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EDUCATION
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GROWING GAUTENG TOGETHER

Tshivenda/English

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



Wekishopo ya 11 • Workshop 11
Bugu ya Mushumo ya Vhashelamulenzhe • Participant's Workbook

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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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Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Translation: Alugumi Rathumbu

Editing (Tshivenda): Ntshengedzeni Edward Mudau

Illustrations: Jiggs Snaddon-Wood

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**.

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Mbekanyamushumo ya u sika muhumbulo na ndangulo: Vho Cally Kuhne na Vho Tholisa Matheza

U pindulela na ndangulo ya thandela ya nyanadadzo: Vho Arabella Koopman

Mukonanyi wa u pindulela (Tshivenḑa): Vho Ingrid Brink

U pindulela kha Tshivenḑa: Vho Alugumi Rathumbu

U dzudzanya na u vhalulula nga Tshivenḑa: Vho Ntshengedzeni Edward Mudau

Muoli: Vho Jiggs Snaddon-Wood

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Overview

Purpose

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

The purpose of this workshop is to consolidate the understanding of the Maths content taught in Grade R and to continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their implementation of the Maths Programme and discuss their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. Participants will reflect on appropriate assessment strategies for capturing learner progress. The workshop explores the content for Term 4 Weeks 4–6 and its classroom implementation.

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

Learning outcomes

- ◆ To deepen understanding of Grade R Mathematics content
- ◆ To reflect on classroom implementation of the Maths Programme
- ◆ To identify challenges and find solutions to implementing the Maths Programme
- ◆ To reflect on informal forms of assessment in Grade R
- ◆ To plan the Maths Programme content to be taught in Term 4 Weeks 4–6

Workshop content

- ◆ Opening and reflection (1 hour)
 - ◆ Session 1: Review of the Maths Content Areas (1 hour)
- TEA
- ◆ Session 2: Maths Content Area presentations (1 hour)
 - ◆ Session 3: Maths Content Area presentations (continued) (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (1½ hours)
 - ◆ Closing activities (30 minutes)

Manweledzo

Ndivho

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

Ndivho ya wekishopo iyi ndi u pfumbisa kupfesesele kwa magudiswa a Mbalo a funzwaho kha Gireidi ya Ṭ na u bvela phanḁa na u thusa vhagudisi u thoma Mbekanyamushumo ya Mbalo ngomu kiḁasirumuni dzavho. Vhashelamulenzhe vha ḁo vha na tshikhala tsha u amba nga zwe vha lavhelesa. Vha ḁo tandula uri milayo ya nyendedzi ya u funza mbalo kha Gireidi ya Ṭ i fanela u thusa hani u pulana havho, u funza na u linga. Vha ḁo dovha hafhu vha sedza mvelaphanḁa ya vhagudi, na ḁhōḁea dza u guda na mveledziso dza mugudi nga eḁhe. Wekishopo i tandula magudiswa a Kotara ya 4 Vhege ya 4–6 na u thomiwa hao kiḁasini.

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

Mvelelo dza u guda

- ◆ U khwaḁisedza kupfesesele kwa magudiswa a Mbalo dza Gireidi ya Ṭ
- ◆ U amba nga u thomiwa ha Mbekanyamushumo ya Mbalo kiḁasini
- ◆ U topola dzikhaedu na u wana thandululo dza u thoma Mbekanyamushumo ya Mbalo
- ◆ U amba nga nḁila dzi si fomaḁa dza u linga kha Gireidi ya Ṭ
- ◆ U pulana magudiswa a Mbekanyamushumo ya Mbalo ane a ḁo funzwa kha Kotara ya 4 Vhege ya 4–6

Magudiswa a wekishopo

- ◆ Mvulatswinga na mihumbulo (Awara 1)
- ◆ Dzulo ḁa 1: Tsedzuluso ya Sia ḁa Magudiswa ḁa Mbalo (Awara 1)

TIE

- ◆ Dzulo ḁa 2: Mikumedzo ya Sia ḁa Magudiswa ḁa Mbalo (Awara 1)
- ◆ Dzulo ḁa 3: Mikumedzo ya Sia ḁa Magudiswa ḁa Mbalo (u bvela phanḁa) (Awara 1)

TSHISWITULO

- ◆ Dzulo ḁa 4: U pulanela u funza (Awara 1½)
- ◆ Nyito dza u vala (Minetse ya 30)

Opening and reflection

1 hour

When we think about and discuss what worked and how we dealt with any challenges that arose during our teaching, it allows us to recognise our strengths and weaknesses. Reflection on our practice as teachers helps us gain new insights into ourselves and our teaching. Reflective practice allows us to learn from our experiences and encourages us to work with our colleagues to share ideas that improve our teaching.

The process of self-reflection is a cycle that needs to be repeated.

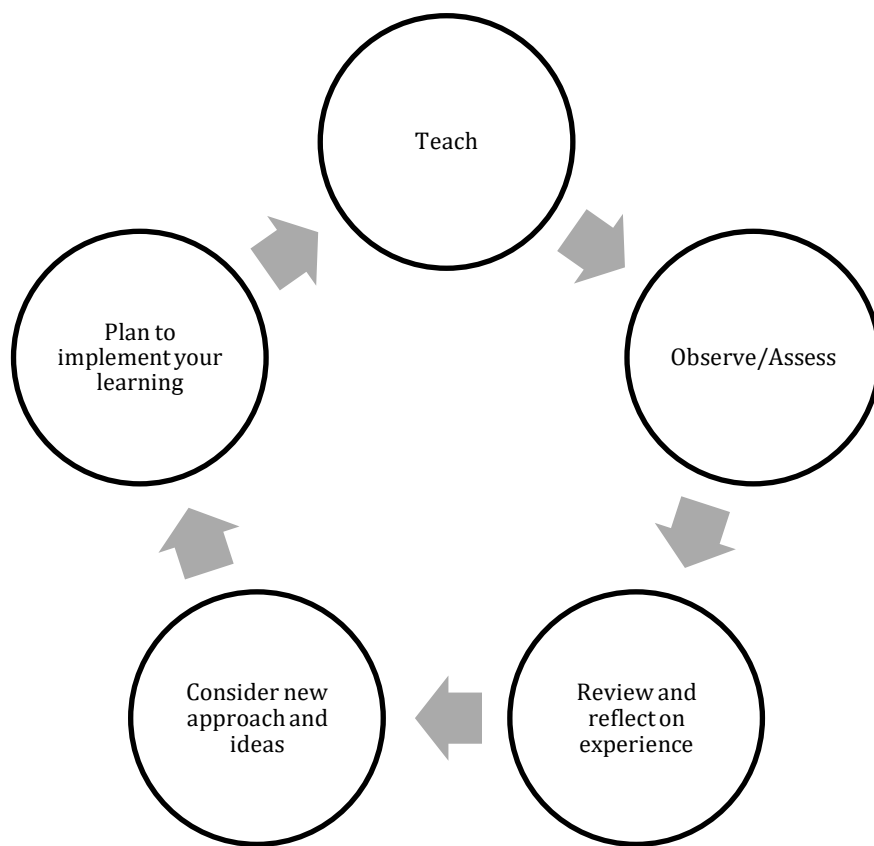


Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:

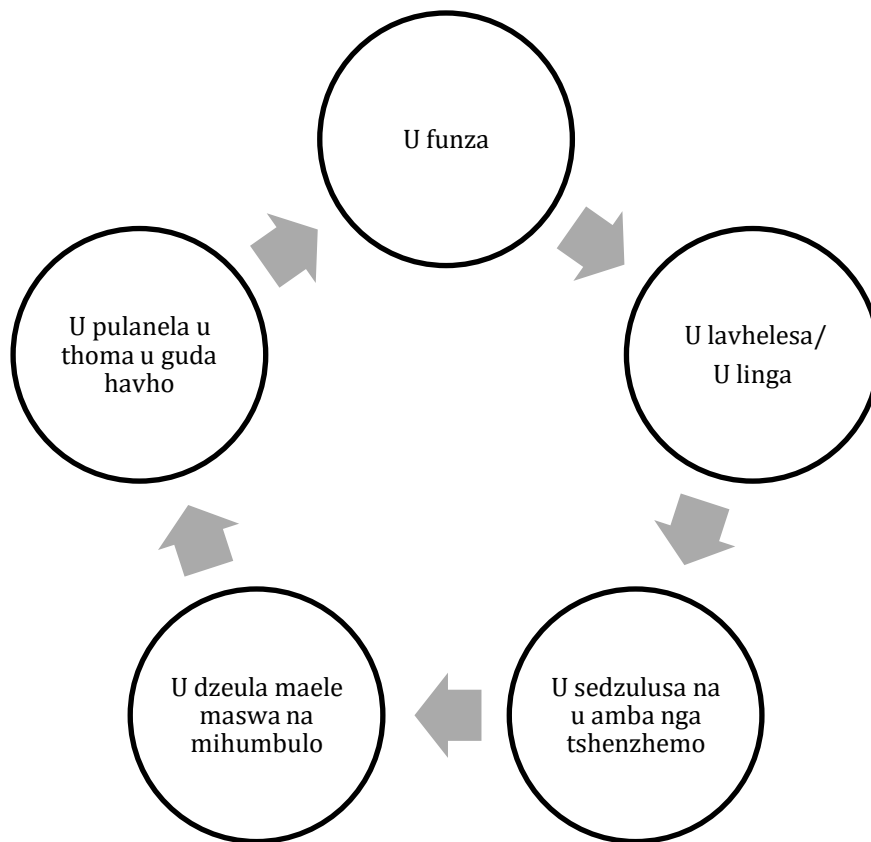
- ◆ Teach.
- ◆ Observe/assess.

Mvulatswinga na mihumbulo

Awara 1

Musi ri tshi humbula nga na u haseledza zwe zwa shuma na uri ro tandulula hani khaedu inwe na inwe ye ra tangana nayo nga tshifhinga tsha u funza, zwi ri tendela u topola hune ra vha na maanda na vhuṭudzeṭudze. U amba nga ndowelo dzashu sa vhagudisi zwi ri thusa u wana ndivho ntswa nga riṅe vhaṅe na u funza hashu. Nḁowelo ya u amba nga u funza na u guda i ri tendela u guda u bva kha tshenzhemo dzashu na u ri ṭuṭuwedza u shuma na vhashumisani vhashu u itela u kovhana mihumbulo ine ya khwinisa u funza hashu.

Maitete a u ṭola ndila ine ra funza ngayo ndi mutevheṭhanḁu une u fanela u dovhoololwa.



Figara ya 1: Maga a mutevheṭhanḁu wa u ṭola ndila ine ra funza ngayo

Maitete a u ṭola ndila ine ra funza ngayo a na maga a tevhelaho:

- ◆ U funza.
- ◆ U lavhelesa/u linga.

- ◆ Review and reflect on how effective our teaching was, whether the lesson went well, what challenges emerged and whether the learners benefitted.
- ◆ Use the above information to consider new ways of teaching that could improve the quality of teaching and learning.
- ◆ Plan and implement new ideas and/or strategies in the classroom.

The cycle repeats after each teaching experience.

Reflection in implementation

The *Take back to school task* from Workshop 10, required you to:

- ◆ Plan and implement Term 4 Weeks 1–3 of the Maths Programme.
- ◆ Write comments in the book that you use to keep track of each learner’s progress (learner observation book), and to use the ‘**Check that learners are able to**’ observation list during each of the teacher-guided activities to guide your observations and comments.
- ◆ Make notes of what worked well, what did not work well and how you resolved any challenges during your implementation of Term 4 Weeks 1–3.
- ◆ Bring your learner observation book and the notes you made when reflecting on each day’s teaching to Workshop 11.



Activity 1

1. In your small group, consider each of the stages in the reflection cycle and discuss the *Take back to school task* from Workshop 10.
 - ◆ How successful was your planning and teaching in Term 4 Weeks 1–3?
 - ◆ Identify challenges and the strategies you used to resolve them.

- ◆ Kha vha sedzuluse vha ambe nga uri u funza hashu ho vha havhuḁi hani, uri ngudo yo tshimbila zwavhuḁi, ndi khaedu dzifhio dze vha ṭangana nadzo na uri vhagudi vho vhuelwa naa.
 - ◆ Kha vha shumise mafhungo a re afho nṭha u sedza nḁila ntswa dza u funza dzine dzi nga khwinisa khwalḁi ya u funza na u guda.
 - ◆ Kha vha pulane vha thome mihumbulo miswa na/kana maano kiḁasini.
- Mutevheṭhanḁu u a dovholola nga murahu ha tshenzhemo ya u funza iṅwe na iṅwe.

U amba nga u thoma

Mushumo wa u ṭuwa nawo tshikoloni u bva kha Wekishopo ya 10, u ṭoḁa vha tshi:

- ◆ Pulana na u thoma Kotara ya 4 Vhege ya 1–3 dza Mbekanyamushumo ya Mballo.
- ◆ Nwale mahumbulwa buguni ine vha i shumisa u itela u sedza mvelaphanḁa ya mugudi muṅwe na muṅwe (bugu ya u lavhelesa vhagudi), na u shumisa mutevhe wa u lavhelesa wa **'Kha vha ṭole uri vhagudi vha a kona u'** nga tshifhinga tsha nyito dzo rangwaho phanḁa nga mugudisi dziṅwe na dziṅwe u itela u endedza u lavhelesa havho na mahumbulwa.
- ◆ Ita notsi dza zwe zwa shuma zwavhuḁi, zwe zwa si shume zwavhuḁi na uri vho tandulula hani dzikhaedu dziṅwe na dziṅwe nga tshifhinga tsha u thoma havho Kotara ya 4 Vhege ya 1–3.
- ◆ ḁa na bugu ya u lavhelesa vhagudi na notsi dze vha ita musi vha tshi khou amba nga u funza ha ḁuvha ḁiṅwe na ḁiṅwe kha Wekishopo ya 11.



Nyito ya 1

1. Tshigadani tshavho tshiṭuku, kha vha sedze ḁiga ḁiṅwe na ḁiṅwe ḁi re kha mutevheṭhanḁu wa u ṭola nḁila ine ra funza ngayo vha haseledze *Mushumo wa u ṭuwa nawo tshikoloni* u bva kha Wekishopo ya 10.
 - ◆ U pulana na u funza havho kha Kotara ya 4 Vhege ya 1–3 ho vha na mvela phanḁa hani?
 - ◆ Kha vha topole dzikhaedu na maano e vha shumisa u dzi tandulula.

- ◆ Have you been able to observe each learner and record his/her progress? Give reasons and examples to support your answer.
-
-

2. Imagine that you have been asked by your Department Head to talk to the Grade R teachers at a cluster meeting.
 - ◆ Refer to the reflection cycle in Figure 1.
 - ◆ Draw the cycle on flipchart paper and add notes next to each stage of the cycle.
 - ◆ Your group will present the main points of your discussion to the whole group.



Video 1

Watch the video of a group of teachers reflecting on their teaching and listen to their opinions about reflective practice.

1. Do you agree with their ideas about reflective practice? Explain your answer.
-
-

2. Does reflective practice increase your understanding of your teaching? Explain your answer.
-
-

3. Does reflective practice increase your understanding of learning in your class? Explain your answer.
-
-

4. Does reflective practice increase your engagement with colleagues? Explain your answer.
-
-

- ◆ Vho vhuya vha kona u lavhelesa mugudi muñwe na muñwe vha rekhoda mvelaphanda yawe? Kha vha ñee zwiitisi na tsumbo u tikedza phindulo yavho.
-
-

2. Kha vha humbule vho humbelwa nga T̂hoho ya Muhasho wavho u amba na vhagudisi vha Gireidi ya T̂ mutanganoni wa zwikolo zwa tshitiiriki.
 - ◆ Kha vha sedze mutevhet̂handu wa u tola ndila ine ra funza ngayo kha Figara ya 1.
 - ◆ Kha vha ole mutevhet̂handu kha bammbiri la filipitshati vha engedze nga notsi tsini na liga linwe na linwe la mutevhet̂handu.
 - ◆ Tshigwada tshavho tshi do kumedza mbuno khulwane dza khaseledzo yavho kha tshigwada tshihulwane.



Vidiyo ya 1

Kha vha talele vidiyo ya tshigwada tsha vhagudisi vha tshi khou amba nga u funza havho vha thetshesele mihumbulo yavho nga ndowelo ya u amba nga u funza na u guda.

1. Vha a tendelana na mihumbulo yavho nga ndowelo ya u amba nga u funza na u guda? Kha vha talutshedze phindulo yavho.
-
-

2. Ndownelo ya u amba nga u funza na u guda i a engedza kupfesesele kwavho kwa kufunzele kwavho? Kha vha talutshedze phindulo yavho.
-
-

3. Ndownelo ya u amba nga u funza na u guda i a engedza kupfesesele kwavho kwa kugudele ngomu kilasini yavho? Kha vha talutshedze phindulo yavho.
-
-

4. Ndownelo ya u amba nga u funza na u guda i a engedza nyambedzano yavho na vhashumisani? Kha vha talutshedze phindulo yavho.
-
-

Dzulo 1: Tsedzuluso ya Sia 1a Magudiswa 1a Mbalo

Awara 1

Kha Dzulo 1a, 2 na 3 ri do sedzulusa kupfeselele kwashu na ndivho ya Masia a Magudiswa a Mbalo dza Gireidi ya T mațanu a TSHIPHOKHALI na thero dzi tshimbilelanaho nao. Ri do dovha hafhu ra haseledza u funza na maele ane a vhumba tshipida tsha Mbekanyamushumo ya Mbalo ine ra khou thoma.



Nyito ya 2

1. Tshigwada tshavho tshi do lugisela mukumedzo nga thero ine mutshimbidzi a do vha nea.
 - ◆ Vha do vha na bammbiri 1a filipitshati, dzikhokhi, tshigero, guuu na zwithu u bva kha *Khithi ya Zwishumiswa*. Vha do dovha hafhu vha avhelwa tshikhala tshine khatsho vha do dzudzanya mukumedzo wavho.
 - ◆ Vha fanela u sedza kha *Nyendedzi ya Divhaipfi* na *Nyendedzi dza Nyito* zwi re kha mukumedzo wavho.
2. Mukumedzo wavho u fanela u katela:
 - ◆ manweledzo a magudiswa na uri a bveledzwa hani kha Gireidi ya T
 - ◆ zwishumiswa zwo shumiswaho u modela divhaipfi na u imela mihumbulo
 - ◆ nyito dzo teaho vhagudi u itela u pfumbisa na u shumisa ndivho ntswa
 - ◆ masia ane a vha thaidzo musi vha tshi khou funza thero
 - ◆ țafula na u țana luvhondoni
 - ◆ tsumbo dza uri vhagudi vha do tandululisa hani thaidzo.
3. Tshigwada tshavho tshi do tshimbidza khaseledzo na u fhindula mbudziso u bva tshigwadani tshihulwane.

Notsi:

Session 2: Maths Content Area presentations

1 hour

Each group will have 15 minutes to present their topic and respond to questions from the whole group.

Dzulo la 2: Mikumedzo ya Sia la Magudiswa la Mbalo

Awara 1

Tshigwada tshinwe na tshinwe tshi newa minetse ya 15 u kumedza thero yatsho na u fhindula mbudziso dzi bvaho tshigwadani tshihulwane.

Session 3: Maths Content Area presentations (continued)

1 hour

Each group will have 15 minutes to present their topic and respond to questions from the whole group.

Dzulo la 3: Mikumedzo ya Sia la Magudiswa la Mbalo (u bvela phanda)

Awara 1

Tshigwada tshinwe na tshinwe tshi newa minetse ya 15 u kumedza thero yatsho na u fhindula mbudziso dzi bvaho tshigwadani tshihulwane.

Session 4: Planning for teaching

1½ hours

This workshop session prepares participants for implementing Term 4 Weeks 4–6 and provides an opportunity for small groups to plan ahead. It is important to:

- ♦ address differences in learners' levels of progress
- ♦ support those learners who need additional assistance
- ♦ provide enrichment activities for more advanced learners.

The goal is to ensure that all learners are competent in the Grade R Mathematics content and are well prepared for Grade 1.



Activity 3

1. In your group, complete the planning templates for Term 4 Weeks 4–6 (Appendix A).
2. Discuss how you will plan for and manage learners who have different levels of competence.

Closing activities

30 minutes



Take back to school task

1. Invite other Grade R teachers at your school (or from another school) to join you in planning Term 4 Weeks 4–6 of the Maths Programme.
2. Implement these three weeks and use the reflection cycle (Figure 1) to review your experience. Write your reflections in a journal and bring it to the next workshop.

Evaluation

Complete the Evaluation Form.

Dzulo la 4: U pulanela u funza

Awara 1½

Dzulo ili la wekishopo li lugisela vhashelamulenzhe u thoma Kotara ya 4 Vhege ya 4–6 na u nea tshikhala zwigwada zwiṭuku u pulanela phanḁa. Ndi zwa ndeme u:

- ♦ tandulula phambano kha levele dza mvelaphanḁa ya vhagudi
- ♦ tikedza vhaḁa vhagudi vhane vha ṭoḁa thuso ya u engedza
- ♦ nea nyito dza u pfumisa nḁivho kha vhagudi vhane vha kona.

Ndivho ndi u vhona uri vhagudi vhoṭhe vha a kona magudiswa a Mbalo dza Gireidi ya Ṭ nahone vho lugiselwa zwavhuḁi u ya kha Gireidi ya 1.



Nyito ya 3

1. Tshigwadani tshavho, kha vha fhedzise themphuḁeithi dza u pulanela Kotara ya 4 Vhege ya 4–6 (Ṭhumetshedzo ya A).
2. Kha vha haseledze uri vha ḁo pulanela na u langa hani vhagudi vha re na levele dza vhukoni ho fhambanaho.

Nyito dza u vala

Minetse ya 30



Mushumo wa u ṭuwa nawo tshikoloni

1. Kha vha rambe vhaṅwe vhagudisi vha Gireidi ya Ṭ tshikoloni tshavho (kana u bva kha tshiṅwe tshikolo) u vha dzhoina kha u pulanela Kotara ya 4 Vhege ya 4–6 dza Mbekanyamushumo ya Mbalo.
2. Kha vha thome vhege idzi tharu vha shumise mutevheṭhandu wa u ṭola nḁila ine ra funza ngayo (Figara ya 1) u ita tsedzuluso ya tshenzhemo yavho. Kha vha ṅwale zwe vha amba kha dzhenala vha ḁe nayo kha wekishopo i tevhelaho.

U linga

Kha vha ḁadze Fomo ya u Linga.

APPENDIX A: TERM 4 WEEKLY PLANNING TEMPLATE

Term 4: Activity Plan: Week ____

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

THUMETSHEDZO YA A: THEMPHULEITHI YA U PULANA YA VHEGE NGA VHEGE YA KOTARA YA 4

Kotara ya 4: Pulane ya Nyito: Vhege ____

| SIA LA MAGUDISWA: | | | | |
|---------------------------------------|--|--|--|--|
| THERO: | | | | |
| KHA VHA DIVHADZE NDIVHO NTSWA: | | | | |
| NDOWEDZO: | | | | |
| Nyito dza kilasi yothe | | Nyito yo rangwaho phanda nga mugudisi | Nyito dza tshilitshini tsha u shumela (nyito dza tshigwada tshituku tsho diimisaho) | |
| Duvha la 1 | | | Nyito ya 1 | |
| Duvha la 2 | | | Nyito ya 2 | |
| Duvha la 3 | | | Nyito ya 3 | |
| Duvha la 4 | | | Nyito ya 4 | |
| Duvha la 5 | | | | |

Term 4: Activity Plan: Week __

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

Kotara ya 4: Pulane ya Nyito: Vhege ____

| SIA LA MAGUDISWA: | | | | |
|---------------------------------------|--|--|---|--|
| THERO: | | | | |
| KHA VHA DIVHADZE NDIVHO NTSWA: | | | | |
| NDOWEDZO: | | | | |
| Nyito dza kilasi yothe | | Nyito yo rangwaho phanda nga mugudisi | Nyito dza tshithshini tsha u shumela (nyito dza tshigwada tshituku tsho diimisaho) | |
| Duvha la 1 | | | Nyito ya 1 | |
| Duvha la 2 | | | Nyito ya 2 | |
| Duvha la 3 | | | Nyito ya 3 | |
| Duvha la 4 | | | Nyito ya 4 | |
| Duvha la 5 | | | | |

Term 4: Activity Plan: Week ____

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

Kotara ya 4: Pulane ya Nyito: Vhege ____

| SIA LA MAGUDISWA: | | | | |
|---------------------------------------|--|--|--|--|
| THERO: | | | | |
| KHA VHA DIVHADZE NDIVHO NTSWA: | | | | |
| NDOWEDZO: | | | | |
| Nyito dza kilasi yothe | | Nyito yo rangwaho phanda nga mugudisi | Nyito dza tshitshini tsha u shumela (nyito dza tshigwada tshituku tsho diimisaho) | |
| Duvha la 1 | | | Nyito ya 1 | |
| Duvha la 2 | | | Nyito ya 2 | |
| Duvha la 3 | | | Nyito ya 3 | |
| Duvha la 4 | | | Nyito ya 4 | |
| Duvha la 5 | | | | |

Workshop 11 Evaluation Form

1. Did the workshop meet your expectations?

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

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

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

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

Fomo ya u Linga ya Wekishopo ya 11

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?
