



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 11 • Workshop 11
Pukutlhahlo ya Monolofatši • Facilitator's Guide**

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

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

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

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

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.



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

Tšweletšo le kgatišo ya tlhahlo le dithušaathuto 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 tlaleletšo, 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.



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Overview

Purpose

This is the eleventh 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.

The purpose of this workshop is to consolidate the understanding of the Maths content taught in Grade R and to continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their implementation of the Maths Programme and discuss their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. Participants will reflect on appropriate assessment strategies for capturing learner progress. The workshop explores the content for Term 4 Weeks 4–6 and its classroom implementation.

References to the 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.

Learning outcomes

- ◆ To deepen understanding of Grade R Mathematics content
- ◆ To reflect on classroom implementation of the Maths Programme
- ◆ To identify challenges and find solutions to implementing the Maths Programme
- ◆ To reflect on informal forms of assessment in Grade R
- ◆ To plan the Maths Programme content to be taught in Term 4 Weeks 4–6

Workshop content

- ◆ Opening and reflection (1 hour)
 - ◆ Session 1: Review of the Maths Content Areas (1 hour)
- TEA
- ◆ Session 2: Maths Content Area presentations (1 hour)
 - ◆ Session 3: Maths Content Area presentations (continued) (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (1½ hours)
 - ◆ Closing activities (30 minutes)

Kakaretšo

Morero

Ye ke thutofatlhošo ya bolesometee 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.

Morero wa thutofatlhošo ye ke go kopanya kwešišo ya diteng tša Dipalo tša go rutwa ka Mphatong wa R le Batšeakarolo ba tlo hwetša monyetla wa go naganiša tše ba di bonego. Ba tla hlohlomiša ka fao ditheo tša go ruta dipalo Mphatong wa R di swanetšego go laola peakanyo ya bona, go ruta le tekolo. Ba tlo nagana le ka tšwelopele ya morutwana, le ditlhoko tša tllhabologo le go ithuta ga morutwana. Thutlofatlhošo e hlohlomiša diteng tša Kotara ya 4 Dibeke tša 4–6 le phethagatšo ya yona ka phapošing.

Ditšhupetšo go Dikarolo tša Diteng tša Dipalo Mphatong wa R di tšwa ka 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 tliša kwešišo ya diteng tša Thuto ya Dipalo Mphatong wa R
- ◆ Go naganiša ka ga phethagatšo ya Lenaneo la Dipalo ka phapošing
- ◆ Go hlatha ditlhohlo le go hwetša diphetho tša phethagatšo ya Lenaneo la Dipalo
- ◆ Go naganiša ka mekgwa ya tekolo ye e sego ya ka mehla ka Mphatong wa R
- ◆ Go beakanya diteng tša Lenaneo la Dipalo tše di tlogo rutwa Kotareng ya 4 Dibeke tša 4–6

Diteng tša thutofatlhošo

- ◆ Pulo le go naganiša (Iri e 1)
 - ◆ Thuto ya 1: Kakaretšo ya Dikarolo tša Diteng tša Dipalo (Iri e 1)
- TEYE
- ◆ Thuto ya 2: Dipego tša Karolo ya Diteng ya Dipalo (Iri e 1)
 - ◆ Thuto ya 3: Dipego tša Karolo ya Diteng ya Dipalo (e tšwela pele) (Iri e 1)
- MATENA
- ◆ Thuto ya 4: Go beakanyetša go ruta (Iri e 1½)
 - ◆ Mešongwana ya go tswalela (Metsotso ye 30)

Preparation

- ◆ PPT welcome and outcomes
- ◆ Familiarise yourself with all the PowerPoints and videos
- ◆ Read: *Activity Guide: Term 4*, pages 70–119
- ◆ Bring the post box
- ◆ Remind participants to bring their:
Concept Guide
Activity Guides (for Terms 1–4)
Poster Book
- ◆ Prepare the topic sheets from Appendix B

Materials

- ◆ Flipchart paper, kokis
- ◆ Prestik
- ◆ *A Resource Kit* for each group (Groups will be working with all the apparatus in the *Resource Kit*.)
- ◆ Scissors and glue for each group

Peakanyo

- ◆ PPT kamogelo le dineo
- ◆ Itlwaetše diPowerPoint ka moka ga tšona le dibideo
- ◆ Bala: *Pukutlhahlo ya Mešongwana: Kotara ya 4*, matlakala a 70–119
- ◆ O tle le lepokisi la poso
- ◆ Gopotša batšekarolo gore ba tle le:
Pukutlhahlo ya Mareo
Dipukutlhahlo tša Mešongwana (tša Dikotara tša 1–4)
Puku ya Diphoustara
- ◆ Beakanya matlakala a hlogotaba a Mamatletšo ya B

Didirišwa

- ◆ Pampiri ya tšhate ya go phetla, dikoki
- ◆ Phrestiki
- ◆ *Dithušathuto tša Phapoši* tša sehlopha se sengwe le se sengwe (Dihlopha di tlo šomiša didirišwa ka moka tša ka gare ga *Dithušathuto tša Phapoši*.)
- ◆ Sekero le sekgomaretši sa sehlopha se sengwe le se sengwe

Opening and reflection

1 hour

When we think about and discuss what worked and how we dealt with any challenges that arose during our teaching, it allows us to recognise our strengths and weaknesses. Reflection on our practice as teachers helps us gain new insights into ourselves and our teaching. Reflective practice allows us to learn from our experiences and encourages us to work with our colleagues to share ideas that improve our teaching.

Facilitator's notes

- ◆ PPT: Familiarise yourself with the slide pack for the workshop.
- ◆ Discuss the post box comments and feedback from the previous workshop. Remind participants to 'post' any new comments and feedback during the workshop.
- ◆ Lead a discussion on the importance of reflective practice as part of our teaching.

The process of self-reflection is a cycle that needs to be repeated.

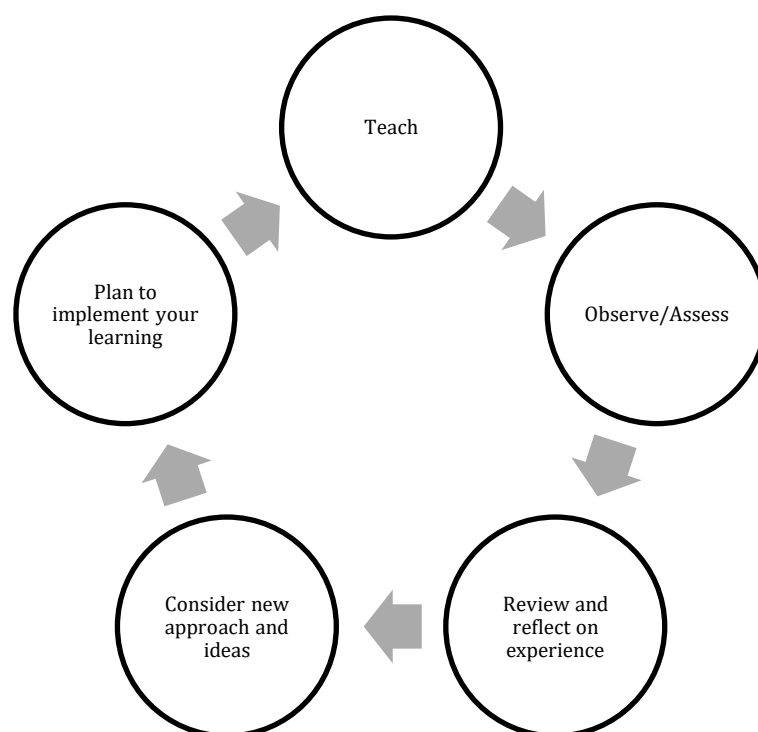


Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:

- ◆ Teach.
- ◆ Observe/assess.

Pulo le go naganiša

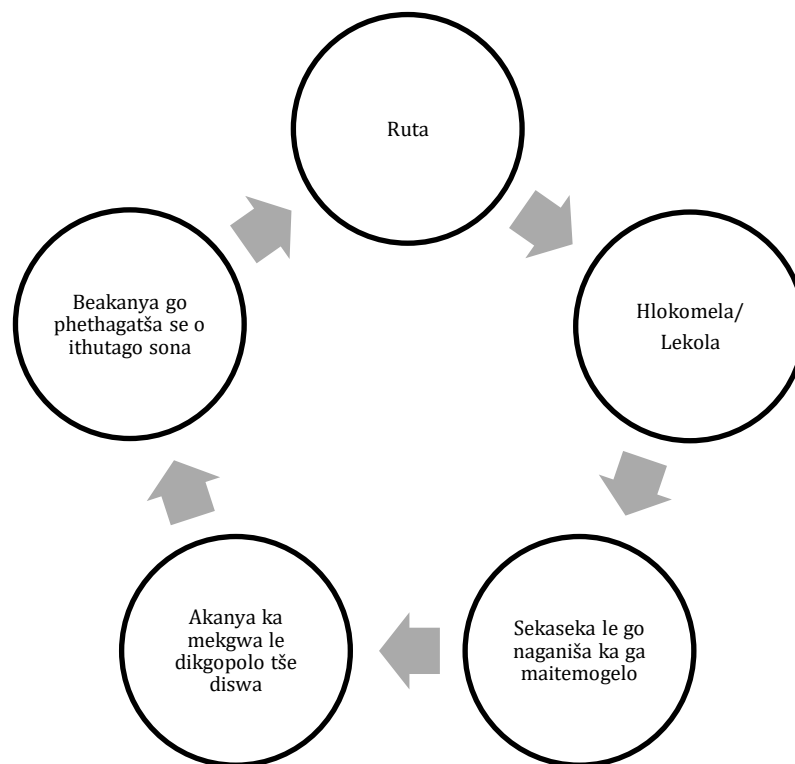
Iri e 1

Ge re nagana ka le go ahlaahla tše di šomilego gabotse le ka fao re šomanego le ditlhohlo tša go tšwelela ge re ruta ka gona, go re dumelela go lemoga mabokgoni le mafokodi a rena. Go naganiša ka go ikatiša ga rena bjalo ka barutiši go thuša gore re ikwešiše le go kwešiša ka fao re rutago ka gona. Go ikatiša tše re di akanyago go re dumelela go ithuta ka maitemogelo a rena le go re hlohleletša go šoma le badirišanimmogo gore re abelane dikgopolo tša go kaonafatša go ruta ga rena.

Dinoutse tša monolofatši

- ◆ PPT: Itlwaetše paka ya selaete ya thutofatlhošo.
- ◆ Ahlaahlang ditshwayatshwayo tša lepokisi la poso le pego ya dithutofatlhošo tša go feta. O gopotše batšeakarolo go 'posa' ditshwayatshwayo dife goba dife tše diswa le dipego ka nako ya thutofatlhošo.
- ◆ Eta pele poledišano ka ga bohlokwa bja go ikatiša tše re di akanyago bjalo ka karolo ya go ruta.

Tshepetšo ya go naganiša ka ga mong ke saekele ye e hlokago go boeletšwa.



Seswantšho sa 1: Magato a saekele ya go naganiša

Tshepetšo ya go inaganišiša e na le magato a latelago:

- ◆ Ruta.
- ◆ Hlokomela/lekola.

- ◆ Review and reflect on how effective our teaching was, whether the lesson went well, what challenges emerged and whether the learners benefitted.
- ◆ Use the above information to consider new ways of teaching that could improve the quality of teaching and learning.
- ◆ Plan and implement new ideas and/or strategies in the classroom.

The cycle repeats after each teaching experience.

Reflection in implementation

Facilitator's notes

- ◆ Remind participants of the *Take back to school task* from the end of Workshop 10.
- ◆ Refer participants to **Activity 1** and read through the instructions aloud.
- ◆ Give each group a sheet of flipchart paper.
- ◆ Groups will present a summary of their discussion of the reflection cycle.

The *Take back to school task* from Workshop 10, required you to:

- ◆ Plan and implement Term 4 Weeks 1–3 of the Maths Programme.
- ◆ Write comments in the book that you use to keep track of each learner's progress (learner observation book), and to use the '**Check that learners are able to**' observation list during each of the teacher-guided activities to guide your observations and comments.
- ◆ Make notes of what worked well, what did not work well and how you resolved any challenges during your implementation of Term 4 Weeks 1–3.
- ◆ Bring your learner observation book and the notes you made when reflecting on each day's teaching to Workshop 11.



Activity 1

1. In your small group, consider each of the stages in the reflection cycle and discuss the *Take back to school task* from Workshop 10.
 - ◆ How successful was your planning and teaching in Term 4 Weeks 1–3?
 - ◆ Identify challenges and the strategies you used to resolve them.

- ◆ Lekola o be o naganiše ka go phethagala ga go ruta ga rena, ge eba thuto e sepetše gabotse, ditlhohlo tše di bilego gona le ge eba e bile le mohola barutwaneng.
- ◆ Diriša tshedimošo ya ka godimo go nagana ka ditsela tše diswa tša go ruta tše di ka kaonafatšago khwalithi ya go ruta le go ithuta.
- ◆ Beakanya o be o phethagatše dikgopolo tše diswa le/goba mekgwa ya ka phapošing. Saekele e a boeletša morago ga maitemogelo a mangwe le a mangwe a go ruta.

Go naganiša ka phethagatšo

Dinoutse tša monolofatši

- ◆ Gopotša batšeakarolo ka ga *Mošomo wo o tlo boelago le wona sekolong* wa mafelelong a Thutofatlhošo ya 10.
- ◆ Laela batšeakarolo gore ba lebelele **Mošongwana wa 1** gomme ba bale ditaelo ba hlaboša lentšu.
- ◆ Efa sehlopha se sengwe le se sengwe letlakala la pampiri ya tšhate ya go phetla.
- ◆ Dihlopha di tla abelana ka kakaretšo ya poledišano ya bona ka ga saekele ya go naganiša.

Mošomo wo o tlo boelago le wona sekolong wa Thutofatlhošo ya 10, o nyaka gore o:

- ◆ Beakanya le go phethagatša Kotara ya 4 Dibeke tša 1–3 tša Lenaneo la Dipalo.
- ◆ Ngwala ditshwayatshwayo ka pukung ye o e dirišago go rekhota tšwelopele ya morutwana yo mongwe le yo mongwe (puku ya go hlokomela morutwana). Diriša lenaneo la tlhokomelo (lepokisi la leihlo) la **'Lekola gore barutwana ba kgona go'** ka nako ya mešongwana ka moka ya go hlahlwa ke morutiši go hlahlwa tlhokomelo ya gago le ditswhayatshwayo.
- ◆ Ngwala dinoutse ka ga tše di šomilego gabotse, tše di sa šomago gabotse le ka fao o šomanego le ditlhohlo ge o phethagatša Kotara ya 4 Dibeke tša 1–3.
- ◆ O tle le puku ya tlhokomelo ya barutwana le dinoutse tše o di ngwadilego ge o naganiša ka ga go ruta ga letšatši le lengwe le le lengwe thutofatlhošong ya 11.



Mošongwana wa 1

1. Ka sehlopha, naganišang ka legato le lengwe le le lengwe la saekele ya go naganiša le be le boledišane ka *Mošomo wo o tlo boelago le wona sekolong* wa Thutofatlhošo ya 10.
 - ◆ Peakanyo ya gago le go ruta di atlegile bjang ka Kotara ya 4 Dibeke tša 1–3?
 - ◆ Hlatha ditlhohlo le mekgwa ye o e dirišitšego go di rarolla.

- ◆ Have you been able to observe each learner and record his/her progress? Give reasons and examples to support your answer.

2. Imagine that you have been asked by your Department Head to talk to the Grade R teachers at a cluster meeting.
 - ◆ Refer to the reflection cycle in Figure 1.
 - ◆ Draw the cycle on flipchart paper and add notes next to each stage of the cycle.
 - ◆ Your group will present the main points of your discussion to the whole group.

Facilitator's notes

- ◆ Wrap up the discussion and address any questions raised.



Video 1

Watch the video of a group of teachers reflecting on their teaching and listen to their opinions about reflective practice.

1. Do you agree with their ideas about reflective practice? Explain your answer.

2. Does reflective practice increase your understanding of your teaching? Explain your answer.

3. Does reflective practice increase your understanding of learning in your class? Explain your answer.

4. Does reflective practice increase your engagement with colleagues? Explain your answer.

Facilitator's notes

- ◆ Invite comments and responses to the video.

- ◆ Na o kgonne go hlokomela morutwana yo mongwe le yo mongwe le go rekhota tšwelopele ya gagwe? Thekga karabo ya gago ka mabaka le mehlala.
-
-

2. Nagana eke Hlogo ya Kgoro e go kgopetše gore o bolele le barutiši ba Mphato wa R kopanong ya klastara.
 - ◆ Lebelela saekele ya go naganiša Seswantšhong sa 1.
 - ◆ Thala saekele pampiring ya tšhate ya go phetla gomme o ngwale dinoutse legatong le lengwe le le lengwe la saekele.
 - ◆ Sehlopha sa gago se tlo begela sehlopha ka moka ka ga dintlhakgolo tša poledišano ya lena.

Dinoutse tša monolofatši

- ◆ Phetha poledišano o arabe le dipotšišo tše di botšišitšwego.



Bideo ya 1

Bogela bideo ya sehlopha sa barutiši se naganiša ka ga go ruta ga bona gomme o theeletše dikgopolo tša bona mabapi le go ikatiša go naganiša.

1. O kwana le dikgopolo tša bona mabapi le go ikatiša go naganiša? Hlaloša karabo ya gago.

2. Na go ikatiša go naganiša go oketša kwešišo ya gago ya go ruta? Hlaloša karabo ya gago.

3. Na go ikatiša go naganiša go oketša kwešišo ya gago ya go ithuta ka phapošing? Hlaloša karabo ya gago.

4. Na go ikatiša go naganiša go oketša go šomišana ga gago le badirišanimmogo? Hlaloša karabo ya gago.

Dinoutse tša monolofatši

- ◆ Laletša ditshwayatshwayo le dikarabo tša bideo.

Session 1: Review of the Maths Content Areas

1 hour

Facilitator's notes

- ◆ Divide the participants into 9 small groups. Allocate a space for each group to set up a table and wall display.
- ◆ Give each group flipchart paper, kokis, scissors and glue.
- ◆ Give one topic from Appendix B to each small group.
- ◆ Participants complete **Activity 2** in their small groups. Assist groups to ensure that content is accurate and that core concepts and skills are included in their presentation.
- ◆ Each group does a presentation to the whole group.
- ◆ After each presentation, draw the participants' attention to the main content focus. Address any issues that were raised or misconceptions that arose in the presentation.

In Sessions 1, 2 and 3 we will review our understanding and knowledge of the five CAPS Grade R Mathematics Content Areas and related topics. We will also discuss the teaching and approaches that form part of the Maths Programme we have been implementing.



Activity 2

1. Your group will prepare a presentation on a topic that the facilitator gives you.
 - ◆ You will have access to flipchart paper, kokis, scissors, glue and items from the *Resource Kit*. You will also be allocated a space in which to set up your presentation.
 - ◆ You need to refer to the *Concept Guide* and *Activity Guides* in your presentation.
2. Your presentation needs to include:
 - ◆ an overview of the content and how this is developed in Grade R
 - ◆ resources used to model concepts and represent ideas
 - ◆ appropriate learner activities for consolidating and applying new knowledge
 - ◆ areas of concern when teaching the topic
 - ◆ a table and wall display
 - ◆ examples of how learners would solve problems.
3. Your group will facilitate the discussion and answer questions from the whole group.

Thuto ya 1: Kakaretšo ya Dikarolo tša Diteng tša Dipalo

Iri e 1

Dinoutse tša monolofatši

- ◆ Arola batšeakarolo ka dihlopha tše dinnyane tše 9. Abela sehlopha se sengwe le se sengwe sekgoba sa go beakanya tafola le leboto la go fega dilo.
- ◆ Efa sehlopha se sengwe le se sengwe pampiri ya tšhate ya go phetla, dikoki, sekero le sekgomaretši.
- ◆ Efa sehlopha se sengwe le se sengwe se sennyane hlogotaba e tee ya Mamatletšo ya B.
- ◆ Batšeakarolo ba dira **Mošongwana wa 2** ka dihlopha tše dinnyane. Thuša dihlopha go kgonthiša gore diteng di nepagetše le gore ba akaretša mareo a bohlokwa le mabokgoni dipegong tša bona.
- ◆ Sehlopha se sengwe le se sengwe se begela sehlopha ka moka.
- ◆ Ka morago ga pego ye nngwe le ye nngwe, lebiša šedi ya batšeakarolo go nepišo ya ditengkgolo. Šomana le mathata ao a tšweleditšwego goba taetšo ya go hloka kwešišo ye e bonagetšego ka nako ya pego.

Dithutong tša 1, 2 le 3 re tlo lekola kwešišo ya rena le tsebo ya Dikarolo tša Diteng tša Thuto ya Dipalo Mphatong wa R tša SEPHOLEKE tše hlano le dihlogotaba tše di tswalanego. Re tlo bolela le ka go ruta le mekgwa ye e lego karolo ya Lenaneo la Dipalo leo re bego re le phethagatša



Mošongwana wa 2

1. Sehlopha sa gago se tlo beakanya pego ka hlogotaba ye le e fiwago ke monolofatši.
 - ◆ Le tlo ba le pampiri ya tšhate ya go phetla, dikoki, sekero, sekgomaretši le dilo tša ka gare ga *Dithušathuto tša Phapoši*. Le tlo fiwa le sekgoba sa go beakanya pego ya lena.
 - ◆ Le hloka go lebelela *Pukutlhahlo ya Mareo* le *Dipukutlhahlo tša Mešongwana* pegong ya lena.
2. Pego ya lena e swanetše go ba le:
 - ◆ kakaretšo ya diteng le ka fao e hlanwago ka Mphatong wa R
 - ◆ didirišwa tša go dira mareo le go emela dikgopolo
 - ◆ mešongwana ya barutwana ya maleba go kopanya le go tsenya tsebo ya mpsha
 - ◆ tša go se kgotsofatše ge go rutwa hlogotaba
 - ◆ tafola le leboto la go fega dilo
 - ◆ mehlala ya go rarolla mathata ke barutwana.
3. Sehlopha sa gago se tlo eta pele poledišano ye gomme sa araba dipotšišo tša go tšwa sehlopheng ka moka.

Session 2: Maths Content Area presentations

1 hour

Facilitator's notes

- ◆ Each group makes its presentation to the whole group.
- ◆ After each group's presentation, draw participants' attention to the main content focus. Address any issues that were raised or misconceptions that arose in the presentation.

Each group will have 15 minutes to present their topic and respond to questions from the whole group.

Thuto ya 2: Dipego tša Karolo ya Diteng ya Dipalo

Iri e 1

Dinoutse tša monolofatši

- ◆ Sehlopha se sengwe le se sengwe se begela sehlopha ka moka.
- ◆ Morago ga pego ya sehlopha se sengwe le se sengwe, lebiša šedi ya batšeakarolo go nepišo ya ditengkgolo. Šomana le mathata ao a tšweleditšwego goba taetšo ya go hloka kwešišo ye e bonagetšego ka nako ya pego.

Sehlopha se sengwe le se sengwe se tlo ba le metsotso ye 15 ya go bega hlogotaba ya sona le go araba dipotšišo tša go tšwa sehlopheng ka moka.

Session 3: Maths Content Area presentations (continued)

1 hour

Facilitator's notes

- ◆ Each group makes its presentation to the whole group.
- ◆ After each group's presentation, draw participants' attention to the main content focus. Address any issues that were raised or misconceptions that arose in the presentation.

Each group will have 15 minutes to present their topic and respond to questions from the whole group.

Thuto ya 3: Dipego tša Karolo ya Diteng ya Dipalo (e tšwela pele)

Iri e 1

Dinoutse tša monolofatši

- ◆ Sehlopha se sengwe le se sengwe se begela sehlopha ka moka.
- ◆ Morago ga pego ya sehlopha se sengwe le se sengwe, lebiša šedi ya batšeakarolo go nepišo ya ditengkgolo. Šomana le mathata ao a tšweleditšwego goba taetšo ya go hloka kwešišo ye e bonagetšego ka nako ya pego.

Sehlopha se sengwe le se sengwe se tlo ba le metsotso ye 15 ya go bega hlogotaba ya sona le go araba dipotšišo tša go tšwa sehlopheng ka moka.

Session 4: Planning for teaching

1½ hours

This workshop session prepares participants for implementing Term 4 Weeks 4–6 and provides an opportunity for small groups to plan ahead. It is important to:

- ◆ address differences in learners' levels of progress
- ◆ support those learners who need additional assistance
- ◆ provide enrichment activities for more advanced learners.

The goal is to ensure that all learners are competent in the Grade R Mathematics content and are well prepared for Grade 1.

Facilitator's notes

- ◆ Move between the small groups as participants discuss the planning and preparation for teaching Term 4 Weeks 4–6 in **Activity 3**. Assist by making suggestions on overcoming challenges.
- ◆ Each small group plans the three weeks and completes the templates in Appendix A.
- ◆ Lead a whole-group discussion on differentiation and how to manage learners at different levels of competence. Write these ideas on flipchart paper.



Activity 3

1. In your group, complete the planning templates for Term 4 Weeks 4–6 (Appendix A).
2. Discuss how you will plan for and manage learners who have different levels of competence.

Thuto ya 4: Go beakanyetša go ruta

Iri e 1½

Thuto ya thutofatlhošo ye e beakanya batšeakarolo go phethagatša Kotara ya 4 Dibeke tša 4–6 ya neela dihlopha tše dinnyane monyetla wa go beakanyetša pele. Go bohlokwa go:

- ◆ šomana le phapano ya maemo a tšwelopele ya barutwana
- ◆ thekga barutwana ba go hloka thušo ya tlaleletšo
- ◆ nea barutwana ba go kwešiša kudu mešongwana ya tiišetšo.

Maikemišetšo ke go kgonthiša gore barutwana ka moka ba kwešiša diteng tša Thuto ya Dipalo Mphatong wa R le gore ba loketše go ya Mphatong wa 1.

Dinoutse tša monolofatši

- ◆ O sepele gare ga dihlopha tše dinnyane ge batšeakarolo ba ahlaahla peakanyo le go lokišetša go ruta Kotara ya 4 Dibeke tša 4–6 ka **Mošongwaneng wa 3**. Ba thuše ka go šišinya ditsela tša go fenyana ditlhohlo.
- ◆ Sehlopha se sengwe le se sengwe se sennyane se beakanya dibeke tše tharo gomme sa tlatša dithempoleiti tša Mamatletšo ya A.
- ◆ Eta pele poledišano ya sehlopha ka moka ka ga dipharologantšho le go šomana le barutwana ba maemo a bokgoni bja go fapana. Ngwala dikgopolo tše pampiring ya tšhate ya go phetla.



Mošongwana wa 3

1. Ka sehlopha, tlatšang dithempoleiti tša peakanyo tša Kotara ya 4 Dibeke tša 4–6 (Mamatletšo ya A).
2. Bolelang gore le tlo beakanya le go šomana bjang le barutwana ba maemo a bokgoni bja go fapana.

Closing activities

30 minutes

Facilitator's notes

Workshop reflection:

- ◆ Ask participants to stand in two circles, one inside the other. Participants in the outer circle should stand facing inwards and participants in the inner circle should stand facing outwards.
- ◆ Participants take a few minutes to reflect on and discuss the workshop with the person opposite them. Invite them to mention highlights and also any questions they may have that have not yet been answered.
- ◆ Ask the inner circle to move one person to the right and to repeat the discussion. Repeat this a few times.
- ◆ Ask participants to volunteer something relevant that another participant mentioned to them.
- ◆ Encourage participants to add any comments and feedback not shared during the discussion to the post box.

Facilitator's notes

- ◆ **Take back to school task:** Read through this task. Ask if there is anything that is not clear and that requires more explanation.
- ◆ **Evaluation:** Hand out copies of the Workshop Evaluation Form and have participants complete the form.
- ◆ **Next workshop:** Give dates for the next workshop and close the workshop.



Take back to school task

1. Invite other Grade R teachers at your school (or from another school) to join you in planning Term 4 Weeks 4–6 of the Maths Programme.
2. Implement these three weeks and use the reflection cycle (Figure 1) to review your experience. Write your reflections in a journal and bring it to the next workshop.

Evaluation

Complete the Evaluation Form.

Dinoutse tša monolofatši

Go naganiša ka thutofatlhošo:

- ◆ Kgopela batšeakarolo gore ba eme ka didiko tše pedi, se setee ka gare ga se sengwe. Batšeakarolo ba ka sedikong sa ka ntle ba swanetše go ema ba lebeletše ka gare gomme batšeakarolo ba ka sedikong sa ka gare ba swanetše go ema ba lebeletše ka ntle.
- ◆ Batšeakarolo ba tšee metsotso ye mmalwa ba naganiša ka le go boledišana ka thutofatlhošo le motho yo a lego pele ga bona. Ba kgopele gore ba bolele ka tše di tantšego šedi le dipotšišo tše ba ka bago le tšona tšeo di sego tša arabiwa.
- ◆ Kgopela sediko sa ka gare se iše motho o tee go la go ja le go boeletša poledišano. Boeletša se ga mmalwa.
- ◆ Kgopela batšeakarolo gore ba ithaope go dira selo sa maleba seo ba se boditšwego ke motšeakarolo yo mongwe.
- ◆ Hlohleletša batšeakarolo gore ba tsenye ditshwayatshwayo le dipego tšeo di sa hlwago di abiwa lepokising la poso.

Dinoutse tša monolofatši

- ◆ **Mošomo wo o tlo boelago le wona sekolong:** Bala mošomo wo. O botšiše ge go na le seo se sa kwagalego gabotse sa go nyaka tlhalošo ye ntši.
- ◆ **Tekolo:** Aba dikhophi tša Foromo ya Tekolo ya Thutofatlhošo gomme batšeakarolo ba e tlatše.
- ◆ **Thutofatlhošo ya go latela:** Efa matšatšikgwedi a thutofatlhošo ye e latelago gomme o tswalele thutofatlhošo.



Mošomo wo o tlo boelago le wona sekolong

1. Laletša barutiši ba bangwe ba Mphato wa R sekolong sa gago (goba ba sekolo se sengwe) gore ba beakanye le wena Kotara ya 4 Dibeke tša 4–6 tša Lenaneo la Dipalo.
2. Phethagatša dibeke tše tharo tše o be o diriše saekele ya go naganiša (Seswantšho sa 1) go sekaseka maitemogelo a gago. Ngwala tše o di naganišago ka jenaleng gomme o tle le yona thutofatlhošong ya go latela.

Tekolo

Tlatša Foromo ya Tekolo.

APPENDIX A: TERM 4 WEEKLY PLANNING TEMPLATE

Term 4: Activity Plan: Week ____

CONTENT AREA:				
TOPIC:				
INTRODUCE NEW KNOWLEDGE:				
PRACTISE:				
Whole class activities		Teacher-guided activity	Workstation activities (independent small group activities)	
Day 1			Activity 1	
Day 2			Activity 2	
Day 3			Activity 3	
Day 4			Activity 4	
Day 5				

MAMATLETŠO YA A: KOTARA YA 4 THEMPOLEITI YA PEAKANYO YA BEKE KA BEKE

Kotara ya 4: Peakanyo ya Mošongwana: Beke ya ____

KAROLO YA DITENG:				
HLOGOTABA:				
TSEBIŠA TSEBO YE MPSHA:				
GO IKATIŠA:				
Mešongwana ya barutwana ka moka		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela (mešongwana ya sehlopha se sennyane ya go se hlhlwe)	
Letšatši la 1			Mošongwana wa 1	
Letšatši la 2			Mošongwana wa 2	
Letšatši la 3			Mošongwana wa 3	
Letšatši la 4				
Letšatši la 5			Mošongwana wa 4	

Term 4: Activity Plan: Week __

CONTENT AREA:				
TOPIC:				
INTRODUCE NEW KNOWLEDGE:				
PRACTISE:				
Whole class activities		Teacher-guided activity	Workstation activities (independent small group activities)	
Day 1			Activity 1	
Day 2			Activity 2	
Day 3			Activity 3	
Day 4			Activity 4	
Day 5				

Kotara ya 4: Peakanyo ya Mošongwana: Beke ya ____

KAROLO YA DITENG:			
HLOGOTABA:			
TSEBIŠA TSEBO YE MPSHA:			
GO IKATIŠA:			
Mešongwana ya barutwana ka moka		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela (mešongwana ya sehlopha se sennyane ya go se hlhlwe)
Letšatši la 1			Mošongwana wa 1
Letšatši la 2			Mošongwana wa 2
Letšatši la 3			Mošongwana wa 3
Letšatši la 4			
Letšatši la 5			Mošongwana wa 4

Term 4: Activity Plan: Week ____

CONTENT AREA:				
TOPIC:				
INTRODUCE NEW KNOWLEDGE:				
PRACTISE:				
Whole class activities		Teacher-guided activity	Workstation activities (independent small group activities)	
Day 1			Activity 1	
Day 2			Activity 2	
Day 3			Activity 3	
Day 4			Activity 4	
Day 5				

Kotara ya 4: Peakanyo ya Mošongwana: Beke ya ____

KAROLO YA DITENG:			
HLOGOTABA:			
TSEBIŠA TSEBO YE MPSHA:			
GO IKATIŠA:			
Mešongwana ya barutwana ka moka		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela (mešongwana ya sehlopha se sennyane ya go se hlhlwe)
Letšatši la 1			Mošongwana wa 1
Letšatši la 2			Mošongwana wa 2
Letšatši la 3			Mošongwana wa 3
Letšatši la 4			
Letšatši la 5			Mošongwana wa 4

APPENDIX B: ACTIVITY 2 TOPICS

Topic 1: Number concept development and counting (Numbers, Operations and Relationships)

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ What is number concept?
- ◆ How do children acquire number concept?
What does counting involve? Refer to:
 - the difference between sequencing number names and counting objects
 - matching one-to-one
 - comparing groups in terms of 'more than', 'less than', 'fewer than' and 'the same number as'
 - cardinal and ordinal numbers from 1–10
 - introducing the concept of the empty set with the number word 'zero' and number symbol '0'.
- ◆ What is the value of representing number in multiple ways? Provide and explain concrete examples.
- ◆ Discuss estimation in relation to the development of number concept.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 2: Calculations (Numbers, Operations and Relationships)

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

MAMATLETŠO YA B: DIHLOGOTABA TŠA MOŠONGWANA WA 2

Hlogotaba ya 1: Tlhabollo ya lereo la nomoro le go bala (Dinomoro, Tirišo le Tswalano)

Beakanya pego ya go akaretša:

- ♦ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
- ♦ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
- ♦ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ♦ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ♦ Lereo la nomoro ke eng?
- ♦ Bana ba ithuta lereo la nomoro bjang?
Go bala go akaretša eng? Lebelela:
 - phapano gare ga tatelano ya maina a dinomoro le go bala dilo
 - go tswalanya tee-ka-tee
 - go bapetša dihlopha go ya ka 'go feta', 'go fetwa ke', 'nnyane go' le 'dinomoro tša go swana le'
 - dinomoro tša dipalokgoboko le dipalogohle go thoma go 1-10
 - go tsebiša lereo la sete ya go se be le selo ka leina la nomoro 'lefela' le leswao la nomoro '0'.
- ♦ Mohola wa go emela nomoro ka ditsela tše dintši ke ofe? Neelana ka mehlala ya nnete o be o hlaloše.
- ♦ Boledišanang ka kakanyo mabapi le hlamo ya lereo la nomoro.

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Hlogotaba ya 2: Go hlakantšha (Dinomoro, Tirišo le Tswalano)

Beakanya pego ya go akaretša:

- ♦ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
- ♦ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
- ♦ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ♦ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Points to consider in your presentation:

- ◆ Breaking down numbers and building up numbers.
- ◆ Representing partitioned groups of objects.
- ◆ Introducing the concept of addition as combining two collections.
- ◆ Introducing the concept of subtraction as taking away from a collection.
- ◆ Comparing two collections of objects by matching one-to-one to find the difference.
- ◆ Using the number washing line and a jumping track to solve addition problems – ‘adding on’ or ‘counting on’.
- ◆ Using the number washing line and a jumping track to solve subtraction problems – ‘counting back’.
- ◆ Introducing the concept of equal sharing and grouping.
- ◆ Promoting rapid recall and number facts.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 3: Patterns, Functions and Algebra

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and ‘examples’ of learners’ work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ Introducing the idea of a repeated pattern.
- ◆ Identifying the pattern unit.
- ◆ Explaining the meaning of ‘variable’ and what is appropriate in Grade R.
- ◆ Making linear patterns with one variable.
- ◆ Discuss the process of introducing pattern in Grade R. Provide concrete and pictorial examples to support your discussion.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ◆ Go aroganya dinomoro le go aga dinomoro.
- ◆ Go emela dilo tša go aroganywa ka dihlopha.
- ◆ Go tsebiša lereo la go hlakantšha bjalo ka go kopanya mekgobo ye mebedi.
- ◆ Go tsebiša lereo la go ntšha mokgobong.
- ◆ Go bapetša mekgobo ye mebedi ya dilo ka go tswalanya tee-ka-tee go hwetša phapano.
- ◆ Go diriša mothalopalo le mothalopalo wa go tlola go šoma dipalo tša go hlakantšha – ‘go hlakantšha go ya pele’ goba ‘go bala go ya pele’.
- ◆ Go diriša mothalopalo le mothalopalo wa go tlola go šoma dipalo tša go ntšha – ‘go balela morago’.
- ◆ Go tsebiša lereo la go aba ka go lekana le go hlopha.
- ◆ Go godiša go gopola ka bjako le dinnete ka ga dinomoro.

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Hlogotaba ya 3: Dipatrone, Difankšene le Altšebra

Beakanya pego ya go akaretša:

- ◆ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
- ◆ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
- ◆ go bontšha dilo tša go swarega, diswantšho le ‘mehlala’ ya mešomo ya barutwana’ go thekga poledišano
- ◆ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ◆ Go tsebiša kgopolo ya patrone ya go boeletšwa.
- ◆ Go hlatha dielemente tša patrone.
- ◆ Go hlaloša ‘dielemente tša patrone’ le tše di lebanego Mphato wa R.
- ◆ Go dira dipatrone tša mothaladi o tee tša go ba le elemente ya patrone e tee.
- ◆ Ahlahlang tšwelopele ya go tsebiša patrone ka Mphatong wa R. Neelana ka mehlala ya dilo tša nnete le ya diswantšho go thekga poledišano ya lena.

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Topic 4: Space and Shape (Geometry)

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ Discovering the general properties of 2-D shapes and 3-D objects.
- ◆ Collecting shapes and objects that have these shapes on their faces.
- ◆ Sorting shapes and objects and describing the 'rule' (criterion) for sorting.
- ◆ Introducing symmetry.
- ◆ Making symmetrical shapes with one or two lines of symmetry through drawing, folding and cutting.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 5: Measurement

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ Using vocabulary associated with time.
- ◆ Ordering (sequencing) events and activities according to the time at which they take place.
- ◆ Comparing objects according to their size.
- ◆ Identifying the attribute to be measured.

Hlogotaba ya 4: Sekgoba le Sebopego (Tšeometri)

Beakanya pego ya go akaretša:

- ♦ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
- ♦ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
- ♦ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ♦ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ♦ Go utulla dipharologantšho tša kakaretšo tša sebopego sa 2-D le selo sa 3-D.
- ♦ Go kgoboketša dibopego le dilo tša go ba le dibopego tše ka bogodimo bja tšona.
- ♦ Go hlaola dibopego le dilo le go hlaloša 'molao' (selekanyi) sa go hlaola.
- ♦ Go tsebiša tekanelo.
- ♦ Go dira dibopego tša tekanelo ka mothaladi o tee goba ye mebedi ya tekanelo ka go thala, go mena le go ripa.

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Hlogotaba ya 5: Kelo

Beakanya pego ya go akaretša:

- ♦ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
- ♦ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
- ♦ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ♦ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ♦ Go diriša tlotlontšu ya go amana le nako.
- ♦ Go latelanya (tatelano) ditiragalo le mešongwana go ya ka nako ye e diragalago ka yona.
- ♦ Go bapetša dilo go ya ka bogolo.
- ♦ Go hlatha lehlaodi le le elwago.

- ◆ Using maths vocabulary to compare height, length and width.
- ◆ Using maths vocabulary to compare the mass of different objects.
- ◆ Using maths vocabulary to compare capacity and volume.
- ◆ Explain what non-standard measurement is and how it relates to each of the following Measurement topics:
 - time
 - length
 - mass
 - capacity/volume.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 6: Data Handling

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and ‘examples’ of learners’ work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ Direct representation of situations using learners, objects and pictures.
- ◆ How does the idea of one-to-one matching relate to representing information/data in pictures or pictographs?
- ◆ What is the purpose of the pictures in the bottom row of the pictograph?
- ◆ What is the advantage of arranging the pictures in columns?
- ◆ Why do the pictures need to be the same size?
- ◆ Why do the pictures have to be evenly spaced?
- ◆ Discuss interpreting the information on a pictograph.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

- ◆ Go diriša tlotlontšu ya dipalo go bapetša botelele le bophara.
- ◆ Go diriša tlotlontšu ya dipalo go bapetša boima bja dilo tša go fapana.
- ◆ Go diriša tlotlontšu ya dipalo go bapetša bogolo le bolumo.
- ◆ Go hlaloša metšo ya go se tlwaelege le ka fao e amanago le dihlogotaba tše di latelago tša Kelo:
 - nako
 - botelele
 - boima
 - bogolo/bolumo.

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Hlogotaba ya 6: Tšhomišo ya Tshedimošo

Beakanya pego ya go akaretša:

- ◆ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
- ◆ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
- ◆ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ◆ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ◆ Go emela mabaka ka go diriša barutwana, dilo le diswantšho.
- ◆ Na kgopolo ya tswalano ya tee-ka-tee e amana bjang le go emela tshedimošo ka diswantšho goba kgoboketšo ya diswantšho?
- ◆ Na morero wa diswantšho tša mo mothalading wa ka tlase wa kgoboketšo ya diswantšho ke ofe?
- ◆ Na mohola wa go beakanya diswantšho ka dikholomo ke ofe?
- ◆ Ke ka lebaka la eng diswantšho di swanetše go lekana ka bogolo?
- ◆ Ke ka lebaka la eng diswantšho di swanetše go kgaogantšhwa ka sekgoba sa go lekana?
- ◆ Ahlahlang go hlatholla tshedimošo ya kgoboketšo ya diswantšho.

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Topic 7: Classroom management

Prepare a presentation that includes:

- ◆ a mapping of this topic on flipchart paper
- ◆ this topic in relation to Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ How do you create a stimulating learning environment? Refer to:
 - the classroom walls
 - the classroom floor space
 - the carpet area
 - the maths area.
- ◆ How do you manage and arrange resources (concrete apparatus) in the classroom?
- ◆ Describe how teaching in whole class and small groups is implemented.
- ◆ Outline the different types of planning that are required for successful teaching and learning.
- ◆ How are different levels of learner competence managed?

Refer to the *Concept Guide* and *Activity Guides* to support your discussion.

Topic 8: Assessment

Prepare a presentation that includes:

- ◆ a mapping of this topic on flipchart paper
- ◆ this topic in relation to Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ What forms of assessment are implemented in Grade R?
- ◆ Describe how these are used for tracking learner progress and for reporting purposes.

Hlogotaba ya 7: Taolo ya phapoši

Beakanya pego ya go akaretša:

- ♦ peakanyo ya hlogotaba ye pampiring ya go phetla
- ♦ hlogotaba ye mabapi le Mphato wa R
- ♦ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ♦ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ♦ Na o hlama tikologo ya go ithuta ya go le tutuetšo bjang? Lebelela:
 - maboto a phapoši
 - sekgoba sa lebato la phapoši
 - karolo ya mmete
 - karolo ya dipalo.
- ♦ O laola le go beakanya didirišwa (didirišwa tša go swarwa) bjang ka phapošing?
- ♦ Hlaloša gore go ruta mphato ka moka le dihlopha tše dinnyane go phethagatšwa bjang.
- ♦ Laetša mehuta ya go fapana ya peakanyo ye e nyakegago gore go ruta le go ithuta go atlege.
- ♦ Maemo a go fapana a bokgoni bja barutwana a laolwa bjang?

Lebelela *Pukutlhahlo ya Mareo* le *Dipukutlhalo tša Mešongwana* go thekga poledišano ya lena.

Hlogotaba ya 8: Tekolo

Beakanya pego ya go akaretša:

- ♦ peakanyo ya hlogotaba ye pampiring ya go phetla
- ♦ hlogotaba ye mabapi le Mphato wa R
- ♦ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
- ♦ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.

O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ♦ Ka Mphatong wa R go dirišwa mehuta efe ya tekolo?
- ♦ Hlaloša gore e dirišwa bjang go lota tšwelopele ya morutwana le go dira dipego.

- ◆ Provide examples and illustrations to support your presentation.
- ◆ Describe in detail one learner's solution to a word problem and describe how you would use a rubric to assess this learner.
- ◆ Clarify the use of checklists.
- ◆ How do the various forms of assessment, guide our reporting to parents?

Refer to the *Concept Guide* and *Activity Guides* to support your discussion.

Topic 9: Problem solving

Prepare a presentation that includes:

- ◆ a mapping of the main concepts/skills on flipchart paper
- ◆ how this topic is taught in Grade R
- ◆ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ◆ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ◆ What does problem solving involve in Grade R?
- ◆ What are the language considerations involved in framing word problems?
- ◆ Why is problem solving included in Grade R?
- ◆ What skills do learners need to develop to become successful problem solvers?
- ◆ Give examples of different kinds of word problems that could be presented in Grade R.
- ◆ What strategies or techniques do Grade R learners use when solving word problems?
- ◆ What is the teacher's role?

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

- ◆ Efa mehlala le diswantšho go thekga pego ya gago.
- ◆ Ka botlalo hlaloša ka fao morutwana o tee a šomilego palo ya mantšu ka gona o be o hlaloše ka fao o tlo dirišago rubriki go lekola morutwana yoo.
- ◆ Hlaloša tirišo ya lenaneo la tekolo.
- ◆ Na mekgwa ya tekolo ya kgale, e hlahla pego ya go ya batswading bjang?

Lebelela *Pukutlhahlo ya Mareo le Dipukutlhahlo tša Mešongwana* go thekga poledišano ya lena.

Hlogotaba ya 9: Tharollo ya mathata

Beakanya pego ya go akaretša:

- ◆ peakanyo ya mareokgolo/mabokgoni pampiring ya tšhate ya go phetla
 - ◆ ka fao hlogotaba ye e rutwago ka gona ka Mphatong wa R
 - ◆ go bontšha dilo tša go swarega, diswantšho le 'mehlala' ya mešomo ya barutwana' go thekga poledišano
 - ◆ dintlha tša bohlokwa tše di swanetšego go elwa hloko ka ga hlogotaba ye.
- O tla swanela go eta pele poledišano o be o arabe dipotšišo tša go tšwa sehlopheng ka moka.

Dintlha tše o swanetšego go nagana ka tšona pegong ya gago:

- ◆ Ka Mphatong wa R tharolla ya mathata e akaretša eng?
- ◆ Ge go hlangwa dipalo tša mantšu go gopolwa eng mabapi le leleme?
- ◆ Ke ka lebaka la eng go na le dipalo tša mantšu ka Mphatong wa R?
- ◆ Barutwana ba hloka go hlabolla mabokgoni afe gore ba kgone go rarolla mathata ka katlego?
- ◆ Efa mehlala ya mehuta ya go fapana ya dipalo tša mantšu tše di ka dirwago ka Mphatong wa R.
- ◆ Barutwana ba Mphato wa R ba diriša maano goba dithekniki dife go šomana le dipalo tša mantšu?
- ◆ Karolo ya morutiši ke efe?

Lebelela mehlala ya mešongwana ka go *Pukutlhahlo ya Mareo le Dipukutlhahlo tša Mešongwana*, gomme le bolele ka fao di phethagaditšwego ka phapošing.

Workshop 11 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 11

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

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

3. Go na le se go 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?
