Tshivenḓa/English

Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya Ṱ Grade R Mathematics Improvement Programme

Wekishopo ya 1 ● Workshop 1

Bugu ya Mushumo ya Vhashelamulenzhe ● Participant's Workbook

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NDIVHUHO
Ndivhuho dzo khetheaho kha:
- Vhaofisiri vha Khethekanyo ya Kharikhulamu, Pfunzo ya Vhagudisi na Pfunzo yo Khetheaho ya Gauteng Department of Education, kha u shela havho mulenzhe kha u shandulela matheriala ashu.
- Vhaofisiri na vhagudisi vha Western Cape Education Department (WCED) kha u shela havho mulenzhe kha u khunyeledza u thomiwa ha Grade R Mathematics Programme (R-Maths) kha ḽa Western Cape vhukati ha 2016 na 2019.
- Tshigwada tsha vhaṅwali vha R-Maths: vhashumi vha SDU na vhaeletshedzi.

Contents

Zwi re ngomu

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)

Manweledzo

Ndivho

Iyi ndi wekishopo ya u thoma kha dza fumimbili dza Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya Ṱ (Mbekanyamushumo ya Mbalo), ine ya vhumba tshipiḓa tsha Muhasho wa Pfunzo wa Gauteng (GDE) Mbalo dza Gireidi ya Ṱ na Thandela ya u Khwinisa Dzinyambo.

Vhashelamulenzhe vha ḓo wana mafhungo nga ha zwipiḓa na milayo ya nyendedzi ya u funza mbalo kha Gireidi ya Ṱ. Vha ḓo humbula na u haseledza izwi fhasi ha nyimele ya u pulana na u funza yavho. Vhashelamulenzhe vha ḓo dovha hafhu vha sedzulusa Tshitatamennde tsha Kharikhuḽamu na Phoḽisi ya u Linga (TSHIPHOKHALI) Masia a Magudiswa a Mbalo dza Gireidi ya Ṱ. Vha ḓo pulana tshifhinga tsho sedzwaho tsha mbekanyamushumo ya ḓuvha ḽiṅwe na ḽiṅwe ya Mbalo lwa vhege mbili dza u thoma dza Kotara ya 1. Nga tshifhinga tsha wekishopo vha ḓo humbula nga milayo ya nyendedzi ine ya ṱalutshedza u funza na u guda.

*Masia a Magudiswa a Mbalo dza Gireidi ya Ṱ a dzhiwa u bva kha *Tshitatamennde tsha Kharikhuḽamu na Phoḽisi ya u Linga* (*TSHIPHOKHALI*): *Mbalo dza Gireidi ya Ṱ (Mvetamveto ya u fhedzisela*), 2011, Muhasho wa Pfunzo ya Mutheo, Afrika Tshipembe

Mvelelo dza u guda

♦ Uri vha ḓivhe Mbekanyamushumo ya Mbalo na uri i tikedza hani na u engedza magudiswa a TSHIPHOKHALI Mbalo dza Gireidi ya Ṱ
♦ U tandula zwipiḓa zwa Mbekanyamushumo ya Mbalo
♦ U pfesesa milayo ya u funza yo kumedzwaho kha Mbekanyamushumo ya Mbalo
♦ U pulana vhege ya Kotara ya 1 vho ḓisendeka nga modele wa u funza wa zwigwada zwa vhaṱanu
♦ U shuma na magudiswa a Mbekanyamushumo ya Mbalo a Kotara ya 1 Vhege ya 1–2 (Nomboro, Tswayo na Vhushaka)

Magudiswa a wekishopo

♦ Dzulo ḽa 1: Orienthesheni kha Mbekanyamushumo ya Mbalo   (Awara 2)
TIE
♦ Dzulo ḽa 2: Nomboro, Tswayo na Vhushaka   (Awara 2)
TSHISWIṰULO
♦ Dzulo ḽa 3: U thoma modele wa u funza wa zwigwada zwa vhaṱanu   (Awara 2)

House rules

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

Milayo i no ḓo shuma

- ♦ Vha fare tshifhinga.
- ♦ Vha tsime luṱingothendeleki lwavho nga tshifhinga tsha madzulo.
- ♦ Vha ṋee vhaṅwe tshikhala tsha u shela mulenzhe.
- ♦ Vha thetshelese mihumbulo ya vhaṅwe.

Session 1: Orientation to the Maths Programme

<div align="right">**2 hours**</div>

Registration

Welcome and house rules <div align="right">**(10 minutes)**</div>

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 <div align="right">**(15 minutes)**</div>

Activity 1

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.

Dzulo ḽa 1: Orienthesheni kha Mbekanyamushumo ya Mbalo

U ḓiṅwalisela

U ṱanganedza na milayo i no ḓo shuma   (Minetse ya 10)

Vho ṱanganedzwa kha wekishopo ya mbalo ya u tou thoma kha dza fumimbili ya Muhasho wa Pfunzo wa Gauteng (GDE) Mbalo dza Gireidi ya Ṱ na Thandela ya u Khwinisa Dzinyambo.

Kha ri thome nga u ḓivhadza vhakumedzi na u tendelana nga milayo i no ḓo shuma.

U kovhana tshenzhemo dza u funza   (Minetse ya 15)

👥 Nyito ya 1

1.   Kha vha dzhie tshifhinga u bvisela khagala tshenzhemo yavho ya u funza Gireidi ya Ṱ, zwihulusa u funza mbalo kha Gireidi ya Ṱ. Kha vha humbule nga u pfumbudzwa havho na uri zwo vha lugisela hani uri vha funze mbalo. Vha lingedze hafhu na u topola zwine vha konesa na vhuṱudzeṱudze havho kha mbalo.

_____
_____
_____
_____

2.   Kha vha kovhane dziṅwe dza tshenzhemo dzavho dzavhuḓi na tshenzhemo mmbi na mufarakani navho.
3.   Kha vha nange muthu muthihi u bva tshigwadani tshavho uri a ṅwale mihumbulo ye muṅwe na muṅwe a vhudza tshigwada.

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.

Mbekanyamushumo ya Mbalo dza Gireidi ya Ṱ

Ndi ngani Mbakanyamushumo ya Mbalo dza Gireidi ya Ṱ?

Vhunzhi ha vhagudi vha zwikolo zwa phuraimari zwa Afrika Tshipembe a vha shumi zwavhuḓi kha Luambo na Mbalo. Phesenthe ya nṱhesa ya vhagudi i kundelwa u swikela gumoṱuku ḽa zwiṱandadi zwo lavhelelwaho kha idzi thero dza ndeme. Hu na mvelaphanḓa i ongolowaho kha u khwinisa mvelelo dza pfunzo na u fhungudza tshikhala tsha u swikela vhukati ha vhagudi vha bvaho miṱani yo fhambanaho. Zwivhangi zwa izwi zwo serekana, zwi nga nnḓa ha kiḽasirumu nahone zwi kwamiwa nga mveledziso ya vhana na mutakalo wavho u bva mbeboni.

Ḽiṅwe ḽa mafhungo a ndeme u mona na u swikelela na u dzhena khireshe, khathihi na themamveledziso na ndangulo ya tshikolo Afrika Tshipembe, ndi dzone mbudziso dza mutheo dza uri vhana vha guda mini nahone hani. U itela uri vhana vhoṱhe vha vhe na tshikhala tsha khwine tsha u swikela vhukoni havho kha Mbalo, hu fanela u sedzwa nga u ṱanḓavhuwa u itela u katela mveledziso ya mbalo kha Gireidi ya Ṱ na, zwa ndeme, u ṋea vhagudisi vha Gireidi ya Ṱ na vhashumi vha re na nḓivho na zwikili zwi ṱoḓeaho u itela u tikedza u guda mbalo ha vhana vhaṱuku.

Vha GDE vho topola Mveledziso ya Vhana Vhaṱuku sa Tshipikwa tsha Maano a 1 avho nahone tshiṅwe tsha zwipikwa zwa ndeme ndi u khwinisa u guda Luambo lwa Hayani na Mbalo kha Gireidi ya Ṱ. Nga Mbekanyamushumo ya u Khwinisa Dzinyambo na Mbalo kha Gireidi ya Ṱ, vha GDE vha khou lingedza u khwinisa mashumele kha Gireidi ya Ṱ na u lugisela vhagudi u ya kha Gireidi ya 1.

Ri fulufhela uri Mbekanyamushumo ya Mbalo i ḓo shela mulenzhe lwa ndeme kha u thomiwa ha TSHIPHOKHALI na uri zwi ḓo khwinisa zwikhala zwi re hone zwa u guda zwa vhana vhoṱhe vha re kha Gireidi ya Ṱ u itela uri vha bveledze vhukoni havho ho fhelelaho.

Mbekanyamushumo ya Mbalo dza Gireidi ya Ṱ ndi mini?

Mbekanyamushumo ya Mbalo i sedzesa kha u funza na u guda ḓivhaipfi ya mbalo nthihi kana thero nga tshifhinga tshithihi. Tsho sedzeswaho tsha ndeme kha vhege iṅwe na iṅwe ndi Sia ḽa Magudiswa ḽa TSHIPHOKHALI ḽithihi. Nḓivho ntswa i ḓivhadzwa nga:
- nyito dza kiḽasi yoṱhe
- nyito dza zwigwada zwiṱuku: nyito dzo rangwaho phanḓa nga mugudisi na nyito dza vhagudi nga vhoṱhe
- nyito dza u ḓinangela.

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*.

Mbekanyamushumo ya Mbalo:

♦ i tikedza, engedza na u khwaṱhisedza magudiswa a Mbalo dza Gireidi ya Ṱ dza
TSHIPHOKHALI. A i dzheni vhudzuloni ha TSHIPHOKHALI nahone i pfesesa uri
vhagudisi vha na nḓivho thangeli na u pfesesa Mbalo dza Gireidi ya Ṱ dza
TSHIPHOKHALI.

♦ i ṱuṱuwedza tshifhinga tsho sedzwaho u itela uri vhagudi vha kone u ita
nḓowenḓowe ya zwikili zwiswa zwe vha wana na nḓivho, na u fhaṱela zwikhala zwa
nḓowenḓowe kha nyito dzo pulanwaho dza mbalo na tshenzhemo.

♦ i ṋea vhagudisi gaidi yo fhelelaho ine ya tikedza u funza na u guda.

♦ i gaidiwa nga milayo ya malo ine ya shela mulenzhe kha u funza na u guda hu bvelelaho.

♦ i tikedza vhagudisi kha u ita vhuṱumani vhukati ha ḓivhaipfi ya Mbalo dza Gireidi ya
Ṱ nahone nga murahu ya ṋea vhukoni ha mbalo.

♦ i ombedzela u sedza vhagudi vhege iṅwe na iṅwe sa tshishumiswa tsha u
kuvhanganya mafhungo a ṅwana muṅwe na muṅwe u itela u pulana na u linga.

Kha vha sedze kha siaṱari ḽa 13 ḽa *Nyendedzi ya Ḓivhaipfi* uri vha vhale zwinzhi nga
Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya Ṱ.

Kha vha vhale zwinzhi nga milayo ya nyendedzi ya Mbekanyamushumo ya Mbalo kha
masiaṱari a 14–73 a *Nyendedzi ya Ḓivhaipfi*.

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.

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

Tshifhinga tsho avhelwaho Mbalo kha Gireidi ya Ṱ   (Minetse ya 10)

TSHIPHOKHALI tshi dzinginya uri tshifhinga tsha u funza tsha Mbalo kha Gireidi ya Ṱ tshi fanela u vha awara dza 23 nga vhege. Fhedziha, TSHIPHOKHALI a tshi ṋetshedzi u kalwa kana u khethekanywa ha tshifhinga tshine tsha fanela u fhedzwa kha Sia ḽa Magudiswa ḽiṅwe na ḽiṅwe ḽa kotara iṅwe na iṅwe.

Mbekanyamushumo ya ḓuvha ḽiṅwe na ḽiṅwe ya Mbalo
kha Gireidi ya Ṱ   (Minetse ya 20)

Mbekanyamushumo ya ḓuvha ḽiṅwe na ḽiṅwe ya Gireidi ya Ṱ a si mbekanyangudo u fana na dziḽa dzi shumiswaho kha gireidi dza nṱha.

Kha Gireidi ya Ṱ ḓuvha ḽi dzudzanywa u mona na thoḓea dza mveledziso dza vhagudi. Ḓuvha ḽi thoma nga tshifhinga tsha u amba na u imba ḽa fhela nga u awela na zwiṱori. Nga masiari, vhagudisi vha pulana nyito dza Luambo lwa Hayani, Zwikili zwa Vhutshilo na nḓivho ya Mbalo na u pfesesa. Nga tshifhinga tsha u tamba na mvuvhano na mugudisi na vhaṅwe vhagudi hu na zwikhala zwinzhi zwa u ṱanganya na zwikili zwiswa na tshifhinga tsha u ita nḓowenḓowe ya zwe zwa gudwa.

Mbekanyamushumo ya Mbalo i dzinginya nḓila ya u dzudzanya mbekanyamushumo ya ḓuvha ḽiṅwe na ḽiṅwe hu na tshifhinga tsho sedzwaho tsha Luambo lwa Hayani, Zwikili zwa Vhutshilo na Mbalo.

Kha vha sedze masiaṱari a 82–93 a *Nyendedzi ya Ḓivhaipfi* uri vha vhale zwinzhi nga u dzudzanya kiḽasirumu yavho u itela madzulo a tshifhinga tsho sedzwaho tsha Mbalo a ḓuvha ḽiṅwe na ḽiṅwe.

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.
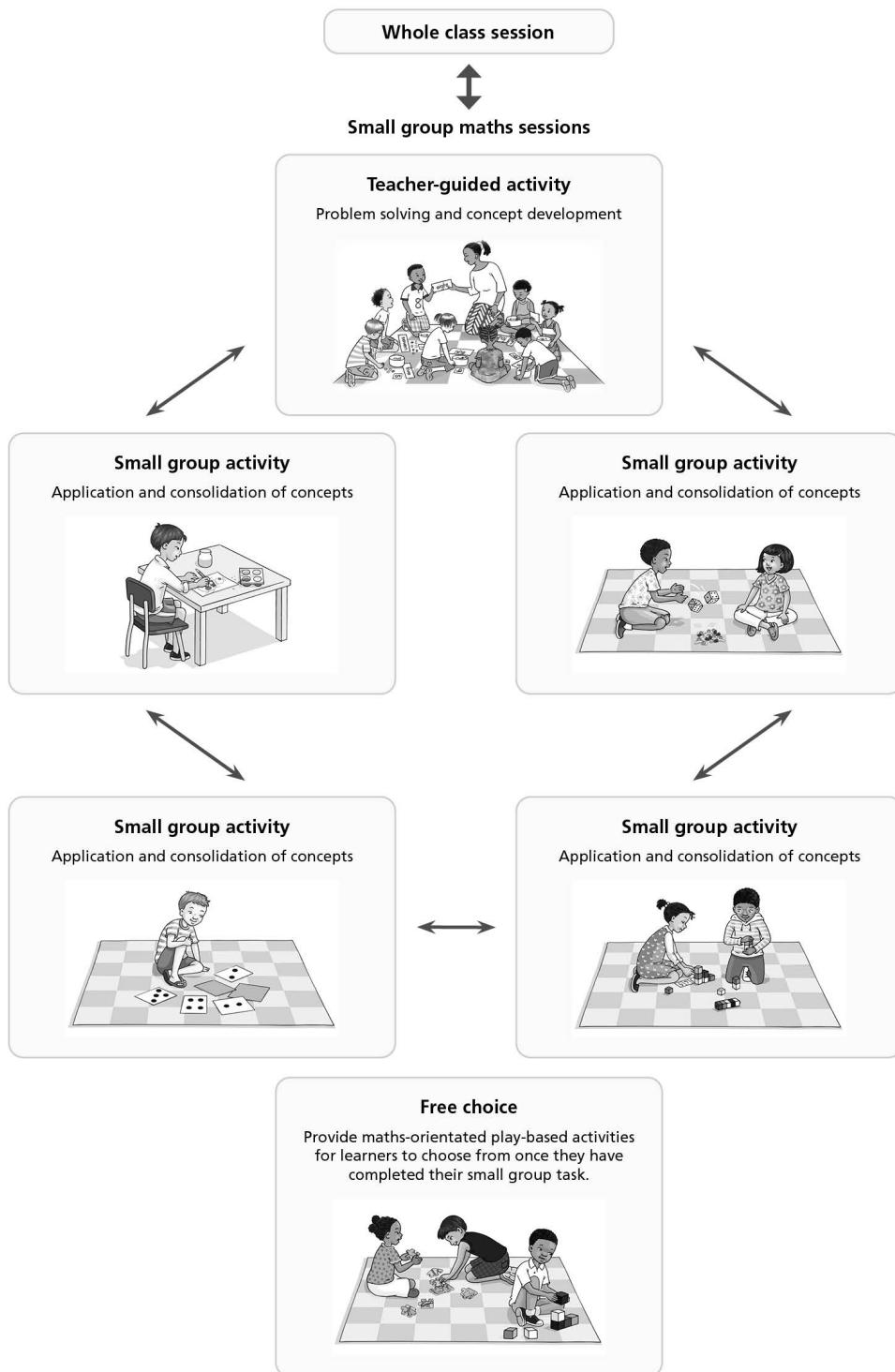
Tshifhinga tsho sedzwaho tsha Mbalo ḓuvha ḽiṅwe na ḽiṅwe

U pfumbudzwa kha Luambo ho vha ḓivhadza mutevheṱhanḓu wa vhege mbili dza u funza na u guda. Mbekanyamushumo ya Mbalo na yone i tevhela maele o dzudzanywaho a u dzudzanya kiḽasi u itela tshifhinga tsho sedzwaho tsha Mbalo. Mutevheṱhanḓu wa u funza na u guda wa Mbekanyamushumo ya Mbalo wo ḓisendeka kha nyito dza zwigwada zwiṱuku ṱhanu dzine dza tshintshiwa vhukati ha vhege nthihi. Ngudo dzi thoma nga Musumbuluwo dza fhela nga Ḽavhuṱanu.
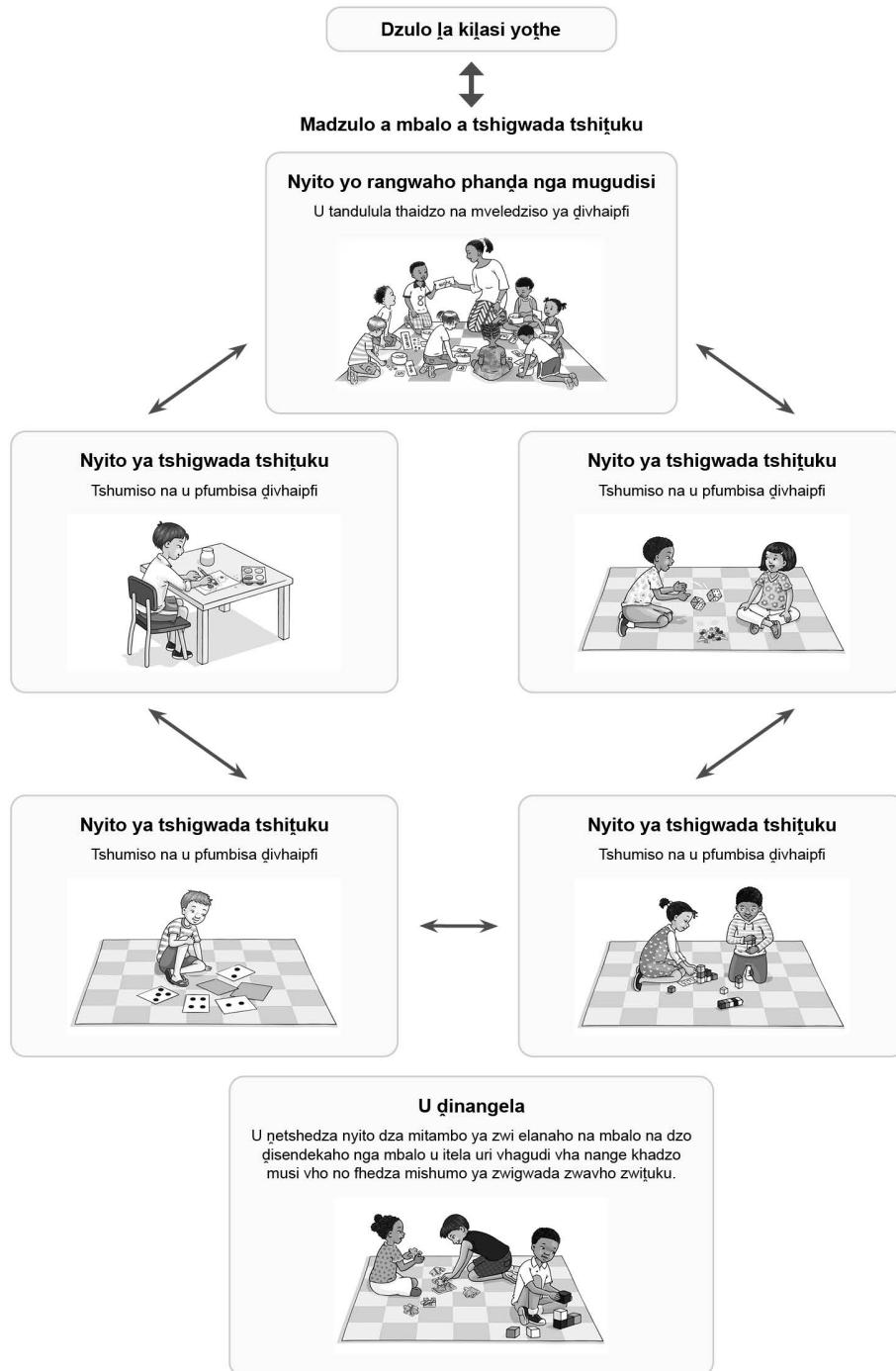
Session 2: Numbers, Operations and Relationships

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?

_____
_____
_____
_____

Dzulo ḽa 2: Nomboro, Tswayo na Vhushaka

Kotara ya 1–4 manweledzo a magudiswa (TSHIPHOKHALI)

(Minetse ya 45)

Mbekanyamushumo ya Mbalo yo livhanywa na nahone i engedza magudiswa a Masia a Magudiswa a Mbalo a TSHIPHOKHALI maṱanu. Thebuḽu i re kha masiaṱari a 114–137 a *Nyendedzi ya Ḓivhaipfi* i ṋetshedza manweledzo a magudiswa a mbalo ane a ḓo funzwa kha Gireidi ya Ṱ. I dovha hafhu ya sumbedza uri ndi magudiswa afhio ane a ḓo funzwa kotara iṅwe na iṅwe.

♦ Mafhungo a re nga muvhala wa lutombo ndi magudiswa a bvaho kha Mbalo dza Gireidi ya Ṱ dza TSHIPHOKHALI.

♦ Mafhungo a re nga muvhala mutswu o tou engedzwa uri a engedze na u fhaṱa kha TSHIPHOKHALI.

♦ Thero dzo tevhekanywa u sumbedza mvelaphanḓa ya mveledziso u bva kha thero nthihi u ya kha iṅwe.

Kha vha sedze masiaṱari a 110–113 a *Nyendedzi ya Ḓivhaipfi* nahone vha vhale masiaṱari 1.1, 1.2 na 1.3 na kha masiaṱari a 114–117. Nga murahu ha u vhala nomboro 1.1, 1.2 na 1.3, vha fhedzise Nyito 7 na 8.

Nyito ya 2

Kha vha sedze kha manweledzo a magudiswa a Kotara ya 1–4 u itela Sia ḽa Magudiswa: Nomboro, Tswayo na Vhushaka, ngomu ha *Nyendedzi ya Ḓivhaipfi* na kha ḽiṅwalo ḽa TSHIPHOKHALI. Tshigwadani tshavho, kha vha haseledze:

1. Mbekanyamushumo ya Mbalo i engedza mini kha magudiswa a TSHIPHOKHALI?

_____

_____

_____

_____

2. Ndi ḓivhaipfi dza u vhalela dzifhio dzo katelwaho kha Nomboro, Tswayo na Vhushaka kha 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.

Ḓivhaipfi ya ndeme kha Nomboro, Tswayo na Vhushaka   (Awara 1¼)

U vhalela
U vhalela ha mutevhetsindo (u vhalela ha mutevhetsindo, nga u dovholola kana nga ṱhoho)
U vhalela ha mutevhetsindo hu katela mugudi a tshi rwela ngomani madzina na mutevhe wa u vhalela nomboro, kanzhi kha tshidade kana luimbo.

Kha Gireidi ya Ṱ vhagudi vha guda mutevhe wo teaho wa madzina a nomboro vha dovholola thevhekano iyo ḓuvha ḽiṅwe na ḽiṅwe. Ndivho ya u vhalela nṱha ndi u itela u thusa vhagudi u pfesesa uri musi ri tshi vhalela nṱha hu na sete ya thevhekano ya nomboro: u thoma kha thihi, ha ḓa mbili, raru, iṋa, ngauralongauralo. Mathomoni vhagudi a vha pfesesi tshoṱhe uri madzina a nomboro a amba mini nahone vha nga pfuka nomboro kha mutevhe wa u vhalela. U renda tshidade kana mutevhe wa nomboro nga mulomo zwi amba u dovholola madzina a nomboro u bva muhumbuloni. Na musi vhagudi vha tshi vhalela nga maga a mbili, ṱhanu na fumi vha khou shumisa nḓivho yavho ya mutevhe uyu wa nomboro. U rwela ngomani madzina a nomboro na u a dovholola nga mutevhe wa u vhalela wo teaho a zwi ambi uri vhagudi vha a kona u vhalela. Izwi zwo fhambana na u vhalela u itela u wana uri 'ndi zwingana'.

Kha vha ḓidzudzanye nga zwigwada zwiṱuku zwa vhaṱanu vha wane tshikhala tsho vuleaho ngomu ha lufhera lwa u pfumbudzela u itela nyito i tevhelaho.

👪 Nyito ya 3

1.   Zwigwadani zwavho zwiṱuku, kha vha ite tshidade, *Thihi, mbili, raru, iṋa, ṱhanu*, nga misumbedzo.

Thihi, mbili, raru, iṋa, ṱhanu
Thihi, mbili, raru, iṋa, ṱhanu
Ndo no vhuya nda fasha khovhe i tshi khou tshila.
'Ndi ngani no i litsha ya ṱuwa?'
Ngauri yo luma munwe wanga.
Thihi, mbili, raru, iṋa, ṱhanu
Nda mbo fasha tshiḓula tshi tshilaho.
'No ita mini ngatsho?'
Ndo tshi lumelisa nda tshi vhuedzedza maḓini.

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.   Vha humbula uri u shumisa tshidade u fana na itshi ndi ndowelo yavhuḓi ya u funza u vhalela kha Gireidi ya Ṱ? Kha vha ṋee zwiitisi zwa phindulo dzavho.

_____

_____

_____

Kha vha sedze masiaṱari a 77 na 197 a *Nyendedzi ya Nyito: Kotara ya 1* u itela itshi tshidade.

Nyito ya 4

Nga zwigwada zwiṱuku zwenezwiḽa, kha vha fhindule mbudziso idzi:

1.   Vhagudi vha ḓo guda mini nga u ita itshi tshidade?

_____

_____

_____

_____

2.   Vhagudi vha guda mini musi vha tshi dovholola mutevhe wa nomboro nga mutevhe wa u vhalela wone?

_____

_____

_____

_____

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?

_____

_____

_____

_____

U vhalela zwithu (u vhalela hu vhambedzaho)

U vhalela zwithu zwi katela u livhanyisa tshithu nga tshithu. Izwi zwi amba uri tshithu tshiṅwe na tshiṅwe kana tshiwo tshi no ḓo vhalelwa tshi fanyiswa na ipfinomboro. U vhalela uri 'ndi zwingana', vhagudi vha fanela u zwi limuwa uri tshithu tshiṅwe na tshiṅwe tshi re kha khuvhanganyo tshi wana ipfinomboro ('thihi, mbili, raru, iṋa …') na uri ri vhalela tshithu tshiṅwe na tshiṅwe luthihi fhedzi.

Musi vhagudi vha tshi vho ḓivha u tevhekana ha u vhalela nomboro, vha thoma u pfesesa uri nomboro iṅwe na iṅwe kha mutevhe wa u vhalela ndi khulwane nga nthihi kha nomboro yo fhiraho nahone ndi ṱhukhu nga nthihi kha nomboro ine ya khou tevhela. Vha:

♦ nga vhambedza muhumbuloni nomboro na u vhona uri mbili ndi nthihi u fhira nthihi na uri raru ndi nthihi u fhira mbili.

♦ limuwa uri nomboro dzi aluwa nga nthihi tshifhinga tshoṱhe.

♦ limuwa uri nomboro iṅwe na iṅwe i re kha mutevhe wa u vhalela i tou vha nthihi kokotolo u fhira nomboro yo fhiraho.

Vidiyo ya 3

Kha vha ṱalele vidiyo ya vhagudi vha tshi khou vhalela khuvhanganyo ya zwithu. Iyi ndi nyito yo rangwaho phanḓa nga mugudisi. Kha vha dzhiele nzhele uri mugudisi u khou lavhelesa hani mugudi muṅwe na muṅwe na u vhudzisa mbudziso u itela u vha ṱuṱuwedza u kovhana mihumbulo yavho.

_____

_____

_____

_____

U imela nomboro

Nyito ya 5

Ndi nḓila nngana dzo fhambanaho dzine vha nga dzi wana dza u imela nomboro 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 th number of lemons

♦ to using marks to represent the physical objects and pictures, e.g. circles, dots tall 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.

Vhagudi vha thoma u imela nomboro nga u shumisa minwe yavho, vha konaha nga zwiṱuku u thoma u shumisa dziṅwe ngona, u fana na zwithu, nyolo, zwifanyiso kana tswayo. Vhagudi vha bvela phanḓa:

♦ u bva kha u shumisa zwithu zwone zwine (u ima vhudzuloni ha) nomboro, sa tsumbo, zwikavhavhe, maḽegere, dzipenisela, maṱari

♦ u ya kha u shumisa zwifanyiso kana nyolo u imela zwithu, sa tsumbo, nyolo ya tshikavhavhe, muthu, moḓoro

♦ u ya kha u shumisa zwithu zwa u vhalela ngazwo u imela zwithu kana zwifanyiso, sa tsumbo, disiki dza puḽasiṱiki u sumbedza tshivhalo tsha zwikavhavhe

♦ u ya kha u shumisa zwiga u imela zwithu na zwifanyiso, sa tsumbozwitendeledzi zwithoma, zwitanda sa zwiga, mibvumo ya u vhanda zwanḓa, u lila ha murumba, uṛwisa milenzhe fhasi

♦ u ya kha u shumisa zwiga zwa nomboro na ipfinomboro, sa tsumbo, '2' kana 'mbili'.

Mbekanyamushumo ya Mbalo i shumisa maele ane a ḓivhadza nomboro 0–10 nthihi nga tshifhinga tshithihi na u tevhela nḓowelo i fanaho ya u funza kha nomboro iṅwe na iṅwe.

♦ Tshiṱori tshi a anetshelwa nga ha nomboro. Izwi zwi alusa dzangalelo ḽa vhagudi na u ṋetshedza nyimele ya u takadza yo ḓoweleaho ine ya ṱumana na vhutshilo ha vhagudi na madzangalelo avho.

♦ Nomboro iṅwe na iṅwe i na mbumbo ya phukha nkene. Tshiṱori tshi shumisaho phukha tshi shumiswa u fhaṱa tshati ya luvhondoni ya mbalo u itela u imela nomboro.

♦ U ita sa ḽitambwa tshiṱori zwi ṋetshedza vhagudi zwikhala zwa u fhindula nga nyito dza muvhili (u guda nga u ita na u tshimbidza mivhili yavho).

♦ Zwithu zwi a kuvhanganywa u imela nomboro nga nḓila dzo fhambanaho. Zwithu zwi vhewa fhethu ha mbalo.

♦ Vhagudi vha fanyisa zwithu na zwifanyiso, magaraṱa a tshithoma, zwiga zwa nomboro na maipfinomboro.

♦ *Bugu ya Dziphositara* i ṋetshedza nyimele dza vhutshilo ha vhukuma u itela u ṱuṱula khaseledzo na u ṱuṱuwedza u tandulula thaidzo.

Nomboro 'thihi' i ḓivhadzwa kha vhege ya vhuvhili ya Kotara ya 1 u itela u ḓivhadza vhagudi nga nḓowelo. Nḓowelo yeneyo nthihi i shumiswa zwenezwi nomboro iṅwe na iṅwe ntswa i tshi ḓivhadzwa, hu tshi engedzwa iṅwe nthihi kha nomboro ye vhagudi vha guda murahu.

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?

_____

_____

_____

_____

Phanḓa ha musi vha tshi fhedzisa nyito i tevhelaho, kha vha vhuvhane na mutshimbidzi zwenezwi a tshi anetshela tshiṱori tsha nomboro ya 1 na u fhaṱa tshati ya luvhondoni ya mbalo a tshi shumisa themphuḽeithi ya nnḓu na tshati ya magaraṱa a luvhondoni a phukha. Nga murahu ha u thetshelesa tshiṱori, kha vha fhedzise Nyito ya 11.

Nyito ya 6

Ndi nḓila dzifhio dzo fhambanaho dze nomboro ya 1 ya imelwa ngadzo tshiṱorini?

_____

_____

_____

_____

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).

Dzulo ḽa 3: U thoma modele wa u funza wa zwigwada zwa vhaṱanu

Ro no haseledza nga uri hu dzudzanywa hani kiḽasirumu yavho ya mbalo u itela u funza na u guda Mbalo nga tshifhinga tsho sedzwaho. Tshiteṅwa itshi tshi ri gavhela uri ri nga pulana hani na u thoma hani Mbekanyamushumo ya Mbalo na u sedzesa kha u lugisela u funza kha Vhege ya 1 na 2 dza Kotara ya 1.

Manweledzo a Magudiswa a Kotara ya 1 (Vhege ya 1–2) (Awara 1)

Ṱhumetshedzo ya B: Manweledzo a Magudiswa a Vhege nga Vhege a Kotara ya 1 (Vhege ya 1–2) a ṋetshedza manweledzo a magudiswa na u ṋea madzinginywa a u funza na u guda mbalo a vhege iṅwe na iṅwe nga mafhungo a tevhelaho:

♦ Sia ḽa Magudiswa ḽo Sedzwaho ḽa ndeme ḽa vhege

♦ (dzi)thero dzine dza ḓo kwamiwa

♦ Nḓivho ntswa na Nḓowedzo yo sedzwaho ya vhege

♦ nyito dzo dzinginywaho dza kiḽasi yoṱhe na zwigwada zwiṱuku (nyito yo rangwaho phanḓa nga mugudisi na nyito dza zwiṱitshini zwa u shumela) dza vhege.

Kha vha vhale nyito dza kiḽasi yoṱhe, nyito dzo rangwaho phanḓa nga mugudisi na nyito dza zwiṱitshini zwa u shumela kha Ṱhumetshedzo ya B: Manweledzo a Magudiswa a Vhege a Kotara ya 1 (Vhege ya 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?		

Nyito ya 7

Kha vha sedze kha Ṱhumetshedzo ya B: Manweledzo a Magudiswa a Vhege nga Vhege a Kotara ya 1 (Vhege ya 1–2). Kha vha fhindule mbudziso.

Mbudziso	Vhege ya 1	Vhege ya 2
Ndi ḽifhio Sia ḽa Magudiswa ḽo Sedzeswaho ḽa vhege?		
Ndi ḓivhaipfi dzifhio dza ndeme dzine vhagudi vha ḓo guda?		
Ndi nḓivho ntswa ifhio ine ya khou ḓivhadzwa?		
Ndi zwikili zwifhio zwine ha khou itwa nḓowenḓowe ngazwo kha Vhege 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.

Race around *Activity Guide: Term 1*	
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 *Grade R Maths family story*.	
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*.

Nyendedzi ya Nyito: Kotara ya 1

Nyendedzi dza Nyito dzi ṋetshedza vhagudisi vha Gireidi ya Ṱ tshivhumbeo na muhanga nahone dzi ṋetshedza madzinginywa a vhege a u funza na u guda mbalo.

Kha vha sedze kha Vhege ya 1 na 2 kha *Nyendedzi ya Nyito: Kotara ya 1* na Manweledzo a Magudiswa a Vhege kha Ṱhumetshedzo ya B. Kha vha fhedzise Nyito ya 13 tshigwadani tshavho.

Nyito ya 8

1. Kha vha lavhelese kha *Nyendedzi ya Nyito: Kotara ya 1* vha engedze mafhungo kha thebuḽu.

Mbambe u mona na *Nyendedzi ya Nyito: Kotara ya 1*	
Ndi mini zwi re kha masiaṱari a 7, 9 na 11?	
Phositara ya 'Milayo ya kiḽasirumu yashu' i kha siaṱari ḽifhio?	
Manweledzo a magudiswa a Kotara ya 1 a kha siaṱari ḽifhio?	
Ndi mafhungo afhio a re mathomoni a vhege ntswa iṅwe na iṅwe?	
Kha vha wane tshiṱori tsha muṱa tsha Mbalo dza Gireidi ya Ṱ.	
Ndi luimbo lufhio lu ḓivhadzwaho kha Vhege ya 2?	
Kha vha wane hune nomboro 1 ya ḓivhadzwa hone.	
Kha vha wane nyito ya kiḽasi yoṱhe ine ya sedzesa kha u vhalela ha mutevhetsindo.	
Kha vha wane nyito yo rangwaho phanḓa nga mugudisi ine ya sedzesa kha u livhanya tshithu na tshithu.	
Kha vha wane nyito ya tshiṱitshini tsha u shumela ine ya sedzesa kha u khwaṱhisedza ḓivhaipfi ya nomboro '1'.	

2. Kha vha sedze nyito dza kiḽasi yoṱhe, nyito yo rangwaho phanḓa nga mugudisi na nyito dza zwiṱitshini zwa u shumela kha Ṱhumetshedzo ya B. Kha vha wane idzi nyito kha *Nyendedzi ya Nyito: 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.

👁 Kha Gireidi ya Ṱ u linga a hu fomaḽa nahone ndi u linga hu yaho phanḓa. Ri fanela u sedza vhagudi ri sa imi ḓuvha ḽoṱhe, ngomu na nnḓa ha kiḽasirumu.

Mbekanyamushumo ya Mbalo yo dizainiwa u mona na u tshintshana ha zwigwada zwiṱuku vhukati ha vhege nahone mugudisi u sedzesa tshigwada tshithihi nga ḓuvha, a tshi ṱalela na u thetshelesa zwenezwi vhagudi vha tshi fhedzisa mishumo yo tiwaho. Tshifhinga itshi tshi ṋea mugudisi tshikhala tsha u sedza nga vhuronwane mugudi muṅwe na muṅwe na u kuvhanganya mafhungo nga mvelaphanḓa yavho

Kha vha lavhelese tshibuḽoko tsho swifhadzwaho mafheleloni a nyito yo rangwaho phanḓa nga mugudisi kha Vhege ya 2: '**Kha vha ṱole uri vhagudi vha a kona u**'. Luswayo lwa iṱo lwu ri humbudza uri ri fanela u sedza vhagudi musi vhe kati, nahone ri fanela u thetshelesa nga vhuronwane musi vha tshi khou amba na riṋe na musi vha tshi amba na thanga dzavho.

Mugudisi u ita notsi muhumbuloni wawe nga mugudi muṅwe na muṅwe nahone musi vhagudi vho no ṱuwa nga iḽi ḓuvha, u ṅwala zwe a vhona kha bugu yo tetshelwaho u vhona ine ya vha na tshikhala tsha notsi dza mugudi muṅwe na muṅwe.

Bugu ya Dziphositara na Khithi ya Zwishumiswa (Minetse ya 10)

Khithi ya Zwishumiswa i na zwishumiswa zwo eḓanaho u itela tshigwada tshiṱuku tsha vhagudi vha rathi u ya kha vha malo. Zwishumiswa zwine zwa ḓo shumiswa kha Kotara ya 1 Vhege ya 1 na 2 zwi katela:

♦ zwithu zwa u vhalela ngazwo: zwithu zwa u vhalela ngazwo zwa phukha na mitshelo

♦ magaraṱa a nomboro: tshiga tsha nomboro (1) na ipfinomboro (thihi).

Muṅwe na muṅwe u ḓo wana *Khithi ya Zwishumiswa* na *Bugu ya Dziphositara*.

Kha vha sedze masiaṱari a 6–17 a *Nyendedzi ya Nyito: Kotara ya 1* u itela u vhala nga zwishumiswa zwa kiḽasini na u dzudzanya vhupo ha u guda mbalo.

Closing activities   **(10 minutes)**

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.

![Nyito ya 9 icon] **Nyito ya 9**

Ngudo dzo gudwaho: Kha vha humbule nga zwe vha guda nga tshifhinga tsha wekishopo vha fhedzise thebuḽu.

Zwithu zwine ndi a zwi ita zwi ntshumelaho zwavhuḓi	Mihumbulo miswa ine nda tama u i lingedza

🛈 **Mushumo wa u ṱuwa nawo tshikoloni**

1. Kha vha vhale masiaṱari a *Nyendedzi ya Ḓivhaipfi* e a buliwa nga tshifhinga tsha wekishopo iyi.
2. Kha vha shumise *Nyendedzi ya Nyito: Kotara ya 1* u pulana na u thoma Vhege ya 1–2 dza Mbekanyamushumo ya Mbalo.
3. Kha vha sumbedze uri milayo ya nyendedzi ya Mbekanyamushumo ya Mbalo yo thusa hani u funza na u guda ngomu kiḽasini yavho.
4. Kha vha dzudzanye fhethu ha mbalo. Kha vha dzhie tshinepe tshaho vha ḓe natsho kha wekishopo i tevhelaho.

Bring the following to the next workshop:

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

Evaluation

Complete the Evaluation Form.

Kha vha ḓe na zwi tevhelaho kha wekishopo i tevhelaho:

- *Bugu ya Dziphositara*
- *Nyendedzi ya Ḓivhaipfi*
- *Nyendedzi ya Nyito: Kotara ya 1.*

U linga
Kha vha ḓadze Fomo ya u Linga.

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

Term 1: Activity Plan

<table>
<tr><td colspan="6" align="center">Week 1</td></tr>
<tr><td colspan="6">CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS</td></tr>
<tr><td colspan="6">TOPIC: Oral counting and counting objects
INTRODUCE NEW KNOWLEDGE: Oral counting 1–5, counting objects 1–3, one-to-one correspondence, sequencing daily programme</td></tr>
<tr><td colspan="2">Whole class activities</td><td colspan="2">Teacher-guided activity</td><td colspan="2">Workstation activities</td></tr>
<tr><td>Day 1</td><td>Routine, class rules, learner symbols and daily programme.</td><td colspan="2" rowspan="5">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.</td><td>Activity 1</td><td>Sorting animal and fruit counters by colour (from the <i>Resource Kit</i>).</td></tr>
<tr><td>Day 2</td><td>Helper's chart, rhyme, <i>Grade R Maths family story</i>.</td><td>Activity 2</td><td>Playdough or clay modelling.</td></tr>
<tr><td>Day 3</td><td>Helper's chart, Tidy-up chart, rhyme, oral counting and the <i>Grade R Maths family story</i>.</td><td>Activity 3</td><td>Draw a picture.</td></tr>
<tr><td>Day 4</td><td>Rhyme, oral counting, counting objects, sequencing daily events, bowls.</td><td>Activity 4</td><td>Six-piece puzzle.</td></tr>
<tr><td>Day 5</td><td>Rhyme, oral counting, learners' symbols.</td><td>Activity 5</td><td>Building blocks.</td></tr>
<tr><td colspan="6" align="center">Week 2</td></tr>
<tr><td colspan="6">CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS</td></tr>
<tr><td colspan="6">TOPIC: Number symbols and number words
INTRODUCE NEW KNOWLEDGE: Introduce number 1, solving problems in everyday contexts (rhymes and posters)
PRACTISE: Oral counting 1–5, counting objects 1–3, vocabulary from previous week</td></tr>
<tr><td colspan="2">Whole class activities</td><td colspan="2">Teacher-guided activity</td><td colspan="2">Workstation activities</td></tr>
<tr><td>Day 1</td><td>Song, oral counting, introduce number 1 and the number 1 frieze, body parts ('how many?' games), find one object.</td><td colspan="2" rowspan="5">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.</td><td>Activity 1
Activity 2</td><td>Matching counters to dots using egg boxes.
Make one playdough object and
draw it.</td></tr>
<tr><td>Day 2</td><td>Song, oral counting, frieze for number 1, body games.</td><td>Activity 3</td><td>'One' template using playdough.</td></tr>
<tr><td>Day 3</td><td>Song, oral counting, counting objects, reinforce number 1, look for 1 object.</td><td>Activity 4</td><td>Building blocks.</td></tr>
<tr><td>Day 4</td><td>Rhyme, oral counting, problem solving – poster story.</td><td></td><td></td></tr>
<tr><td>Day 5</td><td>Rhyme, oral counting, counting objects in the poster, solving problems.</td><td></td><td></td></tr>
</table>

ṰHUMETSHEDZO YA B: MANWELEDZO A MAGUDISWA A VHEGE NGA VHEGE A KOTARA YA 1 (VHEGE YA 1–2)

Kotara ya 1: Pulane ya Nyito

Vhege ya 1				
SIA ḼA MAGUDISWA: NOMBORO, TSWAYO NA VHUSHAKA				
THERO: U vhalela ha mutevhetsindo na u vhalela zwithu				
KHA VHA ḒIVHADZE NḒIVHO NTSWA: U vhalela ha mutevhetsindo 1–5, u vhalela zwithu 1–3, u livhanyisa tshithu nga tshithu, u tevhekanya mbekanyamushumo ya ḓuvha ḽiṅwe na ḽiṅwe				
Nyito dza kiḽasi yoṱhe		**Nyito dzo rangwaho phanḓa nga mugudisi**	**Nyito dza zwiṱishini zwa u shumela**	
Ḓuvha ḽa 1	Nḓowelo, milayo ya kiḽasi, zwiga zwa vhagudi na mbekanyamushumo ya ḓuvha ḽiṅwe na ḽiṅwe.	A hu na nyito dza zwigwada zwiṱuku dzo rangwaho phanḓa nga mugudisi kha vhege ya u thoma u itela u tendela mugudisi u monamona vhukati ha zwiṱitshini zwa u shumela zwoṱhe zwiṱanu: u gaida, u thusa na u ṱuṱuwedza vhagudi. Vhaṅwe vhagudi vha nga vha vha sa athu vhona kana u shumisa tshishumiswa, zwenezwo mugudisi u ḓo fanela u sumbedzela na u tikedza u linga havho ha u thoma.	**Nyito ya 1**	U khethekanya zwithu zwa u vhalela ngazwo zwa phukha na mitshelo nga muvhala (u bva kha *Khithi ya Zwishumiswa*).
Ḓuvha ḽa 2	Tshati ya muthusi, tshidade, *Tshiṱori tsha muṱa tsha Mbalo dza Gireidi ya Ṱ*.			
Ḓuvha ḽa 3	Tshati ya muthusi, Tshati ya u kunakisa, tshidade, u vhalela ha mutevhetsindo na *Tshiṱori tsha muṱa tsha Mbalo dza Gireidi ya Ṱ*.		**Nyito ya 2**	Suko ḽa u tambisa kana vumba.
			Nyito ya 3	Olani tshifanyiso.
Ḓuvha ḽa 4	Tshidade, u vhalela ha mutevhetsindo, u vhalela zwithu, u tevhekanya zwiwo zwa ḓuvha ḽiṅwe na ḽiṅwe, zwidongo.		**Nyito ya 4**	Phazili ya zwipiḓa zwa rathi.
Ḓuvha ḽa 5	Tshidade, u vhalela ha mutevhetsindo, zwiga zwa vhagudi.		**Nyito ya 5**	Zwibuḽoko zwa u fhaṱa.
Vhege ya 2				
SIA ḼA MAGUDISWA: NOMBORO, TSWAYO NA VHUSHAKA				
THERO: Zwiga zwa nomboro na ipfinomboro				
KHA VHA ḒIVHADZE NḒIVHO NTSWA: Kha vha ḓivhadze nomboro 1, u tandulula thaidzo kha nyimele dza ḓuvha ḽiṅwe na ḽiṅwe (zwidade na dziphositara)				
U ITA NḒOWEDZO: U vhalela ha mutevhetsindo 1–5, u vhalela zwithu 1–3, ḓivhaipfi u bva kha vhege ya fhiraho				
Nyito dza kiḽasi yoṱhe		**Nyito dzo rangwaho phanḓa nga mugudisi**	**Nyito dza zwiṱishini zwa u shumela**	
Ḓuvha ḽa 1	Luimbo, u vhalela ha mutevhetsindo, u ḓivhadza nomboro 1 na tshati ya luvhondoni ya mbalo ya nomboro 1, miraḓo ya muvhili ('ndi zwingana?' mitambo), u wana tshithu tshithihi.	Kha vha tikedze vhagudi kha nungo dzavho dza u fhedza mishumo. Kha vha vhudzise mbudziso dzi gaidaho na u ṱuṱuwedza vhagudi u kovhana mihumbulo yavho. U vhalela zwithu: u livhanyisa tshithu nga tshitshu. U vhekanya zwithu zwa u vhalela ngazwo zwa phukha u ya nga muvhala. U fanyisa tshiga tsha nomboro 1 na garaṱa ḽa ipfi na garaṱa ḽa tshithoma na tshithu tsha u vhalela ngatsho tsha phukha.	**Nyito ya 1**	U fanyisa zwithu zwa u vhalela ngazwo na zwithoma vha tshi shumisa mabogisi a makumba.
Ḓuvha ḽa 2	Luimbo, u vhalela ha mutevhetsindo, tshati ya luvhondoni ya mbalo ya nomboro 1, mitambo ya muvhili.		**Nyito ya 2**	U ita tshithu tshithihi tsha suko ḽa u tambisa na u tshi ola.
Ḓuvha ḽa 3	Luimbo, u vhalela ha mutevhetsindo, u vhalela zwithu, u khwaṱhisedza nomboro 1, u ṱoḓa tshithu 1.		**Nyito ya 3**	Themphuḽeithi ya 'Thihi' vha tshi shumisa suko ḽa u tambisa.
Ḓuvha ḽa 4	Tshidade, u vhalela ha mutevhetsindo, u tandulula thaidzo – tshiṱori tsha phositara.		**Nyito ya 4**	Zwibuḽoko zwa u fhaṱa.
Ḓuvha ḽa 5	Tshidade, u vhalela ha mutevhetsindo, u vhalela zwithu zwi re kha phositara, u tandulula thaidzo.			

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?

_____
_____
_____
_____

Fomo ya u Linga ya Wekishopo ya 1

1. Wekishopo yo swikelela ndavhelelo dzavho?

   _____
   _____
   _____
   _____

2. Ndi zwifhio zwe vha guda kha iyi wekishopo zwe zwa vha thusesa?

   _____
   _____
   _____
   _____

3. Ho vhuya ha vha na zwiṅwe zwe vha si zwi takalele kana zwe vha konḓelwa u zwi pfesesa?

   _____
   _____
   _____
   _____

4. Vha ḓo shumisa hani zwe vha guda ngomu kiḽasirumuni yavho ya Gireidi ya Ṱ?

   _____
   _____
   _____
   _____

5. Vha na zwine vha tama u dzinginya u itela u khwinisa wekishopo dzi tevhelaho?

   _____
   _____
   _____
   _____