



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Tshivenda/English

Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya T Grade R Mathematics Improvement Programme



Wekishopo ya 4 • Workshop 4

Bugu ya Mushumo ya Vhashelamulenzhe • Participant's Workbook

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

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

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

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

ACKNOWLEDGEMENTS

Special thanks to:

- The Gauteng Department of Education Curriculum, Teacher Education and Special Education Directorate officials for their contribution to the adaptation of our materials.
- The Western Cape Education Department (WCED) officials and teachers for their contribution to the successful implementation of the Grade R Mathematics Programme (R-Maths) in the Western Cape between 2016 and 2019.
- The R-Maths writing team: SDU staff and consultants.



The Grade R Mathematics Improvement Programme is adapted from *R-Maths*, first published in 2017 by the Schools Development Unit, University of Cape Town. Copyright of *R-Maths* is held by the University of Cape Town.

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Mbalo dza Gireidi ya T na Thandela ya u Khwinisa Dzinyambo ndi vhurangeli ha **Gauteng Department of Education** na vhafarakani navho vha ndeme vha, **Gauteng Education Development Trust**.

Mveledziso na vhubvedzi ha vhubfumbudzi na zwishumiswa zwa kilasirumu ya Mbalo dza Gireidi ya T na Thandela ya u Khwinisa Dzinyambo zwo konadzea nga ndambedzo ya thandela u bva kha vha **United States Agency for International Development** na vha **Zenex Foundation**.

Mbalo dza Gireidi ya T na Thandela ya u Khwinisa Dzinyambo i langulwa nga vha **JET Education Services** na **Schools Development Unit** ya **UCT** na **Wordworks** sa vhafarakani vha thekhnikhala.

Schools Development Unit (SDU) ngei **University of Cape Town (UCT)** ndi mufarakani wa thekhnikhala wa mbalo kha Mbalo dza Gireidi ya T na Thandela ya u Khwinisa Dzinyambo. SDU ndi yuniti ngomu ha School of Education tsha UCT ine ya sedzesa kha mveledziso ya phurofeshinala ya vhagudisi kha Mbalo, Saints, Litheresi/Dzinyambo na Zwikili zwa Vhutshilo u bva kha Gireidi ya T u ya kha Gireidi ya 12. SDU i neshedza ndalukanyo dza mugudisi na khoso pfufhi dzo themedelwaho dza UCT, mushumo wo disendekaho nga tshikolo, mveledziso ya matheriala na thodisiso zwa u tikedza u gudisa na u guda nga nyambo dzothe dza Afrika Tshipembe.

NDIVHUHO

Ndivhuho dzo khetheaho kha:

- Vhaofisiri vha Khethekanyo ya Kharikhulamu, Pfunzo ya Vhagudisi na Pfunzo yo Khetheaho ya Gauteng Department of Education, kha u shela havho mulenzhe kha u shandulela matheriala ashu.
- Vhaofisiri na vhagudisi vha Western Cape Education Department (WCED) kha u shela havho mulenzhe kha u khunyeledza u thomiwa ha Grade R Mathematics Programme (R-Maths) kha la Western Cape vhukati ha 2016 na 2019.
- Tshigwada tsha vhanwali vha R-Maths: vhashumi vha SDU na vhaletshedzi.



Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya T yo shandulelwa u bva kha R-Maths, yo anadadza lwa u thoma nga 2017 nga vha Schools Development Unit, University of Cape Town. Nzivhanyedziso ya R-Maths yo farwa nga vha University of Cape Town.

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Overview

Purpose

This is the fourth 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 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) |

Manweledzo

Ndivho

Iyi ndi wekishopo ya vhuṅa kha dza fumimbili dza Mbekanyamushumo ya u Khwinifhadza Mbalo dza Gireidi ya T ine ya vhumba tshipiḁa tsha Muhasho wa Pfunzo wa Gauteng (GDE) Mbalo dza Gireidi ya T na Thandela ya u Khwinisa Dzinyambo.

Ndivho ya wekishopo iyi ndi u thusa vhagudisi u thoma Mbekanyamushumo ya Mbalo ngomu kiḁasirumuni dzavho. Vhashelamulenzhe vha ḁo vha na tshikhala tsha u amba nga zve vha vhona na u tandula uri **mulayo wa maimo** u thusa hani u pulana, u funza na u guda. Vhashelamulenzhe vha ḁo dzhiela nzhele **mulayo wa maimo** na uri vha nga shuma hani na vhagudi vha re na ḁoḁea dza u guda na mveledziso ya mugudi a eḁhe. Dzulo li ḁo ṅetshedza ndivho ya u engedza na u pfesesa u funza na u guda kha Masia a Magudiswa o kwamiwaho kha Vhege ya 10 ya Kotara ya 1, na Vhege ya 1–3 dza Kotara ya 2.

U referentsiwa kha Sia la Magudiswa la Mbalo dza Gireidi ya T zwo dzhiwa kha *Tshitatamennde tsha Pholisi tsha Kharikhulamu na u Linga (TSHIPHOKHALI): Mbalo dza Gireidi ya T (Mvetamveto ya u Fhedzisela)*, 2011, Muhasho wa Pfunzo ya Mutheo, Afrika Tshipembe.

Mvelelo dza u guda

- ◆ U humbula nga u thomiwa ha Kotara ya 1 Vhege ya 6–9
- ◆ U tandula maano u itela u tikedza u funza mbalo kha Gireidi ya T
- ◆ U thoma u ṅetshedza thandululo kha mvelaphanda ya vhagudi na levele dza mvelaphanda
- ◆ U shumisa milayo ya Mbekanyamushumo ya Mbalo kha vhupulani ha vhege nga vhege
- ◆ U shuma na magudiswa a Mbekanyamushumo ya Mbalo a Kotara ya 1 Vhege ya 10 na Kotara ya 2 Vhege ya 1–3 (U shuma na Data; Nomboro, Tswayo na Vhushaka; Tshikhala na Tshivhumbeo (Dzhometiri))

Magudiswa a wekishopo

- ◆ Mvulatswinga na mihumbulo (Awara 1)
 - ◆ Dzulo la 1: U shuma na Data (Awara 1)
- TIE
- ◆ Dzulo la 2: Nomboro, Tswayo na Vhushaka (Awara 1)
 - ◆ Dzulo la 3: Tshikhala na Tshivhumbeo (Dzhometiri) (Awara 1)
- TSHISWITULO
- ◆ Dzulo la 4: U pulanela u funza (Awara 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?

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

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?

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.

Mvulatswinga na mihumbulo

Awara 1

Kha vha ambe nga mathomele a Mbekanyamushumo ya Mbalo kha mbekanyamushumo ya ðuvha liñwe na liñwe yavho vha fhedzise nyito i tevhelaho vhe tshigwadani tshavho.



Nyito ya 1

Kha vha haseledze mvelaphanda yavho kha u thoma *Mushumo wa u tuwa nawo tshikoloni* u bva kha Wekishopo ya 3.

Kha vha sedze mabogisi a u tola zwe vha vhona mafheleloni a vhege inwe na inwe kha *Nyendedzi ya Nyito: Kotara ya 1, Vhege ya 6, 7, 8 na 9.*

1. Ndi zwifhio zwe vha vhuelwa ngazwo musi vha tshi khou sedza vhagudi nga tshifhinga tsha fhethu ho sedzwaho tsha Mbalo tshavho?

2. Ndi tshini tshe vha wana tshi tshi konða nga zwe vha vhona nga tshifhinga tsha nyito yo rangwaho phanda nga mugudisi?

3. Kha vha ambe tshithu tshiswa tshithihi tshine tsha khou shuma zwavhuði nga u thoma havho ha Kotara ya 1 Vhege ya 6–9. Vho vhuya vha wana uri Mbekanyamushumo ya Mbalo i khou thusa nga u funza na u guda kilasini yavho ya Gireidi ya T?

U ya nga **mulayo wa maimo**, u fhambanyisa zwi amba uri zwine vha funza na uri vha zwi funza hani zwi fanela u dzhiela nzhele vhukoni ho fhambanaho kana levele dza mveledziso dza vhagudi vhavho. U shumisa maele aya, vha fanela u bvela phanda na u sedza na u rekhoda mvelaphanda ya mugudi muñwe na muñwe na mveledziso kha mbalo.

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?

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

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.

Dzulo la 1: U shuma na Data

Awara 1

Wekishopo iyi i sedzesa kha u funza magudiswa a Mbekanyamushumo ya Mbalo a tevhelaho: Kotara ya 1 Vhege ya 10 na Kotara ya 2 Vhege ya 1-3. Dzulo ili li sedzesa kha Kotara ya 1 Vhege ya 10: U shuma na Data.

Manweledzo a magudiswa a Kotara ya 1: U shuma na Data

Kha vha sedze kha Sia la Magudiswa la u shuma na Data kha masiatari a 136-137 a Nyendedzi ya Divhaipfi.



Nyito ya 2

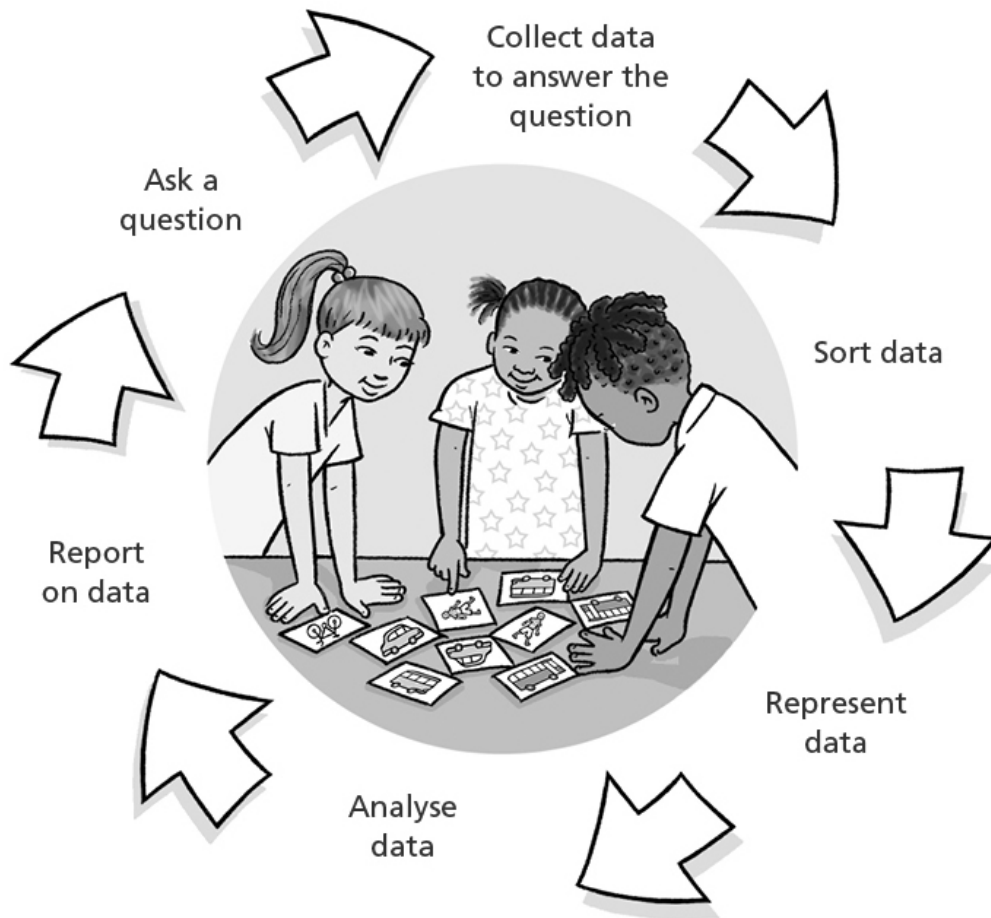
Tshigwadani tshavho, kha vha haseledze:

1. Ndi magudiswa afhio a u shuma na Data o katelwaho kha Kotara ya 1?

2. Mbekanyamushumo ya Mbalo i engedza zwifhio kha magudiswa a bvaho kha TSHIPHOKHALI?

U shuma na data

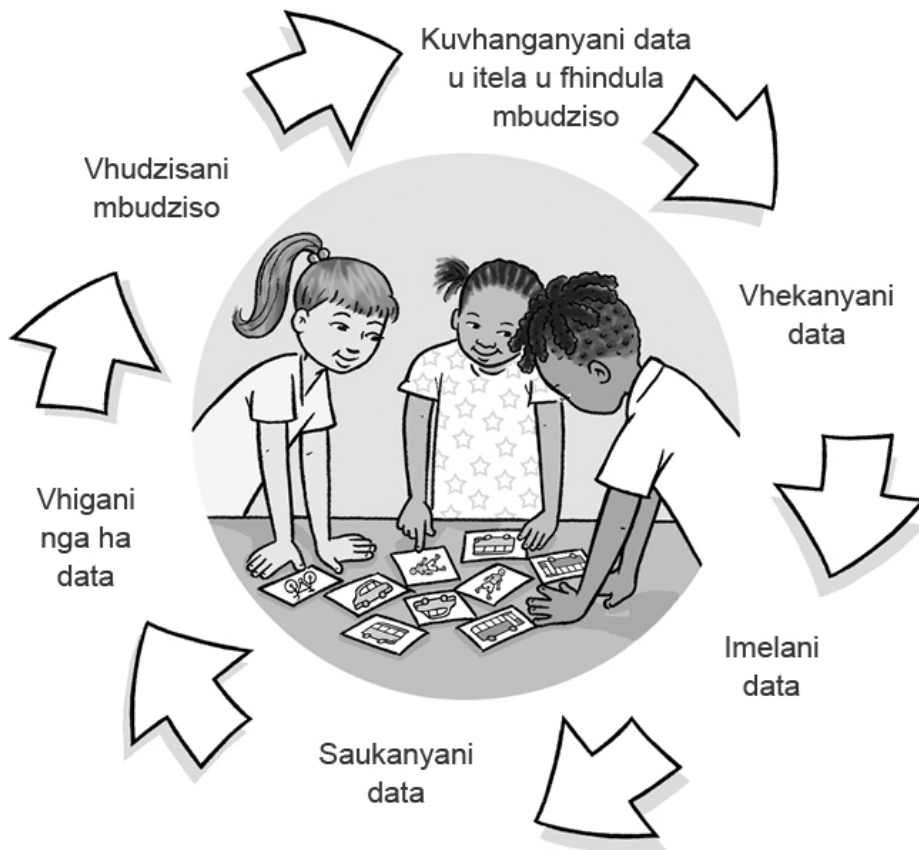
Kha dzulo ili, vha do guda nga Mutevheṭhanḁu wa U shuma na Data sa maitela a u tandulula thaidzo. U shuma na Data kha Gireidi ya T ho sedzesa kha u kuvhanganya, u vhekanya, u dzudzanya, u imela na u sengulusa mafhungo nga vhathu kana zwithu. Muhumbulo muhulwane wa musu ri tshi kuvhanganya data ndi u itela u fhindula mbudziso kana u tandulula thaidzo.



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.



Vhathu vha anzela u amba nga maitele a U shuma na Data sa mutevhetḥandu ngauri zwiwo kana nyito dzo katelwaho dzi a dovhlolwa nga u tevhekana hu fanaho kha mbudziso inwe na inwe ntswa ine ya ḑo fhindulwa.

1. **U vhudzisa mbudziso:** Vhagudi vha dzhia tsheo ya zwine vha ḑoḑa u wanulusa nga hazwo. Itshi ndi tshiitisi tsha u kuvhanganya data kana mafhungo o tiwaho.
2. **U kuvhanganya data:** Vhagudi vha dzhia tsheo ya uri vha khou ḑoḑa u kuvhanganyisa hani data zwo ḑisendeka kha mbudziso kana thaidzo.
3. **U vhekanya data:** Vhagudi vha dzudzanya na u vhekanya data nga zwigwada u ya nga tshiḑalusi. U itela u fhindula mbudziso na u dzhia tsheo ya uri data ye vha kuvhanganya i ḑo imelelwa hani, tsheo dzi fanela u dzhiwa nga uri zwithu zwi nga vhekanywa hani.
4. **U imela data:** Vhagudi vha tandula nḑila dzo fhambanaho dza u sumbedza kana u ḑana mafhungo e vha kuvhanganya
5. **U saukanya data:** Vhagudi vha ḑalusa na u vhambedza data yo imelelwaho.
6. **U vhiga nga data:** Vhagudi vha fhindula mbudziso ye ya vhudziswa mathomoni.

Zwithu zwi nga vhekanywa na u khethekanywa (u vheva nga zwigwada) u ya nga u fana hazwo, u fana na muvhala, phukha, zwimela. Musi vhagudi vha tshi ḑivha zwinzhi nga vhunzani ha zwithu, na u fana na u fhambana hazwo, vha vha vha tshi kona u vhumba zwigwada zwa khethekanyo dzo fhambanaho.



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.

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.



Vidiyo ya 1

Kha vha ɽalele vidiyo ya kilasi i no khou sika na u saukanya girafu ya zwifanyiso u itela u imela mutsho.

Kha vha haseledze uri mugudisi u khou ɽetshedza hani liɽa liɽwe na liɽwe kha ngudo. Kha vha limuwe tshakha dza mbudziso dzine a khou dzi shumisa na uri u khwaɽhisedza hani tshumiso ya divhaipfi yo teaho.

Nyito heyi i tevhelaho i do vha divhadza nga maga a rathi a Mutevheɽhandu wa U shuma na Data.



Nyito ya 3

Kha vha dzhie zwithu zwa u vhalela ngazwo zwa phukha zwi tevhelaho u bva kha *Khithi ya Zwishumiswa* ya Mbekanyamushumo ya Mbalo: masekwa mararu, khuhu mbili na bere nthihi.

1. Vha dzhiele nzhele mbudziso iyi: Hu na masekwa manzhi kana khuhu nnzhi tshigwadani?
2. U vhekanya na u kuvhanganya data: Kha vha dzudzanye phukha dzavho nga zwigwada vha koneha u haseledza zwi tevhelaho na mufarakani:
 - ◆ Vha khou kona u vhona arali hu na masekwa manzhi u fhira khuhu zwino?
 - ◆ Vha nga zwi tola hani?
3. U imela data: Kha vhaye kha giridi i re kha siaɽari la 17. Kha vha vhee phukha dza lushaka lu fanaho nthihi nɽha ha iɽwe kha khoɽumu vha tshi thoma fhasi kha giridi.
4. Kha vha saukanye na u vhiga nga data: Kha vha lavhelese kha khoɽumu dzavho vha haseledze na mufarakani:
 - ◆ Hu na masekwa manzhi kana khuhu nnzhi? Vha zwi divha hani?
 - ◆ Ndi khoɽumu ifhio i re na phukha nnzhi?
 - ◆ Ndi khoɽumu ifhio i re na phukha ɽhukhu?
 - ◆ Hu na tshivhalo tshi fanaho tsha lushaka luɽwe na luɽwe lwa phukha?

Kha vha sedze masiaɽari a 184–187 a *Nyendedzi ya Nyito: Kotara ya 1* vha haseledze uri nyito iyi i divhadzwa hani kha vhagudi. Kha vha sedze masiaɽari a 212–219 a *Nyendedzi ya Divhaipfi* u itela u vhalala zwinzhi nga U shuma na Data. Vha dzhiele nzhele mbudziso dzo teaho na divhaipfi i re na vhushaka na u funza na u guda nga U shuma na Data kha Gireidi ya T.

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?

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

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*.

Dzulo la 2: Nomboro, Tswayo na Vhushaka Awara 1

Kotara ya 2 Vhege ya 1 na 2 dzo sedzesa kha Nomboro, Tswayo na Vhushaka.

Manweledzo a magudiswa a Kotara ya 2: Nomboro, Tswayo na Vhushaka



Nyito ya 4

Kha vha sedze Sia la Magudiswa la Nomboro, Tswayo na Vhushaka kha masiatari a 114-123 a *Nyendedzi ya Divhaipfi*.

1. Ndi divhaipfi ifhio yo katelwaho kha Kotara ya 2?

2. Mbekanyamushumo ya Mbalo i engedza zwifhio kha magudiswa a TSHIPHOKHALI?

Nyendedzi ya Nyito: Kotara ya 2

Nyendedzi ya Nyito: Kotara ya 2 i netshedza vhagudisi madzinginywa a vhege nga vhege a u funza na u guda Mbalo.

Kha vha lavhelese siatari la Zwi re ngomu na masiatari a 6-17 a *Nyendedzi ya Nyito: Kotara ya 2*. Vha do vhona uri 'Marangaphanda' a Kotara ya 2 a fana na a Kotara ya 1.

Kha Nyito ya 4 vho topola divhaipfi ya nomboro ine ya do kwamiwa kha Kotara ya 2. Kha Nyito ya 5 vha do ita vhumani vhukati ha divhaipfi iyi na Ndivho ntswa kha vhege mbili dza u thoma dza *Nyendedzi ya Nyito: 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?

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 25 (Day 1 #4), page 27 (Day 2 #5), page 29 (Day 3 #4), page 31 (Day 4 #4 and Day 5 #4).

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

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



Nyito ya 5

Kha vha sedze kha 'Manweledzo a magudiswa: Kotara ya 2' (*Nyendedzi ya Nyito: Kotara ya 2, masiatari a 18–21*).

1. Ndi ndivho ntswa ifhio i no khou divhadzwa vhagudi kha Sia la Magudiswa la Nomboro, Tswayo na Vhushaka?

2. Kha vha humele murahu kha Nyito ya 4 vha swaye kana u tingeledza divhaipfi yo kwamiwaho.

U pfesesa nomboro

Kha Kotara ya 1, nomboro 1, 2 na 3 dzo funzwa. Vho shumisa ndowelo i fanaho kha nomboro inwe na inwe yo funzwaho, vha tshi engedza nthihi kha nomboro tshifhinga tshothe musu vha tshi divhadza nomboro ntswa. Kha Kotara ya 2 Vhege ya 1, ho sedzeswa kha divhaipfi ya nomboro hafhu. Vhagudi vha divhadzwa nomboro 4, vha tshi shumisa ndowelo i fanaho sa kha nomboro 1, 2 na 3.



Nyito ya 6

Kha vha sedze kha mishumo ya kilasi yothe ine ya sedzesa kha nomboro 4 kha Vhege ya 1: *Nyendedzi ya Nyito: Kotara ya 2: siatari la 24 (Duvha la 1 #4), siatari la 26 (Duvha la 2 #5), siatari la 28 (Duvha la 3 #4), siatari la 30 (Duvha la 4 #4 and Duvha la 5 #4)*.

1. Kha vha haseledze uri nomboro 4 i divhadzwa hani.

2. Kha vha humbule nga ndowelo ya kilasirumu yavho na uri ndowelo iyo i khou shuma hani u swika zwino. Kha vha fhedzise thebulu.

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>		

Nyito	Ndi zwifhio zwe zwa shuma zwavhuḍi?	Ndi zwifhio zwe zwa si shume zwavhuḍi?
U anetshela tshiḱori na u fhaḱa tshati ya luvhondoni ya mbalo		
U ita tshiḱori sa ḱitambwa		
U kuvhanganya zwithu u itela fhethu ha mbalo		
U fanyisa zwithu na zwifanyiso, magaraḱa a tshithoma, zwiḱa zwa nomboro na ipfinomboro		
U shumisa <i>Bugu ya Dzipositara</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?

2. What new vocabulary will you introduce?

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

Divhaipfi ya Mbalo

Tshipiḁa tsha u guda divhaipfi ntswa tshi katela luambo luswa. Vhagudi vha ṽoḁa divhaipfi u amba na u hambula nga divhaipfi ya mbalo (**mulayo wa mvuvhano**). Vha nga ṽuṽuwedza vhagudi u shumisa divhaipfi ya mbalo nga u i shumisa vhone vhaṽe musi vha tshi amba na vhagudi nga divhaipfi ya mbalo na nga u lulamisa zwine vhagudi vha amba vha tshi zwi vhea nga luambo lwa mbalo.

Tshelede

Kha Kotara ya 2 Vhege ya 2 vhagudi vha divhadzwa tshelede. Vhagudi vha re kha Gireidi ya ṽ vha khou bvedza u dzhiela nzhele ha mbonalo ya tshelede nahone vha ṽoḁa zwikhala zwa u tandula uri mangwende a vhukuma a Afrika Tshipembe a tou vha hani.

Nyito ya 7 i sedzesa kha u thusa vhagudi u divha zwi fanaho na zwo fhambanaho kha mangwende: saizi yao, tshivhumbeo na phukha dzi re kha mangwende.



Nyito ya 7



1. Ndi mbudziso dzifhio dzine vha nga vhudzisa vhagudi u itela u vha thusa u divha mbonalo dzo fhambanaho dza mangwende aya?

2. Ndi divhaipfi ntswa ifhio ine vha ḁo i divhadza?

Vhagudi vha fanela u ranga u kona u topola na u bula mangwende phanḁa ha musi vha tshi nga lugela u pfesesa ndeme yao.

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?

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

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

Vhagudi vha fanela u divhadzwa nga mushumo wa tshelede. Vhagudisi vha nga thusa vhagudi u pfesesa uri tshelede i shumiswa u renga zwithu u fana na zwiḽiwa na zwiambaro na u ita zwithu zwo fhambanaho u fana na u tshimbila nga thekhisi kana bisi. Kha vha divhadze vhagudi tshelede na mushumo wayo nga u dzudzanya vhengele la mutambo na mangwende a kholekhole na tshelede ya bammhiri na zwithu zwine zwi nga rengwa.

Kha vha sedze nyito dza kilasi yothe na nyito dza zwigwada zwiḽuku dzine dza sedzesa kha tshelede kha masiatari a 40–51 a *Nyendedzi ya Nyito: Kotara ya 2*. Tshigwadani tshavho, kha vha fhedzise Nyito ya 8.



Nyito ya 8

1. Ndi divhaipfi ya tshelede ifhio ine ya khou funzwa na u gudwa kha nyito dza kilasi yothe?

2. Vhagudi vha tuḽuwedzwa hani u tandula mushumo wa tshelede?

3. Mugudisi u pfumbisa hani iyi ndivho ntswa kha nyito dza zwigwada zwiḽuku?

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?

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

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?

Dzulo la 3: Tshikhala na Tshivhumbeo (Dzhometiri)

Awara 1

Kotara ya 2 Vhege ya 3 yo sedzesa kha Tshikhala na Tshivhumbeo (Dzhometiri).

Manweledzo a magudiswa a Kotara ya 2: Tshikhala na Tshivhumbeo (Dzhometiri)

Kha vha sedze masiatari a 126–131 a *Nyendedzi ya Divhaipfi*.



Nyito ya 9

1. Ndi divhaipfi ifhio ya Tshikhala na Tshivhumbeo (Dzhometiri) yo katelwaho kha Kotara ya 2?

2. Ndi zwifhio zwine Mbekanyamushumo ya Mbalo ya engedza kha magudiswa a TSHIPHOKHALI?

Dzithofunderaru

Kha Kotara ya 2 Vhege ya 3, vhagudi vha bvela phanda na u tandula havho zwivhumbeo zwa mielo mivhili zwenezwi vha tshi zwi talusa, u zwi vhekanya na u zwi vhambedza. Kha dzulo ili vha do khwaṭhisa u pfesesa havho vhunzani ha dzithofunderaru.

Kha vha sedze kha Duvha la 2 #4 kha siatari la 59 la *Nyendedzi ya Nyito: Kotara ya 2* vha koneha u fhedzisa Nyito ya 10 tshigwadani tshavho.



Nyito ya 10

'Thofunderaru yo fhambana hani na zwiṅwe zwivhumbeo zwi re ngomu kilasini?' Ndi phindulo dzifhio dzine vha nga lavhelela u bva kha vhagudi vhavho?

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?

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

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.

Musi vhagudi vho newa zwikhala zwa u vhekanya na u vhea zwivhumbeo zwo fhambanaho nga zwigwada, vha fanela u sedzesa kha vhunzani ha zwivhumbeo u itela u dzhia tsheo dzavho, sa tsumbo, tshivhalo tsha masia, arali masia e tswititi kana o kheva na tshivhalo tsha dzikhuda.

Zwiṭori ndi ndila ya khwinesa ya u divhadza divhaipfi ya tshivhumbeo kha vhagudi. Kha vha thetshelese tshitori, *Vha kokodza vho kokodza*, u bva kha Vhege ya 3 (*Nyendedzi ya Nyito: Kotara ya 2*, masiatari a 63 na 199) tshi tshi khou talutshedzwa nga mutshimbidzi wavho vha koneha u fhedzisa Nyito ya 11 tshigwadani tshavho.



Nyito ya 11

1. Ndi mbudziso dzifhio dzine vha nga vhudzisa vhagudi u itela u vha thusa u guda zwinzhi nga vhunzani ha dziṭhofunderaru?

2. Hone vhunzhi ha mbudziso idzi ndi mbudziso dzo tanḁavhuwaho kana mbudziso dza phindulo nthihi?

Vha dzhiele nzhele: Kha vha shumise *Nyendedzi ya Nyito: Kotara ya 1* na *Kotara ya 2* u vha thusa u pulanela u funza vhege idzi. Mihumbulo na madzinginywa a nyito ndi nyendedzi na zwishumiswa. Kha vha dzudzanye fhethu ha mbalo vho sedzesa kha magudiswa a vhege inwe na inwe.

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?

Terms 1 and 2 Content Summary (Term 1 (Weeks 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.

Dzulo la 4: U pulanela u funza

Awara 2



Vidiyo ya 2

Kha vha talele vidiyo ya nyito yo rangwaho phanda nga mugudisi. Kha vha sedze uri mugudisi u shumisa hani mbudziso u tuxula na u endedza vhagudi nga tshifhinga tsha nyito.

Kha vha haseledze uri vho langisa hani nyito yo rangwaho phanda nga mugudisi yavho kha Kotara ya 1.

Vho vhuya vha tangana na khaedu? Arali zwo ralo, ndi maano afhio e vha shumisa u tandulula khaedu idzo?

Manweledzo a Magudiswa a Kotara ya 1 na 2 (Kotara ya 1 (Vhege ya 10) na Kotara ya 2 (Vhege ya 1-3))

Ṭhumetshedzo ya A: Manweledzo a Magudiswa a Vhege nga Vhege a Kotara ya 1 na 2: Kotara ya 1 (Vhege ya 10) na Kotara ya 2 (Vhege ya 1-3) a ri gavhela Sia la Magudiswa lo Sedzwaho la ndeme la vhege inwe na inwe, thero dzine dza do kwamiwa, ndivho ntswa na ndowedzo yo sedzwaho ya vhege inwe na inwe, na nyito dzo dzinginywaho dza kilasi yotho, dzo rangwaho phanda nga mugudisi na mushumo wa tshigwada wo diimisaho wa vhege.



Nyito ya 12

Kha vha lavhelese kha Ṭhumetshedzo ya A: Manweledzo a Magudiswa a Vhege nga Vhege a Kotara ya 1 na 2: Kotara ya 1 (Vhege ya 10) na Kotara ya 2 (Vhege ya 1-3). Kha vha fhindule mbudziso.

Questions	Week 10 Term 1	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2
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?				

Mbudziso	Vhege ya 10 Kotara ya 1	Vhege ya 1 Kotara ya 2	Vhege ya 2 Kotara ya 2	Vhege ya 3 Kotara ya 2
Ndi Sia la Magudiswa lo Sedzeswaho lifhio la vhege?				
Ndi divhaipfi ifhio ya ndeme ine vhagudi vha do guda?				
Ndi ndivho ntswa ifhio ine ya khou divhadzwa?				
Ndi zwikili zwifhio zwine ha khou itwa ndowedzo ngazwo?				

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.

Nyendedzi ya Nyito: Kotara ya 1: Vhege ya 10 na Nyendedzi ya Nyito: Kotara ya 2: Vhege ya 1–3

Kha vha sedze kha Vhege ya 10 ngomu ha *Nyendedzi ya Nyito: Kotara ya 1* na Vhege ya 1, 2 na 3 kha *Nyendedzi ya Nyito: Kotara ya 2*. Kha vha fhedzise Nyito ya 13 tshigwadani tshavho.



Nyito ya 13

Kha vha wane Vhege ya 10 ngomu ha *Nyendedzi ya Nyito: Kotara ya 1*. Kha vha fhindule mbudziso.

1. Ndi Sia ła Magudiswa ło Sedzwaho łaifhio ła vhege?
2. Ndi thero na ndivho ntswa zwifhio zwine zwa khou funzwa kha vhege iyi?
3. Magudiswa a 'Nḏowedzo' a tumana hani na a vhege yo fhiraho?
4. Vha ɬoda zwifhio u dilugisela phanda ha musi vha tshi funza vhege iyi?
5. Kha vha vhale nyito dza kilasi yothe na nyito dza zwigwada zwiṭuku.
6. Kha vha haseledze zwigadani zwavho zwiṭuku uri vha do dzudzanya hani kilasi yavho u itela vhege iyi ya u funza.
7. Vhe zwigwadani zwavho zwiṭuku kha vha sedze murahu kha Vhege ya 10 kha Tḥumetshedzo ya A. Kha vha fanyise nyito dza kilasi yothe na nyito dza zwigwada zwiṭuku kha Vhege ya 10 ya *Nyendedzi ya Nyito: Kotara ya 1* kha Manweledzo a Magudiswa a Vhege nga Vhege a re kha Tḥumetshedzo ya A.



Nyito ya 14

Kha vha wane Vhege ya 1, 2 na 3 ngomu ha *Nyendedzi ya Nyito: Kotara ya 2*. Kha vha fhindule mbudziso.

1. Ndi Sia ła Magudiswa ło Sedzwaho łaifhio ła vhege inwe na inwe?
2. Ndi thero na ndivho ntswa zwifhio zwine zwa funzwa vhege inwe na inwe?
3. Magudiswa a 'Nḏowedzo' a tumana hani na a vhege yo fhiraho?
4. Vha ɬoda zwifhio u dilugisela phanda ha musi vha tshi funza vhege inwe na inwe?
5. Kha vha vhale nyito dza kilasi yothe na nyito dza zwigwada zwiṭuku.
6. Kha vha haseledze zwigadani zwavho zwiṭuku uri vha do pulana na u dzudzanya kilasi yavho hani u itela vhege idzi tharu dza u funza.
7. Vhe zwigwadani zwavho zwiṭuku kha vha sedze murahu kha Vhege ya 1–3 kha Tḥumetshedzo ya A. Kha vha fanyise nyito dza kilasi yothe na nyito dza zwigwada zwiṭuku dzi re kha Vhege ya 1–3 kha *Nyendedzi ya Nyito: Kotara ya 2* na Manweledzo a Magudiswa a Vhege nga Vhege a re kha Tḥumetshedzo ya A.



Vha humbule uri ito li re kha tshibuḷoko tsho swifhadzwaho magumoni a nyito yo rangwaho phanda nga mugudisi (**Kha vha tole uri vhagudi vha a kona u**) li ri hambudza uri ri fanela u sedza vhagudi musi vhe kati, nahone ri fanela u thetshesela nga vhuronwane musi vha tshi khou amba na riṅe na thangana dzavho dza murole.

Kha vha ite notsi muhumbuloni nga mugudi muṅwe na muṅwe nahone musi vhagudi vho no tuwa nga ili duvha, kha vha nḡwale zwe vha vhona ngomu kha bugu yo tetshelwaho u vhona ine ya vha na tshikhala tsha notsi dza mugudi muṅwe na muṅwe.

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

Nyito dza u vala



Nyito ya 15

Ngudo dzo gudwaho: Kha vha humbule nga zwe vha guda nga tshifhinga tsha wekishopo vha fhedzise thebuḽu.

Zwithu zwine ndi a zwi ita zwi ntshumelaho zwavhuḽi	Mihumbulo miswa ine nda tama u i lingedza



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.



Mushumo wa u tuwa nawo tshikoloni

1. Kha vha bvele phanḁa na u sedza vhagudi u itela u fhaḁa tshifanyiso tsho fhelelaho tsha mugudi muḁwe na muḁwe.
2. Nga tshifhinga tsha nyito dzo rangwaho phanḁa nga mugudisi kha vha fhedzise tshiteḁwa tsha *Kha vha ḁole uri vhagudi vha a kona u* (nga murahu ha nyito yo rangwaho phanḁa nga mugudisi vhege iḁwe na iḁwe) u itela mugudi muḁwe na muḁwe ane a khou sedzwa.
3. Kha vha ite khophi ya Tsumbo ya Rekhodo ya u Linga hu yaho phanḁa kha *Nyendedzi ya Nyito: Kotara ya 1* (masiaḁari a 190–193).
4. Kha vha shumise mafhungo e vha kuvhanganya kha notsi dza zwe vha vhona u swika zwino vha rekhode mvelephanḁa ya mugudi muḁwe na muḁwe. (Vha humbule uri phetheni dza mveledziso dzi fanela u rekhodwa u ya nga tshifhinga.)
5. Kha vha shumise *Nyendedzi ya Nyito: Kotara ya 1* (Vhege ya 10) na *Nyendedzi ya Nyito: Kotara ya 2* (Vhege ya 1–3) u itela u pulana na u thoma Kotara ya 1 Vhege ya 10 na Kotara ya 2 Vhege ya 1–3 dza Mbekanyamushumo ya Mbalo, hu tshi katelwa na u sika fhethu ha mbalo ho sedzeswa kha ḁivhaipfi ya vhege iḁwe na iḁwe.
6. Kha vha ḁwale muhumbulo wa u linga zwe zwa shuma zwavhuḁi na zwe zwa si shume zwavhuḁi na zwine vha nga ita nga iḁwe ḁḁila uri vha khwinise u funza na u guda. Kha vha ḁe na muvhigo wa muhumbulo wa u linga wavho kha wekishopo i tevhelaho.

U linga

Kha vha ḁadze Fomo ya u Linga.

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				
CONTENT AREA: DATA HANDLING				
TOPIC: Collect and sort objects, represent sorted collections of objects, discuss and report on sorted collections of objects				
INTRODUCE NEW KNOWLEDGE: Collect, sort and represent collections of objects (weather); discuss and report on sorted collections; create own pattern				
PRACTISE: 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	
Day 1	Sorting and classifying, waste items.	Oral counting. Touch and count – one-to-one correspondence. Sorting and classifying activities – animals. Representing and interpreting data.	Activity 1	Sorting waste.
Day 2	Data collection, sorting clothing items.		Activity 2	Sorting colours.
Day 3	Sorting and classifying, group game.		Activity 3	Sorting tray, natural items.
Day 4	Use data collected from the weather discussions, represent and analyse how many days were sunny, raining etc.		Activity 4	Copy pattern using concrete objects and then create own pattern.
Day 5	Weather data collection, representing and analysing.			

Term 2: Activity Plan

Week 1				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Recognise number symbols and number words, describe, order and compare numbers				
INTRODUCE NEW KNOWLEDGE: More than/fewer than/equal to, introduce number 4				
PRACTISE: 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	
Day 1	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).	Activity 1	Playdough mat 4 (as for previous numbers).
Day 2	Introduce more than/less than/equal to, maths table.		Activity 2	Number ordering puzzle activity to 4 (forms a picture).
Day 3	Reinforce 1-4, dot cards and ordering.		Activity 3	Matching number symbols, words and concrete objects to 4.
Day 4	Reinforce 1-4, Unifix blocks and hoops.		Activity 4	Number puzzles (no number words).
Day 5	Reinforce number 4, Poster 6.			

ṬHUMETSHEDZO YA A: MANWELEDZO A MAGUDISWA A VHEGE NGA VHEGE A KOTARA YA 1 NA 2: KOTARA YA 1 (VHEGE YA 10) NA KOTARA YA 2 (VHEGE YA 1–3)

Kotara ya 1: Pulane ya Nyito

Vhege ya 10			
SIA ḲA MAGUDISWA: U SHUMA NA DATA			
THERO: U kuvhanganya na u vhekanya zwithu, u imela khuvhanganyo dzo vhekanywaho dza zwithu, u haseledza na u vhiga nga khuvhanganyo dzo vhekanywaho dza zwithu KHA VHA ḲIVHADZE NḲIVHO NTSWA: U kuvhanganya, u vhekanya na u imela khuvhanganyo dza zwithu (mutsho); u haseledza na u vhiga nga khuvhanganyo dzo vhekanywaho; u sika phetheni ya ene muṅe NḲOWEDZO: U vhalela ha mutevhetsindo 1–10, u vhalela u humela murahu u bva kha 5, u tevhekanya nomboro 1–3, u vhalela zwithu 1–5, Ḳivhaipfi ya nomboro 1–3, u kopa phetheni, thekiniki dza u tandulula thaidzo			
Nyito dza kḲasi yoṱhe		Nyito yo rangwaho phanḲa nga mugudisi	Nyito dza tshḲitshini tsha u shumela
Ḳuvha Ḳa 1	U vhekanya na u khethekanya, zwithu zwa thukhwi.	U vhalela ha mutevhetsindo. U kwama na u vhalela – u livhanyisa tshithu nga tshithu. Nyito dza u vhekanya na u khethekanya – phukha. U imela na u ṱalutshedza data.	Nyito ya 1 Nyito ya 2 Nyito ya 3 Nyito ya 4 U vhekanya thukhwi. U vhekanya mivhala. Ṭhireyi ya u vhekanya, zwithu zwa mupo. U kopa phetheni a tshi shumisa zwithu zwi fareaho a konaha u sika phetheni ya ene muṅe.
Ḳuvha Ḳa 2	U kuvhanganya data, u vhekanya zwiambaro.		
Ḳuvha Ḳa 3	U vhekanya na u khethekanya, mutambo wa tshigwada.		
Ḳuvha Ḳa 4	U shumisa data yo kuvhanganywaho u bva kha khaseledzo ya mutsho, u imela na u saukanya uri ndi maḲuvha mangana e a vha e na Ḳuvha, mvula ngaauralongoauralo.		
Ḳuvha Ḳa 5	Khuvhanganyo ya data ya mutsho, u imela na u saukanya.		

Kotara ya 2: Pulane ya Nyito

Vhege ya 1			
SIA ḲA MAGUDISWA: NOMBORO, TSWAYO NA VHUSHAKA			
THERO: U topola zwiga zwa nomboro na ipfinomboro, u ṱalusa, u tevhekanya na u vhambedza nomboro KHA VHA ḲIVHADZE NḲIVHO NTSWA: Zwinzhi kha/zwiṱuku kha/eḲana na, u Ḳivhadza nomboro 4 NḲOWEDZO: U vhalela ha mutevhetsindo 1–10, u tevhekanya nomboro 1–3, u vhalela zwithu 1–5, u khwaṱisedza Ḳivhaipfi ya nomboro 1–3			
Nyito dza kḲasi yoṱhe		Nyito yo rangwaho phanḲa nga mugudisi	Nyito dza tshḲitshini tsha u shumela
Ḳuvha Ḳa 1	U Ḳivhadza 4 (ṱuḲwa).	U vhalela zwithu 1–5. U fanyisa zwithu na tshithoma tsha nomboro, magaraṱa a tshiga na a ipfi 1–4. U dzudzanya zwithu zwa u vhalela ngazwo uri zwi fane na magaraṱa a tshithoma. U ita nḲowedzo ya zwinzhi kha, zwiṱuku kha, eḲana na. U nḲwala nomboro 4 (u fana na nomboro 1 u ya kha 3).	Nyito ya 1 Nyito ya 2 Nyito ya 3 Nyito ya 4 Methe wa suko Ḳa u tambisa 4 (sa nomboro dzo fhiraho). Nyito ya phazili ya u tevhekanya nomboro u swika kha 4 (zwiwhumbeo zwa zwifanyiso). U fanyisa zwiga zwa nomboro, maipfi na zwithu zwi fareaho u swika kha 4. Phazili ya nomboro (hu si na ipfinomboro).
Ḳuvha Ḳa 2	U Ḳivhadza zwinzhi kha/zwiṱuku kha/eḲana na, ṱafula ya mbalo.		
Ḳuvha Ḳa 3	U khwaṱisedza 1–4, magaraṱa a tshithoma na u tevhekanya.		
Ḳuvha Ḳa 4	U khwaṱisedza 1–4, zwiḲoko zwa Yunifikisi na dzihupusi.		
Ḳuvha Ḳa 5	U khwaṱisedza nomboro 4, Phositara ya 6.		

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.			

Vheye ya 2				
SIA LA MAGUDISWA: NOMBORO, TSWAYO NA VHUSHAKA				
THERO: Tshelede: u bveledza u dzhiela nzhele mangwende a Afrika Tshipembe				
KHA VHA DIVHADZE NDIVHO NTSWA: Mangwende a Afrika Tshipembe, nomboro thevhekano ya u thoma u ya kha ya vhuṅa, u ita uri zwigwada zwi eḁanaho zwi fane na 4, u vhalela zwithu 1–6				
NḁOWEDZO: U vhalela ha mutevhetsindo 1–10 na 5–1, u tevhekanya nomboro 1–4, u khwaṅhisedza ḁivhaipfi ya nomboro 1–4, tshihulusesa u ya kha tshiṅkusesa/tshiṅkusesa u ya kha tshihulusesa				
Nyito dza kḁasi yoṅhe		Nyito yo rangwaho phanḁa nga mugudisi		Nyito dza tshiṅtshini tsha u shumela
ḁuvha ḁa 1	Kha vha ḁivhadze mangwende a Afrika Tshipembe (masenthe na dzirannya), Phositara ya 7.	ḁivhaipfi ya nomboro 1–4. Nyanganyelo.		Nyito ya 1
ḁuvha ḁa 2	ṽafula ya Mbalo – u renga, nomboro thevhekano ya mathomo u ya kha ya vhuṅa.	U dzinginya na u kwasha nga 4. Mangwende a Afrika Tshipembe – u fanyisa mangwende na 'thundu dzi re ngomu vhengeleni'.		Nyito ya 2
ḁuvha ḁa 3	U vhambedza nomboro/magaraṅa a tshithoma na ipfinomboro.	Kha vha shumise mangwende o gerwaho; u vhekanya, u tevhekanya, u fanyisa.		Nyito ya 3
ḁuvha ḁa 4	U tevhekanya nomboro 1–4, u renga.	U ita zwigwada zwi eḁanaho uri zwi fane na 4 – u shumisa zwithu zwa u vhalela ngazwo.		Nyito ya 4
ḁuvha ḁa 5	U tandulula thaidzo u swika kha 4 (Phositara ya 7).			

Vhege ya 3				
SIA LA MAGUDISWA: TSHIKHALA NA TSHIVHUMBEO (DZHOMEṽIRI)				
THERO: Vhuimo, orienthesheni na mbonalo; u ṅalusa, u vhekanya na u vhambedza zwivhumbeo zwa 2-D				
KHA VHA DIVHADZE NDIVHO NTSWA: Vhuimo: nga fhasi, u vhalela ha mutevhetsindo 1–15, u vhalela zwithu 1–7, orienthesheni na mbonalo				
NḁOWEDZO: U vhalela ha mutevhetsindo 1–10 na 5–1; u tevhekanya nomboro 1–4; u khwaṅhisedza ḁivhaipfi ya nomboro 1–4; u vhalela u humela murahu 5–1; zwivhumbeo: tshitendeledzi, tshikwea, ṅhofunderaru; vhuimo: phanḁa ha, murahu, nṅha, vhukati, tsini na; sia: phanḁa, murahu				
Nyito dza kḁasi yoṅhe		Nyito yo rangwaho phanḁa nga mugudisi		Nyito dza tshiṅtshini tsha u shumela
ḁuvha ḁa 1	Vhuimo, mutambo wa tshivhumbeo.	U vhalela.		Nyito ya 1
ḁuvha ḁa 2	U khwaṅhisedza ṅhofunderaru.	U shumisa zwivhumbeo u sumbedza nomboro yo teaho (1–4).		Nyito ya 2
ḁuvha ḁa 3	Vhuimo (tsini na, vhukati, phanḁa ha, murahu, nga nṅha, nga fhasi).	Vhuimo: tsini na, vhukati, phanḁa ha, murahu, nga nṅha, nga fhasi.		Nyito ya 3
ḁuvha ḁa 4	U khwaṅhisedza zwivhumbeo zwoṅhe zwo itwaho, tshiṅtori tsha tshivhumbeo.	Sia: phanḁa, murahu.		Nyito ya 4
ḁuvha ḁa 5	U tevhela sia: Ndi swikisa hani ...? Phositara ya 9. Orienthesheni na mbonalo a tshi shumisa goloi ya u tambisa.			

Workshop 4 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?

Fomo ya u Linga ya Wekishopo ya 4

1. Wekishopo yo swikelela ndavhelelo dzavho?

2. Ndi zwifhio zwe vha guda kha iyi wekishopo zwe zwa vha thusesa?

3. Ho vhuya ha vha na zwiṅwe zwe vha si zwi takalele kana zwe vha konḑelwa u zwi pfesesa?

4. Vha ḑo shumisa hani zwe vha guda ngomu kiḷasirumuni yavho ya Gireidi ya T?

5. Vha na zwine vha tama u dzinginya u itela u khwinisa wekishopo dzi tevhelaho?
