



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT2030
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
Pukutšhomo ya Motšeakarolo • Participant's Workbook

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

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

Schools Development Unit (SDU) kua **University of Cape Town (UCT)** ke badirišani ba sethekniki ba dipalo go Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R. SDU ke uniti ya UCT ya School of Education yeo e hlokometšego tlhahlo le kgodišo ya dithuto tša Dipalo, Saense, Bokgoni bja go ngwala le go bala/Polelo le Mabokgoni a Bophelo go tloga go Mphato wa R go fihla go wa 12. SDU e aba dithuto tša tlhahlo ya barutiši le mangwalo a UCT a dithuto tše kopana tša 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.



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

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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 hlohlo miša 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 tšhabologo le go ithuta ga morutwana. Thutlofatlhošo e hlohlo miša 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)

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.

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

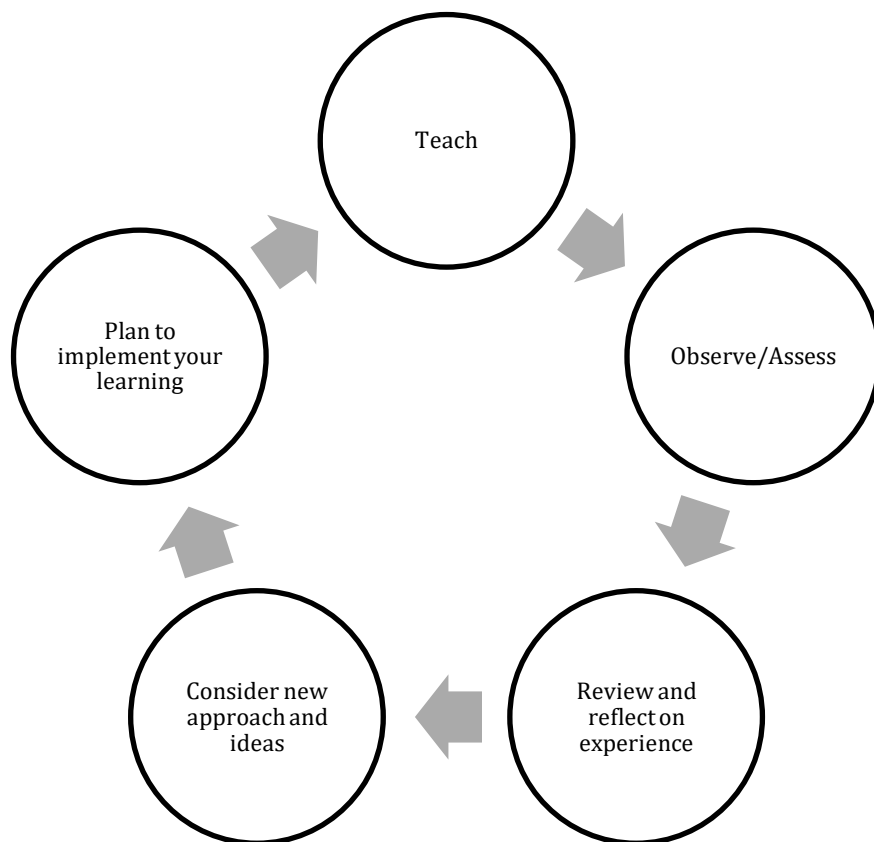


Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:

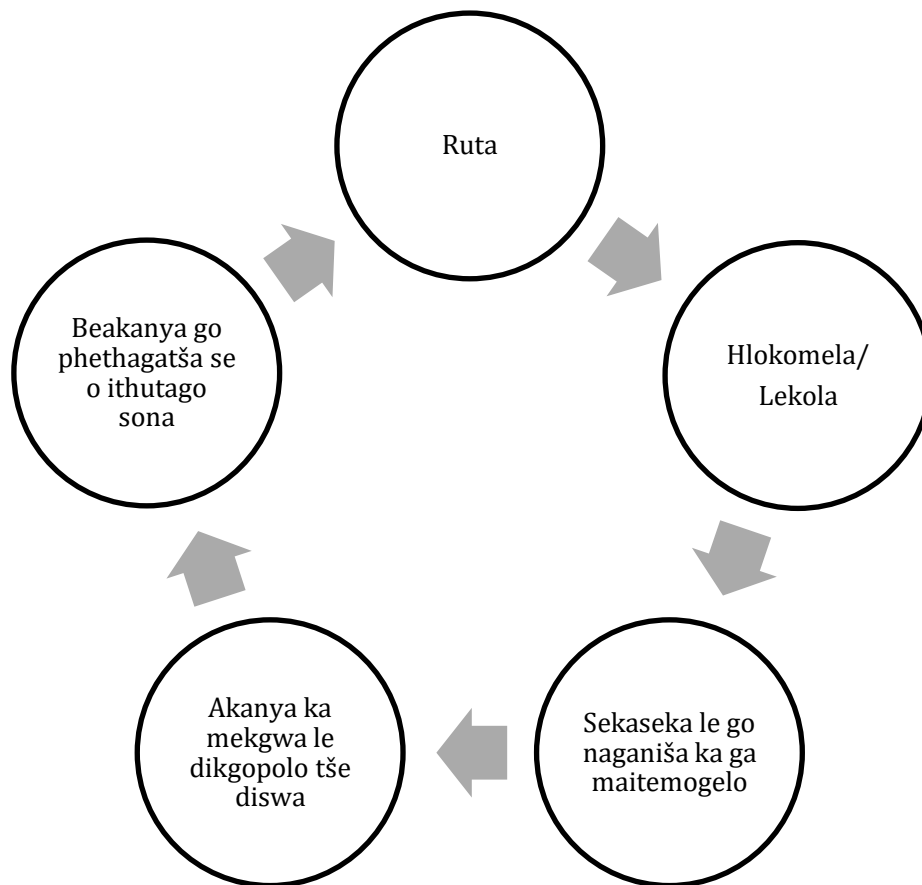
- ◆ Teach.
- ◆ Observe/assess.

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.

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

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

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.



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.
-
-

- ◆ 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.



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.

Session 1: Review of the Maths Content Areas

1 hour

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.

Notes:

Thuto ya 1: Kakaretšo ya Dikarolo tša Diteng tša Dipalo

Iri e 1

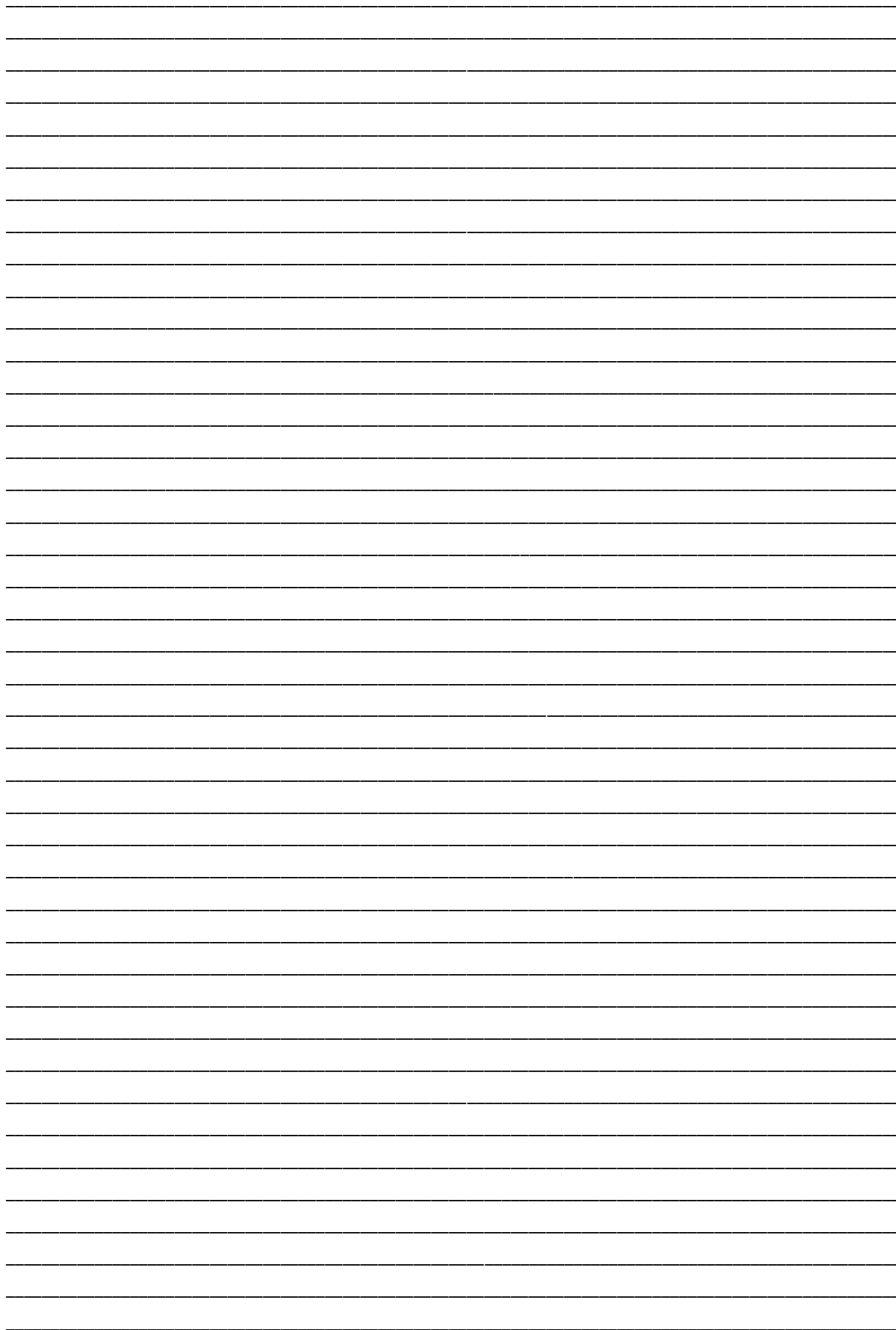
Dithutong tša 1, 2 le 3 re tlo lekola kwešišo ya rena le tsebo ya Dikarolo tša Diteng tša Thuto ya Dipalo Mphatong wa R tša SEPHOLEKE tše hlano le dihlogotaba tše di tswalanego. Re tlo bolela le ka go ruta le mekgwa ye e lego karolo ya Lenaneo la Dipalo leo re bego re le phethagatša



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.

Dinoutse:



Session 2: Maths Content Area presentations

1 hour

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

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

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

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.



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.

Closing activities

30 minutes



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.

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.



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.

Mešongwana ya go tswalela

Metsotso ye 30



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

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?
