



**GAUTENG PROVINCE**  
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GROWING GAUTENG TOGETHER

Sepedi/English

# **Lenaneo la go Kaonafatša Thuto ya Dipalo Mphatong wa R Grade R Mathematics Improvement Programme**



**Thutofatlhošo ya 4 • Workshop 4  
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**.

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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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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**.

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**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 tlaletšo, 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 fourth 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 assist teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations and explore how the **level principle** informs planning, teaching and learning. Participants will also consider the **level principle** and how to respond to learners with individual developmental and learning needs. The sessions will provide additional knowledge and understanding of teaching and learning in the Content Areas covered in Week 10 of Term 1, and Weeks 1–3 of Term 2.

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 reflect on the implementation of Term 1 Weeks 6–9
- ◆ To explore strategies to support teaching maths in Grade R
- ◆ To start to present solutions to learner progress and developmental levels
- ◆ To apply the Maths Programme principles in weekly planning
- ◆ To engage with the Maths Programme content of Term 1 Week 10 and Term 2 Weeks 1–3 (Data Handling; Numbers, Operations and Relationships; Space and Shape (Geometry))

## Workshop content

- ◆ Opening and reflection (1 hour)
  - ◆ Session 1: Data Handling (1 hour)
- TEA
- ◆ Session 2: Numbers, Operations and Relationships (1 hour)
  - ◆ Session 3: Space and Shape (Geometry) (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (2 hours)

# Kakaretšo

## Morero

Ye ke thutofatlhošo ya bone 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 ke go thuša barutiši go phethagatša Lenaneo la Dipalo ka diphapošing tša bona. Batšeakarolo ba tlo ba le sebaka sa go naganiša tše ba di bonego gomme ba hlohlomiša ka fao **setheo sa kgato ya maleba** se amago peakanyo, go ruta le go ithuta. Batšeakarolo ba tlo gopodišiša ka **setheo sa kgato ya maleba** le go šomana le barutwana ba go ba le ditlhoko tša go fapana tša tllhabologo le tša go ithuta. Dithuto di tlo abelana ka tsebo ya tlaleletšo le kwešišo ya go ruta le go ruta Dikarolong tša Diteng tše di akareditšwego Kotara ya 1 Beke ya 10, le Kotara ya 2 Dibeke tša 1–3.

Ditšhupetšo tša Dikarolo tša Diteng tša Thuto ya Dipalo Mphatong wa R di tšwa 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 naganiša ka phethagatšo ya Kotara ya 1 Dibeke tša 6–9
- ◆ Go hlohlomiša maano a go thekga go ruta dipalo ka Mphatong wa R
- ◆ Go thoma go bega ditharollo tša tšwelopele ya morutwana le maemo a tllhabologo
- ◆ Go diriša ditheo tša Lenaneo la Dipalo peakanyong ya beke
- ◆ Go swaragana le diteng tša Lenaneo la Dipalo la Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1–3 (Tšhomišo ya Tshedimošo; Dinomoro, Tirišo le Tswalano; Sekgoba le Sebopego (Tšeometri))

## Diteng tša thutofatlhošo

- ◆ Pulo le go naganiša (Iri e 1)
- ◆ Thuto ya 1: Tšhomišo ya Tshedimošo (Iri e 1)

### TEYE

- ◆ Thuto ya 2: Dinomoro, Tirišo le Tswalano (Iri e 1)
- ◆ Thuto ya 3: Sekgoba le Sebopego (Tšeometri) (Iri e 1)

### MATENA

- ◆ Thuto ya 4: Go beakanyetša go ruta (Diiri tše 2)

# Opening and reflection

1 hour

Reflect on the implementation of the Maths Programme in your daily programme and complete the following activity in your group.



## Activity 1

Discuss your progress in implementing the *Take back to school* task from Workshop 3.

Refer to the observation check boxes at the end of each week in *Activity Guide: Term 1*, Weeks 6, 7, 8 and 9.

1. What insights did you gain while observing learners during their Mathematics focus time?

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2. What did you find difficult about the observation during the teacher-guided activity?

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3. Mention one new thing that is working well with your implementation of Term 1 Weeks 6–9. Have you found that the Maths Programme is assisting with teaching and learning in your Grade R class?

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According to the **level principle**, differentiation means that what you teach and how you teach it needs to take into account the different abilities or developmental levels of your learners. To use this approach, you need to continuously observe and record each learner's progress and development in maths.



# Pulo le go naganiša

Iri e 1

Naganiša ka phethagatšo ya Lenaneo la Dipalo lenaneong la gago la tšatši ka tšatši gomme o dire mošongwana wo o latelago sehlopheng sa gago.



## Mošongwana wa 1

Ahlaahlang tšwelopele ya lena ge le phethagatša *Mošomo wo o tlo boelago le wona sekolong* wo o filwego Thutofatlošong ya 3.

Lebelela mapokisi a tekolo ya tlhokomelo mafelelong a beke ye nngwe le ye nngwe ka go *Pukutlhahlo ya Mešongwana: Kotara ya 1, Dibeke tša 6, 7, 8 le 9.*

1. O kwešišitše eng ge o be o lebeletše barutwana ka nako ya nepišo ya Thuto ya Dipalo?

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2. Ke eng se o hweditšego se le bothata ka ga tlhokomelo ka nako ya mošongwana wa go hlahlwa ke morutiši?

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3. Bolela selo se setee seo se šomago gabotse phethagatšong ya Kotara ya 1 Dibeke tša 6–9. Na o hweditše e le gore Lenaneo la Dipalo le a thuša mo go ruteng le go ithuta ka phapošing ya Mphato wa R?

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Go ya ka **setheo sa kgato ya maleba**, phapano e ra gore se o se rutago le tsela ye o rutago ka yona di swanetše go akaretša mabokgoni a go fapana le maemo a hlabologo a barutwana ba gago. Go diriša mkgwa wo, o swanetše go tšwela pele go hlokomela le go rekhota tšwelopele ya barutwana le tlabologo dipalong.

# Session 1: Data Handling

1 hour

This workshop focuses on teaching the following Maths Programme content: Term 1 Week 10 and Term 2 Weeks 1–3. This session focuses on Term 1 Week 10: Data Handling.

## Term 1 Content overview: Data Handling

Refer to the Data Handling Content Area on pages 136–137 of the *Concept Guide*.



### Activity 2

In your group, discuss:

1. What Data Handling content is covered in Term 1?

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2. What does the Maths Programme add to the content from CAPS?

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### Working with data

In this session, you will learn about the Data Handling cycle as a process for solving problems. Data Handling in Grade R focuses on collecting, sorting, organising, representing and analysing information about people or things. The main reason we collect data is to answer a question or to solve a problem.

# Thuto ya 1: Tšhomišo ya Tshedimošo

Iri e 1

Thutofatlhošo ye e nepiša go ruta diteng tša Lenaneo la Dipalo tše di latelago: Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1–3. Dithuto di nepiša Kotara ya 1 Beke ya 10: Tšhomišo ya Tshedimošo.

## Kotara ya 1 Kakaretšo ya diteng: Tšhomišo ya Tshedimošo

Lebelela Dikarolo tša Diteng tša Tšhomišo ya Tshedimošo matlakaleng a 136–137 ka go *Pukutlhahlo ya Mareo*.



### Mošongwana wa 2

Sehlopheng sa gago, ahlaahlang:

1. Ka go Kotara ya 1 go akaretšwa diteng tša Tšhomišo ya Tshedimošo tše dife?

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2. Na Lenaneo la Dipalo le oketša eng go diteng tša SEPHOLEKE?

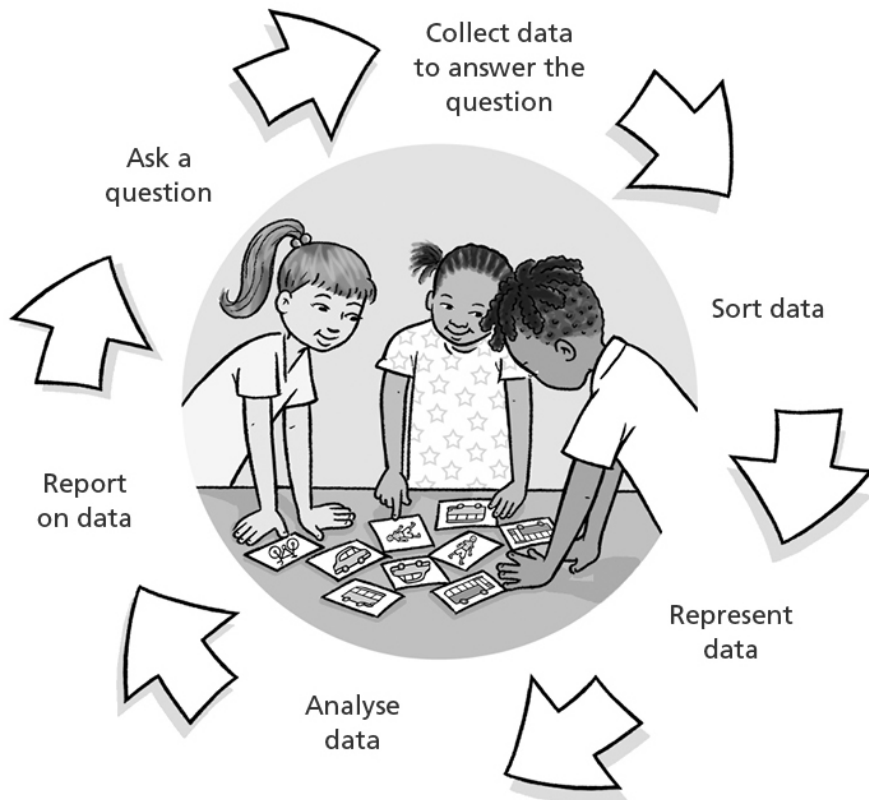
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### Go šoma ka tshedimošo

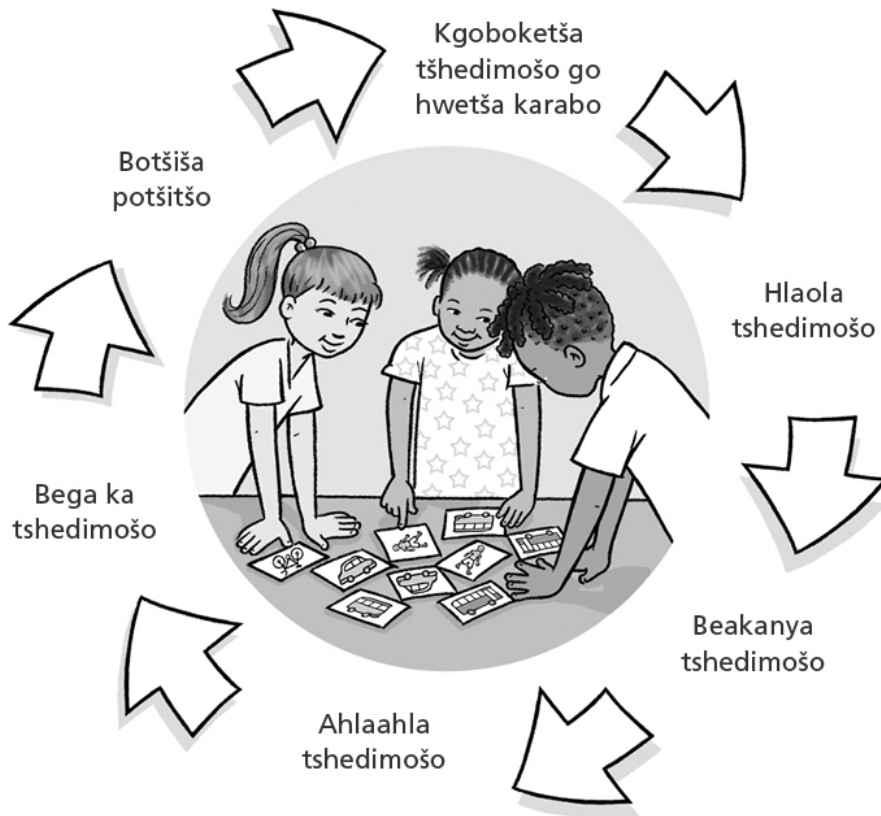
Thutong ye, o tlo ithuta ka tšwetšopele ya Tšhomišo ya Tshedimošo bjalo ka tshepedišo ya go rarolla mathata. Tšhomišo ya Tshedimošo ka Mphatong wa R e nepiša go kgoboketša, go hlaola, go rulaganya, go emela le go sekaseka tshedimošo ka ga batho goba dilo. Lebaka le legolo la go kgoboketša tshedimošo ke go araba potšišo goba go rarolla bothata.



People often refer to the process of Data Handling as a cycle because the events or activities that are involved are repeated in the same sequence for each new question that is to be answered.

1. **Ask a question:** Learners decide what they want to find out about. This is the reason for collecting specific data or information.
2. **Collect data:** Learners decide they want to collect data based on the question or problem.
3. **Sort data:** Learners organise and sort data into groups according to the attribute. In order to answer questions and decide how to represent data that have been collected, decisions need to be made about how things could be sorted.
4. **Represent data:** Learners explore different ways of showing or displaying the information they have collected.
5. **Analyse data:** Learners describe and compare the data that is represented.
6. **Report on data:** Learners answer the question that was initially asked.

Objects can be sorted and classified (grouped) according to their similarities, such as colour, animals, plants. The more learners know about the properties of objects, and their similarities and differences, the more they are able to form different classification groups.



Batho gantši ba bolela gore Tšhomišo ya Tšhedimošo ke tatelano ya sediko ka gobane ditiragalo di a bušetša efela di ka hwetša karabo ya go swana goba ya go fapana go dipotšišo tseo di botšišwago.

1. **Botšiša potšitšo:** Barutwana ba botšiša seo ba nyakago go se tseba. Ke lona lebaka le ba kgoboketšago tshedimošo gore ba tle ba kgone go fa tsebišo.
2. **Kgoboketša tshedimošo:** Barutwana ba tla kgetha gore ba nyaka tshedimošo go barutwana ba bona ba bakae.
3. **Hlaola tshedimošo:** Barutwana ba ka hlaola dikarabo go ya ka di elemente tša go fapana, ba swanetše gape go tšea sephetho sa gore ba beakanya palo ya barutwana bjang.
4. **Beakanya tshedimošo:** Barutwana ba ithuta mehuta ya go fapana ya go bega seo ba se humanego.
5. **Ahlaahla tshedimošo:** Barutwana ba hlaloša le go bapetša tshedimošo yeo ba e humanego.
6. **Pego ya tshedimošo:** Barutwana ba araba potšišo yeo ba e botšišitšwego peleng.

Dilo di ka hlaolwa le go hlophiwa (ka dihlopha) go ya ka dilo tša go swana, bjalo ka mmala, diphoofolo, dimela. Ge barutwana ba tseba kudu ka ga dipharologantšho tša dilo, le tseo di swanago le go fapana ka tšona, ba tlo kgona kudu go dira dihlopha tša ditlhopho tša go fapana.



### Video 1

Watch the video of the class creating and analysing a pictograph to represent the weather.

Discuss how the teacher presents each of the steps in the lesson. Notice the types of questions she uses and how she reinforces the use of correct vocabulary.

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This next activity will take you through the six stages of the Data Handling cycle.



### Activity 3

Take the following animal counters from the Maths Programme *Resource Kit*: three ducks, two chickens and one horse.

1. Consider this question: Are there more ducks or more chickens in the group?
2. Sort and collect data: Organise your animals into groups and then discuss the following with a partner:
  - ◆ Can you see if there are more ducks than chickens now?
  - ◆ How can you check?
3. Represent data: Turn to the grid on page 16. Place animals of the same kind one above the other in a column starting at the bottom of the grid.
4. Analyse and report on data: Look at your columns and discuss with a partner:
  - ◆ Are there more ducks or more chickens? How do you know?
  - ◆ Which column has more animals?
  - ◆ Which column has fewer animals?
  - ◆ Are there the same number of any kind of animal?

Refer to pages 184–187 of *Activity Guide: Term 1* and discuss how this activity is introduced to learners. Refer to pages 212–219 of the *Concept Guide* to read more about Data Handling. Notice the appropriate questions and vocabulary related to the teaching and learning of Data Handling in Grade R.



## Bideo ya 1

Bogela bideo ya mphato go hlama le go sekaseka kgoboketšo ya diswantšho tša go emela bosu.

Ahlaahlang ka fao morutiši a begago ye nngwe le ye nngwe ya dikgato mo thutong. Lemoga mehuta ya dipotšišo tše a di botšišago le ka fao a gatelelago tirišo ya tlotlontšu ya go nepagala.

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Mošongwana wa go latela o tla go sepetša dikgatong tše tshela tša tšwetšopele ya Tšhomišo ya Tshedimošo.



## Mošongwana wa 3

Ntšha dibaledi tša diphoofolo tše di latelago ka go *Dithušathuto tša Phapoši* tša Lenaneo la Dipalo: mapidibidi a mararo, dikgogo tše pedi le pere e tee.

1. Naganiša potšišo ye: Go na le mapidibidi a mantši goba dikgogo tše dintši sehlopheng se?
2. Hlaola o be o kgoboketše tshedimošo: Beakanya diphoofolo ka dihlopha gomme o ahlaahle se le mogwerawa gago:
  - ◆ Na bjale o kgona go bona ge eba go na le mapidibidi a mantši go feta dikgogo?
  - ◆ O ka lekola se bjang?
3. Emela tshedimošo: Eya kriting letlakaleng la 17. Bea diphoofolo tša go swana e tee ka godimo ga ye nngwe kholomong gomme o thome botlase bja kriti.
4. Sekaseka o be o bege ka ga tshedimošo: Lebelela dikholomo gomme le di ahlaahle le mogwera:
  - ◆ Go na le mapidibidi a mantši goba dikgogo tše dintši? O tseba bjang?
  - ◆ Ke kholomo efe ye e nago le diphoofolo tše dintši?
  - ◆ Ke kholomo efe ye e nago le diphoofolo tše mmalwa?
  - ◆ Go na le mehuta ya diphoofolo ya go lekana ka palo?

Lebelela matlakala a 184–187 ka go *Pukutlhahlo ya Mešongwana: Kotara ya 1* gomme le bolele gore mošongwana wo o tsebišwa bjang go barutwana. Lebelela matlakala a 212–219 ka go *Pukutlhahlo ya Mareo* go bala go gontši ka ga Tšhomišo ya Tshedimošo. Lemoga dipotšišo tša maleba le tlotlontšu ya go amana le go ruta le go ithuta ka ga Tšhomišo ya Tshedimošo ka Mphatong wa R.





# Session 2: Numbers, Operations and Relationships

1 hour

The focus of Term 2 Weeks 1 and 2 is Numbers, Operations and Relationships.

## Term 2 Content overview: Numbers, Operations and Relationships



### Activity 4

Refer to the Numbers, Operations and Relationships Content Area on pages 114–123 of the *Concept Guide*.

1. What concepts are covered in Term 2?

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2. What does the Maths Programme add to the content of CAPS?

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### Activity Guide: Term 2

*Activity Guide: Term 2* provides teachers with weekly suggestions for teaching and learning Mathematics.

Look at the Contents page and pages 6–17 of *Activity Guide: Term 2*. You will see that the 'Introduction' in Term 2 is the same as in Term 1.

In Activity 4 you identified the number concepts to be covered in Term 2. In Activity 5 you will make links between these concepts and the New knowledge for the first two weeks of *Activity Guide: Term 2*.

# Thuto ya 2: Dinomoro, Tirišo le Tswalano

Iri e 1

Nepišo ya Kotara ya 2 Dibeke tša 1 le 2 ke Dinomoro, Tirišo le Tswalano.

## Kotara ya 2 Kakaretšo ya diteng: Dinomoro, Tirišo le Tswalano



### Mošongwana wa 4

Lebelela Karolo ya Diteng ya Dinomoro, Tirišo le Tswalano matlakaleng a 114–123 ka go *Pukutlhahlo ya Mareo*.

1. Go akaretšwa mareo afe ka go Kotara ya 2?

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2. Na Lenaneo la Dipalo le oketša eng ka go diteng tša SEPHOLEKE?

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### Pukutlhahlo ya Mešongwana: Kotara ya 2

*Pukutlhahlo ya Mareo: Kotara ya 2* efa barutiši ditšhišinyo tša beke ka beke tša go ruta le go ithuta Thuto ya Dipalo.

Lebelela letlakala la Diteng le matlakala a 6–17 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. O tla bona gore 'Matseno' a Kotara ya 2 a swana le a Kotatara ya 1.

Ka Mošongwaneng wa 4 o hlathile mareo a dinomoro ao a tlogo dirwa Kotareng ya 2. Ka Mošongwaneng wa 5 o tlo tswalanya mareo a le Tsebo ye mpsha mo dibekeng tše pedi tša mathomo ka go *Pukutlhahlo ya Mareo: Kotara ya 2*.



### Activity 5

Refer to 'Content overview: Term 2' (*Activity Guide: Term 2*, pages 18–21).

1. What new knowledge is introduced to learners in the Numbers, Operations and Relationships Content Area?

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2. Go back to Activity 4 and highlight or circle the concepts covered.

### Understanding numbers

In Term 1, the numbers 1, 2 and 3 were taught. You used the same routine for each number taught, adding one more to the number each time a new number was introduced. In Term 2 Week 1, the focus is on the concept of number again. Learners are introduced to the number 4, using the same routine as for numbers 1, 2 and 3.



### Activity 6

Refer to the whole class activities that focus on number 4 in Week 1: *Activity Guide: Term 2*: page 24 (Day 1 #4), page 26 (Day 2 #5), page 28 (Day 3 #4), page 30 (Day 4 #4 and Day 5 #4).

1. Discuss how the number '4' is introduced.

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2. Think about your own classroom practice and how this routine has been working so far. Complete the table.



### Mošongwana wa 5

Lebelela 'Kakaretšo ya diteng: Kotara ya 2' (*Pukutlhahlo ya Mareo: Kotara ya 2, matlakala a 18–21*).

1. Bana ba tsebišwa tsebo efe ye mpsha go Karolo ya Diteng ya Dinomoro, Tirišo le Tswalano?
- 
- 

2. Boela go Mošongwana wa 4 o gatelela goba go dikološa mareo ao a dirilwego.

### Go kwešiša dinomoro

Ka Kotara ya 1, go rutilwe dinomoro 1, 2 le 3. O dirišitše mokgwa wa tlwaelo wa go swana go ruta nomoro ye nngwe le ye nngwe, o oketša nomoro ka tee nako le nako ge o tsebiša nomoro ye mpsha. Ka go Kotara ya 2 Beke ya 1, go nepišwa lereo la nomoro gape. Barutwana ba tsebišwa nomoro 4, go dirišwa mokgwa wa tlwaelo wa go swana wo o dirišitšwego go 1, 2 le 3.



### Mošongwana wa 6

Lebelela mešongwana ya barutwana ka moka ya go nepiša nomoro 4 ka go Beke ya 1: *Pukutlhahlo ya Mareo: Kotara ya 2: letlakala la 25 (Letšatši la 1 #4), letlakala la 27 (Letšatši la 2 #5), letlakala la 29 (Letšatši la 3 #4), letlakala la 31 (Letšatši la 4 #4 le Letšatši la 5 #4)*.

1. Ahlaahlang ka fao nomoro '4' e tsebišwago ka gona.
- 
- 

2. Nagana ka ditlwaelo tša ka phapošing ya gago le ka fao tlwaelo ye e šomilego ka gona. Tlatša tafola ye.

Activity	What worked well?	What did not work so well?
Telling the story and building up the number frieze		
Dramatising the story		
Collecting objects for the maths area		
Matching objects to pictures, dot cards, number symbols and number words		
Using the <i>Poster Book</i>		

Mošongwana	Ke eng se se šomilego gabotse?	Ke eng seo se sa šomago gabotse?
Go anega kanegelo le go aga tšhate ya tlotlontšu le dinomoro		
Go diragatša kanegelo		
Go kgoboketša dilo tša karolo ya dipalo		
Go tswalanya dilo le diswantšho, dikarata tša marontho, maswao a dinomoro le maina a dinomoro		
Go diriša <i>Puku ya Diphoustara</i>		

## Maths vocabulary

Part of learning new concepts involves new language. Learners need the vocabulary to talk and think about maths concepts (**interaction principle**). You can encourage learners to use maths vocabulary by using it yourself when you speak to them about maths concepts and by rephrasing what they say into maths language.

## Money

In Term 2 Week 2 learners are introduced to money. Learners in Grade R are developing an awareness about the features of money and they need opportunities to explore what real South African coins look like.

Activity 7 focuses on helping learners to recognise the similarities and differences between coins: their size, shape and the animals on the coins.



### Activity 7



1. What questions could you ask learners to help them recognise the different features of these coins?

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2. What new vocabulary will you introduce?

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Learners first need to be able to identify and name coins before they are ready to understand their value.



## Tlotlontšu ya Dipalo

Karolo ya go ithuta mareo a maswa e akaretša leleme le leswa. Barutwana ba hloka tlotlontšu gore ba bolele le go nagana ka mareo a dipalo (**setheo sa tswalano**). O ka hlohleletša barutwana go diriša tlotlontšu ya dipalo ge wena o e diriša ge o bolela le bona ka mareo a dipalo le ka go fetolela se ba se boletšego lelemeng la dipalo.

## Tšhelete

Ka Kotara ya 2 Beke ya 2 barutwana ba tsebišwa tšhelete. Barutwana ba Mphato wa R ba thoma go lemoga dika tša tšhelete gomme ba hloka go hlohlomiša gore dikhoine tša nnete tša Afrika Borwa di lebelelega bjang.

Mošongwana wa 7 o nepiša go ruta barutwana gore ba lemoge dilo tša go swana le tša go fapana magareng ga dikhoine: bogolo bja tšona, sebopego le diphoofole tše di lego dikhoineeng.



### Mošongwana wa 7



1. O ka botšiša dipotšišo dife go thuša barutwana go lemoga dika tša go fapana tša dikhoine tše?

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2. O tla tsebiša tlotlontšu efe ye mpsha?

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Sa mathomo barutwana ba hloka go hlatha le go fa maina a dikhoine pele ba lokela go kwešiša boleng bja tšona.

Learners need to be exposed to the purpose of money. Teachers can help learners understand that money is used to buy things like food and clothes and to do different things like travelling by taxi or bus. Expose learners to money and its purpose by setting up a play-shop with pretend coins and notes and items that can be bought.

Refer to the whole class activities and small group activities that focus on money on pages 40–51 of *Activity Guide: Term 2*. In your group, complete Activity 8.



### Activity 8

1. What money concepts are being taught and learnt in the whole class activities?

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2. How are learners encouraged to explore the purpose of money?

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3. How does the teacher consolidate this new knowledge in the small group activities?

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Barutwana ba hloka go tsebišwa morero wa tšhelete. Barutiši ba ka thuša barutwana go kwešiša gore tšhelete e dirišwa go reka dilo tše bjalo ka dijo le diaparo le go dira dilo tše dingwe tša go fapana go swana le go tšea leeto ka thekisi goba pase. Tsebiša barutwana tšhelete le morero wa yona ka go beakanya lebenkele la mantlwane le dikhoine tša go bapala le dinoutse le dilo tše di ka rekwago.

Lebelela mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane ya go nepiša tšhelete matlakaleng a 40–51 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. Ka sehlopha, dirang Mošongwana wa 8.



### Mošongwana wa 8

1. Ke mareo afe a tšhelete ao a rutwago le go ithuta mešongwaneng ya barutwana ka moka?

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2. Barutwana ba hlohleletšwa bjang go hlohlomiša morero wa tšhelete?

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3. Morutiši o tsenya tsebo ye mpsha bjang mešongwaneng ya dihlopha tše dinnyane?

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# Session 3: Space and Shape (Geometry)

1 hour

The focus of Term 2 Week 3 is Space and Shape (Geometry).

## Term 2 Content overview: Space and Shape (Geometry)

Refer to pages 126–131 of the *Concept Guide*.



### Activity 9

1. What Space and Shape (Geometry) concepts are covered in Term 2?

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2. What does the Maths Programme add to the content of CAPS?

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## Triangles

In Term 2 Week 3, learners continue their exploration of two-dimensional shapes as they describe, sort and compare them. In this session you will deepen your understanding of the properties of triangles.

Refer to Day 2 #4 on page 58 of *Activity Guide: Term 2* and then complete Activity 10 in your group.



### Activity 10

'How is the triangle different to other shapes in the classroom?' What answers would you expect from your learners?

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# Thuto ya 3: Sekgoba le Sebopego (Tšeometri) Iri e 1

Nepišo ya Kotara ya 2 Beke ya 3 ke Sekgoba le Sebopego (Tšeometri).

## Kotara ya 2 Kakaretšo ya diteng: Sekgoba le Sebopego (Tšeometri)

Lebelela matlakala a 126–131 ka go *Pukutlhahlo ya Mareo*.



### Mošongwana wa 9

1. Go akaretšwa mareo afe a Sebopego le Sekgoba (Tšeometri) Kotareng ya 2?

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2. Na Lenaneo la Dipalo le oketša eng go diteng tša SEPHOLEKE?

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## Dikhutlotharo

Ka go Kotara ya 2 Beke ya 3, barutwana ba tšwela pele go hlohlomiša dibopego tša mahlakorepedi ge ba hlaloša, ba hlaola le go di bapetša. Thutong ye o tlo tiišetša kwešišo ya gago ya dipharologantšho tša dikhutlotharo.

Lebelele Letšatši la 2 #4 letlakaleng la 59 ka go *Pukutlhahlo ya Mareo: Kotara ya 2* gomme o dire Mošongwana wa 10 sehlopheng.



### Mošongwana wa 10

*'Na khutlotharo e fapana bjang le dibopego tše dingwe tša ka phapošing ya gago?' O tlo lebelela dikarabo dife go tšwa barutwaneng?*

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When learners are given opportunities to sort and group different shapes, they need to focus on the properties of the shapes to make their decisions, e.g. the number of sides, whether the sides are straight or curved and the number of corners.

Stories are a great way to introduce shape concepts to learners. Listen to the story, *They pulled and they pulled*, from Week 3 (*Activity Guide: Term 2*, pages 62 and 198) as told by your facilitator and then complete Activity 11 in your group.



### Activity 11

1. What questions could you ask learners to help them learn more about the properties of triangles?

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2. Are most of these questions open-ended or closed questions?

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**Note:** Use *Activity Guide: Term 1* and *Term 2* to help you plan for teaching these weeks. The ideas and activity suggestions are a guide and resource. Set up the maths area with the content focus for each week.

Ge barutwana ba filwe menyetla ya go hlaola le go hlopha diboego tša go fapana, gore ba kgone go tšea diphetho ba swanetše go nepiša dipharologantšho tša diboego, mohl, palo ya mahlakore, gore ke mahlakore a thwii goba a go kgopama le palo ya dikhutlo.

Dikanegelo ke tsela ye botse kudu ya go tsebiša barutwana mareo a diboego. Theeletša kanegelo, *Ba gogile ba goga*, ya Beke ya 3 (*Pukutlhahlo ya Mareo: Kotara ya 2*, matlakala a 63 le 199) ge e anegwa ke monolofatši wa gago gomme o dire Mošongwana wa 11 le sehlopha sa gago.



### Mošongwana wa 11

1. O ka botšiša barutwana dipotšišo dife go ba thuša gore ba ithute go gontši ka ga dipharologantšho tša dikhutlotharo?

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2. Na bontši bja dipotšišo tše ke dipotšišo tša go lokologa goba dipotšišothwii?

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**Ela hloko:** Diriša *Pukutlhahlo ya Mareo: Kotara ya 1* le *Kotara ya 2* go go thuša go beakanyetša go ruta dibekeng tše. Dikgopolo le ditšhišinyo tša mešongwana ke tlhahli le sedirišwa. Beakanya karolo ya dipalo go ya ka nepišo ya diteng ya beke ye nngwe le ye nngwe.

# Session 4: Planning for teaching

2 hours



## Video 2

Watch the video of the teacher-guided activity. Observe how the teacher uses questions to prompt and guide the learners during the activity.

Discuss how you have managed your teacher-guided activities in Term 1. Have you faced any challenges? If so, what strategies have you used to resolve them?

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## Terms 1 and 2 Content Summary (Term 1 (Week 10) and Term 2 (Weeks 1–3))

Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3) outlines the main Content Area Focus for each week, the topics to be covered, the new knowledge and practise focus for each week, and suggested activities for whole class, teacher-guided and independent group work for the week.



## Activity 12

Look at Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3). Answer the questions.



# Thuto ya 4: Go beakanyetša go ruta

Diiri tše 2



## Bideo 2

Bogela bideo ya go hlahlwa ke morutiši. Lebelela ka fao morutiši a dirišago dipotšišo go hlohleletša le go hlahla barutwana ka nako ya mošongwana.

Hlaloša ka fao o dirilego mešongwana ya go hlahlwa ke morutiši ka Kotara ya 1. Na o bile le ditlhohlo? Ge go le bjalo, o dirišitše maano afe go di rarolla?

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## Kotara ya 1 le 2 Kakaretšo ya Diteng (Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1-3))

Mamatletšo ya A: Kotara ya 1 le 2 Kakaretšo ya Diteng ya Beke ka Beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1-3) di laetša Nepišokgolo ya Karolo ya Diteng ya beke ye nngwe le ye nngwe, dihlogotaba tše di tlo akaretšwago, tsebo ye mpsha le nepišo ya katišo ya beke ye nngwe le ye nngwe, le mešongwana ye e šišintšwego ya barutwana ka moka, mošomo wa go hlahlwa ke morutiši le wa sehlopha sa go se hlahliwe wa beke yeo.



## Mošongwana wa 12

Lebelela Mamatletšo ya A: Kotara ya 1 le 2 Kakaretšo ya Diteng ya Beke ka Beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1-3). Araba dipotšišo.

<b>Questions</b>	<b>Week 10 Term 1</b>	<b>Week 1 Term 2</b>	<b>Week 2 Term 2</b>	<b>Week 3 Term 2</b>
What is the Content Area Focus for the week?				
What are the key concepts that learners will be learning?				
What new knowledge is introduced?				
What skills are being practised?				

<b>Dipotšišo</b>	<b>Beke ya 10 Kotara ya 1</b>	<b>Beke ya 1 Kotara ya 2</b>	<b>Beke ya 2 Kotara ya 2</b>	<b>Beke ya 3 Kotara ya 2</b>
Nepišo ya Karolo ya Diteng ya beke ke efe?				
Barutwana ba tlo ithuta mareokgolo afe?				
Go tsebišwa tsebo efe ye mpsha?				
Go ikatišwa mabokgoni afe?				

## Activity Guide: Term 1: Week 10 and Activity Guide: Term 2: Weeks 1–3

Refer to Week 10 in *Activity Guide: Term 1* and Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Complete Activity 13 in your group.



### Activity 13

Find Week 10 in *Activity Guide: Term 1*. Answer the questions.

1. What is the Content Area Focus for the week?
2. What topics and new knowledge are taught in this week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching this week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for this week of teaching.
7. In your small group refer back to Week 10 in Appendix A. Match the whole class activities and small group activities in Week 10 of *Activity Guide: Term 1* to the Weekly Content Summary in Appendix A.



### Activity 14

Find Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Answer the questions.

1. What is the Content Area Focus for each week?
2. What topics and new knowledge are taught in each week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching each week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for these three weeks of teaching.
7. In your small group refer back to Weeks 1–3 in Appendix A. Match the whole class activities and small group activities in Weeks 1–3 of *Activity Guide: Term 2* to the Weekly Content Summary in Appendix A.



Remember that the eye in the shaded block at the end of the teacher-guided activities (**Check that learners are able to**) reminds us that we need to observe the learners while they are busy, and we need to listen carefully while they are talking to us and to their peers.

Make a mental note of each learner and once the learners have left for the day, write down your observations in a dedicated observation book that has space for each learner's notes.

## Pukutlhahlo ya Mareo: Kotara ya 1: Beke ya 10 le Pukutlhahlo ya Mešongwana: Kotara ya 2: Dibeke tša 1–3

Lebelela Beke ya 10 ka go *Pukutlhahlo ya Mareo: Kotara ya 1* le Dibeke tša 1, 2 le 3 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. Dirang Mošongwana wa 13 ka sehlopha.



### Mošongwana wa 13

Hwetša Beke ya 10 ka go *Pukutlhahlo ya Mareo: Kotara ya 1*. Araba dipotšišo.

1. Nepišo ya Karolo ya Diteng ya beke ke efe?
2. Bekeng ye go rutwa dihlogo dife tša ditaba le tsebo efe ye mpsha?
3. Na diteng tša 'Go ikatiša' di tswalana bjang le beke ya go feta?
4. O hloka eng go itokišetša go ruta beke ye?
5. Bala mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane.
6. Ka sehlopha se sennyane ahlaahlang gore le tlo beakanya le go rulaganya phapoši ya lena bjang gore e lokele go ruta beke ye.
7. Ka sehlopha se sennyane lebelelang Beke ya 10 ka go Mamatletšo ya A. Tswalanyang mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane ya Beke ya 10 ka go *Pukutlhahlo ya Mareo: Kotara ya 1* le Kakaretšo ya Diteng tša Beke ka Beke ka go Mamatletšo ya A.



### Mošongwana wa 14

Hwetša Dibeke tša 1, 2 le 3 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. Araba dipotšišo.

1. Nepišo ya Karolo ya Diteng ya beke ye nngwe le ye nngwe ke efe?
2. Go rutwa dihlogotaba dife le tsebo efe ye mpsha beke ye nngwe le ye nngwe?
3. Na diteng tša 'Go ikatiša' di tswalana bjang le beke ya go feta?
4. O hloka eng go itokišetša go ruta beke ye nngwe le ye nngwe?
5. Bala mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane.
6. Ka sehlopha se sennyane ahlaahlang gore le tlo beakanya le go rulaganya phapoši ya lena bjang gore e lokele go ruta dibekeng tše tharo tše.
7. Ka sehlopha se sennyane lebelelang Dibeke tša 1–3 ka go Mamatletšo ya A. Tswalanya mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane ya Dibeke tša 1–3 ka go *Pukutlhahlo ya Mareo: Kotara ya 2* le Kakaretšo ya Diteng tša Beke ka Beke ka go Mamatletšo ya A.



O gopole gore leihlo leo le lego polokong ya go fifatšwa mafelelong a mešongwana ya go hlhlwa ke morutiši (**Lekola gore barutwana ba kgona go**) le re gopotša gore re swanetše go hlokomela barutwana ge ba šoma, le gore re hloka go ba theeletša ka tlhokomelo ge ba bolela le rena le dithaka tša bona.

Morutiši o swara tše a di bonago ka ga morutwana yo mongwe le yo mongwe ka hlogong gomme ge barutwana ba ile gae, o ngwala se a se bonego ka pukung ya temogo ya go ba le sekgoba sa morutwana yo mongwe le yo mongwe.

## Closing activities



### Activity 15

**Lessons learnt:** Think about what you learnt during the workshop and complete the table.

Things I am already doing that work well	New ideas that I would like to try

## Mešongwana ya go tswalela



### Mošongwana wa 15

**Dithuto tše go ithutilwego tšona:** Nagana ka se o ithutilego sona ka thutofatlošong gomme o feleletše tafola.

Dilo tše ke di dirago tše di šomago gabotse	Dikgopolo tše diswa tše ke ratago go di leka



### **Take back to school task**

1. Continue with your observations to build up a complete picture of each learner.
2. During the teacher-guided activities complete the *Check that learners are able to* section (after the teacher-guided activity in each week) for each learner being observed.
3. Make a copy of the Exemplar Record of Continuous Assessments in *Activity Guide: Term 1* (pages 190–193).
4. Use the information collected in your observation notes to date and record each learner's development. (Remember that patterns of development need to be recorded over time.)
5. Use *Activity Guide: Term 1* (Week 10) and *Activity Guide: Term 2* (Weeks 1–3) to plan and implement Term 1 Week 10 and Term 2 Weeks 1–3 of the Maths Programme, including creating a maths area with a focus on the concept for each week.
6. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning. Bring your evaluation report to the next workshop.

### **Evaluation**

Complete the Evaluation Form.





### **Mošomo wo o tlo boelago le wona sekolong**

1. Tšwela pele go hlokomela barutwana gore o be le seswantšho sa go tlala sa morutwana yo mongwe le yo mongwe.
2. Ka nako ya mešongwana ya go hlahlwa ke morutiši dira karolo ya *Lekola gore barutwana ba kgona go* (ka morago ga mešongwana wa go hlahlwa ke morutiši beke ye nngwe le ye nngwe) ya morutwana yo mongwe le yo mongwe yo a hlokometšwego.
3. Dira khophi ya Mohlala wa Rekhote ya Ditekolo/Dikelotšweledi ka go *Pukutlhahlo ya Mešongwana: Kotara ya 1* (matlakala a 190–193).
4. Diriša tshedimošo ye o e kgobokeditšego dinoutseng tša tlhokomelo go fihla ga bjale gomme o rekhote tlihabologo ya morutwana yo mongwe le yo mongwe. (Gopola gore dipatrone tša tlihabologo di hloka go rekhotwa sebaka se setelele.)
5. Diriša *Pukutlhahlo ya Mešongwana: Kotara ya 1* (Beke ya 10) le *Pukutlhahlo ya Mešongwana: Kotara ya 2* (Dibeke tša 1–3) go beakanya le go phethagatša Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1–3 tša Lenaneo la Dipalo, go akaretšwa le go hlama karolo ya dipalo ya go nepiša lereo la beke ye nngwe le ye nngwe.
6. Ngwala tekolo ya se o naganago gore se šomile gabotse, le se o naganago gore ga se sa šoma gabotse le se o ka se dirago ka tsela ye e fapanego go kaonafatša go ruta le go ithuta. O tle le pego ya gago ya tekolo thutofatlhošong ya go latela.

### **Tekolo**

Tlatša Foromo ya Tekolo.

## APPENDIX A: TERM 1 AND 2 WEEKLY CONTENT SUMMARY: TERM 1 (WEEK 10) AND TERM 2 (WEEKS 1-3)

### Term 1: Activity Plan

Week 10				
<b>CONTENT AREA:</b> DATA HANDLING				
<b>TOPIC:</b> Collect and sort objects, represent sorted collections of objects, discuss and report on sorted collections of objects				
<b>INTRODUCE NEW KNOWLEDGE:</b> Collect, sort and represent collections of objects (weather); discuss and report on sorted collections; create own pattern				
<b>PRACTISE:</b> Oral counting 1-10, counting backwards from 5, sequencing numbers 1-3, counting objects 1-5, number concept 1-3, copy patterns, problem-solving techniques				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Sorting and classifying, waste items.	Oral counting. Touch and count – one-to-one correspondence. Sorting and classifying activities – animals. Representing and interpreting data.	<b>Activity 1</b>	Sorting waste.
<b>Day 2</b>	Data collection, sorting clothing items.		<b>Activity 2</b>	Sorting colours.
<b>Day 3</b>	Sorting and classifying, group game.		<b>Activity 3</b>	Sorting tray, natural items.
<b>Day 4</b>	Use data collected from the weather discussions, represent and analyse how many days were sunny, raining etc.		<b>Activity 4</b>	Copy pattern using concrete objects and then create own pattern.
<b>Day 5</b>	Weather data collection, representing and analysing.			

### Term 2: Activity Plan

Week 1				
<b>CONTENT AREA:</b> NUMBERS, OPERATIONS AND RELATIONSHIPS				
<b>TOPIC:</b> Recognise number symbols and number words, describe, order and compare numbers				
<b>INTRODUCE NEW KNOWLEDGE:</b> More than/fewer than/equal to, introduce number 4				
<b>PRACTISE:</b> Oral counting 1-10, sequencing numbers 1-3, counting objects 1-5, reinforce number concept 1-3				
Whole class activities		Teacher-guided activity	Workstation activities	
<b>Day 1</b>	Introduce 4 (giraffes).	Counting objects 1-5. Matching objects to number dot, symbol and word cards 1-4. Arrange counters to match dot cards. Practise more than, fewer than, equal. Write number 4 (as with numbers 1 to 3).	<b>Activity 1</b>	Playdough mat 4 (as for previous numbers).
<b>Day 2</b>	Introduce more than/less than/equal to, maths table.		<b>Activity 2</b>	Number ordering puzzle activity to 4 (forms a picture).
<b>Day 3</b>	Reinforce 1-4, dot cards and ordering.		<b>Activity 3</b>	Matching number symbols, words and concrete objects to 4.
<b>Day 4</b>	Reinforce 1-4, Unifix blocks and hoops.		<b>Activity 4</b>	Number puzzles (no number words).
<b>Day 5</b>	Reinforce number 4, Poster 6.			

**MAMATLETŠO YA A: KOTARA YA 1 LE 2 KAKARETŠO YA DITENG YA BEKE KA BEKE: KOTARA YA 1 (BEKE YE 10) LE KOTARA YA 2 (DIBEKE TŠA 1-3)**

**Kotara ya 1: Peakanyo ya Mošongwana**

Beke ya 10			
<b>KAROLO YA DITENG: TŠHOMIŠO YA TSHEDIMOŠO</b>			
<b>HLOGOTABA: Kgoboketša le go hlaola dilo, Dira kemedi ya mekgobo ya dilo tše di hlaotšwego, bolelang le go bega ka mekgobo ya dilo tše di hlaotšwego</b>			
<b>SEBO YE MPSHA: Kgoboketša, hlaola o be o emele mekgobo ya dilo tše di hlaotšwego; bolelang le be le bege ka ga mekgobo ya dilo tše di hlaotšwego</b>			
<b>GO IKATIŠA: Go balela godimo 1-10, go latelanya dinomoro 1-3, go bala dilo 1-5, temogopalo 1-3, kopolla dipatrone, tharolla ya mathata. pele le ka morago</b>			
Mešongwana ya barutwana ka moka		Mošomo wa go hlahlwa ke morutiši	Mešongwana ya mafelong a go šomela
<b>Letšatši la 1</b>	Go hlaola le go hlopha, matlakala.	Go balela godimo. Swarwa o be o bale – tee-ka-tee tša go swana. Go hlaola le go hlopha mešongwana-diphoofolo. Go emela le go hlatholla tshedimošo.	<b>Mošongwana wa 1</b> <b>Mošongwana wa 2</b> <b>Mošongwana wa 3</b> <b>Mošongwana wa 4</b>
<b>Letšatši la 2</b>	Kgoboketšo ya tshedimošo, go hlaola diaparo.		
<b>Letšatši la 3</b>	Go hlaola le go hlopha, moraloko wa sehlopha.		
<b>Letšatši la 4</b>	Diriša tshedimošo ye e kgobokeditšwego dipoledišanong tša boso, emela o be o sekaseke gore ke matšatši a makae ao a fišitšego, go nelego pula, bj.bj.		
<b>Letšatši la 5</b>	Kgoboketšo ya tshedimošo ya boso, go emela le go sekaseka.		
Go hlaola matlakala. Go hlaola mebala. Go hlaola therei, dilo tša tlhago. Kopisa patrone o diriša dilo tša go swarwa gomme o ihlamele patrone.			

**Kotara ya 2: Peakanyo ya Mošongwana**

Beke ya 1			
<b>KAROLO YA DITENG: DINOMORO, TIRIŠO LE TSWALANO</b>			
<b>HLOGOTABA: Go lemoga le go hlatha maswao a dinomoro le maina a dinomoro, hlaloša, bapetša o be o beakanye dinomoro</b>			
<b>TSEBO YE MPSHA: Ntši go feta nnyane go, lekana le. nomoro 4</b>			
<b>GO IKATIŠA: Go balela godimo 1-10 le 5-1, go latelanya dinomoro 1-3, go bala dilo 1-5, temogopalo 1-3</b>			
Mešongwana ya barutwana ka moka		Mošomo wa go hlahlwa ke morutiši	Mešongwana ya mafelong a go šomela
<b>Letšatši la 1</b>	Tsebiša 4 (dithutlwa).	Go bala dilo 1-5. Go tswalanya selo le lerontho la nomoro, dikarata tša maswao le maina 1-4. Beakanya dibaledi gore di tswalane le dikarata tša marontho. Ikatiše go feta, fetwa ke, lekana. Ngwala nomoro 4 (go swana le nomoro 1 go ya go 3).	<b>Mošongwana wa 1</b> <b>Mošongwana wa 2</b>  <b>Mošongwana wa 3</b>  <b>Mošongwana wa 4</b>
<b>Letšatši la 2</b>	Tsebiša feta/fetwa ke/lekana le, tafola ya dipalo.		
<b>Letšatši la 3</b>	Gatelela 1-4, dikarata tša marontho le go latelanya.		
<b>Letšatši la 4</b>	Gatelela 1-4, dipoloko tša Unifix le dihupu.		
<b>Letšatši la 5</b>	Gatelela nomoro 4, Phoustara ya 6.		
Mmete wa tlhama 4 (bjalo ka dinomoro tša go feta). Mošongwana wa marara go latelanya dinomoro go ya go 4 (dira seswantšho). Maswao a dinomoro, maina le dilo tša go swarwa go ya go. Marara a dinomoro (ga go maina a dinomoro).			

Week 2				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Money: develop an awareness of South African coins				
INTRODUCE NEW KNOWLEDGE: South African coins, ordinal numbers first to fourth, making equal groups the same to 4, counting objects 1–6				
PRACTISE: Oral counting 1–10 and 5–1, sequencing numbers 1–4, reinforce number concept 1–4, biggest to smallest/smallest to biggest				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Introduce South African coins (cents and rands), Poster 7.	Number concept 1–4. Estimation. Shake and break with 4. South African coins – match coins to ‘goods in shop’. Use cut-out coins; sorting, ordering, matching. Make equal groups to 4 – using counters.	Activity 1	Make own coin (give a circle shape).
Day 2	Maths table – shopping, ordinal numbers first to fourth.		Activity 2	Number caterpillar – sequencing numbers 1–4.
Day 3	Matching number/dot cards and number words.		Activity 3	Draw or paste objects to match numbers 1–4.
Day 4	Ordering number 1–4, shopping.		Activity 4	Posting activity using number and colour 1–4.
Day 5	Problem solving up to 4 (Poster 7).			

Week 3				
CONTENT AREA: SPACE AND SHAPE (GEOMETRY)				
TOPIC: Position, orientation and views; describes sorts and compares 2-D shapes				
INTRODUCE NEW KNOWLEDGE: Position: underneath, oral counting 1–15, counting objects 1–7, orientation and views				
PRACTISE: Oral counting 1–10 and 5–1; sequencing numbers 1–4; reinforce number concept 1–4; count backwards 5–1; shapes: circle, square, triangle; position: in front of, behind, on top, between, next to; direction: forwards, backwards				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Positions, shape game.	Counting. Use shapes to show correct number (1–4). Position: next to, between, in front of, behind, on top, underneath. Direction: forwards, backwards.	Activity 1	Colour triangles.
Day 2	Reinforce the triangle.		Activity 2	Carrot activity (cut out triangles and add correct number of leaves).
Day 3	Position (next to, between, in front of, behind, on top, underneath).		Activity 3	Sorting tray – according to colour, shape or size (one attribute).
Day 4	Reinforce all the shapes done, shape story.		Activity 4	Building towers with construction blocks.
Day 5	Following direction: How do I get to ...? Poster 9. Orientation and views using a toy car.			

Beke ya 2				
KAROLO YA DITENG: DINOMORO, TIRIŠO LE TSWALANO				
HLOGOTABA: Tšhelete: Thoma temošo ya dikhoine tša Afrika Borwa				
TSEBO YE MPSHA: Dikhoine tša Afrika Borwa, palogohle ya mathomo go fihla go ya bone, go dira dihlopha gore di swane go fihla ka 4 4, go bala dilo 1-6				
GO IKATIŠA: Go balela godimo 1-10 le 5-1, go latelanya dinomoro 1-4, temogopalo 1-4, kgolo ka go fetiša go ya go nyane ka go fetiša/nnyane ka go fetiša go ya go kgolo ka go fetiša				
Mešongwana ya barutwana ka moka ka phapošing		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela	
Letšatši la 1	Tsebiša dikhoine tša Afrika Borwa (disente le diranta), Phoustara ya 7.	Lere la nomoro 1-4. Kakanyo.	Mošongwana wa 1	Itirele khoine (efa sebopego sa sediko).
Letšatši la 2	Tafola ya Dipalo – go reka, palogohle ya mathomo go fihla go ya bone.	Šikinya o be o aroganye ka 4.	Mošongwana wa 2	Seboko sa nomoro – go latelanya dinomoro 1-4.
Letšatši la 3	Go tswalanya dikarata tša dinomoro/marontho le maina a dinomoro.	Dikhoine tša Afrika Borwa – tswalanya dikhoine le 'dithoto tša ka lebenkeleng'.	Mošongwana wa 3	Thala goba o kgomaretše dilo go tswalanya dinomoro 1-4.
Letšatši la 4	Go latelanya dinomoro 1-4, go reka.	Diriša dikhoine tša go ripiwa; go hlaola, go latelanya, go tswalanya.	Mošongwana wa 4	Go posa mošongwana o diriša nomoro le mmala 1-4.
Letšatši la 5	Tharollo ya mathata go fihla ka 4 (Phoustara ya 7).	Dira dihlopha tša go lekana le 4 – o diriša dibaledi.		

Beke ya 3				
KAROLO YA DITENG: SEBOPEGO LE SEKGOBA (TŠEOMETRI)				
HLOGOTABA: Maemo, peakanyo le pono; hlaloša, hlaola le go bapetša diboepo tša 2-D				
TSEBO YE MPSHA: Maemo: ka fase, go balela godimo 1-15, go bala dilo 1-7				
GO IKATIŠA: Go latelanya dinomoro 1-4; temogopalo 1-4; go balela morago 5-1; diboepo: sediko, sekwere, khutlotharo; maemo: pele ga, ka morago, ka godimo, gare, kgauswi le; tšhupetšo: pele, morago				
Mešongwana ya barutwana ka moka ka phapošing		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela	
Letšatši la 1	Boemo, moraloko wa sebopego.	Go bala.	Mošongwana wa 1	Dikhutlotharo tša mebala.
Letšatši la 2	Gatelela khutlotharo.	Diriša diboepo go bontšha nomoro ya go nepagala (1-4).	Mošongwana wa 2	Mošongwana wa kherote (ripa dikhutlotharo o be o tsenye nomoro ya go nepagala ya matlakala).
Letšatši la 3	Boemo (kgauswi le, gare, pele ga, ka morago, ka godimo, ka tlase).	Boemo: kgauswi le, gare, pele ga, ka morago, ka godimo, ka tlase.	Mošongwana wa 3	Therei ya go hlaola – go ya ka mmala, sebopego goba bogolo (lehlaodi le letee).
Letšatši la 4	Gatelela diboepo ka moka tše di dirilwego, kanegelo ya sebopego.	Tšhupetšo: pele, morago.	Mošongwana wa 4	Go aga ditora ka dipoloko tša go aga.
Letšatši la 5	Go latela tšhupetšo: Ke ya bjang go ...? Phoustara ya 9. peakanyo le dikgopolo o diriša sefatanaga sa go bapadiša.			

# Workshop 4 Evaluation Form

1. Did the workshop meet your expectations?

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2. What did you learn in this workshop that helped you the most?

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3. Was there anything that you did not like or had difficulty understanding?

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4. How will you apply what you have learnt in your Grade R classroom?

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5. Do you have any suggestions for improving further workshops?

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## Foromo ya Tekolo ya Thutofatlhošo ya 4

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

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

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3. Go na le se o se go wa se rata goba o sa se kwešiše go?

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4. O tlo phethagatša se o ithutilego sona bjang phapošing ya gago ya Mphato wa R?

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5. Go na le tše o di šišinyago go kaonafatša dithutofatlhošo tše di latelago?

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