata tša tšhate ya dinomoro le tlotlontšu ya diphoofolo. Morago ga go theeletša kanegelo, feleletša Mošongwana wa 6.



### **Mošongwana wa 6**

Nomoro 1 e tšweleditšwe ka ditsela dife tša go fapana ka kanegelong ye?

---

---

---

---

## **Session 3: Implementing the five-group teaching model**

**2 hours**

We have already discussed how to organise your classroom for maths teaching and learning during Mathematics focus time. This section outlines how to plan and implement the Maths Programme and focuses on preparing for the teaching of Weeks 1 and 2 of Term 1.

### **Term 1 Content Summary (Weeks 1-2)**

**(1 hour)**

Appendix B: Term 1 Weekly Content Summary (Weeks 1-2) provides a summary of the content and offers suggestions for teaching and learning maths for each week with the following information:

- ◆ main Content Area Focus for the week
- ◆ topic(s) to be covered
- ◆ New knowledge and Practise focus for the week
- ◆ suggested activities for whole class and small groups (teacher-guided activity and workstation activities) for the week.

Read whole class activities, teacher-guided activity and workstation activities in Appendix B: Term 1 Weekly Content Summary (Weeks 1-2).



# Thuto ya 3: Phethagatšo ya motlele wa go ruta wa sehlopha sa ba bahlano

Diiri tše 2

Re boletše ka thulaganyo ya phapoši ya go ruta le go ithuta dipalo ka nako ya go Ithuta Dipalo. Karolo ye e hlaloša peakanyo le phethagatšo ya Lenaneo la Dipalo gomme ya nepiša go lokišetša go ruta Dibekeng tša 1 le 2 tša Kotara ya 1.

## **Kakaretšo ya Diteng ya Kotara ya 1 (Dibeke tša 1-2) (Diiri e 1)**

Mamatletšo ya B: Kotara ya 1 Kakaretšo ya Diteng ya Beke ka Beke (Dibeke tša 1-2) e neelana ka kakaretšo ya diteng le ditšhišinyo tša go ruta le go ithuta dipalo beke ka beke le tshedimošo ye e latelago:

- ◆ nepišo ya Karolo ya Diteng ye kgolo ya beke
- ◆ (di)hlogotaba ye e akaretšwago
- ◆ Tsebo ye mpsha le Go ikatiša nepišo ya beke
- ◆ mešongwana ye e šišintšwego ya phapoši ka moka le sehlopha se sennyane (mošomo wa go hlahlwa ke morutiši le mešongwana ya lefelo la go šomela) ya beke.

Bala mešongwana ya barutwana ka moka, mošomo wa go hlahlwa ke morutiši le mešongwana ya mafelong a go šomela ka go Mamatletšo ya B: Kotara ya 1 Kakaretšo ya Diteng ya Beke ka Beke (Dibeke tša 1-2).



### Activity 7

Look at Appendix B: Term 1 Weekly Content Summary (Weeks 1–2). Answer the questions.

Questions	Week 1	Week 2
What is the Content Area Focus for the week?		
What are the key concepts that learners will be learning?		
What new knowledge is introduced?		
What skills are being practised in Week 2?		



## Mošongwana wa 7

Lebelela Mamatletšo ya B: Kotara ya 1 Kakaretšo ya Diteng ya Beke ka Beke ya (Dibeke tša 1–2). Araba dipotšišo.

Dipotšišo	Beke ya 1	Beke ya 2
Nepišo ya Karolo ya Diteng ya beke ke efe?		
Barutwana ba tlo ithuta mareokgolo afe?		
Go tsebišwa tsebo efe ye mpsa?		
Go ikatišwa mabokgoni afe mo Bekeng ya 2?		

## Activity Guide: Term 1

The *Activity Guides* provide Grade R teachers with a structure and framework and offer weekly suggestions for maths teaching and learning.

Refer to Weeks 1 and 2 in *Activity Guide: Term 1* and the Weekly Content Summary in Appendix B. Complete Activity 13 in your group.



### Activity 8

1. Look at *Activity Guide: Term 1* and add the information to the table.

<b>Race around <i>Activity Guide: Term 1</i></b>	
What is on pages 6, 8 and 10?	
On which page is the 'Our classroom rules' poster?	
On which pages is the content overview for Term 1?	
What information is at the start of each new week?	
Find the <i>Grade R Maths family story</i> .	
Which song is introduced in Week 2?	
Find where number 1 is introduced.	
Find a whole class activity that focuses on oral counting.	
Find a teacher-guided activity that focuses on one-to-one correspondence.	
Find a workstation activity that focuses on consolidating the number concept '1'.	

2. Refer to the whole class activities, teacher-guided activity and workstation activities in Appendix B. Find these activities in *Activity Guide: Term 1*.

## Pukutlhahlo ya Mešongwana: Kotara ya 1

Dipukutlhahlo tša Mešongwana di nea barutiši ba Mphato wa R mokgwa le tlhamo tša abelana le ka ditšhišinyo tša go ruta le go ithuta dipalo tša beke ka beke.

Lebelela Dibeke tša 1 le 2 ka go Pukutlhahlo ya Mareo: Kotara ya 1 le Kakaretšo ya Diteng ya Beke ka Beke ka go Mamatletšo ya B. Feleletša Mošongwana wa 13 sehlopheng sa gago.



### Mošongwana wa 8

1. Lebelela Pukutlhahlo ya Mareo: Kotara ya 1 gommeo tsenye tshedimošo tafoleng.

Go dikologa Pukutlhahlo ya Mareo: Kotara ya 1	
Go na le eng matlakaleng a 7, 9 le 11?	
Phoustara ya 'Melao ya phapoši ya rena' e letlakaleng lefe?	
Kakaretšo ya diteng ya Kotara ya 1 e matlakaleng afe?	
Go na le tshedimošo efe mathomong a beke ye nngwe le ye nngwe ye mpsha?	
Hwetša kanegelo ya lapa ya <i>Grade R Maths</i> .	
Go tsebišwa koša efe Bekeng ya 2?	
Hwetša mo nomoro 1 e tsebišwago gona.	
Hwetša mešongwana ya barutwana ka moka wa go nepiša go bala ka molomo.	
Hwetša mošomo wa go hlahlwa ke morutiši wa go nepiša poledišano gare ga batho ba babedi.	
Hwetša mošomo wa lefelong la go šomela wa go nepiša kopanyo ya lereo la nomoro '1'.	

2. Lebelela mešomo ya barutwana ka moka, mošomo wa go hlahlwa ke morutiši le mešongwana ya mafelong a go šomela ka Mamatletšong ya B. Hwetša mešongwana ye ka go Pukutlhahlo ya Mareo: Kotara ya 1.



In Grade R assessment is informal and continuous. We need to observe learners throughout the day, inside and outside the classroom.

The Maths Programme is designed around the rotation of small groups during a week and the teacher pays special attention to one group a day, watching and listening as the learners complete specific tasks. This time gives the teacher the opportunity to carefully observe each learner and gather information on their progress.

Look at the shaded block at the end of the teacher-guided activity in Week 2: '**Check that learners are able to**'. The eye icon reminds us that we need to observe the learners while they are busy, and we need to listen carefully while they are talking to us and to their peers.

The teacher makes a mental note of each learner and once the learners have left for the day, she writes down her observations in a dedicated observation book that has space for each learner's notes.

### Poster Book and Resource Kit

(10 minutes)

The *Resource Kit* has enough apparatus for a small group of six to eight learners. The apparatus that will be used in Term 1 Weeks 1 and 2 includes:

- ◆ counters: animal and fruit counters
- ◆ number cards: number symbol (1) and number word (one).

You will each receive a *Resource Kit* and a *Poster Book*.

Refer to pages 6–17 of *Activity Guide: Term 1* to read about classroom resources and setting up a maths learning environment.



Ka Mphatong wa R go dirwa tekolo ye e sego ya semmušo ye e tšwelago pele. Re swanetše go lebelela barutwana letšatši ka moka, ka gare le ka ntle ga phapoši.

Lenaneo la Dipalo le diretšwe go fana sebaka ga dihlopha tše nnyane mo bekeng gomme morutiši o fa sehlopha se setee šedi ya go kgethega ka letšatši, a bogetše le go theeletša barutwana ge ba dira mošomo wo itšego. Nako ye e fa morutiši monyetla wa go lebelela morutwana yo mongwe le yo mongwe gabotse le go kgoboketša tshedimošo ya tšwelopele ya bona.

Lebelela poloko ya go fifatšwa mafelelong a mošomo wa go hlahlwa ke morutiši mo Bekeng ya 2: '**Lekola gore barutwana ba kgona go**'. Seswantšho sa leihlo se re gopotša gore re swanetše go lebelela barutwana ge ba šoma, le gore re hloka go theeletša ka hlokomelo ge ba bolela le rena le barutwana ba bangwe.

Morutiši o swara tše a di bonago ka ga morutwana yo mongwe le yo mongwe ka hlogong gomme ge barutwana ba ile gae, o ngwala se a se bonego ka pukung ya temogo ya go ba le sekgoba sa morutwana yo mongwe le yo mongwe.

## **Puku ya Diphoustara le Dithušathuto tša Phapoši** (Metsotso ye 10)

*Dithušathuto tša Phapoši* di na le ditlabelo tša go lekana sehlopha se sennyane sa barutwana ba go lekana tshela go ya go seswai. Ditlabelo tše di tlo dirišwago ka Kotara ya 1 Dibeke tša 1 le 2 di akaretša:

- ◆ dibaledi: dibaledi tša diphoofolo le tša dienywa
- ◆ dikarata tša dinomoro: leswao la nomoro (1) le leina la nomoro (tee).

Yo mongwe le yo mongwe o tlo amogelaa *Dithušathuto tša Phapoši* le *Puku ya Diphoustara*.

Lebelela matlakala a 6–17 a *Pukutlahlo ya Mešongwana: Kotara ya 1* go bala ka ga didirišwa tša ka phapošing le go beakanya tikologo ya go ithuta dipalo.



Activity 9

**Lessons learnt:** Think about what you learnt during the workshop and complete the table.

Things I am already doing that work well	New ideas that I would like to try



**Take back to school task**

1. Read the *Concept Guide* pages that were referred to during this workshop.
2. Use *Activity Guide: Term 1* to plan and implement Weeks 1–2 of the Maths Programme.
3. Reflect on how the Maths Programme’s guiding principles informed teaching and learning in your classroom.
4. Set up a maths area. Take a photograph of it and bring it to the next workshop.







**Mošongwana wa 9**

**Dithuto tše go ithutilwego tšona:** Nagana ka se o ithutilego sona ka thutofatlhošong gomme o feleletše tafola.

Dilo tše ke di dirago tše di šomago gabotse	Dikgopolo tše diswa tše ke ratago go di leka



**Mošomo wo o tlo boelago le wona sekolong**

1. Bala matlakala a *Pukutlhahlo ya Mareo* ao a šupeditšwego ka thutofatlhošong ye.
2. Diriša *Pukutlhahlo ya Mešongwana: Kotara ya 1* go beakanya le go phethagatša Dibeke tša 1–2 tša Lenaneo la Dipalo.
3. Naganiša ka fao ditheo tša Lenaneo la Dipalo di bilego motheo wa go ruta le go ithuta ka phapošing ya gago.
4. Beakanya lefelo la dipalo. Tšea senepe sa lona gomme o tle le sona thutofatlhošong ya go latela.



**Bring the following to the next workshop:**

- ◆ *Poster Book*
- ◆ *Concept Guide*
- ◆ *Activity Guide: Term 1.*

**Evaluation**

Complete the Evaluation Form.

**Thutofatlhošong ye e latelago o tle le tše di latelago:**

- ◆ *Puku ya Diphoustara*
- ◆ *Pukutlhahlo ya Mareo*
- ◆ *Pukutlhahlo ya Mešongwana: Kotara ya 1.*

**Tekolo**

Tlatša Foromo ya Tekolo.

## APPENDIX B: TERM 1 WEEKLY CONTENT SUMMARY (WEEKS 1-2)

### Term 1: Activity Plan

Week 1				
<b>CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
<b>TOPIC: Oral counting and counting objects</b>				
<b>INTRODUCE NEW KNOWLEDGE:</b> Oral counting 1–5, counting objects 1–3, one-to-one correspondence, sequencing daily programme				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Routine, class rules, learner symbols and daily programme.	No teacher-guided small group activity in the first week to allow the teacher to rotate between all five workstations: guiding, assisting and encouraging the learners. Some learners may not have seen or used the equipment before so the teacher will need to demonstrate and support their first attempts.	<b>Activity 1</b>	Sorting animal and fruit counters by colour (from the <i>Resource Kit</i> ).
<b>Day 2</b>	Helper’s chart, rhyme, <i>Grade R Maths family story</i> .		<b>Activity 2</b>	Playdough or clay modelling.
<b>Day 3</b>	Helper’s chart, Tidy-up chart, rhyme, oral counting and the <i>Grade R Maths family story</i> .		<b>Activity 3</b>	Draw a picture.
<b>Day 4</b>	Rhyme, oral counting, counting objects, sequencing daily events, bowls.		<b>Activity 4</b>	Six-piece puzzle.
<b>Day 5</b>	Rhyme, oral counting, learners’ symbols.		<b>Activity 5</b>	Building blocks.
Week 2				
<b>CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS</b>				
<b>TOPIC: Number symbols and number words</b>				
<b>INTRODUCE NEW KNOWLEDGE:</b> Introduce number 1, solving problems in everyday contexts (rhymes and posters)				
<b>PRACTISE:</b> Oral counting 1–5, counting objects 1–3, vocabulary from previous week				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Song, oral counting, introduce number 1 and the number 1 frieze, body parts (‘how many?’ games), find one object.	Support learners in their efforts to complete tasks. Ask guiding questions and encourage learners to share their ideas. Count objects: one-to-one correspondence. Sort animal counters according to colour. Match number 1 symbol and word cards with dot card and animal counters.	<b>Activity 1</b>	Matching counters to dots using egg boxes.
<b>Day 2</b>	Song, oral counting, frieze for number 1, body games.		<b>Activity 2</b>	Make one playdough object and draw it.
<b>Day 3</b>	Song, oral counting, counting objects, reinforce number 1, look for 1 object.		<b>Activity 3</b>	‘One’ template using playdough.
<b>Day 4</b>	Rhyme, oral counting, problem solving – poster story.		<b>Activity 4</b>	Building blocks.
<b>Day 5</b>	Rhyme, oral counting, counting objects in the poster, solving problems.			

## MAMATLETŠO YA B: KOTARA YA 1 KAKARETŠO YA DITENG YA BEKE KA BEKE (DIBEKE TŠA 1-2)

### Kotara ya 1: Peakanyo ya Mošongwana

Beke ya 1				
<b>KAROLO YA DITENG: DINOMORO, TIRIŠO LE TSWALANO</b>				
<b>HLOGOTABA: Go balela godimo le go bala dilo</b>				
<b>TSEBIŠA TSEBO YE MPSHA: Go balela godimo 1-5, go bala dilo 1-3, go tswalanya tee-ka-tee, go latelanya lenaneo la tšatši ka tšatši</b>				
Mešongwana ya barutwana ka moka		Mošomo wa go hlahlwa ke morutiši	Mešongwana ya mafelong a go šomela	
<b>Letšatši la 1</b>	Go itlwaetša ditlwaelo, melao ya phapoši, maswao a barutwana le lenanephthagatšo la tšatši ka tšatši.	Ga go mošomo wa go hlahlwa ke morutiši wa sehlopha se sennyane bekeng ya mathomo go dumelela morutiši go sepela mafelong a go šomela a mahlano ka moka: go hlahlwa, go thuša le go hlohleletša barutwana. Barutwana ba bangwe ba ka be ba sa ka ba bona goba go diriša setlabele gomme morutiši o tlo swanela go bontšha le go thekga maitekelo a bona a mathomo.	<b>Mošongwana wa 1</b>  <b>Mošongwana wa 2</b> <b>Mošongwana wa 3</b> <b>Mošongwana wa 4</b> <b>Mošongwana wa 5</b>	Go hlaola dibaledi tša diphoofolo le tša dienywa ka mebala (go tšwa go <i>Dithušathuto tša Phapoši</i> ). Tlhama goba letsopa. Thala seswantšho. Marara a diripa tše tshela. Dipoloko tša go aga.
<b>Letšatši la 2</b>	Tšhate ya mothuši, sereto, <i>kanegelo ya lapa ya Grade R Maths</i> .			
<b>Letšatši la 3</b>	Tšhate ya mothuši, Tšhate ya go hlwekiša, sereto, go balela godimo le <i>kanegelo ya lapa ya Grade R Maths</i> .			
<b>Letšatši la 4</b>	Sereto, go balela godimo, go bala dilo, go latelanya ditiragalo tša tšatši ka tšatši, dikotlolo.			
<b>Letšatši la 5</b>	Sereto, go balela godimo, maswao a barutwana.			
Beke ya 2				
<b>KAROLO YA DITENG: DINOMORO, TIRIŠO LE TSWALANO</b>				
<b>HLOGOTABA: Maina a maswao le maina a mantšu</b>				
<b>TSEBIŠA TSEBO YE MPSHA: Tsebiša nomoro 1, go rarolla mathata dikamanong tša ka mehla (direto le diphoustara)</b>				
<b>GO IKATIŠA: Go balela godimo 1-5, go bala dilo 1-3, tlotlontšu ya beke ya go feta</b>				
Mešongwana ya barutwana ka moka		Mošomo wa go hlahlwa ke morutiši	Mešongwana ya mafelong a go šomela	
<b>Letšatši la 1</b>	Koša, go balela godimo, tsebiša nomoro 1, tsebiša tšhate ya tlotlontšu le dinomoro ya nomoro 1, ditho tša mmele (meraloko 'e mekae?'), hwetša selo se setee.	Thekga barutwana ge ba leka go dira mešomo. Botšiša dipotšišo tša go hlahlwa o hlohloletše barutwana go abelana dikgopolo. Bala dilo: go tswalanya tee-ka-tee. Hlaola dibaledi tša diphoofolo go ya ka mmala. Tswalanya dikarata tša maswao le maina tša nomoro 1 le karata ya marontho le dibaledi tša diphoofolo.	<b>Mošongwana wa 1</b>  <b>Mošongwana wa 2</b>  <b>Mošongwana wa 3</b> <b>Mošongwana wa 4</b>	Go tswalanya dibaledi le marontho o diriša mapokisi a mae. Dira selo se setee ka tlhama o be o se thale. Thempoleiti ya 'Tee' ka tlhama. Dipoloko tša go aga.
<b>Letšatši la 2</b>	Koša, go balela godimo, tšhate ya tlotlontšu le dinomoro ya nomoro 1, meraloko ya mmele.			
<b>Letšatši la 3</b>	Koša, go balela godimo, go bala dilo, gatelela nomoro 1, lebelela selo se 1.			
<b>Letšatši la 4</b>	Sereto, go balela godimo, tharollo ya mathata – phoustara ya dikanegelo.			
<b>Letšatši la 5</b>	Sereto, go balela godimo, go bala dilo phoustareng, go rarolla mathata.			

# Workshop 1 Evaluation Form

1. Did the workshop meet your expectations?

---

---

---

---

2. What did you learn in this workshop that helped you the most?

---

---

---

---

3. Was there anything that you did not like or had difficulty understanding?

---

---

---

---

4. How will you apply what you have learnt in your Grade R classroom?

---

---

---

---

5. Do you have any suggestions for improving further workshops?

---

---

---

---

# Foromo ya Tekolo ya Thutofatlhošo ya 1

1. Na thutofatlhošo e fihleletše tše o bego o di lebeletše?

---

---

---

---

2. O ithutile eng thutofatlhošo ye se se go thušitšego kudu?

---

---

---

---

3. Go na le se o se go wa se rata goba o sa se kwešiše go?

---

---

---

---

4. O tlo phethagatša se o ithutilego sona bjang phapošing ya gago ya Mphato wa R?

---

---

---

---

5. Go na le tše o di šišinyago go kaonafatša dithutofatlhošo tše di latelago?

---

---

---

---