Xitsonga/English

Nongonoko wa Antswiso wa Matematiki wa Giredi ya V
Grade R Mathematics Improvement Programme

Workshop 11 ● Workshop 11
Buku ya Ntirho ya Vatekaxiave ● Participant's Workbook

Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V i matshalatshala ya **Ndzawulo ya Dyondzo ya Gauteng (Gauteng Department of Education)** na mutirhisaninkulu wa yona, **Gauteng Education Development Trust**.

Nhluvukiso na vuhumelerisi bya swipfuno swa vuleteri na swa le kamareni ro dyondzela swa Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V swi endliwile swi koteka hi timali ta tiphurojeke to hananiwa kusuka eka **United States Agency for International Development** na **Zenex Foundation**.

Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V yi fambisiwa hi **JET Education Services** na **Schools Development Unit** ya **UCT** na **Wordworks** tanihi vatirhisani va xithekiniki.

Schools Development Unit (SDU) leyi nga eka **University of Cape Town** (UCT) i mutirhisani wa xithekiniki wa matematiki eka Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V. SDU i yuniti leyi kumekaka eka School of Education ya le UCT leyi yi kongomisaka eka nhluvukiso wa xiphurofexinali wa vadyondzisi eka Matematiki, Sayense, Litheresi/Ririmi na Swikili swa Vutomi kusuka eka Giredi ya V kufika eka Giredi ya 12. SDU yi nyika mithwaso ya vudyondzisi na tikhoso to koma ta UCT leti pfumeleriweke, ntirho lowu kumekaka exikolweni, nhluvukiso wa timatheriyali na ndzavisiso ku seketela madyondziselo na madyondzelo eka mivangu ya Afrika-Dzonga hinkwayo.

SWIKHENSO
Ku khensa ko hlawuleka eka:
- Vakulukumba va Ndzawulotsongo ya Kharikhulamu, Dyondzo ya Vadyondzisi na Dyondzo yo Hlawuleka ta Ndzawulo ya Dyondzo ya Gauteng eka vuhoxaxandla bya vona ku fambelanisa matheriyali wa hina.
- Vakulukumba na vadyondzisi va Western Cape Education Department (WCED) eka vuhoxaxandla bya vona eka nsimeko lowu humeleleke wa Grade R Mathematics Programme (R-Maths) eKapa-Vupeladyambu exikarhi ka 2016 na 2019.
- Xipano xo tsala xa *R-Maths*: Vatirhi na vatsundzuxi va SDU.

Ku vumbiwa ka nongoti na malawulelo ya nongonoko: Cally Kuhne na Tholisa Matheza
Vuhundzuluxeri na malawulelo ya phurojeke ya vukandziyisi: Arabella Koopman
Vuhundzuluxeri bya Xitsonga: Maurice Hlangwani
Vuhleri na vuhlayisisi bya Xitsonga: Gezani Chabalala
Swifaniso: Jiggs Snaddon-Wood

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Overview

Purpose

This is the eleventh 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 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)

Nkatsakanyo

Xikongomelo

Lowu i wa vukhumen'we wa khumembirhi ya miletelavutivi ya Nongonoko wa Antswiso wa Matematiki wa Giredi ya V (Nongonoko wa Matematiki), leyi yi vumbaka xiphemu xa Phurojeke ya Antswiso wa Matematiki na Tindzimi ya Giredi ya V ya Ndzawulo ya Dyondzo ya Gauteng (Gauteng Department of Education) (GDE).

Xikongomelo xa ndzetelavutivi lowu i ku tiyisa ntwisiso wa vundzeni bya Matematiki lebyi dyondzisiwaka eka Giredi ya V na ku yisa emahlweni ku pfuneta vadyondzisi ku tirhisa Nongonoko wa Matematiki etikamareni ta vona to dyondzela. Vatekaxiave va ta kuma xivandlanene xa ku ehleketisisa hi mayelana na ku tirhisiwa ka Nongonoko wa Matematiki kutani va kanela nkunguhato, madyondziselo na madyondzelo ya vona. Va ta tlhela va anakanya hi ku ya emahlweni ka mudyondzi, na swilaveko swa nhluvukiso na ku dyondza swa mudyondzi hi un'weun'we. Vatekaxiave va ta ehleketisisa hi mayelana na maqhinga ya makambelelo lama faneleke ya ku rhekoda ku ya emahlweni ka mudyondzi. Ndzetelavutivi lowu wu valanga vundzeni bya Mavhiki ya 4–6 ya Kotara ya 4 na ku tirhisiwa ka byona ekamareni ro dyondzela.

Mikongomiso eka Swiyenge swa Vundzeni wa Matematiki wa Giredi ya V swi tekiwa kusuka eka *Xitatimente xa Pholisi ya Kharikhulamu na Makambelelo (XIPHOKHAMA): Matematiki wa Giredi ya V (Mpfapfarhuto wo Hetelela),* 2011, Ndzawulo ya Dyondzo ya Masungulo, Afrika-Dzonga.

Mivuyelo ya dvondzo

♦ Ku tiyisa ntwisiso wa Vundzeni bya Matematiki wa Giredi ya V
♦ Ku ehleketisisa hi mayelana na ku tirhisiwa ka Nongonoko wa Matematiki
♦ Ku kuma mitlhontlho na ku kuma switshunxo swa ku tirhisa Nongonoko wa Matematiki
♦ Ku ehleketisisa hi mayelana na mixaka ya nkamafundza ya makambelelo eka Giredi ya V
♦ Ku kunguhata vundzeni bya Nongonoko wa Matematiki lebyi faneleke ku dyondzisiwa eka Mavhiki ya 4–6 ya Kotara ya 4

Vundzeni bya ndzetelavutivi

♦ Ku pfula na ku ehleketisisa   (1 ya awara)
♦ Sexini ya 1: Nkambisiso wa Swiyenge swa Vundzeni swa Matematiki   (1 ya awara)
TIYA

♦ Sexini ya 2: Miandlalo ya Swiyenge swa Vundzeni swa Matematiki   (1 ya awara)

♦ Sexini ya 3: Miandlalo ya Swiyenge swa Vundzeni swa Matematiki
   (yi yisiwa emahlweni)   (1 ya awara)
LANCI
♦ Sexini ya 4: Nkunguhato wa ku dyondzisa   (1½ wa tiawara)
♦ Migingiriko yo pfala   (30 wa timinete)

Opening and reflection

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.
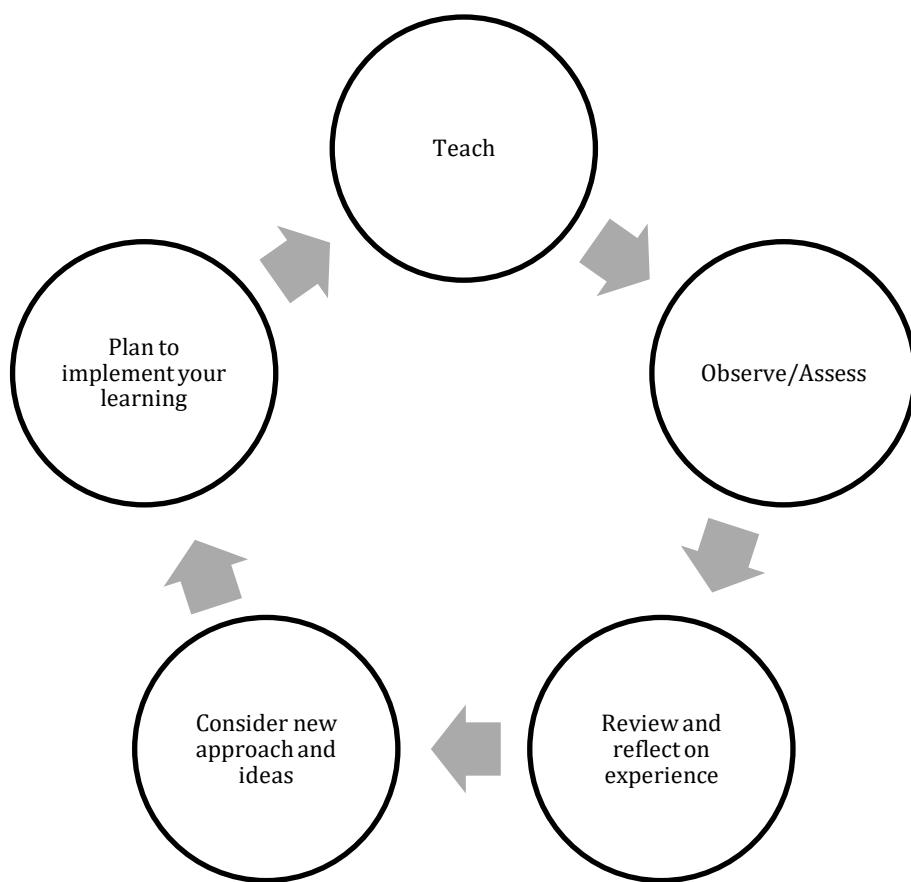
Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:
♦ Teach.
♦ Observe/assess.

Ku pfula na ku ehleketisisa

Loko hi ehleketa na ku kanela hi mayelana na leswi swi tirheke na hilaha hi tirhaneke hakona na mitlhontlho yihi kumbe yihi leyi yi tumbulukeke hi nkarhi wa ku dyondzisa ka hina, swi hi pfumelela ku lemuka matimba na ku tsana ka hina. Vuehleketisisi hi mayelana na ntirho wa hina tanihi vadyondzisi byi hi pfuna ku kuma mitwisiso yintshwa eka hina vini na madyondziselo ya hina. Maendlelo yo ehleketisisa ya hi pfumelela ku dyondza kusuka eka mitokoto ya hina na ku hi khutaza ku tirha na vatirhikulobye va hina ku avelana mianakanyo leyi yi antswisaka madyondziselo ya hina.

Maendlelo yo tiehleketisisa wena n'wini i ndzhendzeleko lowu faneleke ku vuyelerisiwa.
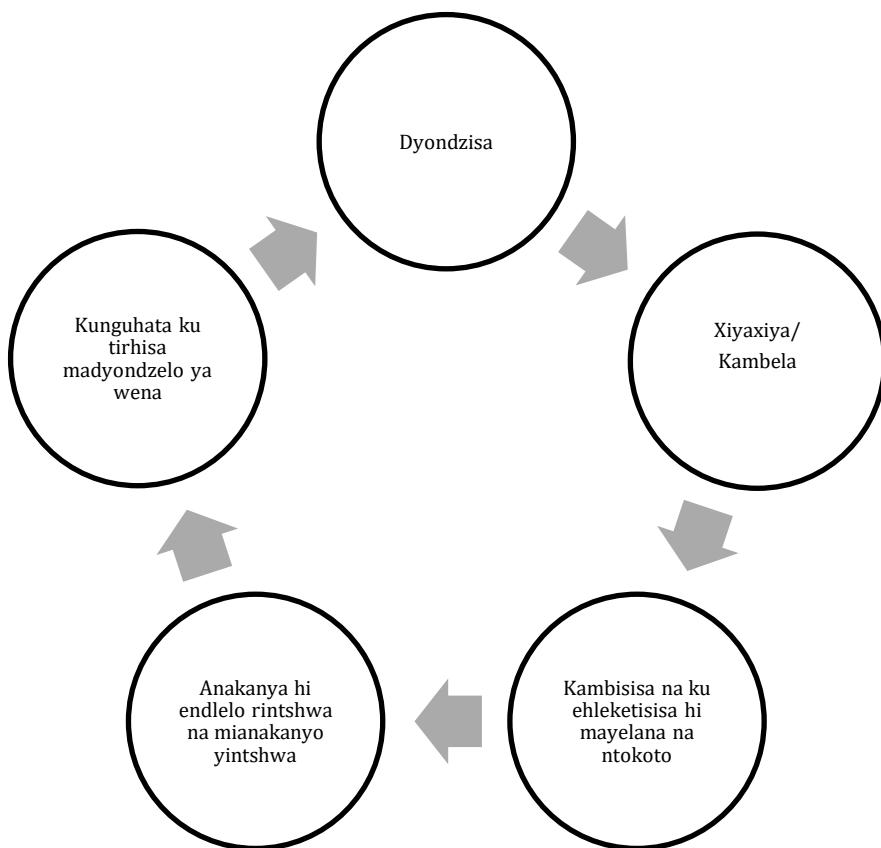
Xifaniso xa 1: Switeji swa ndzhendzeleko wa vuehleketisisi

Maendlelo ya vutiehleketisisi ya na switeji leswi landzelaka:
- ♦ Dyondzisa.
- ♦ Xiyaxiya/kambela.

- ♦ 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.

_____
_____
_____
_____
_____
_____
_____
_____

♦ Kambisisa na ku ehleketisisa hi mayelana na hilaha madyondziselo ya hina ya tirheke kahle hakona, loko dyondzotsongo yi fambe kahle swinene, hi yihi mitlhontlho leyi tumbulukeke na loko vadyondzi va vuyeriwile.

♦ Tirhisa vuxokoxoko lebyi nga laha henhla ku anakanya hi tindlela tintshwa ta madyondziselo lama ma nga antswisaka risima ra madyondziselo na madyondzelo.

♦ Kunguhata kutani u tirhisa mianakanyo na/kumbe maqhinga mantshwa ekamareni ro dyondzela.

Ndzhendzeleko wa vuyelela endzhaku ka ntokoto wa ku dyondzisa wun'wana na wun'wana.

Ku ehleketisisa eka matirhiselo

Xintirhwana xo tlhelela na xona exikolweni kusuka eka Ndzetelavutivi wa 10, a xi ku lava leswaku u:

♦ Kunguhata kutani u tirhisa Mavhiki ya 1–3 ya Kotara ya 4 ya Nongonoko wa Matematiki.

♦ Tsala swibumabumelo ebukwini leyi u tirhisaka ku landzelerisa ku ya emahlweni ka mudyondzi un'wana na un'wana (buku ya nxiyaxiyo wa vadyondzi), kutani u tirhisa nxaxamelo wa mixiyaxiyo ya '**Kamba leswaku vadyondzi va kota ku**' hi nkarhi wa wun'wana na wun'wana wa migingiriko leyi leteriwaka hi mudyondzisi ku letela mixiyaxiyo na swibumabumelo swa wena.

♦ Endla tinotsi ta leswi swi tirheke kahle swinene, leswi swi nga tirhangiki kahle swinene na hilaha u ololoxeke hakona mitlhontlho yihi kumbe yihi eka matirhiselo ya wena ya Mavhiki ya 1–3 ya Kotara ya 4.

♦ Tana na buku ya wena ya nxiyaxiyo wa vadyondzi na tinotsi leti u ti endleke loko u ri karhi u ehleketisisa hi mayelana na madyondziselo ya siku rin'wana na rin'wana eka ndzetelavutivi wa 11.

👪 Nghingiriko wa 1

1. Entlaweni wa n'wina lowutsongo, anakanyani hi xin'wana na xin'wana xa switeji leswi nga eka ndzhendzeleko wa vuehleketisisi kutani mi kanela *Xintirhwana xo tlhelela na xona exikolweni* kusuka eka Ndzetelavutivi wa 10.

   ♦ Xana nkunguhato na madyondziselo ya wena ya fambe njhani eka Mavhiki ya 1–3 ya Kotara ya 4?

   ♦ Kumani mitlhontlho na maqhinga lama u ma tirhiseke ku swi ololoxa.

   _____
   _____
   _____
   _____
   _____
   _____
   _____

♦ 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.

_____

_____

♦ Xana u kotile ku xiyaxiya mudyondzi un'wana na un'wana na ku rhekoda ku ya ka yena emahlweni? Nyika swivangelo na swikombiso ku seketela nhlamulo ya wena.

_____

_____

2. Anakanya leswaku u komberiwile hi Nhloko ya Ndzawulo ya wena ku vulavula na vadyondzisi va Giredi ya V eka nhlengeletano ya tlilasitara.
   ♦ Kongomisa eka ndzhendzeleko wa vuehleketisisi lowu nga eka Xifaniso xa 1.
   ♦ Dirowa ndzhendzeleko ephepheni ra chati yo pfula kutani u engetela tinotsi ekusuhi na xiteji xin'wana na xin'wana xa ndzhendzeleko.
   ♦ Ntlawa wa n'wina wu ta andlala timhakakulu ta nkanelo wa n'wina eka ntlawa hinkwawo.

Vhidiyo ya 1

Hlalelani vhidiyo ya ntlawa wa vadyondzisi va ri karhi va ehleketisa hi mayelana na madyondziselo ya vona kutani mi yingisela mavonelo ya vona hi mayelana na maendlelo yo ehleketisisa.

1. Xana wa pfumelelana na mianakanyo ya vona hi mayelana na maendlelo yo ehleketisisa? Hlamusela hi vutalo nhlamulo ya wena.

_____

_____

2. Xana maendlelo yo ehleketisisa ya engetela ntwisiso wa wena wa madyondziselo ya wena? Hlamusela hi vutalo nhlamulo ya wena.

_____

_____

3. Xana maendlelo yo ehleketisisa ya engetela ntwisiso wa wena wa madyondzelo etlilasini ya wena? Hlamusela hi vutalo nhlamulo ya wena.

_____

_____

4. Xana maendlelo yo ehleketisisa ya engetela mbulavurisano wa wena na vatirhikulobye va wena? Hlamusela hi vutalo nhlamulo ya wena.

_____

_____

Session 1: Review of the Maths Content Areas

1 hour

In Sessions 1, 2 and 3 we will review our understanding and knowledge of the five CAPS Grade R Mathematics Content Areas and related topics. We will also discuss the teaching and approaches that form part of the Maths Programme we have been implementing.

Activity 2

1. Your group will prepare a presentation on a topic that the facilitator gives you.
   ♦ You will have access to flipchart paper, kokis, scissors, glue and items from the *Resource Kit*. You will also be allocated a space in which to set up your presentation.
   ♦ You need to refer to the *Concept Guide* and *Activity Guides* in your presentation.

2. Your presentation needs to include:
   ♦ an overview of the content and how this is developed in Grade R
   ♦ resources used to model concepts and represent ideas
   ♦ appropriate learner activities for consolidating and applying new knowledge
   ♦ areas of concern when teaching the topic
   ♦ a table and wall display
   ♦ examples of how learners would solve problems.

3. Your group will facilitate the discussion and answer questions from the whole group.

Notes:

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_____

Sexini ya 1: Nkambisiso wa Swiyenge swa Vundzeni swa Matematiki

Eka Tisexini ta 1, 2 na 3 hi ta kambisisa ntwisiso na vutivi bya hina bya ntlhanu wa Swiyenge swa Vundzeni swa Matematiki wa Giredi ya V wa XIPHOKHAMA na tinhlokomhaka leti yelanaka. Hi ta tlhela hi kanela madyondziselo na maendlelo lama ma vumbaka xiphemu xa Nongonoko wa Matematiki lama a hi ri eku ma tirhiseni.

👥 Nghingiriko wa 2

1. Ntlawa wa n'wina wu ta lulamisa andlalo hi mayelana na nhlokomhaka leyi muhumelerisi a nga ta mi nyika.
   - Mi ta kuma phepha ra chati yo pfula, tikhoki, xikero, xinamarheti xa dlu na michumu yo huma eka *Khiti ya Swipfuno*. Mi ta tlhela mi averiwa ndhawu leyi mi nga ta lulamisela eka yona andlalo wa n'wina.
   - Mi ta fanela ku kongomisa eka *Xiletelo xa Minongoti* na *Swiletelo swa Migingiriko* eka andlalo wa n'wina.

2. Andlalo wa n'wina wu ta fanela ku katsa:
   - nkatsakanyo wa vundzeni na hilaha leswi swi hluvukisiwaka hakona eka Giredi ya V
   - swipfuno leswi tirhisiwa ku vumba minongoti na ku endla vuyimeri bya mianakanyo
   - migingiriko ya vadyondzi leyi faneleke ku tiyisa na ku tirhisa vutivi byintshwa
   - swiyenge leswi vilerisaka loko ku ri karhi ku dyondzisiwa nhlokomhaka
   - tafula na nkombiso wa le khumbini
   - swikombiso swa hilaha vadyondzi va nga ta ololoxa swiphiqo hakona.

3. Ntlawa wa n'wina wu ta humelerisa nkanelo kutani mi hlamula swivutiso kusuka eka ntlawa hinkwawo.

Tinotsi:

_____
_____
_____
_____
_____
_____
_____
_____
_____

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.

Sexini ya 2: Miandlalo ya Swiyenge swa Vundzeni swa Matematiki

Ntlawa wun'wana na wun'wana wu ta va na 15 wa timinete ku andlala nhlokomhaka ya wona na ku hlamula swivutiso kusuka eka ntlawa hinkwawo.

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.

Sexini ya 3: Miandlalo ya Swiyenge swa Vundzeni swa Matematiki (yi yisiwa emahlweni)

Ntlawa wun'wana na wun'wana wu ta va na 15 wa timinete ku andlala nhlokomhaka ya wona na ku hlamula swivutiso kusuka eka ntlawa hinkwawo.

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.

Sexini ya 4: Nkunguhato wa ku dyondzisa

1½ ya tiawara

Ndzetelavutivi lowu wu lulamisela vatekaxiave eka ku tirhisa Mavhiki ya 4–6 ya Kotara ya 4 na ku nyika xivandlanene eka mitlawa leyitsongo ku kunguhata ku ya emahlweni. I swa nkoka ku:

♦ lulamisa ku hambana eka tilevhele ta vadyondzi ku ya emahlweni

♦ seketela vadyondzi lavaya va lavaka ku pfuneka ko engetela

♦ nyika migingiriko ya mfuwiso eka vadyondzi lava antsweke swinene.

Xikongomelokulu i ku tiyisisa leswaku vadyondzi hinkwavo va na vuswikoti eka vundzeni bya Matematiki wa Giredi ya V naswona va lulamerile kahle kuya eka Giredi ya 1.

Nghingiriko wa 3

1. Entlaweni wa n'wina, hetisani tithempuleti ta nkunguhato ta Mavhiki ya 4–6 ya Kotara ya 4 (Xiengetelwa xa A).

2. Kanelani hilaha mi nga ta kunguhatela na ku lawula hakona vadyondzi lava va nga na tilevhele to hambanahambana ta vuswikoti.

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_____
_____
_____
_____
_____

Migingiriko yo pfala

30 wa timinete

❗ Xintirhwana xo tlhelela na xona exikolweni

1. Rhamba vadyondzisi va Giredi ya V van'wana exikolweni xa ka n'wina (kumbe kusuka exikolweni xin'wana) ku tikatsa na wena eka ku kunguhata Mavhiki ya 4–6 ya Kotara ya 4 ya Nongonoko wa Matematiki.

2. Tirhisa mavhiki lamanharhu naswona tirhisa ndzhendzeleko wa vuehleketisisi (Xifaniso xa 1) ku kambisisa ntokoto wa wena. Tsala vuehleketisisi bya wena eka jenali kutani u ta na yona eka ndzetelavutivi lowu landzelaka.

Nkambelo

Tatisa Fomo leya Nkambelo.

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		

XIENGETELWA XA A: THEMPULETI YA NKUNGUHATO WA VHIKI NA VHIKI WA KOTARA YA 4

Kotara ya 4: Kungu ra Migingiriko: Vhiki ra _____

XIYENGE XA VUNDZENI:			
NHLOKOMHAKA: TIVISA VUTIVI BYINTSHWA: TITOLOVETI:			
Migingiriko ya tlilasi hinkwayo	**Nghingiriko lowu leteriwaka hi mudyondzisi**	**Migingiriko ya le ka xitichi xo tirhela (migingiriko ya mitlawa leyitsongo leyi tshunxekeke)**	
Siku ra 1		Nghingiriko wa 1	
Siku ra 2		Nghingiriko wa 2	
Siku ra 3		Nghingiriko wa 3	
Siku ra 4		Nghingiriko wa 4	
Siku ra 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: Kungu ra Migingiriko: Vhiki ra ____

XIYENGE XA VUNDZENI:		
NHLOKOMHAKA: TIVISA VUTIVI BYINTSHWA: TITOLOVETI:		
Migingiriko ya tlilasi hinkwayo	**Nghingiriko lowu leteriwaka hi mudyondzisi**	**Migingiriko ya le ka xitichi xo tirhela (migingiriko ya mitlawa leyitsongo leyi tshunxekeke)**
Siku ra 1		Nghingiriko wa 1
Siku ra 2		Nghingiriko wa 2
Siku ra 3		Nghingiriko wa 3
Siku ra 4		Nghingiriko wa 4
Siku ra 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: Kungu ra Migingiriko: Vhiki ra ____

XIYENGE XA VUNDZENI:			
NHLOKOMHAKA:			
TIVISA VUTIVI BYINTSHWA:			
TITOLOVETI:			
Migingiriko ya tlilasi hinkwayo	**Nghingiriko lowu leteriwaka hi mudyondzisi**	**Migingiriko ya le ka xitichi xo tirhela (migingiriko ya mitlawa leyitsongo leyi tshunxekeke)**	
Siku ra 1		Nghingiriko wa 1	
Siku ra 2		Nghingiriko wa 2	
Siku ra 3		Nghingiriko wa 3	
Siku ra 4		Nghingiriko wa 4	
Siku ra 5			

Workshop 11 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?

_____
_____
_____
_____

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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_____
_____
_____

Fomo ya Nkambelo ya Ndzetelavutivi wa 11

1. Xana ndzetelavutivi lowu wu fikelerile swilanguteriwa swa wena?

_____
_____
_____
_____

2. Xana u dyondzile yini eka ndzetelavutivi lowu wu ku pfuneke swinene?

_____
_____
_____
_____

3. Xana a ku ri na xilo xihi kumbe xihi lexi u nga xi tsakelangiki kumbe u veke na ku tikeriwa hi ku xi twisisa?

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_____
_____
_____

4. Xana u ta swi tirhisa njhani leswi u swi dyondzeke ekamareni ra wena ro dyondzela ra Giredi ya V?

_____
_____
_____
_____

5. Xana u na swiringanyeto swihi kumbe swihi swa ku antswisa miletelavutivi yo yisa emahlweni?

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