



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Sesotho/English

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



**Wekshopo ya 9 • Workshop 9**

**Buka ya Mosebetsi ya Monkakarolo • Participant's Workbook**

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

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

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

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

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

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

## DITEBOHO

Diteboho tse kgethehileng ho:

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



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

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# Overview

## Purpose

This is the ninth of twelve Grade R Mathematics Improvement Programme (Maths Programme) workshops, which form part of the Gauteng Department of Education (GDE) Grade R Mathematics and Language Improvement Project.

The purpose of this workshop is to continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their implementation of the Maths Programme and discuss their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. Participants will reflect on appropriate assessment strategies for capturing learner progress. The workshop explores the content for Term 3 Weeks 7–10 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 3 Weeks 4–6
- ◆ To explore play-based strategies to support teaching maths in Grade R
- ◆ To deepen understanding of number concept in the Numbers, Operations and Relationships Content Area and to link these to the implementation of maths in the Grade R classroom
- ◆ To deepen understanding of appropriate assessment in Grade R
- ◆ To reflect on challenges and find solutions to implementing the Maths Programme
- ◆ To map out the Maths Programme content to be taught in Term 3 Weeks 7–10

## Workshop content

- ◆ Opening and reflection (1 hour)
  - ◆ Session 1: Numbers, Operations and Relationships (1 hour)
- TEA
- ◆ Session 2: Numbers, Operations and Relationships (continued) (1 hour)
  - ◆ Session 3: Calculation in Grade R (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (1½ hours)
  - ◆ Closing activities (30 minutes)

# Tjhebokakaretso

## Sepheo

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

Sepheo sa wekshopo ena ke ho thusa matitjhere ho kenya tshebetsong Lenaneo la Mmetse ka diphaposing tsa bona tsa borutelo. Bankakarolo ba tla ba le monyetla wa ho sekaseka ho kenya tshebetsong ha bona ha Lenaneo la Mmetse mme ba buisane ka ho rera, ho ruta le tekanyetso tsa bona. Hape ba tla lemoha kgatelopele ya baithuti, le ditlhoko tsa ho ithuta le tsa ntshetsopele tsa moithuti ka mong. Bankakarolo ba tla sekaseka mawa a nepahetseng a tekanyetso bakeng sa ho tlaleha kgatelopele ya baithuti. Wekshopo ena e sibolla dikahare tsa Kotara ya 3 Dibeke tsa 7–10 le ho kenngwa tshebetsong ha tsona diphaposing tsa borutelo.

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

## Diphetho tsa ho ithuta

- ◆ Ho shebisisa ho kenya tshebetsong ha Kotara ya 3 Dibeke tsa 4–6
- ◆ Ho sibolla mawa a theilweng papading ho tshehetsa ho ruta mmetse Kereiting ya R
- ◆ Ho tebisa kutlwisiso ya kgopolo ya nomoro ho Karolo ya Dikahare tsa Dinomoro, Matshwao le Dikamano le ho di hokanya ho ho kenngwa tshebetsong ha mmetse phaposing ya borutelo ya Kereiti ya R
- ◆ Ho tebisa kutlwisiso ya tekanyetso e loketseng Kereiting ya R
- ◆ Ho sekaseka diphephetso le ho fumana ditharollo bakeng sa ho kenya tshebetsong Lenaneo la Mmetse
- ◆ Ho ngola ka ho hlaka dikahare tsa Lenaneo la Mmetse tse lokelang ho rutwa Kotareng ya 3 Dibekeng tsa 7–10

## Dikahare tsa wekshopo

- ◆ Pulo le boikgopotso (Hora e 1)
  - ◆ Karolo ya 1: Dinomoro, Matshwao le Dikamano (Hora e 1)
- TEYE
- ◆ Karolo ya 2: Dinomoro, Matshwao le Dikamano (e tswela pele) (Hora e 1)
  - ◆ Karolo ya 3: Ho etsa dipalo Kereiting ya R (Hora e 1)
- DIJO TSA MOTSHEARE
- ◆ Karolo ya 4: Ho etsa moralo bakeng sa ho ruta (Dihora tse 1½)
  - ◆ Diketsahalo tsa ho kwala (Metsotso e 30)

# Opening and reflection

1 hour

Reflection involves thinking and talking about your experiences and what you have learnt. Consider the Maths workshops you have attended and complete the sentences the facilitator displays.

## Reflection on implementation

The *Take back to school* task from Workshop 8, required you to do the following:

- ◆ Use *Activity Guide: Term 3* to plan and implement Term 3 Weeks 4–6 of the Maths Programme.
- ◆ Write comments in the book that you use to keep track of each learner’s progress (learner observation book), and use the ‘**Check that learners are able to**’ observation list during each of the teacher-guided activities to guide your observations and comments.
- ◆ Make notes of what worked well, what did not work well and how you resolved any challenges during your implementation of Term 3 Weeks 4–6.

In the next activities make use of your learner observation book and the notes you made when reflecting on each day’s teaching.



### Activity 1

1. In your group, share your successes and challenges with implementing the Maths Programme in Term 3 Weeks 4–6. Share strategies for improving teaching and learning for the challenges you identified.

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2. Discuss your use of the ‘**Check that learners are able to**’ observation list (in the eye box) during each of the teacher-guided activities.  
Show members of your group your learner observation book.  
Select one learner and discuss your observations of this learner’s progress.

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# Pulo le boikgopotso

Hora e 1

Boikgopotso bo kenyetsa ho nahana le ho bua ka boiphihlelo ba hao le tseo o ithutileng tsona. Nahana ka diwekshopo tsa Mmetse tseo o kileng wa ya ho tsona mme o qetelle dipolelo tseo motsamaisi a di bontshang.

## Boikgopotso mabapi le ho kenya tshebetsong

*Mosebetsi wa kgutlela le yona sekolong wa Wekshopo ya 8, o ne o batla hore wena o etse dintho tse latelang:*

- ◆ Sebedisa *Tataiso ya Diketsahalo: Kotara ya 3* bakeng sa ho rera le ho kenya tshebetsong Kotara ya 3 Dibeke tsa 4–6 tsa Lenaneo la Mmetse.
- ◆ Ngola ditshwaelo ka hara buka eo o e sebedisang ho latela kgatelopele ya moithuti ka mong (buka ya ditemoho ya moithuti), mme o sebedise lenane la ditemoho la **'Lekola hore baithuti ba kgona ho'** nakong ya ketsahalo ka nngwe ya tse tataiswang ke tijhere bakeng sa ho tataisa ditemoho le ditshwaelo tsa hao.
- ◆ Ngola dinoutso tsa tse sebeditseng hantle, tse sa sebeditsang hantle le kamoo o ileng wa rarolla diphephetso dife kapa dife nakong ya ho kenya tshebetsong ha Kotara ya 3 Dibeke tsa 4–6.

Diketsahalong tse latelang sebedisa buka ya hao ya ditemoho tsa baithuti le dinoutso tseo o di entseng ha o ne o ikgopotsa ho ruta ha letsatsi ka leng.



### Ketsahalo ya 1

1. Sehlotshwaneng sa lona, abelanang ka dikatleho le diphephetso tsa lona ha le kenya tshebetsong Lenaneo la Mmetse ho Kotara ya 3 Dibeke tsa 4–6. Abelanang ka mawa bakeng sa ho ntlafatsa ho ruta le ho ithuta bakeng sa diphephetso tseo le di hlwaileng.
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2. Buisanang ka tshebediso ya lona ya lenane la ditemoho (lebokosong la leihlo) la **'Lekola hore baithuti ba kgona ho'** nakong ya e nngwe le e nngwe ya diketsahalo tse tataiswang ke tijhere.  
Bontsha ditho tsa sehlotshwana sa hao buka ya ditemoho ya baithuti.  
Kgetha moithuti a le mong mme le buisane ka ditemoho tsa lona tsa kgatelopele ya moithuti eo.
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3. Write the main points of your discussion on flipchart paper. Report back on your discussion to the large group.

 **Video 1**

Watch the video of a teacher working with a small group of learners during the teacher-guided activity in Term 3 Week 6. The focus of our observation in this workshop is on how the teacher mediates the number activities.

Observe how the teacher works through the six activities. Notice:

- ◆ how she poses problems
- ◆ the language she uses when asking questions
- ◆ how she sets up each activity
- ◆ the questions she asks to guide the learners.

 **Activity 2**

Refer to the teacher-guided activity (pages 114–117) in Week 6 of *Activity Guide: Term 3*.

1. Discuss how you managed this teacher-guided activity with your class.

2. Did you face any challenges? If so, how did you solve them?

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3. Ngola dintlha tsa sehlooho tsa puisano ya lona pampiring ya fliptjhate. Tlalehang puisano ya lona sehlopheng se sehlo



### Video ya 1

Shebellang video ya titjhere a sebeta le sehlotshwana sa baithuti nakong ya ketsahalo e tataiswang ke titjhere ho Kotara ya 3 Beke ya 6. Tsepamiso ya temoho ya rona wekshopong ena e ho kamoo titjhere a kenang dipakeng ka teng diketsahalong tsa dinomoro.

Lemoha kamoo titjhere a sebetsanang le diketsahalo tse tsheletseng ka teng. Lemoha:

- ◆ kamoo a beang bothata ka teng
  - ◆ puo eo a e sebedisang ha a botsa dipotso
  - ◆ kamoo a hlophisang ketsahalo ka nngwe ka teng
  - ◆ dipotso tseo a di botsang ho tataisa baithuti.
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### Ketsahalo ya 2

Shebang ho ketsahalo e tataiswang ke titjhere (maqephe a 114–117) ho Beke ya 6 ya *Tataiso ya Diketsahalo: Kotara ya 3*.

1. Buisanang kamoo le tsamaisitseng ketsahalo ena e tataiswang ke titjhere le bana ba tlelase ya lona.
- 
- 
- 

2. Na o ile wa kopana le diphephetso tse itseng? Ha ho le jwalo, o ile wa di rarolla jwang?
- 
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# Session 1: Numbers, Operations and Relationships

1 hour

In previous workshops we have discussed the Numbers, Operations and Relationships Content Area. In this session we will revisit different number topics and expand our discussion to further understand number concept. We will explore the following aspects of number and connect them to classroom practice:

- ◆ oral counting
- ◆ subitising
- ◆ representing number
- ◆ counting objects
- ◆ ordinal numbers
- ◆ calculating.

## Oral counting

Children learn the correct order of number words as they play, sing, and repeat rhymes.

As we know, oral counting involves saying the number words in order. Learners sequence numbers during routine oral counting activities and during transitions. Songs, rhymes and actions make oral counting fun, but the focus is on the order of the numbers. Once learners can repeat a sequence of numbers in the correct counting order, they begin to talk about the relationship between the numbers, e.g., which number is *before*, *between* or *after* another number.



### Activity 3

In your group, discuss how the following activities have promoted learning the sequence of counting words in your class:

- ◆ songs and rhymes
- ◆ number washing line
- ◆ jumping tracks.

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# Karolo ya 1: Dinomoro, Matshwao le Dikamano

Hora e 1

Diwekshopong tse fetileng re buisane ka Karolo ya Dikahare ya Dinomoro, Matshwao le Dikamano. Karolong ena re tla etela hape dihlooho tse fapaneng tsa dinomoro le ho atolosa puisano ya rona hore re utlwisise haholwanyane kgopolo ya dinomoro. Re tla sibolla dintlha tse latelang tsa nomoro mme re di hokanye le diketso tsa phaposing ya borutelo:

- ◆ ho bala ka molomo
- ◆ ho akanya
- ◆ ho emela nomoro
- ◆ ho bala dintho
- ◆ dinomoro tsa boemo
- ◆ ho sebetsa dipalo.

## Ho bala ka molomo

Bana ba ithuta tatelano e nepahetseng ya mabitso a dinomoro ha ba ntse ba bapala, ba bina, le ho pheta diraeme.

Jwaloka ha re tseba, ho bala ka molomo ho kenyeletsa ho bitsa mabitso a dinomoro ka tatelano. Baithuti ba hlahlamanya dinomoro nakong ya diketsahalo tsa ho bala ka molomo tsa tlwaelo le nakong ya diphetoho. Dipina, diraeme le diketso di etsa hore ho bala ka molomo ho be monate, empa tsepamiso e ho tatelano ya dinomoro. Hang ha baithuti ba kgona ho pheta tlhahlamano ya dinomoro ka tsela e nepahetseng ya ho bala, ba qala ho bua ka dikamano pakeng tsa dinomoro, mohl. ke nomoro efe e tlang *pele*, *dipakeng* kapa *kamora* nomoro e nngwe.



## Ketsahalo ya 3

Sehlotshwaneng sa lona, buisanang ka kamoo diketsahalo tse latelang di phahamisitseng ho ithuta tatelano ya mantswe a ho bala dintho ka tlelaseng ya hao:

- ◆ dipina le diraeme
- ◆ mola wa ho aneha dinomoro
- ◆ ho tlola diporo.

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#### Activity 4

Read the information on pages 138–143 and look at the diagram at the top of pages 144–145 of the *Concept Guide*.

In your group, discuss the following aspects of number:

- ◆ different ‘meanings’ of number

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- ◆ different kinds of numbers

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Learners in Grade R work mostly with the whole numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. (In Grade 1 this is extended to 20 and beyond.) We focus on counting and representing number in different ways and provide opportunities for learners to engage with numbers in different contexts.

### Subitising



#### Activity 5

Observe the facilitator. Each time she/he flashes a card, say as quickly as you can ‘how many’ dots you see.

1. Did you count each dot one by one? Why not?

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2. What do you think the benefit is of reinforcing the skill of subitising?

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### Ketsahalo ya 4

Bala tlhahisoleseding ho maqephe a 138–143 mme o shebe setshwantsho se hodimo maqepheng a 144–145 a *Tataiso ya Mareo*.

Sehlotshwaneng sa lona, buisanang ka dintlha tse latelang tsa nomoro:

- ◆ ‘meelelo’ e fapaneng ya nomoro

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- ◆ mefuta e fapaneng ya dinomoro

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Baithuti ba Kereiti ya R ba sebetsa haholoholo ka dinomoro tse felletseng 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 le 10. (Kereiting ya 1 sena se atolositswe ho fihla ho 20 le ho feta.) Re tsepamisa maikutlo ho ho bala le ho emela nomoro ka ditsela tse fapaneng le ho fana ka menyetla ho baithuti ho sebetsa ka dinomoro maamong a fapaneng.

### Ho akanya



### Ketsahalo ya 5

Shebellang motsamaisi. Nako le nako ha a phahamisa karete, buang kapele kamoo le ka kgonang hore le bona matheba ‘a makae’.

1. Na o badile letheba ka leng ka bonngwe? Hobaneng o sa etsa jwalo?

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2. O nahana hore molemo wa ho hatella bokgoni ba ho akanya ke ofe?

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3. What activities that reinforce the ability to subitise have you used in your Term 1 and 2 maths sessions?

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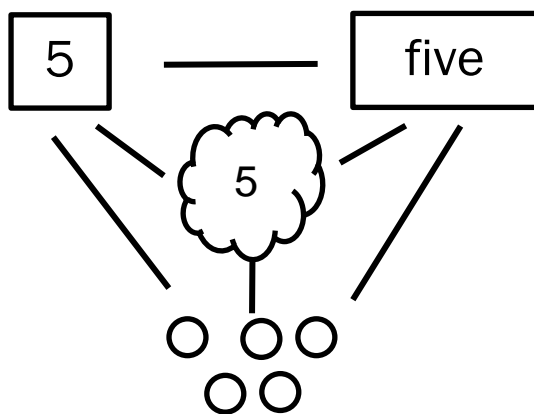
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Refer to pages 144–147 of the *Concept Guide*.

### Representing number

A number is an abstract concept. It is an idea that exists in your head. We can't see numbers, so we have to find different ways to represent (show) the number that is being referred to. Learners need to make the connection between the idea of a number, e.g., 5, and its different representations, like a collection of objects, a symbol, a word. They also need to understand that if we say, 'how many' sweets, claps, houses, birthdays, etc., five always refers to the same number of these things.

Learners need to internalise the 'how muchness' or numerosity of the number. To communicate this concept to learners, teachers need to introduce the idea using concrete objects, for example, counters. To help learners understand the concept of a number, they need to realise that numbers can be represented in different ways. Learners also need to make the connection between different representations of the number, for example an object, picture, symbol and word.





3. Ke diketsahalo dife tse hatellang bokgoni ba ho akanya boo o ileng wa bo sebedisa dikarolong tsa hao tsa mmetse tsa Kotara ya 1 le 2?

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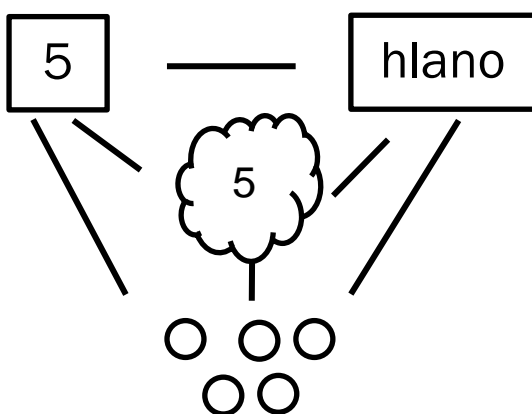
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Sheba ho maqephe ana 144–147 a *Tataiso ya Mareo*.

### Ho emela nomoro

Nomoro ke kgopolo ya ntho e sa tshwareheng. Ke mohopolo o teng ka hloohong ya hao. Re keke ra bona dinomoro, kahoo re lokela ho fumana ditsela tse fapaneng ho emela (bontsha) nomoro eo ho buuwang ka yona. Baithuti ba hloka ho tseba kamano pakeng tsa mohopolo wa nomoro, mohl., 5, le dikemelo tsa yona tse fapaneng, jwaloka pokello ya dintho, letshwao, le lentswe. Hape ba hloka ho utlwisisa hore ha re re, dipompong, ho opa matsoho, dintlo, matsatsi a tswalo, jj. a ‘makae’, hlano e dula e bolela lenane le lekanang la dintho tsena.

Baithuti ba lokela ho kenya dikelellong tsa bona ‘bokaalo’ kapa lenane la nomoro. Ho buisana ka kgopolo ena le baithuti, matitjhere a lokela ho tsebisa mohopolo oo ba sebedisa dintho tse tshwarehang, ho etsa mohlala, dibadi. Ho thusa baithuti ho utlwisisa kgopolo ya nomoro, ba hloka ho eellwa hore dinomoro di ka emelwa ka ditsela tse fapaneng. Hape baithuti ba hloka ho etsa kamano pakeng tsa dikemelo tse fapaneng tsa nomoro, ho etsa mohlala, ntho, setshwantsho, letshwao le lentswe.



## Session 2: Numbers, Operations and Relationships (continued)

1 hour

### Counting objects

To count '**how many**', learners need to realise that each object in a group has a number name and that you count each object only once.

There are five counting principles that describe the process of learning to count. Once learners have understood and can apply all five of these counting principles, we are able to say that they can count.



### Activity 6

Read the information on pages 148–151 of the *Concept Guide*.

1. Use the apparatus provided to demonstrate these principles as they are explained in the *Concept Guide*.
2. Discuss each principle in your group and make your own notes in the table below to explain your understanding of each principle.

One-to-one correspondence principle	
Stable order principle	
Cardinal principle	
Abstraction principle	
Order-irrelevance principle	

# Karolo ya 2: Dinomoro, Matshwao le Dikamano (e tswela pele)

Hora e 1

## Ho bala dintho

Ho bala '**tse kae**', baithuti ba hloka ho elellwa hore ntho ka nngwe sehlopheng e na le lebitso la nomoro le hore o bala ntho ka nngwe hanngwe feela.

Ho na le dintlhatheo tsa ho bala tse hlano tse hlalosang mokgwatshebetso wa ho ithuta ho bala. Hang ha baithuti ba se ba utlwisisa mme ba tseba ho sebedisa dintlhatheo tsena tse hlano tsa ho bala kaofela, re kgona ho re jwale ba se ba tseba ho bala.



## Ketsahalo ya 6

Bala tlhahisoleseding e maqepheng a 148–151 a *Tataiso ya Mareo*.

1. Sebedisa disebediswa tse fanweng ho bontsha dintlhatheo tsena jwalokaha di hlalositse ho *Tataiso ya Mareo*.
2. Buisanang ka ntlhatheo ka nngwe sehlotshwaneng sa lona mme le iketsetse dinoutso tafoleng e ka tlase ho hlalosa kutlwisiso ya lona ya ntlhatheo ka nngwe.

Ntlhatheo ya neeletsano pakeng tsa ntho tse pedi	
Ntlhatheo ya tatelano e sa fetoheng	
Ntlhatheo ya nomoro ya ho bala	
Ntlhatheo ya tse sa tshwareheng	
Ntlhatheo ya ho se shebe tatelano	

## Ordinal numbers

We have discussed the kinds of numbers that tell you 'how many'. These are called **cardinal numbers**.

There are also numbers that indicate the position of something or someone in a series or order. These are called **ordinal numbers**.



### Activity 7

Arrange the animal counters on your table according to the facilitator's instructions. Answer her/his questions about the position of the animal counters.

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## Dinomoro tsa boemo

Re se re buisane ka mefuta ya dinomoro e o bolellang hore ke 'tse kae'. Tsena di bitswa **dinomoro tsa ho bala**.

Hape ho na le dinomoro tse bontshang boemo ba ntho e itseng kapa motho ya itseng letotong kapa tatelanong. Tsena di bitswa **dinomoro tsa boemo**.



### Ketsahalo ya 7

Hlophisa dibadi tsa diphoofolo tafoleng ya lona ho ya ka ditaelo tsa motsamaisi. Arabang dipotso tsa hae tse mabapi le boemo ba dibadi tsa diphoofolo.

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## Session 3: Calculation in Grade R

1 hour

Learners need to understand the value of numbers and the relationships between them before they can do operations like addition and subtraction. They need to know, for example, 'how many' three is; 3 comes before 4, after 2 and between 2 and 4; and 3 is one more than 2 and one less than 4.

Working with counters, structure beads, dot cards, and the shake-and-break game provides opportunities for learners to understand that numbers can be built up or broken down. In this way, they gradually recognise that any number is made up of many different combinations of other numbers. For example, number 5 can be made up of:

- ◆ 4 and 1
- ◆ 1 and 1 and 1 and 2
- ◆ 0 and 5.

In Grade R, learners explore different ways of building up and breaking down numbers, and adding and subtracting using counters.



### Activity 8

Read the information on pages 154–156 of the *Concept Guide*.

Think about how you have used the materials provided in the Maths Programme to help learners understand number operations (calculations) and relationships. Use the materials to demonstrate this.

1. How do learners explore the concept of number in the Maths Programme using the materials provided?
2. What questions could you ask that would guide their learning? (Refer to page 156 of the *Concept Guide* for examples of questions.)

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Prepare to present your discussion to the whole group.

# Karolo ya 3: Ho etsa dipalo Kereiting ya R

Hora e 1

Baithuti ba hloka ho utlwisisa boleng ba dinomoro le dikamano dipakeng tsa tsona pele ba ka etsa matshwao a kang ho kopanya le ho tlosa. Ba lokela ho tseba, ho etsa mohlala, hore tharo ke ntho 'tse kae'; 3 e tla pele ho 4, kamora 2 le dipakeng tsa 2 le 4; mme 3 ke nngwe ka hodimo ho 2 mme ke nngwe ka tlase ho 4.

Ho sebetsa ka dibadi, difaha tsa sebopeho, dikarete tsa matheba, le papadi ya tsukutla mme o arole ho fana ka menyetla bakeng sa baithuti ho utlwisisa hore dinomoro di ka ahwa kapa tsa heletswa. Ka tsela ena, butlebutle ba eellwa hore nomoro efe kapa efe e botjwa ke metswako e mengata e fapaneng ya dinomoro tse ding. Ho etsa mohlala, nomoro ya 5 e ka botjwa ka:

- ◆ 4 le 1
- ◆ 1 le 1 le 1 le 2
- ◆ 0 le 5.

Kereiting ya R, baithuti ba sibolla ditsela tse fapaneng tsa ho aha le ho heletsa dinomoro, le ho kopanya le ho tlosa ba sebedisa dibadi.



## Ketsahalo ya 8

Bala tlhahisoleseding e maqepheng a 154–156 a *Tataiso ya Mareo*.

Nahana kamoo o sebedisitseng disebediswa tse fanweng ho Lenaneo la Mmetse ho thusa baithuti ho utlwisisa ditshebetso tsa dinomoro (ho etsa dipalo) le dikamano. Sebedisa disebediswa ho bontsha sena.

1. Baithuti ba sibolla jwang kgopolo ya nomoro ho Lenaneo la Mmetse ba sebedisa disebediswa tseo ba di filweng?
2. Ke dipotso dife tseo o ka di botsang tse ka tataisang ho ithuta ha bona? (Sheba ho leqephe la 157 la *Tataiso ya Mareo* bakeng sa mehlala ya dipotso.)

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Lokisetsa ho nehelana ka puisano ya lona ho sehlopha sohle.

## Word problems

Grade R learners need to orally solve word problems involving addition, subtraction, and equal sharing and grouping. They also need to explain their own reasoning and ways of solving different problems.

Give learners plenty of time to think and let them use real objects (e.g. counters, fingers, structure beads) to solve the problems and check their answers.

When presenting a word problem to learners, it is important to encourage them to:

- ◆ find a strategy to solve the problem
- ◆ explain how they solved the problem
- ◆ say why they think their answer is correct.

Common addition and subtraction contexts can be presented as word problems. The way that the word problem is structured, determines how easy or difficult it is to solve. It is important to use clear, simple language when presenting word problems.

In Workshop 6 we looked at the importance of using clear, simple language and asking appropriate questions during problem-solving activities. We also designed real-world problems in contexts that learners could relate to. In Activity 9, you will discuss problem solving in more detail.



### Activity 9

1. Look at the word problems below (page 26).
  - ◆ How would you solve each problem?
  - ◆ How do you think your Grade R learners would solve each problem?
  - ◆ Why are some of these problems more difficult than others?
  - ◆ Use the counters on your table to show how learners would solve the problems.



## Dipalo tsa mantšwe

Baithuti ba Kereiti ya R ba lokela ho rarolla dipalo tsa mantšwe ka molomo tse kenyetsang ho kopanya, ho tlosa, le ho arola ka ho lekana le ho bea ka dihlopha. Hape ba hloka ho hlalosa mabaka a bona le ditsela tsa ho rarolla mathata a fapaneng.

Efa baithuti nako e ngata ya ho nahana mme o re ba sebedise dintho tsa nnete (mohl. dibadi, menwana, difaha tsa sebopeho) ho rarolla mathata mme o lekole dikarabo tsa bona.

Ha o hlahisa palo ya mantšwe ho baithuti, ho bohlokwa ho ba kgothaletsa ho:

- ◆ batla lewa la ho rarolla bothata
- ◆ hlalosa kamoo ba rarollotseng bothata ka teng
- ◆ bolela hore ke hobaneng ha ba nahana hore dikarabo tsa bona di nepahetse.

Maemo a tlwaelehileng a ho kopanya le ho tlosa a ka hlahiswa e le dipalo tsa mantšwe. Tsela eo pale ya mantšwe e bopilweng ka yona, e bolela kamoo ho leng bonolo kapa thata ho e rarolla. Ho bohlokwa ho sebedisa puo e hlakileng, e bonolo ha o hlahisa dipalo tsa mantšwe.

Ho Wekshopo ya 6 re ile ra sheba bohlokwa ba ho sebedisa puo e hlakileng, e bonolo le ho botsa dipotso tse loketseng nakong ya diketsahalo tsa ho rarolla bothata. Hape re ile ra rala mathata a nnete a bophelo maemong ao baithuti ba ka a utlwisang. Ho Ketsahalo ya 9, le tla buisana ka ho rarolla bothata ka botebo.



### Ketsahalo ya 9

1. Shebang dipalo tsa mantšwe tse ka tlase mona (leqephe la 27).
  - ◆ O ka rarolla bothata ka bong jwang?
  - ◆ O nahana hore baithuti ba Kereiti ya R ba ka rarolla bothata ka bong jwang?
  - ◆ Hobaneng ha a mang a mathata ana a le thata ho feta a mang?
  - ◆ Sebedisang dibadi tse tafoleng ya lona ho bontsha kamoo baithuti ba ka rarollang mathata ka teng.

<b>Combine</b>	<b>Separate</b>
Laylah has 6 sweets. Malusi gives her 2 more. How many sweets does Laylah have altogether?	There are 8 sweets. Laylah eats 3 sweets. How many are left for Malusi?
Laylah has 5 sweets. How many more does she need to have 8?	Laylah has 8 sweets. Malusi eats some. There are 4 left. How many did Malusi eat?
Laylah had some sweets. Malusi gives her 2 more. Now she has 8. How many did Laylah start with?	Laylah had some sweets. She gave 6 sweets to Malusi. She has 2 sweets left. How many sweets did she start with?

2. Write a word problem that you could present to your Grade R learners for each of the following:

**Addition:  $4 + 5 =$**

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**Subtraction:  $7 - 3 =$**

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**Equal sharing without a remainder: 8 shared between 4 learners**

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<b>Kopanya</b>	<b>Arohanya</b>
Laylah o na le dipompong tse 6. Malusi o mo fa tse ding tse 2. Layla o se a ena le dipompong tse kae kaofela?	Ho na le dipompong tse 8. Laylah o ja dipompong tse 3. Ho setse dipompong tse kae bakeng sa Malusi?
Laylah o na le dipompong tse 5. O hloka tse ding tse kae hore a be le tse 8?	Laylah o na le dipompong tse 8. Malusi o ja tse ding. Ho setse tse 4. Malusi o jele tse kae?
Laylah o ne a ena le dipompong. Malusi o mo fa tse ding tse 2. Jwale o se a ena le tse 8. Layla o ne a ena le tse kae qalong?	Laylah o ne a ena le dipompong. O file Malusi dipompong tse 6. O saletswe ke dipompong tse 2. O qadile a ena le dipompong tse kae?

2. Ngola palo ya mantswe eo o ka e hlahisang ho baithuti ba hao ba Kereiti ya R bakeng sa e nngwe le e nngwe ya tse latelang:

**Ho kopanya:  $4 + 5 =$**

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**Ho tlosa:  $7 - 3 =$**

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**Ho arola ka ho lekana ntle le e salang: 8 e arolwa pakeng tsa baithuti ba 4**

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**Equal sharing with a remainder: 5 shared between 2 learners**

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**Ho arola ka ho lekana mme ho eba le ho salang: 5 e arolwa pakeng tsa bathuti  
ba 2**

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## Session 4: Planning for teaching

1½ hours

This workshop session prepares participants for implementing Term 3 Weeks 7–10. By this stage of the year, the teacher will have noticed distinct differences between learners' levels of progress. Term 3 builds on the content of Terms 1 and 2. Some learners will be ready for this, while others will need support and more consolidation to progress. It is important to plan and prepare for this difference in learner competence to ensure that all the content and skills of Grade R Mathematics are covered, and learners are well prepared for Term 4.



Watch the video of a teacher discussing how she deals with the range of learner competence in her class. Listen to what she says about planning and managing the difference between learners' ability levels and how she goes about her planning in order to support the learners' individual needs.

Note your ideas about differentiated teaching and learning in your classroom.

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1. In your group, complete the planning templates for Term 3 Weeks 7–10 (Appendix A).
2. Your group will present an overview of your planning discussion to the other groups. Note the main points of your discussion on flipchart paper. Include answers to the following questions:
  - ◆ What challenges do you anticipate in implementing Weeks 7–10?
  - ◆ How can you solve each of these challenges in order to achieve successful implementation?
  - ◆ How does the teacher-guided activity provide opportunities for the teacher to assess and support the learners?
  - ◆ Do the independent small group activities allow for adequate practice of new knowledge and skills?

# Karolo ya 4: Ho etsa moralo bakeng sa ho ruta

Dihora tse 1½

Karolo ena ya wekshopo e lokisetsa bankakarolo bakeng sa ho kenya tshebetsong Kotara ya 3 Dibeke tsa 7–10. Mokgahlelong ona wa selemo, titjhere o tla be a eleletswe diphapang tse ikgethileng tse pakeng tsa maemo a baithuti a kgatelepele. Kotara ya 3 e ahella ho dikahare tsa Kotara ya 1 le 2. Baithuti ba bang ba tla be ba loketse sena, ha ba bang ba tla hloka tshehetso le matlafatso e ngata bakeng sa ho hatela pele. Ho bohlokwa ho rera le ho lokisetsa phapang ena ya boitsebelo ba baithuti ho netefatsa hore dikahare tsohle le bokgoni bohle ba Mmetse wa Kereiti ya R di entswe, le hore baithuti ba se ba loketse Kotara ya 4.



## Video ya 2

Shebellang video ya titjhere ya buang kamoo a sebetsanang le letoto la boitsebelo ba baithuti ka tlelaseng ya hae. Mamelang seo a se buang mabapi le ho rera le ho laola phapang pakeng tsa maemo a bokgoni ba baithuti le kamoo a tsamaisang morero wa hae kateng ele hore a tshehetse ditlhoko tsa moithuti ka mong.

Ngola mehopolo ya hao mabapi le ho ruta le ho ithuta ho fapantsweng ka phaposing ya hao ya borutelo.

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## Ketsahalo ya 10

1. Sehlotshwaneng sa lona, tlatsang dithempeiti tsa moralo bakeng sa Kotara ya 3 Dibeke tsa 7–10 (Sehlomathiso A).
2. Sehlotshwana sa lona se tla nehelana ka tjhebokakaretso ya puisano ya lona ya ho rera ho dihlotshwana tse ding. Ngolang dintlha tsa sehlooho tsa puisano ya lona pampiring ya fliptjhate. Kenyeletsang dikarabo tsa dipotso tse latelang:
  - ◆ Le lebelletse diphephetso dife ha le kenya tshebetsong Dibeke tsa 7–10?
  - ◆ Le ka rarolla jwang phephetso ka nngwe ho tseo ele hore le fihlelle ho kenya tshebetsong ho atlehileng?
  - ◆ Ketsahalo e tataiswang ke titjhere e fana jwang ka menyetla bakeng sa titjhere ho lekola le ho tshehetsa baithuti?
  - ◆ Na diketsahalo tsa dihlotshwana tse ikemetseng di dumella boikwetliso bo lekaneng ba tsebo e ntjha le bokgoni?

# 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. Write down your thoughts.

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Share your reflections with the large group.



### Take back to school task

1. Use *Activity Guide: Term 3* to plan and implement Term 3 Weeks 7–10 of the Maths Programme.
2. Make notes of what worked well, what did not work well and how you resolved any challenges during your implementation of Term 3 Weeks 7–10.
3. Write comments in the book that you use to keep track of each learner's progress (learner observation book). Use the '**Check that learners are able to**' observation list (eye box) during each of the teacher-guided activities to guide your observations and comments.
4. Bring your learner observation book and the notes you made when reflecting on each day's teaching to the next workshop.
5. Bring a copy of Term 3: Exemplar Record of Continuous Assessments (from *Activity Guide: Term 3*) to the next workshop.

### Evaluation

Complete the Evaluation Form.





## Ketsahalo ya 11

**Boikgopotso ba wekshopo:** Nka metsotso e mmalwa ho ikgopotsa ka letsatsi leo. Phetla *Buka ya Mosebetsi ya Monkakarolo* ya hao ho ikgopotsa ka tse rutilweng. Ngola mehopolo ya hao fatshe.

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Abelanang ka boikgopotso ba lona mmoho le sehlopha se seholo.



### Mosebetsi wa kgutlela le yona sekolong

1. Sebedisa *Tataiso ya Diketsahalo: Kotara ya 3* bakeng sa ho rera le ho kenya tshebetsong Kotara ya 3 Dibeke tsa 7–10 tsa Lenaneo la Mmetse.
2. Etsa dinoutso tsa dintho tse sebeditseng hantle, tse sa sebetsang hantle le kamoo o ileng wa rarolla diphephetso tse itseng nakong ya ho kenya tshebetsong ha Kotara ya 3 Dibeke tsa 7–10.
3. Ngola ditshwaelo ka hara buka eo o e sebedisang ho latela kgatelopele ya moithuti ka mong (buka ya temoho ya moithuti). Sebedisa lenane la ditemoho (lebokoso la leihlo) la **'Lekola hore baithuti ba kgona ho'** nakong ya ketsahalo ka nngwe ya tse tataiswang ke titjhere bakeng sa ho tataisa ditemoho le ditshwaelo tsa hao.
4. Tloo le buka ya hao ya ditemoho tsa moithuti le dinoutso tseo o di entseng ha o ntse o ikgopotsa ho ruta ha letsatsi ka leng ho wekshopo e latelang.
5. Tloo le khopi ya Kotara ya 3: Rekoto ya Mohlala ya Tekanyetso e Tswelang (ho tswa ho *Tataiso ya Diketsahalo: Kotara ya 3*) wekshopong e latelang.

### Tlhahlobo

Tlatsa Foromo ya Tlhahlobo.

**APPENDIX A: TERM 3 WEEKLY PLANNING TEMPLATE**

**Term 3: Activity Plan: Week \_\_\_\_**

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

**SEHLOMATHISO A: KOTARA YA 3 THEMPLEITI YA MORALO WA BEKE LE BEKE**

**Kotara ya 3: Moralo wa Ketsahalo: Beke ya \_\_\_\_**

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

**Term 3: Activity Plan: Week \_\_\_\_**

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

**Kotara ya 3: Moralo wa Ketsahalo: Beke ya \_\_\_\_**

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

**Term 3: Activity Plan: Week \_\_\_\_**

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

**Kotara ya 3: Moralo wa Ketsahalo: Beke ya \_\_\_\_**

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

**Term 3: Activity Plan: Week \_\_\_\_**

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



**Kotara ya 3: Moralo wa Ketsahalo: Beke ya \_\_\_\_**

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

# Workshop 9 Evaluation Form

1. Did the workshop meet your expectations?

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

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

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

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

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# Foromo ya Tlhahlobo ya Wekshopo ya 9

1. Na wekshopo ena e fihletse ditebello tsa hao?

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

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

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

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

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