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EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Setswana/English

Lenaneotokafatso la Dipalo tša Mophato R Grade R Mathematics Improvement Programme



Thutano 11 • Workshop 11
Bukatiro ya Batsayakarolo • 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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Porojeke ya Lenaneotokafatso la Dipalo le Puo tsa Mophato wa R ke itshimololelo ya **Lefapha la Thuto la Gauteng (Gauteng Department of Education)** mmogo le badirisani ba bona ba botlhokwa, **Gauteng Education Development Trust**.

Tlhabolole le tshagiso ya didiriswa tsa katiso le phaposiborutelo ya Porojeke ya Lenaneotokafatso la Dipalo le Puo tsa Mophato wa R e kgontshitswe ke tshegetso ya **United States Agency for International Development** le **Zenex Foundation** ka matlole.

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Schools Development Unit (SDU) kwa **University of Cape Town (UCT)** ke badirisani ba setegeniki ba dipalo go Porojeke ya Lenaneotokafatso la Dipalo le Puo tsa Mophato wa R. SDU ke yuniti e e ka tlase ga School of Education sa UCT e e totileng tokafatso ya boporofesenele jwa barutabana mo Dipalong, Bonetetshing, Kitsokwalo/Puo le Dikgonotshelo go simolola ka Mophato R go fitlha ka Mophato 12. SDU e neelana ka thuto ka boithutedi jwa borutabana le dithutokhutshwe tse di dumeletsweng tsa UCT, tiro ya kwa sekolong, tshagiso ya dibukana le dipatlisiso go tshegetsa go ruta le go ithuta mo makaelong otlhe a Aforikaborwa.

DITEBOGO

Ditebogo di lebiswa segolobogolo go:

- Batlhankedi ba Lefapha la Thuto la Gauteng mo Lephatheng la Kharikhulamo, Bokaedi jwa Thuto ya Barutabana le Thuto e e Kgethegileng ka ntlha ya seabe sa bona go dirisa dibukana tseno tsa rona.
- Badiri le barutabana ba Western Cape Education Department (WCED) ka ntlha ya seabe sa bona mo go netefatseng gore Grade R Mathematics Programme (*R-Maths*) e a diragadiwa mo Kapabophirima magareng ga 2016 le 2019.
- Setlhophla se se kwalang *R-Maths*: Badiri ba SDU le bagakolodi.



Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R le tserwe go tswa mo *R-Maths*, e phasaladitswe lwantlha ka 2017 ke Schools Development Unit, ya University of Cape Town. Tetlokhopi 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 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)

Thadiso

Maitlhomomo

Eno ke thutano ya bolesomengwe ya dithutano di le lesomepedi tsa Lenaneotokafatso la Dipalo tsa Mophato R, le e leng karolo ya Porojeke ya Lenaneotokafatso la Dipalo le Puo tsa Mophato wa R la Lefapha la Thuto la Gauteng (GDE).

Maitlhomomo a thutano eno ke go tsolotanya go tthaloganya diteng tse di rutiwang mo Mophatong wa R tsa Dipalo le go tswelela go thusa barutabana go diragatsa Lenaneo la Dipalo mo diphaposiborutelong tsa bona. Batsayakarolo ba tlaa nna le tshono ya go sedisisa dikelothoko tsa bona. Ba tlaa tlhathomisa ka moo melawana ya kaelo ya go ruta dipalo tsa Mophato R e tlaa tshwaelang mo thulaganyetsong, go ruteng le mo tlhatlhobong. Gape e tlaa ela tlhoko tswelelopele ya morutwana, mmogo le ditlhokego tsa kgolo le go ithuta tsa morutwana ka nosi. Thutano e lekeletsa diteng tsa Kgweditharo 4 Dibeke 4–6 le tiragatso ya tsona mo phaposiborutelong.

Metswedi ya Dikaroloteng tsa Dipalo tsa Mophato wa R di tserwe go tswa mo *Polelong ya Pholisi ya Kharikhulamo le Tlhatlhobo (PPKT): Dipalo tsa Mophato wa R (Lokwalo lwa Bofelo)*, 2011, Lefapha la Thutotheo, Aforika Borwa.

Dipoelothuto

- ◆ Go tiisa go tthaloganya diteng tsa Dipalo tsa Mophato R
- ◆ Go sedisisa tiragatso ya Lenaneo la Dipalo mo phaposiborutelong
- ◆ Go tlhalosa dikgwetho le go batlana le ditharabololo tsa go diragatsa Lenaneo la Dipalo
- ◆ Go sedisisa mefuta ya tlhatlhobo e e sa tlhomamang mo Mophatong wa R
- ◆ Go rulaganya diteng tsa Lenaneo la Dipalo tse di tshwanetseng go rutiwa mo Kgweditharong ya 4 Dibeke 4–6

Diteng tsa thutano

- ◆ Pulo le tshediso (Ura e le 1)
- ◆ Karolo 1: Go lebelela Dikaroloteng tsa Dipalo (Ura e le 1)

TEE

- ◆ Karolo 2: Ditlhagiso tsa Karoloteng ya Dipalo (Ura e le 1)
- ◆ Karolo 3: Ditlhagiso tsa Karoloteng ya Dipalo (tsweletso) (Ura e le 1)

DIJOTSHEGARE

- ◆ Karolo 4: Go ithulaganyetsa go ruta (Diura di le 1½)
- ◆ Ditirwana tsa tswalelo (Metsotso e le 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.

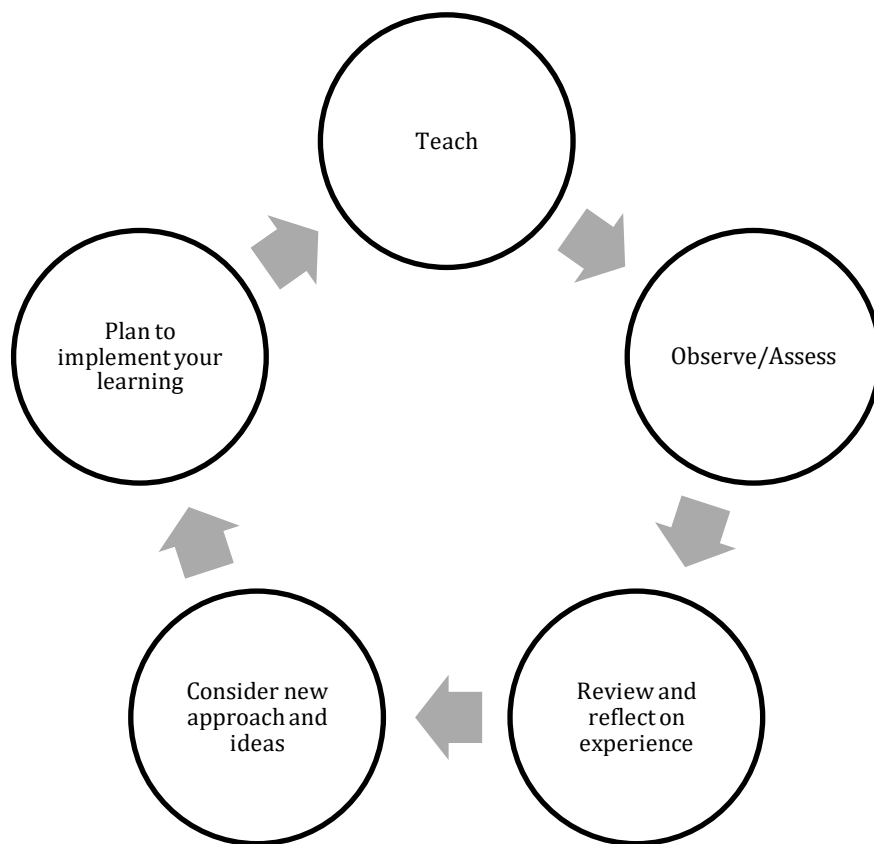


Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:

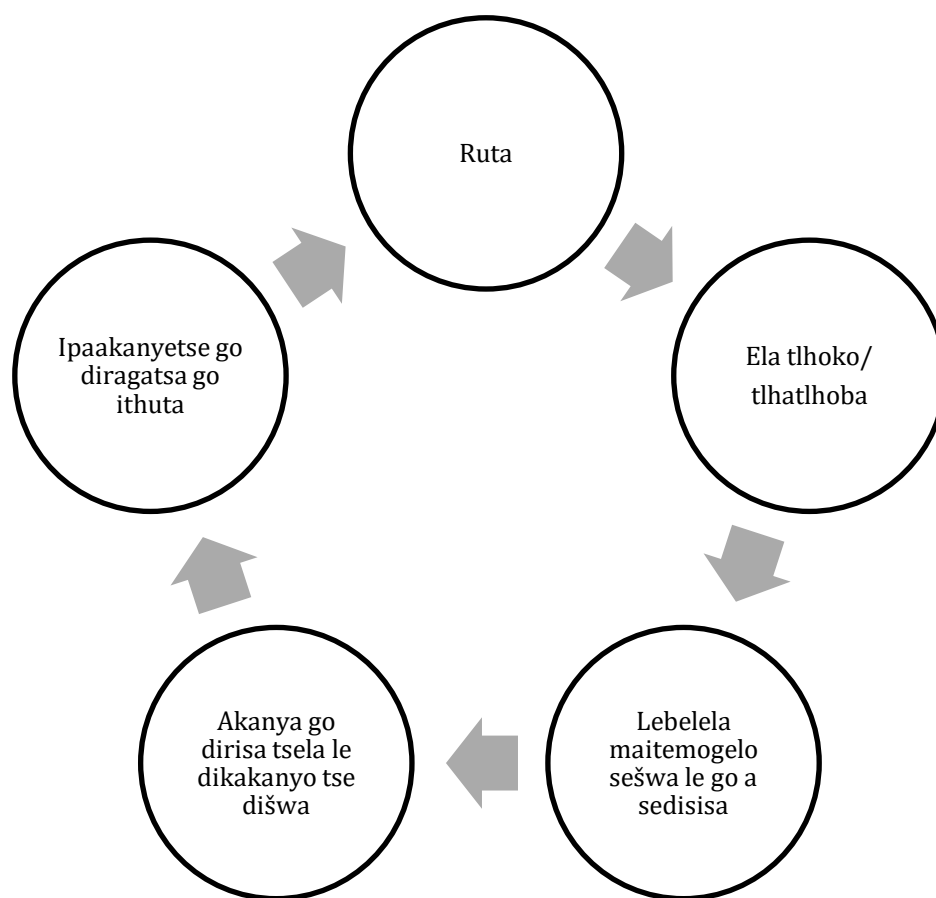
- ◆ Teach.
- ◆ Observe/assess.

Pulo le tshedisiso

Ura e le 1

Fa re akanya le go buisana ka ga se se atlegileng le gore re dirile jang ka dikgwetlho tse di neng tsa runya ka nako ya fa re ruta, seno se ne sa re letla go lemoga dithata le makoa a rona. Tshedisiso mo tirong ya rona jaaka barutabana e re thusa go nna le tshedimoso e ntšhwa mo go rona le mo go ruteng ga rona. Tiro ya go eta o sedisisa e re letla go ithuta go tswa mo maikarabelong a rona le go re rotloetsa go dira le badiramongo go arogana dikakanyo tse di tokafatsang go ruta ga rona.

Tsamao ya go itshedisisa ke tsheko e e tlhokang go boelediwa.



Sethalo 1: Dikgato tsa tsheko ya tshedisiso

Tsamao ya go itshedisisa e na le dikgato tse di latelang:

- ◆ Ruta.
- ◆ Ela tlhoko/tlathoba.

- ◆ 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.

- ◆ Lebelela sešwa le go sedisisa gore go ruta ga rona go dira go le kana kang, gore a kamuso e tsamaile sentle, ke dikgwetlho dife tse di runtseng le gore a mme barutwana ba ungwetswe.
- ◆ Dirisa tshedimosetso e e fa godimo go akanya ditsela tse dišwa tsa go ruta tse di ka tokafatsang boleng jwa go ruta le go ithuta.
- ◆ Ipaakanyetse go diragatsa dikakanyo tse dintšhwa le/kgotsa malepa mo phaposiborutelong.

Tsheko e ipoeletsa morago ga thuto e nngwe le e nngwe.

Tshedisiso mo tiragatsong

Tirwana e o e busetsang kwa sekolong go tswa mo Thutanong ya 10, e tlhoka gore:

- ◆ Rulaganya le go diragatsa Kgweditharo 4 Dibeke 1–3 tsa Lenaneo la Dipalo.
- ◆ Kwala ditshwaelo mo bukeng e o e dirisang go ela tlhoko tswelelopele ya morutwana (buka ya ngwana ya kelotlhoko), mme o dirise lenanekelotlhoko la **‘Ela tlhoko gore barutwana ba kgona go’** ka nako ya ditirwana tse dingwe le tse dingwe tse di kaelwang ke morutabana go kaela dikelotlhoko le ditshwaelo tsa gago.
- ◆ Kwala dintlha tsa se se dirileng sentle thata, se se sa dirang sentle le gore lo rarabolotse jang dikgwetlho dingwe ka nako ya tiragatso ya Kgweditharo 4 Dibeke 1–3.
- ◆ Tlaya ka buka ya gago ya go ela barutwana tlhoko le dintlha tse o di kwadileng fa o ne o sedisisa ka ga thuto ya letsatsi le lengwe le le lengwe kwa Thutanong ya 11.



Tirwana 1

1. Mo sethopheng sa gago se sennye, akanya go dirisa e nngwe le e nngwe ya dikgato mo tshekong ya tshedisiso mme lo buisanele *Tirwana e o e busetsang kwa sekolong* go tswa mo Thutanong ya 10.
 - ◆ Ithulaganyo le go ruta ga gago go atlegile go le go kae mo Kgweditharong ya 4 Dibeke 1–3?
 - ◆ Tlhaola dikgwetlho le malepa a o a dirisitseng go di rarabolola.

- ◆ 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.
-
-

- ◆ A o kgonne go ela morutwana yo mongwe le yo mongwe tlhoko le go rekota tswelelopele ya gagwe? Neela mabaka le dikao go tshegetsa karabo ya gago.
-
-

2. Tsaya gore o kopilwe ke Tlhogo ya Lefapha go bua le barutabana ba Mophato R kwa kopanong ya segopa sa dikolo.
 - ◆ Lebelela tsheko ya tshedisiso mo Sethalong sa 1.
 - ◆ Thala tsheko mo pampiring ya tshatephetogi mme o tsenye dintlha mo kगतong e nngwe le e nngwe ya tsheko.
 - ◆ Setlhopha sa gago se tlaa tlhagisetsa setlhopha sotlhe dintlhakgolo tsa puisano ya lona.



Video 1

Lebelela video ya setlhopha sa barutabana ba sedisisa thuto ya bona mme o reetse dikakanyo tsa bona ka ga tirego ya tshedisiso.

1. A o dumelana le dikakanyo tsa bona tebang le tirego ya tshedisiso? Tlhalosa Karabo ya gago.
-
-

2. A tirego ya tshedisiso e oketsa go tlhaloganya ga gago ga go ruta mo phaposiborutelong ya gago? Tlhalosa karabo ya gago.
-
-

3. A tirego ya tshedisiso e oketsa go tlhaloganya ga gago ga go ithuta mo phaposiborutelong ya gago? Tlhalosa karabo ya gago.
-
-

4. A tirego ya tshedisiso e oketsa go buisana ga gago le badiramмого? Tlhalosa 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:

Karolo 1: Go lebelela Dikaroloteng tsa Dipalo

Ura e le 1

Mo dikarolong 1, 2 le 3 re tlaa leba go tllhologanya ga rona le kitso ya Dikaroloteng tse tlhano tsa Dipalo tsa Mophato R tsa PPKT gape. Gape re tlaa buisana ka ga mekgwa ya go ruta e e leng karolo ya Lenaneo le re le diragaditseng la Dipalo.



Tirwana 2

1. Setlhopha sa gago se tlaa baakanya tlhagiso ka setlhogo se lo tlaa se neelwang ke mofatlhosi.
 - ◆ Lo tlaa neelwa pampiri ya tšhatephetogi, dikhokhi, dikere, semamaretsi le dilwana go tswa mo *Kgetsaneng ya Didiriswa*. Gape o tlaa neelwa sebaka sa go baakanya tlhagiso ya gago.
 - ◆ O tlhoka go lebelela *Kaedi ya Mogopolo le Dikaedi tsa Ditirwana* mo tlhagisong ya gago.
2. Tlhagiso ya gago e tlhoka go akaretsa:
 - ◆ thadiso ya diteng le gore di godisistwe jang mo Mophatong wa R
 - ◆ didiriswa tse di dirisitsweng go etsisa megopolo le go tlhagisa dikakanyo
 - ◆ ditirwana tsa barutwana tse di malebana le go tsolotanya le go dirisa kitso e ntšhwa
 - ◆ dikarolo tse di tshwenyang fa o ruta setlhogo
 - ◆ pontsho ya tafole le ya lebota
 - ◆ dikao tsa ka moo barutwana ba tlaa rarabololang mathata ka teng.
3. Setlhopha sa gago se tlaa tsamaisa karolo ya dipuisano le dipotso go tswa mo setlhopheng sotlhe.

Dintlha:

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 2: Ditlhagiso tsa Karoloteng ya Dipalo

Ura e le 1

Sethlopha se sengwe le se sengwe se tlaa nna le metsotso e le 15 go tlhagisa ditlhogo tsa bona le go tsibogela dipotso go tswa mo sethlopheng sotlhe.

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 3: Ditlhagiso tsa Karoloteng ya Dipalo (tsweletso)

Ura e le 1

Sethopho se sengwe le se sengwe se tlaa nna le metsotso e le 15 go tthagisa ditlhogo tsa bona le go tsibogela dipotso go tswa mo sethopheng sotlhe.

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 4: Go ithulaganyetsa go ruta

Diura di le 1½

Thutano eno e baakanyetsa batsayakarolo go diragatsa Kgweditharo 4 Dibeke 4–6 le go neela ditlhophha tse dinnye tšhono ya go ipaakanyetsa kwa pele. Go botlhokwa go:

- ♦ lepalepana le dipharologano mo maemong a tswelelopele ya barutwana
- ♦ tshegetsa barutwana ba ba tlhokang thuso ya tlaleletso
- ♦ tlamela barutwana ba ba tswelletseng pele ka ditirwana tsa go ba natlafatsa.

Maikaelelo ke go netefatsa gore barutwana botlhe ba itse diteng tsa Dipalo tsa Mophato R sentle le gore ba ipaakanyeditse Mophato 1 sentle.



Tirwana 3

1. Mo setlhopheng sa gago, tlatsa dithemopleiti tsa go ithulaganyetsa Kgweditharo 4 Dibeke 4–6 (Mametlelelo A).
2. Buisanang gore lo ya go rulaganyetsa le go laola jang barutwana ba ba leng mo maemong a a farologaneng a bokgoni.

Ditirwana tsa tswalelo

Metsotso e le 30



Tirwana e o e busetsang kwa sekolong

1. Laletsa barutabana ba bangwe ba Mophato R kwa sekolong sa gago (kgotsa go tswa kwa sekolong se sengwe) go nna le lona mo go ithulaganyetseng Kgweditharo 4 Dibeke 4–6 tsa Lenaneo la Dipalo.
2. Diragatsa dibeke tse tharo tseno mme o dirise tsheko ya tshedisiso (Sethalo 1) go lebelela maitemogelo a gago gape. Kwala ditshedisiso tsa gago mo jenaleng mme o tle ka yona mo thutanong e e latelang.

Tlhatlhubo

Tlatsa Foromo ya Tlhatlhubo.

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				

MAMETLELO A: KGWEDITHARO 4 THEMPOLEITE YA THULAGANYO YA BEKE LE BEKE

Kgweditharo 4: Thulaganyo ya ditirwana: Beke ____

KAROLOTENG:				
SETLHOGO:				
TLHAGISA KITSO E NTŠHWA:				
IKATISE:				
Ditirwana tsa phaposiborutelo yotlhe		Tirwana e e kaelwang ke morutabana	Ditirwana tsa seteišenetiro (ditirwana tsa setlhopha se sennye tse di ikemetseng)	
Letsatsi 1			Tirwana 1	
Letsatsi 2			Tirwana 2	
Letsatsi 3			Tirwana 3	
Letsatsi 4			Tirwana 4	
Letsatsi 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				

Kgweditharo 4: Thulaganyo ya ditirwana: Beke ____

KAROLOTENG:				
SETLHOGO:				
TLHAGISA KITSO E NTŠHWA:				
IKATISE:				
Ditirwana tsa phaposiborutelo yotlhe		Tirwana e e kaelwang ke morutabana	Ditirwana tsa seteišenetiro (ditirwana tsa setlhopha se sennye tse di ikemetseng)	
Letsatsi 1			Tirwana 1	
Letsatsi 2			Tirwana 2	
Letsatsi 3			Tirwana 3	
Letsatsi 4			Tirwana 4	
Letsatsi 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				

Kgweditharo 4: Thulaganyo ya ditirwana: Beke ____

KAROLOTENG:				
SETLHOGO:				
TLHAGISA KITSO E NTŠHWA:				
IKATISE:				
Ditirwana tsa phaposiborutelo yotlhe		Tirwana e e kaelwang ke morutabana	Ditirwana tsa seteišenetiro (ditirwana tsa setlhopha se sennye tse di ikemetseng)	
Letsatsi 1			Tirwana 1	
Letsatsi 2			Tirwana 2	
Letsatsi 3			Tirwana 3	
Letsatsi 4			Tirwana 4	
Letsatsi 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 Tlhatlhobo ya Thutano 11

1. A thutano e kgonne go fitlhelela ditsholofelo tsa gago?

2. Ke eng se o se ithutileng mo thutanong eno se se go thusitseng go gaisa?

3. A go na le sengwe se o sa se ratang kgotsa se se neng se go thatafalela?

4. O ya go diragatsa jang se o se ithutileng mo phaposiborutelong ya gago ya Mophato wa R?

5. A go na le se o se tshikhinyang go ka thusa go tokafatsa dithutano tse di latelang?
