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GROWING GAUTENG TOGETHER

Sesotho/English

Lenaneo le Ntlafaditsweng la Mmetse la Kereiti ya R Grade R Mathematics Improvement Programme



Wekshopo ya 11 • Workshop 11
Buka ya Mosebetsi ya Monkakarolo • 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**.

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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.

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Projeke ya Mmetse wa Kereiti ya R le Ntlatso ya Puo ke bohato ba pele ba **Lefapha la Thuto la Gauteng (Gauteng Department of Education)** le molekane wa lona wa sehlooho, **Gauteng Education Development Trust**.

Ntshetsopele le tlhahiso ya mehlodi ya thupelo le ya phaposi ya borutelo bakeng sa Projeke ya Mmetse wa Kereiti ya R le Ntlatso ya Puo di ile tsa tswelletswa ke tshehetso ka ditjhelete ya diprojeke e fanweng ke **United States Agency for International Development** le **Zenex Foundation**.

Projeke ya Mmetse wa Kereiti ya R le Ntlatso ya Puo e tsamaiswa ke **JET Education Services** mmoho le **Schools Development Unit** ya **UCT** le **Wordworks** jwaloka balekane ba setegeniki.

Schools Development Unit (SDU) ya **University of Cape Town (UCT)** ke molekane wa setegeniki wa mmetse bakeng sa Projeke ya Mmetse wa Kereiti ya R le Ntlatso ya Puo. SDU ke yuniti e kahara School of Education sa UCT e tsepameng ho ntshetsopele ya porofeshene ya matitjhere ho Mmetse, Saense, Tsebo ya ho Bala le ho Ngola/Puo le Bokgoni ba Bophelo ho tloha ho Kereiti ya R ho isa ho Kereiti ya 12. SDU e fana ka mangolo a botitjhere le a dithuto tse kgutshwane tse ananetsweng tsa UCT, mosebetsi o theilweng dikolong, ntshetsopele ya disebediswa le diphuputso bakeng sa ho tshehetsa ho ruta le ho ithuta dikarolong tsohle tsa Afrika Borwa.

DITEBOHO

Diteboho tse kgethehileng ho:

- Baofisiri ba Botsamaisi ba Kharikhulamo, Botsamaisi ba Thuto ya Matitjhere le Botsamaisi ba Thuto e Kgethehileng ba Lefapha la Thuto la Gauteng, bakeng sa nyehelo ya bona ntlatsoeng ya disebediswa tsa rona tsa thuto.
- Baofisiri le matitjhere a Western Cape Education Department (WCED) ka nyehelo ya bona bakeng sa ho kenngwa tshebetsong ka kotleho ha Grade R Mathematics Programme (*R-Maths*) mane Western Cape pakeng tsa 2016 le 2019.
- Sehlopha se ngolang sa *R-Maths*. Basebetsi le baeletsi ba SDU.



Lenaneo le Ntlatsoeng la Mmetse la Kereiti ya R le ntlatsoeng ho tloha ho *R-Maths*, e ileng ya phatlalatswa lekgetlo la pele ka 2017 ke Schools Development Unit, University of Cape Town. Tokelo ya kgatiso ya *R-Maths* e tshwerwe 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)

Tjhebokakaretso

Sepheo

Ena ke ya leshome le motso o mong ya diwekshopo tse leshome le metso e mmedi tsa Lenaneo le Ntlafaditsweng la Mmetse la Kereiti ya R (Lenaneo la Mmetse), tse etsang karolo ya Lefapha la Thuto la Gauteng (GDE) Projeke ya Mmetse wa Kereiti ya R le Ntlafatso ya Puo.

Sepheo sa wekshopo ena ke ho kgobokanya kutlwisiso ya dikahare tsa Mmetse tse rutilweng Kereiting ya R le ho thusa matitjhere ho kenya tshebetsong Lenaneo la Mmetse ka diphaposing tsa bona tsa borutelo. Bankakarolo ba tla fumana monyetla wa ho ikgopotsa ka ho kenya tshebetsong Lenaneo la Mmetse le ho buisana ka ho rera, ho ruta le ditekanyetso tsa bona. Hape ba tla lemoha kgatelopele ya baithuti, le ditlhoko tsa ho ithuta le tsa ntshetsopele tsa moithuti ka mong. Bankakarolo ba tla ikgopotsa ka mawa a tekanyetso a lokelang bakeng sa ho rekota kgatelopele ya baithuti. Wekshopo ena e sibolla dikahare tsa Kotara ya 4 Dibeke tsa 4–6 le ho kenngwa tshebetsong ha yona ka diphaposing tsa borutelo.

Dintlha tse buang ka Dikarolo tsa Dikahare tsa Mmetse wa Kereiti ya R di nkilwe ho *Setatemente sa Leano la Kharikhulamo le Tekanyetso (SLKT): Mmetse wa Kereiti ya R (Moralo wa Moshwelella)*, 2011, Lefapha la Thuto ya Motheo, Afrika Borwa.

Diphetho tsa ho ithuta

- ◆ Ho tebisa kutlwisiso ya dikahare tsa Mmetse wa Kereiti ya R
- ◆ Ho sekaseka ho kenya tshebetsong ha Lenaneo la Mmetse ka phaposing ya borutelo
- ◆ Ho hlwaya diphephetso le ho fumana ditharollo bakeng sa ho kenya tshebetsong Lenaneo la Mmetse
- ◆ Ho sekaseka mekgwa e sa hlophiswang ya tekanyetso Kereiting ya R
- ◆ Ho rala dikahare tsa Lenaneo la Mmetse tse lokelang ho rutwa ho Kotara ya 4 Dibeke tsa 4–6

Dikahare tsa wekshopo

- ◆ Pulo le boikgopotso (Hora e 1)
- ◆ Karolo ya 1: Tjhebotjha ya Dikarolo tsa Dikahare tsa Mmetse (Hora e 1)

TEYE

- ◆ Karolo ya 2: Dinehelano tsa Karolo ya Dikahare tsa Mmetse (Hora e 1)
- ◆ Karolo ya 3: Dinehelano tsa Karolo ya Dikahare tsa Mmetse (e tswela pele) (Hora e 1)

DIJO TSA MOTSHEARE

- ◆ Karolo ya 4: Ho etsa moralo bakeng sa ho ruta (Dihora tse 1½)
- ◆ Diketsahalo tsa ho kwala (Metsotso e 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.

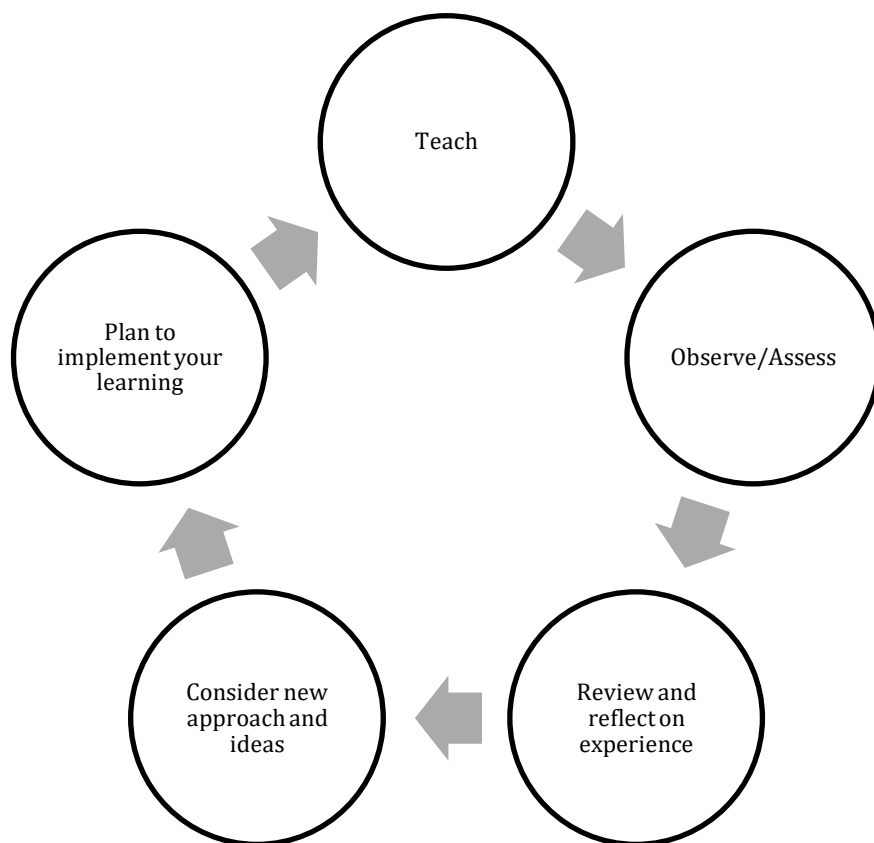


Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:

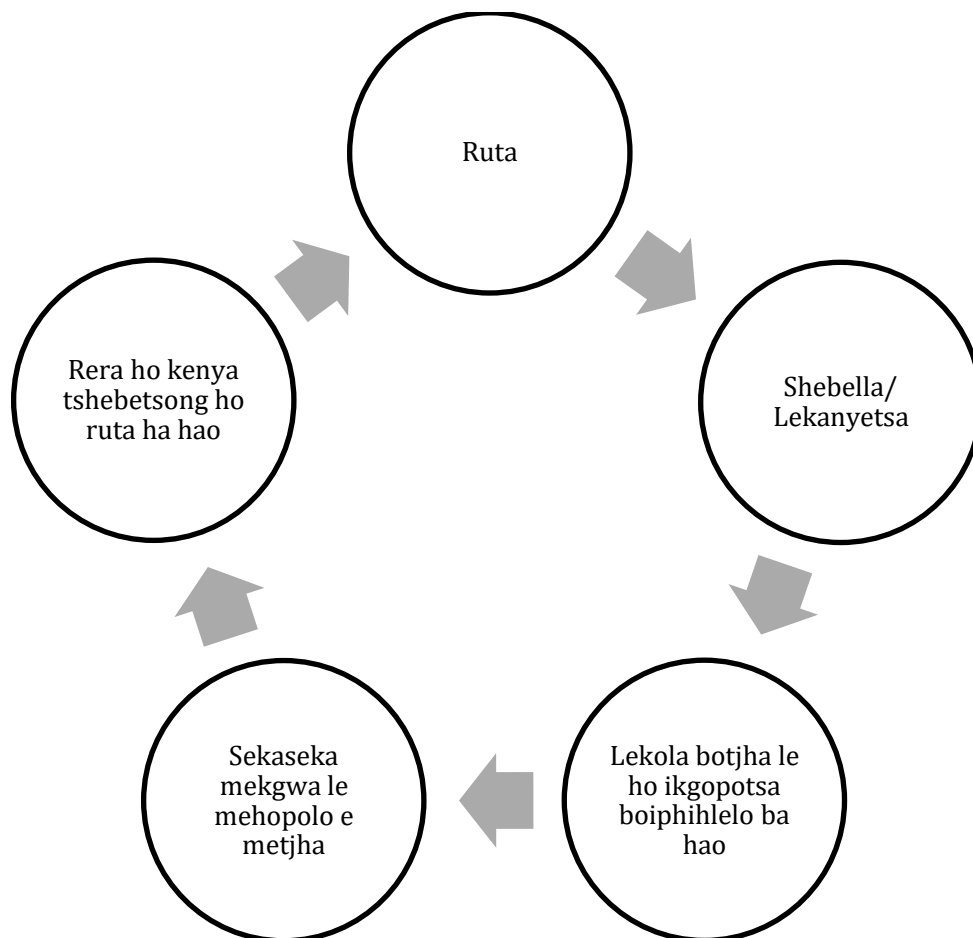
- ◆ Teach.
- ◆ Observe/assess.

Pulo le boikgopotso

Hora e 1

Ha re nahana le ho buisana ka tse sebeditseng hantle le kamoo re sebetsaneng le diphephetso tse hlahileng ha re ne re ruta, hona ho re dumella ho elellwa matla le bofokodi ba rona. Boikgopotso ba tshebetso ya rona jwaloka matitjhere bo re thusa ho fumana lesedi le letjha la ho itseba le ho ruta ha rona. Ketso ya boikgopotso e re thusa ho ithuta dinthong tseo re fetileng ho tsona mme e re kgothaletsa ho sebedisana le basebetsimmoho ba rona ho abelana mehopolo e ka ntlafatsang tsela eo re rutang ka yona.

Mokgwatshebetso wa boitekolo ke saekele e hlokang ho phetaphetwa.



Setshwantsho sa 1: Mekgahlelo ya saekele ya boikgopotso

Mokgwatshebetso wa boitekolo o na le mekgahlelo e latelang:

- ◆ Ruta.
- ◆ Shebella/lekanyetsa.

- ◆ 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 botjha le ho ikgopotsa kamoo ho ruta ha rona ho bileng le katleho ka teng, ebang thuto e tsamaile hantle, ke diphephetso dife tse ileng tsa hlahella le hore ebe baithuti ba fumane molemo na.
- ◆ Sebedisang tlhahisoleseding e ka hodimo mona ho sekaseka ditsela tse ntjha tsa ho ruta tse ka ntlafatsang boleng ba ho ruta le ho ithuta.
- ◆ Rera le ho kenya tshebetsong mehopolole le/kapa mawa a matjha ka phaposeng ya borutelo.

Saekele e a iphetapheta kamora ketsahalo ka nngwe ya ho ruta.

Boikgopotso le ho kenya tshebetsong

Mosebetsi wa kgutlela le yona sekolong o tswang ho Wekshopo ya 10, o ne o hloka hore wena o:

- ◆ Rere le ho kenya tshebetsong Kotara ya 4 Dibeke tsa 1–3 tsa Lenaneo la Mmetse.
- ◆ Ngole ditshwaelo bukeng eo o e sebedisang ho sala morao kgatelopele ya moithuti ka mong (buka ya ditemoho tsa baithuti), mme o sebedise lenane la ditemoho la **‘Lekola hore baithuti ba kgona ho’** ka nako ya diketsahalo tse tataiswang ke titjhere bakeng sa ho tataisa ditemoho le ditshwaelo tsa hao.
- ◆ Ngole dinoutso ka dintho tse sebeditseng hantle, tse sa sebeditseng hantle, le kamoo o rarollotseng diphephetso dife kapa dife ha o ne o kenya tshebetsong Kotara ya 4 Dibeke tsa 1–3.
- ◆ Tlise buka ya hao ya ditemoho tsa baithuti le dinoutso tseo o di entseng ha o ntse o ikgopotsa dithuto tsa letsatsi ka leng ho Wekshopo ya 11.



Ketsahalo ya 1

1. Sehlotshwaneng sa lona, sekasekang mokgahlelo ka mong wa saekele ya boikgopotso mme le buisane ka *Mosebetsi wa kgutlela le yona sekolong o tswang ho Wekshopo ya 10*.
 - ◆ Moralo le ho ruta ha hao di atlehile hakae Kotareng ya 4 Dibeke tsa 1–3?
 - ◆ Hlwaya diphephetso le mawa ao o a sebedisitseng ho 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 ile wa kgona ho shebella moithuti ka mong le ho rekota kgatelopele ya hae? Fana ka mabaka le mehlala bakeng sa ho tshehetsa karabo ya hao.
-
-

2. Nahana eka o kopilwe ke Hlooho ya Lefapha hore o bue le matitjhere a Kereiti ya R kopanong ya ditlelastara.
 - ◆ Sheba ho saekele ya boikgopotso Setshwantshong sa 1.
 - ◆ Taka saekele pampiring ya fliptjhate mme o kenye dinoutso pela mokgahlelo ka mong wa saekele.
 - ◆ Sehlotshwana sa lona se tla nehelana ka dintlha tsa sehlooho tsa puisano ya lona ho sehlopha sohle.



Video ya 1

Shebellang video ya sehlopha sa matitjhere ba sekaseka ho ruta ha bona mme le mamele maikutlo a bona mabapi le tshebetso ya boitekolo.

1. Na o dumellana le mehopolo ya bona e mabapi le tshebetso ya boitekolo? Hlalosa karabo ya hao.
-
-

2. Na tshebetso ya boitekolo e eketsa kutlwisiso ya hao ya ho ruta ha hao? Hlalosa karabo ya hao.
-
-

3. Na tshebetso ya boitekolo e eketsa kutlwisiso ya hao ya ho ithuta ka tlelaseng ya hao? Hlalosa karabo ya hao.
-
-

4. Na tshebetso ya boitekolo e eketsa kgokahano ya hao le basebetsimmoho ba hao? Hlalosa karabo ya hao.
-
-

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:

Karolo ya 1: Tjhebobotjha ya Dikarolo tsa Dikahare tsa Mmetse

Hora e 1

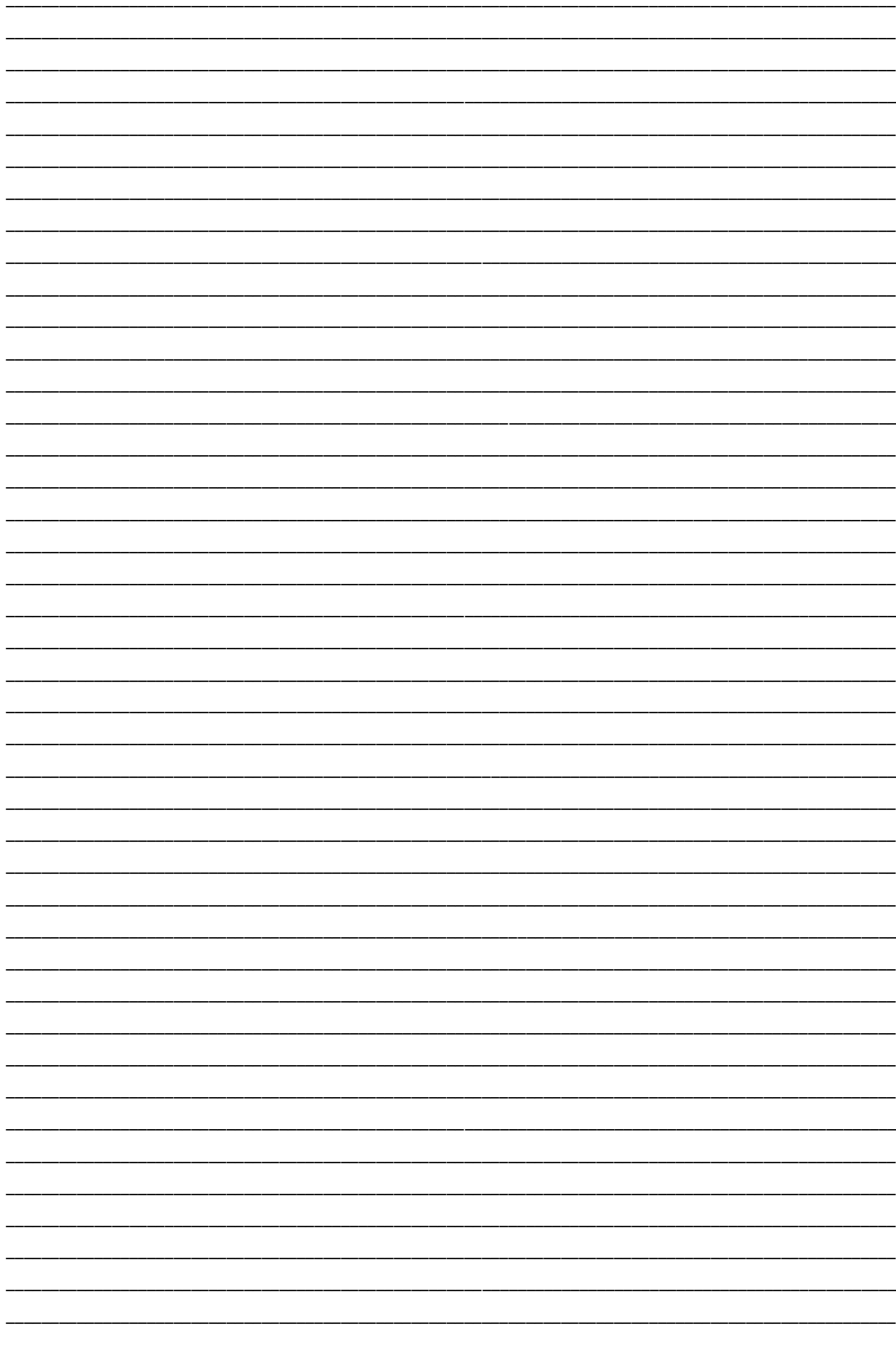
Ho Dikarolo tsa 1, 2 le 3 re tla lekola botjha kutlwisiso ya rona le tsebo ya Dikarolo tsa Dikahare tsa Mmetse wa Grade R tse hlano tsa SLTK le dihlooho tse tsamaelanang le tsona. Hape re tla buisana ka ho ruta le mekgwa e etsang karolo ya Lenaneo la Mmetse leo re ntseng re le kenya tshebetsong.



Ketsahalo ya 2

1. Sehlotshwana sa lona se tla lokisa nehelano e mabapi le sehlooho seo motsamaisi a tlang ho le fa sona.
 - ◆ Le tla kgona ho fumana pampiri ya fliptjhate, dikoki, dikere, sekgomaretsi le dintho tse tswang ho *Khiti ya Disebediswa*. Hape le tla abelwa sebaka moo le tlang ho lokisetsa nehalano ya lona teng.
 - ◆ Le lokela ho sheba ho *Tataiso ya Mareo* le *Ditataiso tsa Diketsahalo* bakeng sa nehelano ya lona.
2. Nehelano ya lona e lokela ho kenyeletsa:
 - ◆ tjhebokakaretso ya dikahare le kamoo e ntsjetswang pele ka teng Kereiting ya R
 - ◆ disebediswa tse sebediswang ho etsa mohlala wa mareo a itseng le ho emela mehopollo
 - ◆ diketsahalo tsa baithuti tse loketseng bakeng sa ho kgobokanya le ho sebedisa tsebo e ntjha
 - ◆ dikarolo tse nang le mathata ha ho rutwa sehlooho
 - ◆ tafole le pontsho ya leboteng
 - ◆ mehlala ya kamoo baithuti ba ka rarollang mathata ka teng.
3. Sehlotshwana sa lona se tla tsamaisa puisano le ho araba dipotso tse tswang sehlopheng sohle.

Dinoutso:



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.

Karolo ya 2: Dinehelano tsa Karolo ya Dikahare tsa Mmetse

Hora e 1

Sehlotshwana ka seng se tla fumana metsotso e 15 ho nehelana ka sehlooho sa bona mme ba arabe dipotso tse tswang sehlopheng sohle.

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.

Karolo ya 3: Dinehelano tsa Karolo ya Dikahare tsa Mmetse (e tswela pele)

Hora e 1

Sehlotshwana ka seng se tla fumana metsotso e 15 bakeng sa ho nehelana ka sehlooho sa bona mme ba arabe dipotso tse tswang sehlopheng sohle.

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.

Karolo ya 4: Ho etsa moralo bakeng sa ho ruta

Dihora tse 1½

Karolo ena ya wekshopo e lokisetsa bankakarolo ho kenya tshebetsong Kotara ya 4 Dibeke tsa 4–6 mme e fana ka monyetla bakeng sa dihlotshwana ho rerela pele. Ho bohlokwa ho:

- ◆ sebetsana le diphapang mekgahlelong e fapaneng ya kgatelopele ya baithuti
- ◆ tshehetsa baithuti ba hlokang thuso e eketsehileng
- ◆ fana ka diketsahalo tse matlafatsang bakeng sa baithuti ba seng ba hatetse pele ho feta.

Sepheo ke ho netefatsa hore baithuti bohle ba na le boitsebelo bo pele dikahareng tsa Mmetse wa Kereiti ya R mme ba se ba loketse ho ba Kereiting ya 1.



Ketsahalo ya 3

1. Sehlotshwaneng sa lona, tlatsang dithempleiti tsa moralo bakeng sa Kotara ya 4 Dibeke tsa 4–6 (Sehlomathiso A).
2. Buisanang kamoo le tlang ho rerela bakeng sa ho ruta baithuti ba nang le mekgahlelo e fapaneng ya bokgoni.

Diketsahalo tsa ho kwala

Metsotso e 30



Mosebetsi wa kgutlela le yona sekolong

1. Mema matitjhere a mang a Kereiti ya R a sekolong sa hao (kapa a sekolo se seng) ho ba le wena ha le rera bakeng sa Kotara ya 4 Dibeke tsa 4–6 tsa Lenaneo la Mmetse.
2. Kenya tshebetsong dibeke tse tharo mme o sebedise saekele ya boikgopotso (Setshwantsho sa 1) ho lekola botjha boitsebelo ba hao. Ngola mehopolo ya hao jenaleng mme o tle le yona wekshopong e latelang.

Tlhahlobo

Tlatsa Foromo ya Tlhahlobo.

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				

SEHLOMATHISO A: KOTARA YA 4 THEMPEITI YA MORALO WA BEKE LE BEKE

Kotara ya 4: Moralo wa Ketsahalo: Beke ya ____

KAROLO YA DIKAHARE:				
SEHLOOHO:				
TSEBISA TSEBO E NTJHA:				
HO ETSA:				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso (diketsahalo tsa dihlotshwana tse ikemetseng)	
Letsatsi la 1			Ketsahalo ya 1	
Letsatsi la 2			Ketsahalo ya 2	
Letsatsi la 3			Ketsahalo ya 3	
Letsatsi la 4			Ketsahalo ya 4	
Letsatsi la 5				

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: Moralo wa Ketsahalo: Beke ya ____

KAROLO YA DIKAHARE:				
SEHLOOHO:				
TSEBISA TSEBO E NTJHA:				
HO ETSA:				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso (diketsahalo tsa dihlotshwana tse ikemetseng)	
Letsatsi la 1			Ketsahalo ya 1	
Letsatsi la 2			Ketsahalo ya 2	
Letsatsi la 3			Ketsahalo ya 3	
Letsatsi la 4			Ketsahalo ya 4	
Letsatsi la 5				

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: Moralo wa Ketsahalo: Beke ya ____

KAROLO YA DIKAHARE:				
SEHLOOHO:				
TSEBISA TSEBO E NTJHA:				
HO ETSA:				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso (diketsahalo tsa dihlotshwana tse ikemetseng)	
Letsatsi la 1			Ketsahalo ya 1	
Letsatsi la 2			Ketsahalo ya 2	
Letsatsi la 3			Ketsahalo ya 3	
Letsatsi la 4			Ketsahalo ya 4	
Letsatsi la 5				

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 Tlhahlobo ya Wekshopo ya 11

1. Na wekshopo ena e fihletse ditebello tsa hao?

2. O ithutile eng ho wekshopo ena se o thusitseng ka ho fetisisa?

3. Na ho na le seo o sa kang wa se rata kapa seo o ileng wa thatafallwa ke ho se utlwisisa?

4. O tla sebedisa jwang seo o ithutileng sona mona phaposeng ya hao ya borutelo ya Kereiti ya R?

5. Na o na le ditlhaliso tse itseng bakeng sa ho ntlafatsa diwekshopo tse ding tse tlang?
