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GROWING GAUTENG TOGETHER

Setswana/English

Lenaneotokafatso la Dipalo tša Mophato R Grade R Mathematics Improvement Programme



Thutano 7 • Workshop 7
Bukatiro ya Batsayakarolo • Participant's Workbook

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

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

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

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

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

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

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Ditebogo di lebiswa segolobogolo go:

- Batlhankedi ba Lefapha la Thuto la Gauteng mo Lephatheng la Kharikhulamo, Bokaedi jwa Thuto ya Barutabana le Thuto e e Kgethegileng ka ntlha ya seabe sa bona go dirisa dibukana tseno tsa rona.
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Porojeke ya Lenaneotokafatso la Dipalo tsa Mophato R le tserwe go tswa mo *R-Maths*, e phasaladitswe lwantlha ka 2017 ke Schools Development Unit, ya University of Cape Town. Tetlokhopi ya *R-Maths* e tshwerwe ke University of Cape Town.

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Overview

Purpose

This is the seventh 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 continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations. They will explore how the guiding principles of teaching maths in Grade R should inform their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. The workshop explores the content for Term 3 Weeks 1–3 and its classroom implementation.

References to the Grade R Mathematics Content Areas are taken from the *Curriculum and Assessment Policy Statement (CAPS): Grade R Mathematics (Final Draft)*, 2011, Department of Basic Education, South Africa.

Learning outcomes

- ◆ To reflect on the implementation of Term 2 Weeks 8–10
- ◆ To apply the Maths Programme principles in weekly planning
- ◆ To explore play-based strategies to support teaching maths in Grade R
- ◆ To identify potential barriers to learning
- ◆ To introduce perceptual and motor development
- ◆ To engage with the Maths Programme content of Term 3 Weeks 1–3 (Patterns, Functions and Algebra; Numbers, Operations and Relationships)

Workshop content

- ◆ Opening and reflection (30 minutes)
- ◆ Session 1: Setting the scene (30 minutes)
- ◆ Session 2: Play-based teaching and learning (1 hour)

TEA

- ◆ Session 3: The Grade R maths learning environment (30 minutes)
- ◆ Session 4: Factors affecting maths learning (30 minutes)
- ◆ Session 5: Perceptual and motor development (1 hour)

LUNCH

Thadiso

Maitlhommo

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

Maitlhommo a thutano eno ke go thusa barutabana go diragatsa Lenaneo la Dipalo mo diphaposiborutelong tsa bona. Batsayakarolo ba tlaa nna le tšhono ya go sedisisa dikelotlhoko tsa bona. Ba tlaa sedisisa gore melawana e e kaelang go ruta dipalo tsa Mophato R e tshwanetse go tshwaela jang mo go rulaganyetseng, go ruteng le go tthatlhoba. Gape ba tlaa ela tlhoko tswelelopele ya barutwana, le ditlhokego tsa kgolo le tsa go ithuta tsa motho ka esi. Thutano e sedisisa diteng tsa Kgweditharo 3 Dibeke 1-3 le tiragatso ya tsona mo phaposiborutelong.

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

Dipoelothuto

- ◆ Go sedisisa mo tiragatsong ya Kgweditharo 2 Dibeke 8-10
- ◆ Go diragatsa melawana ya Lenaneo la Dipalo mo thulaganyong ya beke le beke
- ◆ Go sedisisa ditogamaano tse di ikaegileng ka metshameko go tshegetsa go ruta dipalo mo Mophatong wa R
- ◆ Go tlhaola dikgoreletsi tse di ka nnang teng mo go ithuteng
- ◆ Go tlhagisa kgolo ya tlhaloganyo le mesifa
- ◆ Go lebelela diteng tsa Lenaneo la Dipalo mo Kgweditharong 3 Dibeke 1-3 (Dipaterone, Ditiro le Alejibora; Dinomore, Ditiro le Dikamano)

Diteng tsa thutano

- ◆ Pulo le tshedisiso (Metsotso e le 30)
- ◆ Karolo 1: Go baakanyetsa pono (Metsotso e le 30)
- ◆ Karolo 2: Go ruta le go ithuta go go ikaegileng ka metshameko (Ura e le 1)

TEE

- ◆ Karolo 3: Lefelotikologo la go ithuta dipalo tsa Mophato R (Metsotso e le 30)
- ◆ Karolo 4: Dilo tse di amang go ithuta dipalo (Metsotso e le 30)
- ◆ Karolo 5: Kgolo ya tlhaloganyo le mesifa (Ura e le 1)

DIJOTSHEGARE

- ◆ Session 6: Planning for teaching
- ◆ Closing activities

(1½ hours)
..(30 minutes)

- ◆ Karolo 6: Go ithulaganyetsa go ruta
- ◆ Ditirwana tsa tswalelo

(Diura di le 1½)
(Metsotso e le 30)

Opening and reflection

30 minutes

The post box

Some of your issues and questions may not be addressed during this workshop. Write down any concerns or questions you may have during the workshop and post them in the post box. Your facilitator will make sure that these are addressed.

Here is the *Take back to school task* from Workshop 6.



Take back to school task (Workshop 6)

1. Use *Activity Guide: Term 2* to plan and implement Weeks 8–10 of the Maths Programme.
2. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning.
3. Bring the evaluation to the next workshop.

It is important for you to reflect on your teaching practices as this will help you to better understand why things happened as they did. You can find ways to do things differently and improve your teaching.

There will be many opportunities during these workshops to reflect on your successes and challenges with implementing the Maths Programme. We would like you to start the reflective process by spending a few minutes sharing your experiences of implementing Term 2 Weeks 8–10 based on the *Take back to school task*.



Activity 1

1. In your group, share your experiences of implementing Term 2 Weeks 8–10.

2. Share your successes and challenges with the large group.

Lebokosoposo

Dingwe tsa matshwenyego a gago le dipotso di ka tswa di se ka ke tsa arabiwa mo nakong ya thutano. Kwala matshwenyego kgotsa dipotso tse o ka tswang o na le tsona mo thutanong mme o di pose kwa lebokosoposong. Mofatlhosi wa gago o tlaa netefatsa gore di a arabiwa.

Tirwana e o e busetsang kwa sekolong ke eno go tswa mo Thutanong ya 6.



Tirwana e o e busetsang kwa sekolong (Thutano 6)

1. Dirisa *Kaedi ya Ditirwana: Kgweditharo 2* go rulaganyetsa le go diragatsa Dibeke 8–10 tsa Lenaneo la Dipalo.
2. Kwala tshekatsheko ya se o boneng se diregile sentle, se o bonang se sa direga sentle le gore o ka dirang jang ka tsela e e farologaneng go tokafatsa go ruta le go ithuta.
3. Tlanya ka tshekatsheko ya gago kwa thutanong e e latelang.

Go bothokwa gore o sedisise ka ga tiragatso ya go ruta ka jaana seno se tlaa go thusa go tshaloganya botoka gore ke ka ntlha yang dilo di diregile jaaka di diregile. O ka bona ditsela tsa go dira dilo ka tsela e nngwe le go tokafatsa go ruta ga gago.

Go tlaa nna le ditšhono tse dintsi ka nako ya dithutano tseno go sedisisa ka ga katlego le dikgwetlho tsa gago tebang le go diragatsa Lenaneo la Dipalo. Re ka rata gore o simolole tshediso ka go dirisa metsotso e le mmalwa o arogana maitemogelo a gago mo go diragatseng *Kgweditharo 2* Dibeke 8–10 o ikaegile ka *Tirwana e o e busetsang kwa sekolong*.



Tirwana 1

1. Mo setlhopheng sa gago, aroganang maitemogelo a lona a go diragatsa *Kgweditharo 2* Dibeke 8–10.

2. Arogana katlego le dikgwetlho le tsa gago le setlhopha se segolo.

Session 1: Setting the scene

30 minutes

Maths in the school context

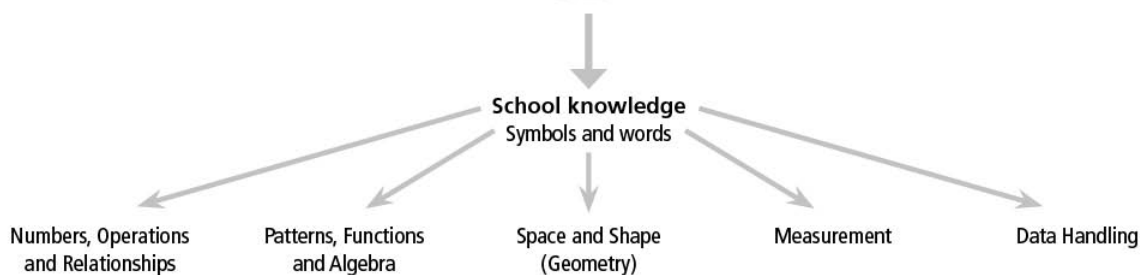
It is important to provide maths' experiences for Grade R learners that relate to their everyday lives.

Read the **context principle** on pages 16–25 of the *Concept Guide*.

The **context principle**: Learning takes places daily in classroom and home situations (contexts) that are meaningful to learners.

Learners come to school with an understanding of the world around them that is based on their own experiences. This is called everyday knowledge. At school, children build on this. We call this school knowledge. Let's look at the diagram below and think more about how learners build on their everyday knowledge.

Everyday knowledge
comparing, sorting, matching,
saying number names, learning
about more/less, bigger/smaller,
light/heavy



Karolo 1: Go baakanyetsa pono

Metsotso e le 30

Dipalo mo bokaelong jwa sekolo

Go bothokwa go tlamela ka maitemogelo a dipalo tsa barutwana ba Mophato R a a amanang le matshelo a bona a letsatsi le letsatsi.

Buisa **molawana wa bokaelo** mo ditsebeng 16–25 tsa *Kaedi ya Mogopolo*.

Molawana wa bokaelo: Go ithuta go diragala letsatsi le letsatsi mo phaposiborutelong le mo maemong a kwa gae (bokaelo) a a nang le mosola mo barutwaneng.

Barutwana ba tlile sekolong ka tshaloganyo ya tikologo e e ba potapotileng e e ikaegileng ka maitemogelo a bona. Seno se bidiwa kitso ya letsatsi le letsatsi. Kwa sekolong, bana ba agelela mo go seno. Seno re se bitsa kitso ya kwa sekolong. A re lebeleleleng sethalo se se fa tlase mme re akanye go le gontsi ka mokgwa o barutwana ba agelelang mo kitsong ya bona ya letsatsi le letsatsi ka teng.

Kitso ya letsatsi le letsatsi
papiso, thulaganyo, nyalanyo, go bitsa mainapalo, o ithuta ka bontsi/ bonnye, kgolo/nnye, bofelo/bokete





Activity 2

1. What everyday knowledge have the learners in your class demonstrated?

2. How have you built on this knowledge in your daily maths programme at school?



Tirwana 2

1. Barutwana ba ba mo phaposiborutelong ya gago ba supile kitso efe ya letsatsi le letsatsi?

2. O ageletse jang mo kitsong eno mo lenaneong la gago la dipalo la letsatsi le letsatsi kwa sekolong?

Session 2: Play-based teaching and learning 1 hour

The Curriculum and Assessment Policy Statement (CAPS): Grade R Mathematics, encourages a play-based, active approach to teaching and learning. This is in line with current research and understanding about how children learn. The Maths Programme supports the use of play to inform lesson planning and assessment.

The **play principle**: This principle promotes the idea that children learn best in free-play and guided-play activities and encourages indoor and outdoor play-based activities.

Read the **play principle** on pages 28–33 of the *Concept Guide*.



Watch the video of a group of children engaged in different types of play.

Identify the five types of play explained on page 28 of the *Concept Guide*.

The play continuum

A continuum is a series of things that are slightly different from one another that lie somewhere between two different points.

Play inside and outside the classroom can take different forms, ranging from free play initiated and directed by the learners, to playful instruction that is initiated and directed by the teacher.

Karolo 2: Go ruta le go ithuta go go ikaegileng ka metshameko

Ura e le 1

Pegelo ya Pholisi ya Kharikhulamo le Tlhatlhobo (PPKT) Dipalo tsa Mophato R, e rotloetsa go ruta le go ithuta go go ikaegileng ka motshameko le go nna matlhagatlhaga. Seno se tsamaelana le patlisiso ya gajaana le go tshaloganya ka mokgwa o ban aba ithutang ka ona. Lenaneo la Dipalo le tshegetsa tiriso ya metshameko mo thulaganyetsong ya thuto le tlhatlhobo.

Molawana wa motshameko: Molawana ono o rotloetsa kakanyo ya gore bana ba ithuta sentle thata mo ditirwaneng tsa motshameko o o lokologileng le o o kaelwang mme gape o rotloetsa ditirwana tse di ikaegileng ka motshameko wa mo teng le wa kwa ntle.

Buisa **molawana wa motshameko** mo ditsebeng 28–33 tsa *Kaedi ya Mogopolo*.



Video 1

Lebelela video ya sethlopha sa bana ba tshameka mefuta e e farologaneng ya metshameko.

Tlhaola mefuta e metlhano ya motshameko e e tshalositsweng mo tsebeng 29 ya *Kaedi ya Mogopolo*.

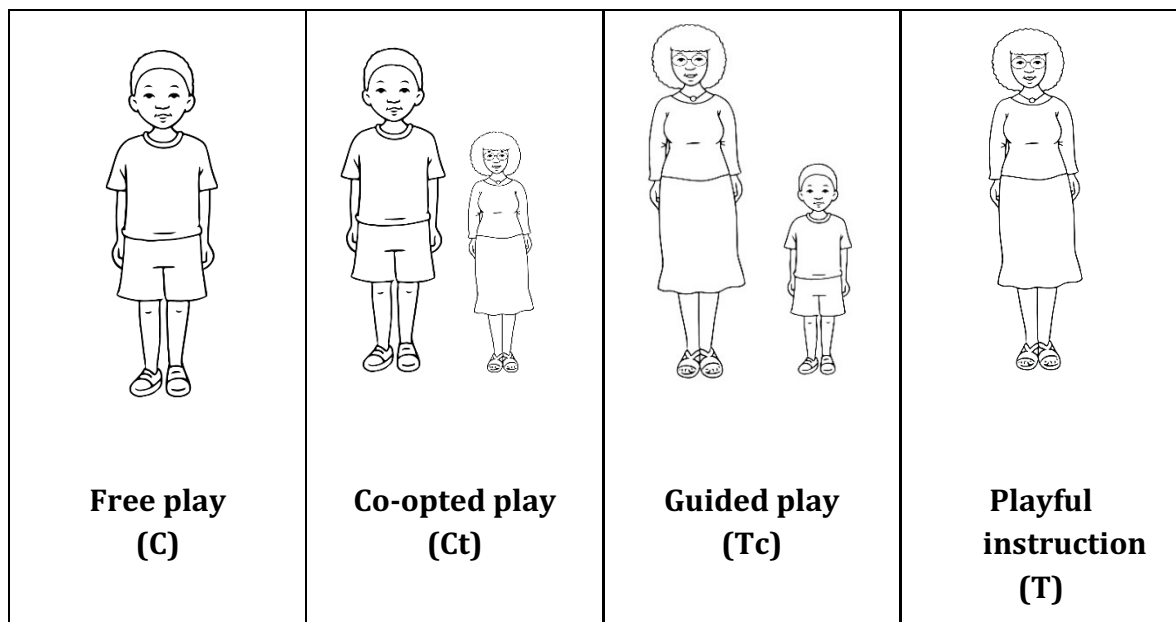
Karoganyetso ya motshameko

Karoganyetso ke motseselelele wa dilo tse di batlileng di farologana mme di fitlhelwa golo gongwe magareng ga dintlhana tse pedi tse di farologaneng.

Motshameko mo teng le kwa ntle ga phaposiborutelo o ka tsaya dipopego tse di farologaneng, go simolola fela ka motshameko o o lokologileng o o simolotsweng le go kaelwa ke barutwana, go ya kwa taelong e e tlang ka go itshamekela e e simolotsweng le go kaelwa ke morutabana.

A play-based approach to teaching and learning recognises that sometimes children learn best from free-play activities initiated and directed by the child without adult involvement. At other times children learn best from guided-play activities that are directed by the teacher for the whole class or in small groups.

The forms of play described below are closely related. Although they are illustrated as separate, very often one form of play changes into another form as the teacher and the children take on different roles.



Free play (C)


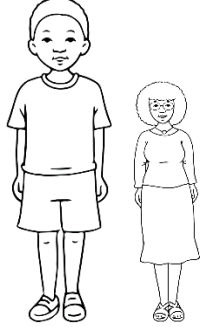
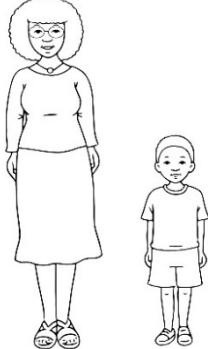

The child initiates and directs all of the play. The child decides and organises when, where, what and how to play, and who is playing. The teacher does not intervene or engage with the playing children. The teacher follows the direction set by the child.

Co-opted play (Ct)

The child initiates and directs most of the play. The teacher occasionally intervenes in the children's play in order to extend the children's learning, e.g., by asking a question, making a suggestion or adding extra apparatus.

Mokgwa o o ikaegileng ka motshameko wa go ruta le go ithuta o amogela gore ka dinako dingwe bana ba rutega sentle thata go tswa mo ditirwaneng tsa motshameko o o lokologileng tse di simolotsweng le go kaelwa ke ngwana go sena seabe sa mogolo. Ka dinako tse dingwe bana ba rutega sentle thata go tswa mo ditirwaneng tsa motshameko o o kaelwang tse morutabana o kaelang phaposiborutelo yotlhe kgotsa ditlhopha tse dinnye.

Mefuta ya metshameko e e tlhalositsweng fa tlase e amana thata fela. Le fa e tshwantshitswe e arogane, go le gantsi mofuta o le mongwe wa motshameko o fetogela go o mongwe fa morutabana le bana ba nna le diabe tse di farologaneng.

 <p>Motshameko o o lokologileng (Ng)</p>	 <p>Motshameko o o tseeletswang (Ngm)</p>	 <p>Motshameko o o kaelwang (Mng)</p>	 <p>Taelo ya go itshamekela (M)</p>
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Motshameko o o lokologileng (Ng)

Morutwana o simolola le go kaela motshameko otlhe. Ngwana o tsaya tshwetso mme e bile o rulaganya gore go tshamekiwa leng, kae, eng le gore jang, le gore go tshameka bomang. Morutabana ga a tsereganye le fa e le go tshwenyana le bana ba ba tshamekang. Morutabana o latela kaelo e e rulagantsweng ke ngwana.

Motshameko o o tseeletswang (Ngm)

Ngwana o simolola le go kaela motshameko. Fa le fale morutabana o a tsereganya mo motshamekong wa ngwana gore a atolose go ithuta ga bana, sk. ka go botsa potso, go tshikhinya kgotsa go oketsa didiriswa.

Guided play (Tc)

The teacher initiates and directs most of the children’s play by setting out specific activities, e.g., creative art, small group activities or an obstacle course. The children have some control because they can decide which activity they want to do or how they would like to do the activity.

Playful instruction (T)

The teacher initiates and directs all the play. The teacher plans the activity with a particular teaching/learning purpose in mind, e.g., a story that teaches listening skills, matching counters to number symbols, or sorting shapes. The child follows the direction set by the teacher.



Activity 3

In your group, discuss the following questions related to play.

1. How does *free play* provide opportunities to extend learning?

2. According to the play continuum, what is the difference between *guided play* and *playful instruction*?

3. Look at the teacher-guided activity of pages 32–35 of *Activity Guide: Term 3*.
 - ◆ Discuss how the five activities are intentionally planned around a particular curriculum skill/concept.

Motshameko o o kaelwang (Mng)

Morutabana o simolola le go kaela bontsi jwa metshameko ya bana ka go ba tlhaolela ditirwana tse di rileng, sk. botsweretshi jwa maitlhamelo, ditirwana tsa ditlhopha tse dinnye kgotsa sebakakgoreletso. Bana ba na le taolo nngwe ka gone ba ka swetsa gore ba batla go dira tirwana efe kgotsa gore ba ka rata go dira jang tirwana.

Taelo ya go itshamekela (M)

Morutabana o simolola le go kaela motshameko otlhe. Morutabana o rulaganya tirwana ka maitlhamo a a rileng a go ruta/go ithuta mo mogopolong, sk. kanelo e e rutang dikgono tsa go reetsa, go nyalanya dibadi le matshwaopalo, kgotsa go tthaola dipopego. Ngwana o sala kaelo ya morutabana morago.



Tirwana 3

Mo setlhopheng sa gago, buisanang ka ga dipotso tse di latelang tse di amanang le motshameko.

1. *Motshameko o o lokologileng o tlamela jang ka ditšhono tsa go atolosa go ithuta?*

2. *Go ya ka karoganyetso ya metshameko, pharologano magareng ga *motshameko o o kaelwang* le *taelo ya go itshamekela* ke efe?*

3. *Lebelela tirwana e e kaelwang ke morutabana mo ditsebeng tsa 32–35 tsa *Kaedi ya Ditirwana: Kgweditharo 3*.*

- ◆ *Buisanang ka moo ditirwana tse tlhano di rulagantsweng ka maikaelelo a go fitlhelela kgono/mogopolo o o rileng wa kharikhulamo.*

- ◆ How does the teacher use questions to prompt the learners 'playfully' during the activities?

- ◆ How does this assist the teacher with her observation for informal assessment?

- ◆ Morutabana o dirisa jang dipotso go tlotlheletsa barutwana 'ka go itshamekela' ka nako ya ditirwana?

- ◆ Seno se thusa jang morutabana ka kelotlhoko ya gagwe fa a ipaakanyetsa tlhatlhobo e e sa tthomamang?

Session 3: The Grade R maths learning environment

30 minutes

The Grade R maths learning environment should support learning through play. A well-planned teaching and learning programme should include a balance of all the different types of play activities.



Activity 4

Look at the photograph of a Grade R classroom.



1. Think about what you know about how young children learn. Discuss whether the learning environment in the photograph is appropriate for Grade R.

2. How could you improve this learning environment?

Karolo 3: Lefelotikologo la go ithuta dipalo tsa Mophato R

Metsotso e le 30

Lefelotikologo la go ithuta dipalo tsa Mophato R le tshwanetse go tshegetsa go ithuta ka go tshameka. Lenaneo le le rulagantsweng sentle la go ruta le go ithuta le tshwanetse go akaretsa kemo e e tshwanang ya mefuta yotlhe e e farologaneng ya ditirwana tsa go tshameka.



Tirwana 4

Lebelela setshwantsho sa phaposiborutelo ya Mophato R.



1. Akanya ka ga se o se itseng tebang le ka moo bana ba bannye ba ithutang ka teng. Buisanang ka gore a mme maemo a go ithuta mo setshwantshong a siametse Mophato R.

2. O ka tokafatsa jang maemo ano a go ithuta?

3. Evaluate your own learning environment.

Tick ✓

Is the classroom inviting?	
Is the space organised so that learners can gather in large groups for whole class sessions, and also work in teacher-guided and other small group activities?	
Are there free choice activity areas where learners can choose their own activities, explore, investigate and solve problems?	
Are learners able to be active in their own learning, and explore things around them through their five senses?	
Are learners able to work together, and talk, listen and learn from one another?	
Are the materials placed so that learners can help themselves?	
Are learners able to move around freely from one activity to another?	
Are the daily programme, weather chart, posters and learners' work displayed at learners' eye level?	
How have you organised the maths environment? Do you have: <input type="checkbox"/> a maths area <input type="checkbox"/> number friezes <input type="checkbox"/> the <i>Poster Book</i> displayed <input type="checkbox"/> a <i>Resource Kit</i> <input type="checkbox"/> tubs for each learner <input type="checkbox"/> the learners' work displayed	
How have you integrated maths in the free choice activities? Do you have: <input type="checkbox"/> construction toys <input type="checkbox"/> books <input type="checkbox"/> fantasy play <input type="checkbox"/> puzzles <input type="checkbox"/> art <input type="checkbox"/> sand and water <input type="checkbox"/> outdoor play <input type="checkbox"/> educational games <input type="checkbox"/> a collection of recycled materials, e.g. plastic tubs and lids Other: _____	
What challenges do you face in setting up your Grade R environment?	
Would you make any changes?	

3. Sekaseka lefelotikologo la gago la go ithuta.

Tshwaya✓

A phaposiborutelo e a gogela?	
A sebaka se rulagane gore barutwana ba ka kokoana ka ditlhopha tse dikgolo ka ditirwana tsa phaposiborutelo yotlhe, gape le go dira ditirwana tse di kaelwang ke morutabana le tse dingwe tsa ditlhopha tse dinnye?	
A go na le dikarolo tsa tirwana ya go itlhophelela moo barutwana ba ka itlhophelang ditirwana tsa bona, ba lekeletsa, ba tlotlhomisa le go rarabolola dipalo?	
A barutwana ba kgona go nna matlhagatlhaga mo go ithuteng ga bona, le go lekeletsa dilo tse di ba potologileng ka ditemosi tsa bona tse tlhano?	
A barutwana ba kgona go dira mmogo, le go buisana, go reetsana le go rutana?	
A go beilwe didiriswa gore barutwana ba kgone go ithusa?	
A barutwana ba kgona go tsamaya tsamaya ka tokologo go tswa mo tirwaneng e nngwe go ya go e nngwe?	
A lenaneo la letsatsi le letsatsi, tšhate ya maemo a bosa, diphousetara le tiro ya barutwana di bontshitswe moo barutwana ba kgonang go ka di bona gona?	
O rulagantse jang lefelotikologo la dipalo? A o na le: <input type="checkbox"/> lefelo la dipalo <input type="checkbox"/> dinomorekgabisi <input type="checkbox"/> <i>Buka ya Diphousetara</i> e e bontshitsweng <input type="checkbox"/> <i>Kgetsana ya Didiriswa</i> <input type="checkbox"/> ditshodi tsa morutwana yo mongwe le yo mongwe <input type="checkbox"/> dibuka tsa barutwana tse di bontshitsweng	
O tsenyeleditse jang dipalo mo ditirwaneng tsa go itlhophelela? A o na le: <input type="checkbox"/> ditshamekisi tsa dikago <input type="checkbox"/> dibuka <input type="checkbox"/> motshameko wa maitlhommo <input type="checkbox"/> diphazele <input type="checkbox"/> botsweretshi <input type="checkbox"/> motlhaba le metsi <input type="checkbox"/> motshameko wa kwa ntle <input type="checkbox"/> metshameko ya thuto <input type="checkbox"/> didiriswa tse di dirisiwang gape, sk. ditshodi tsa polasetiki le dikhurumelo Tse dingwe: _____	
O kopana le dikgwetlho dife mo go baakanyeng lefelotikologo la gago la Mophato R?	
A o ne o ka dira diphetogo dingwe?	

Session 4: Factors affecting maths learning

30 minutes

The **inclusivity principle**: All learners have a right to feel special, participate and be included in classroom activities and discussions. This includes children who have disabilities, behavioural issues or other barriers to learning.

Barriers to learning maths

Many learners experience barriers to learning maths that are the result of a range of factors. Let's take a closer look at some of the barriers to learning that learners may experience. Look at Figure 29 on page 58 of the *Concept Guide*.



Activity 5

Make a list of the kinds of barriers that learners in your class are experiencing that impact on their learning.

With careful planning and in collaboration with families and other support people, learners with special developmental needs can participate fully in the Grade R programme.



Activity 6

In your group, share your experiences about learners who are experiencing barriers to learning maths. Choose a learner who is not successfully coping with classroom tasks and activities. Attempt to answer these questions.

1. What is the barrier to learning?

Karolo 4: Dilo tse di amang go ithuta dipalo

Metsotso e le 30

Molawana wa kakaretso: Barutwana botlhe ba na le tshwanelo ya go ikutlwa ba kgethegile, go tsaya karolo le go akarediwa mo ditirwaneng tsa phaposiborutelo le dipuisano. Seno se akaretsa bana ba ba nang le bogole, mathata a maitsholo kgotsa dikgoreletsithuto tse dingwe.

Dikgoreletsi tsa go ithuta dipalo

Barutwana ba le bantsi ba itemogela dikgoreletsi tsa go ithuta dipalo tse e leng ditlamorago tsa mefuta ya dilo. A re lebeleleng dingwe tsa dikgoreletsithuto tse barutwana ba ka di itemogelang ka leitlho le le ntšhotšho. Lebelela Setshwantsho 29 mo tsebeng ya 59 ya *Kaedi ya Mogopolo*.



Tirwana 5

Kwala lenane la mefuta ya dikgoreletsi tse barutwana ba di itemogelang mo phaposiborutelong ya gago tse di amang go ithuta ga bona.

Ka go ipaakanya ka kelotlhoko le go dira mmogo le malapa le batho ba bangwe ba ba neelang tshegetso, barutwana ba ba nang le ditlhokego tsa kgolo ba ka tsaya karolo ka botlalo mo lenaneong la Mophato wa R.



Tirwana 6

Mo setlhopheng sa gago, arogana maitemogelo a gago ka ga barutwana ba ba itemogelang dikgoreletsi tsa go ithuta dipalo. Tlhopha morutwana yo o sa atlegeng mo ditirong le ditirwaneng tsa phaposiborutelo. Leka go araba dipotso tseno.

1. Ke eng se se kgoreletsang thuto?

2. What are the learner's learning needs?

3. What support is needed?

4. What steps could you take to minimise the barrier to learning so that the learner can participate more successfully in Grade R maths?

5. If you cannot identify the barrier, the learning needs or the support required, who could you consult?

Read some of the ways you can include all learners in the Grade R classroom on page 60 of the *Concept Guide*.

Remember that it is important to identify barriers to learning as early as possible so that a plan can be put in place to address a learner's individual developmental and learning needs. Your ongoing observations of learners' progress will help you recognise any potential gaps in their learning and also help you plan ways to address these.

2. Ditlhokego tsa morutwana tsa go ithuta ke dife?

3. Go tlhokega tshegetso efe?

4. Ke dikgato dife tse o ka di tsayang go fokotsa dikgoreletsithuto gore morutwana a kgone go tsaya karolo ka katlego mo dipalong tsa Mophato R?

5. Fa o sa kgone go lemoga sekgoreletsi, ditlhokego tsa thuto kgotsa tshegetso e e tlhokegang, o ka bona mang?

Buisa dingwe tsa ditsela tse o ka akaretsang barutwana mo phaposing ya Mophato R mo tsebeng ya 61 ya *Kaedi ya Mogopolo*.

Gopola gore go botlhokwa go tlhaola dikgoreletsithuto go sa le gale gore go nne le leano le le ka dirisiwang go netefatsa gore ditlhokego tsa morutwana ka nosi tsa kgolo le tsa go ithuta di a lebelelwa. Dikelotlhoko tsa gago tsa tswelelopele ya barutwana tse di tsweletseng di tlaa go thusa go lemoga ditlhaelo dingwe tsa go ithuta ga bona gape le go go thusa go tla ka ditsela dingwe tsa go lepalepana le tseno.

Session 5: Perceptual and motor development

1 hour

Perception develops through information that is gathered from the senses of touch, sight, smell, taste and hearing, and helps children to learn about the world. Motor development unfolds with perceptual development – as children use their motor skills to move through the environment, they gather information with their senses.

Perceptual and motor skills are very important for learning maths. They include:

- ◆ visual perception
- ◆ auditory perception
- ◆ tactile and kinaesthetic perception.

Visual perception

Visual perception is the ability to use what the eyes see and to interpret this visual information. There are different categories of visual perceptual skills.



Activity 7

The following are scenarios that illustrate visual perceptual skills in young children.

1. Read the information on visual perception on pages 64–67 of the *Concept Guide* and identify which visual perceptual skills the children below are practising.
 - ◆ Welekazi is playing in the fantasy play area. She looks for and finds her favourite red shoes amongst all the other shoes in the wardrobe.

 - ◆ The teacher makes a pattern of different coloured beads on a string. Leah makes her own string of beads by repeating the pattern her teacher has made.
-

Karolo 5: Kgolo ya tlhaloganyo le mesifa Ura e le 1

Tlhaloganyo e gola ka ntlha ya tshedimosetso e e kokoanngwang go tswa mo ditemosing tsa kgomô, pono, monkgo, tatso le kutlo, mme e thusa bana go ithuta ka ga lefatshe. Kgolo ya mesifa e diragala le kgolo ya tlhaloganyo – fa bana ba dirisa dikgono tsa bona tsa mesifa go tsamaya mo tikologong, ba kokoanya tshedimosetso ka ditemosi tsa bona.

Dikgono tsa tlhaloganyo le mesifa di botlhokwa thata go ithuta dipalo. Di akaretsa:

- ◆ tlhaloganyo ya pono
- ◆ tlhaloganyo ya kutlo
- ◆ tlhaloganyo ya go tshwara le tsamaisommele.

Tlhaloganyo ya pono

Tlhaloganyo ya pono ke bokgoni jwa go dirisa se matlho a se bonang le go ranolola tshedimosetso eno ya pono. Go na le mefama e e farologaneng ya dikgono tsa tlhaloganyo ya pono.



Tirwana 7

Tse di latelang ke dikai tse di tshwantshang dikgono tsa tlhaloganyo ya pono mo baneng ba banye.

1. Buisa tshedimosetso ka ga tlhaloganyo ya pono mo ditsebeng 64–67 tsa *Kaedi ya Mogopolo* mme o tlhaole le gore ke dikgono dife tsa tlhaloganyo ya pono tse bana fa tlase ba di ikatisetsang.
 - ◆ Welekazi o tshamekela mo lefelong la motshameko wa maitlhommo. O batla le go bona ditlhako tsa gagwe tse dikhibidu tse a di ratang mo gare ga ditlhako tse dingwe tsotlhe mo otoropong.
-
- ◆ Morutabana o dira paterone ya dibaga tsa mebala e e farologaneng mo mogaleng. Leah o dira mogala wa gagwe wa dibaga ka go boeletsa paterone e e dirilweng ke morutabana wa gagwe.
-

2. What are the kinds of activities you have done in your Grade R class that support these perceptual skills?

Auditory perception

Auditory perception is the ability to use what the ears hear and to interpret this auditory information. There are different categories of auditory perceptual skills.



Activity 8

The following are scenarios that illustrate auditory perceptual skills in young children.

1. Read the information on auditory perception on page 68 of the *Concept Guide* and identify which auditory perceptual skills the children below are practising.

- ◆ Raiz is playing in the noisy block area. Even though there are many other learners around him talking as they play, he can focus on what his teacher is asking him to do with the blocks.

- ◆ Thobeka listens to her teacher as she counts ten counters while placing them on the mat. Thobeka remembers what she has heard and repeats the order of the numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. What are the kinds of activities you have done in your Grade R class that support these perceptual skills?

2. Ke mefuta efe ya ditirwana tse o di dirileng mo phaposiborutelong ya Mophato R tse di tshegetsang dikgono tseno tsa tlhaloganyo?

Tlhaloganyo ya kutlo

Tlhaloganyo ya kutlo ke bokgoni jwa go dirisa se ditsebe di se utlwang le go ranola tshedimosetso eno ya kutlo. Go na le mefama e e farologaneng ya dikgono tsa tlhaloganyo ya kutlo.



Tirwana 8

Tse di latelang ke dikai tse di bontshang dikgono tsa tlhaloganyo ya kutlo mo baneng ba banye.

1. Buisa tshedimosetso ka ga tlhaloganyo ya kutlo mo tsebeng ya 69 ya *Kaedi ya Mogopolo* mme o tlhaole gore ke dikgono dife tsa tlhaloganyo ya kutlo tse bana ba ba fa tlase ba di ikatisetsang.
- ◆ Raiz o tshamekela mo lefelong la boloko le le modumo tota. Le fa a dikaganyeditswe ke bana ba bangwe ba bantsi fa ba ntse ba tshameka, o kgona go tota se morutabana wa gagwe o mo kopang go se dira ka diboloko.

- ◆ Thobeka o reetsa morutabana wa gagwe fa a bala dibadi di le lesome a ntse a di baya mo mmetsheng. Thobeka o gopola se a se utlwileng mme o boeletsa thulaganyo ya dinomere: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. Ke mefuta efe ya ditirwana tse o di dirileng mo phaposiborutelong ya Mophato wa R tse di tshegetsang dikgono tseno tsa tlhaloganyo.

Tactile and kinaesthetic perception

These two types of perception go hand in hand. Tactile perception is the ability to notice similarities and differences in the way things feel. Kinaesthetic perception is the ability to use body movements and muscle feelings. Together they provide the brain with information.



Activity 9

How can we help learners develop their tactile and kinaesthetic perception?

Refer to the other activity ideas on page 68 of the *Concept Guide*.

Kakanyo ya go tshwara le tsamaiso ya mmele

Mefuta e mebedi eno ya tshwara e a dirisana. Tshwara ya go tshwara ke bokgoni jwa go lemoga ditshwano le dipharologano tsa ka moo dilo di utlwalang ka teng.

Tsamaiso ya mmele ke bokgoni jwa go dirisa go suta ga mmele le maikutlo a mesifa. Di dira mmogo go tlamela boboko ka tshedimosetso.



Tirwana 9

Re ka thusa jang barutwana go godisa tshwara ya go tshwara le ya tsamaisommele?

Lebelela dikakanyo tsa tirwana e nngwe mo tsebeng ya 69 ya *Kaedi ya Mogopolo*.

Session 6: Planning for teaching

1½ hours

It is important to plan and prepare thoroughly for each week. This will allow you to feel confident about what you are doing and help you to focus on teaching and working with the learners. As you have already experienced in Terms 1 and 2, the Maths Programme is carefully structured, and the maths content is presented in a progressive developmental sequence. It has been designed to ensure that all the Grade R Mathematics content and skills are covered and learners are well prepared for Grade 1. Teachers need to be cautious about selecting activities from different weeks and leaving other activities out.



Activity 10

Your facilitator will assign each group either Week 1, 2 or 3 of Term 3 to focus on.

1. Look at page 18 of *Activity Guide: Term 3* to identify the Content Area Focus of your week.
2. Find the CAPS content for this Content Area on pages 114–137 of the *Concept Guide*.
3. Read the contents of your assigned week in *Activity Guide: Term 3*.
4. Complete the planning template in Appendix A to capture the focus of the whole class and small group activities. Discuss the following to guide your planning:
 - ◆ The key concepts that learners will be learning in this week
 - ◆ The topic
 - ◆ The new knowledge to be introduced
 - ◆ The skills from previous weeks to be practised
 - ◆ How learners will be taught and will learn during:
 - whole class activities
 - small group activities
 - teacher-guided
 - independent small groups (at the workstations).
5. Identify any potential challenges in implementing the activities for your assigned week. Propose suggestions to resolve or minimise these. Record your points on flipchart paper to share with the whole group.

Karolo 6: Go ithulaganyetsa go ruta

Diura di le 1½

Go bothokwa go rulaganyetsa le go ipaakanyetsa beke e nngwe le e nngwe sentle. Seno se tlaa dira gore o itshepe tebang le se o se dirang le go go thusa go tsepama mo go ruteng le go dira le barutwana. Jaaka o setse o itemogetse mo Kgweditharong 1 le 2, Lenaneo la Dipalo le rulagantswe ka kelotlhoko, le diteng tsa dipalo di tlhagisitswe ka tatelano e e tlišang kgolo. Le tlhamilwe go netefatsa gore diteng tsotlhe tsa Dipalo tsa Mophato R le dikgono di lebeletswe le gore barutwana ba ipaakanyeditse Mophato 1 sentle. Barutabana ba tlhoka go nna kelotlhoko ka ditirwana tse ba di tlhophang go tswa mo dibekeng tse di farologaneng le go tlogela ditirwana tse dingwe.



Tirwana 10

Mofatlhosi wa gago o tlaa tlhaolela setlhophha se sengwe le se sengwe gongwe Beke 1, 2 kgotsa 3 ya Kgweditharo 3 go toba yona.

1. Lebelela tsebe 19 ya *Kaedi ya Ditirwana: Kgweditharo 3* go tlhaola Karoloteng e e Lebeletsweng mo bekeng ya gago.
2. Batlela Karoloteng eno diteng tsa PPKT mo ditsebeng tsa 114–137 tsa *Kaedi ya Ditirwana*.
3. Buisa diteng tsa beke e o e tlhaoletsweng mo *Kaeding ya Ditirwana: Kgweditharo 3*.
4. Tlatsa thempoleiti ya go ithulaganya mo Mametlelelong ya A go tlhagisa se se lebeletsweng ke ditirwana tsa phaposiborutelo yotlhe le tsa setlhophha se sennye. Buisanang ka tse di latelang go kaela go ithulaganya ga lona:
 - ◆ Megopolomegolo e barutwana ba tlaa bong ba e ithuta mo bekeng eno
 - ◆ Setlhogo
 - ◆ Kitso e ntšhwa e e tshwanetseng go tlhagisiwa
 - ◆ Dikgono tse di tshwanetseng go diragatswa go tswa mo dibekeng tse di fetileng
 - ◆ Ka moo barutwana ba tlaa rutiwang le go ithuta ka nako ya:
 - ditirwana tsa phaposiborutelo yotlhe
 - ditirwana tsa ditlhophha tse dinnye
 - tse di kaelwang ke morutabana
 - ditlhophha tse dinnye tse di ikemetseng (kwa seteišenengtiro).
5. Tlhaola dikgwetlho dingwe le dingwe tse di ka nngang teng fa o diragatsa ditirwana tsa beke e o e tlhaoletsweng. Tshikhinya ditsela tsa go di rarabolola kgotsa go di fokotsa. Rekota dintlha tsa gago mo pampiring ya tšhatephetogi go di arogana le setlhophha sotlhe.

Closing activities

30 minutes



Activity 11

Workshop reflection: Take a few minutes to reflect on the day. Page through your *Participant's Workbook* to remind yourself of what was covered.

The facilitator will direct the groups to the sheets of paper on the walls. Each sheet will prompt you on how to comment.



Take back to school task

1. Use the Term 3 Weekly Planning Template in Appendix A to plan and implement Term 3 Weeks 1–3 of the Maths Programme.
2. Document how you used the '**Check that learners are able to**' observation list (in the eye box) during each of the teacher-guided activities.
3. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning.
4. Bring your evaluation to the next workshop.

Evaluation

Complete the Evaluation Form.



Tirwana 11

Tshedisiso ya thutano: Tsaya metsotso e le mmalwa go sedisisa ka ga letsatsi. Phetlha *Bukatiro ya Batsayakarolo* ya gago go ikgopotsa se se dirilweng.

Mofatlhosi o tlaa kaela ditlhopha matlhare a pampiri mo maboteng. Letlhare le lengwe le le lengwe le tlaa go tlotlheletsa gore o ka tshwaela jang.



Tirwana e o e busetsang kwa sekolong

1. Dirisa Thempoleiti ya Thulaganyetso ya Beke le Beke ya Kgweditharo 3 mo Mametlelelong ya A go rulaganyetsa le go diragatsa Kgweditharo 3 Dibeke 1-3 tsa Lenaneo la Dipalo.
2. Kwala gore o dirisitse jang lenanekelotlhoko la '**Ela tlhoko gore barutwana ba kgona go**' (mo lebokosong la leitlho) ka nako ya ditirwana tse dingwe le tse dingwe tse di kaelwang ke morutabana.
3. Kwala tshekatsheko ya se se dirileng sentle, se se sa dirang sentle le gore ke eng se o ka se dirang ka tsela e nngwe go tokafatsa go ruta le go ithuta.
4. Tlaya ka tshekatsheko ya gago kwa thutanong e e latelang.

Tlhatlhobo

Tlatsa Foromo ya Tlhatlhobo.

APPENDIX A: TERM 3 WEEKLY PLANNING TEMPLATE

Term 3: Activity Plan: Week ____

CONTENT AREA:				
TOPIC:				
INTRODUCE NEW KNOWLEDGE:				
PRACTISE:				
Whole class activities		Teacher-guided activity	Workstation activities (independent small group activities)	
Day 1			Activity 1	
Day 2			Activity 2	
Day 3			Activity 3	
Day 4			Activity 4	
Day 5				

MAMETLELELO A: KGWEDITHARO 3 THEMPOLEITI YA THULAGANYO YA BEKE LE BEKE

Kgweditharo 3: Thulaganyo ya ditirwana: Beke ____

KAROLOTENG:				
SETLHOGO:				
TLHAGISA KITSO E NTŠHWA:				
IKATISE:				
Ditirwana tsa phaposiborutelo yotlhe		Tirwana e e kaelwang ke morutabana		Ditirwana tsa seteišenetiro (ditirwana tsa sethopho se sennye tse di ikemetseng)
Letsatsi 1				Tirwana 1
Letsatsi 2				Tirwana 2
Letsatsi 3				Tirwana 3
Letsatsi 4				Tirwana 4
Letsatsi 5				

Workshop 7 Evaluation Form

1. Did the workshop meet your expectations?

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

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

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

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

Foromo ya Tlhatlhubo ya Thutano 7

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

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

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

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

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