



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Sepedi/English

Lenaneo la go Kaonafatša Thuto ya Dipalo Mphatong wa R Grade R Mathematics Improvement Programme



**Thutofatlhošo ya 4 • Workshop 4
Pukutlhahlo ya Monolofatši • Facilitator's Guide**

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

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

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

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

ACKNOWLEDGEMENTS

Special thanks to:

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



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Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R ke morero wa Kgoro ya Thuto ya Gauteng (**Gauteng Department of Education**) le badirišanimmogo ba bohlokwa e lego **Gauteng Education Development Trust**.

Tšweletšo le kgatišo ya tlhahlo le dithušathuto tša phapoši tša Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R e kgontšhitšwe ke thušo ka mašelang go tšwa go **United States Agency for International Development** le **Zenex Foundation**.

Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le laolwa ke **JET Education Services** gammogo le **Schools Development Unit** ya **UCT** le **Wordworks** bjalo ka badirišani ba sethekniki.

Schools Development Unit (SDU) kua **University of Cape Town (UCT)** ke badirišani ba sethekniki ba dipalo go Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R. SDU ke uniti ya UCT ya School of Education yeo e hlokometšego tlhahlo le kgodišo ya dithuto tša Dipalo, Saense, Bokgoni bja go ngwala le go bala/Polelo le Mabokgoni a Bophelo go tloga go Mphato wa R go fihla go wa 12. SDU e aba dithuto tša tlhahlo ya barutiši le mangwalo a UCT a dithuto tše kopana tša tlaletšo, tlhahlo ya mošomo yeo e ka dirwago sekolong, bongwadi bja dipuku le go dira dinyakišišo tšeo di thekgago go ithuta le go ruta mabakeng a go fapana dikolong tša Afrika Borwa.

DITEBOGO

Di lebišwa go:

- Bašomi ba Kgoro ya Thuto ya Gauteng Lefapha la Lenanethuto, Tlhahlo ya Barutiši le bašomedi ba Lefapha la Thuto ya go Ikgetha, ka maele a bona phetagatšong ya setšweletšwa se sa rena.
- Bašomi ba Western Cape Education Department (WCED) le barutiši ka maele a bona tšweletšong le tsentšhotirišong ya Grade R Mathematics Programme (*R-Maths*) profenseng ya Kapa Bodikela magareng ga mengwaga ya 2016 le 2019.
- Sehlopha sa bangwadi ba *R-Maths*: Bašomi le baeletši ba SDU.



Lenaneokaonafatšo la Thuto ya Dipalo Mphatong wa R le theilwe go tšwa lenaneong la *R-Maths*, leo le gatišitšwego la mathomo ka 2017 ke Schools Development Unit, University of Cape Town. Tokelo ya ngwalollo (copyright) *R-Maths* e laolwa ke University of Cape Town.

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Overview

Purpose

This is the fourth 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 assist teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations and explore how the **level principle** informs planning, teaching and learning. Participants will also consider the **level principle** and how to respond to learners with individual developmental and learning needs. The sessions will provide additional knowledge and understanding of teaching and learning in the Content Areas covered in Week 10 of Term 1, and Weeks 1–3 of Term 2.

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

Learning outcomes

- ◆ To reflect on the implementation of Term 1 Weeks 6–9
- ◆ To explore strategies to support teaching maths in Grade R
- ◆ To start to present solutions to learner progress and developmental levels
- ◆ To apply the Maths Programme principles in weekly planning
- ◆ To engage with the Maths Programme content of Term 1 Week 10 and Term 2 Weeks 1–3 (Data Handling; Numbers, Operations and Relationships; Space and Shape (Geometry))

Workshop content

- ◆ Opening and reflection (1 hour)
 - ◆ Session 1: Data Handling (1 hour)
- TEA
- ◆ Session 2: Numbers, Operations and Relationships (1 hour)
 - ◆ Session 3: Space and Shape (Geometry) (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (2 hours)

Kakaretšo

Morero

Ye ke thutofatlhošo ya bone ya tše lesomepedi tša Lenaneo la go Kaonafatša Thuto ya Dipalo Mphatong wa R (Lenaneo la Dipalo), ye e lego karolo ya Kgoro ya Thuto Profenseng ya Gauteng (GDE) Lenaneokaonafatšo la Thuto ya Dipalo le ya Leleme Mphatong wa R.

Morero wa thutofatlhošo ke go thuša barutiši go phethagatša Lenaneo la Dipalo ka diphapošing tša bona. Batšeakarolo ba tlo ba le sebaka sa go naganiša tše ba di bonego gomme ba hlohlomiša ka fao **setheo sa kgato ya maleba** se amago peakanyo, go ruta le go ithuta. Batšeakarolo ba tlo gopodišiša ka **setheo sa kgato ya maleba** le go šomana le barutwana ba go ba le ditlhoko tša go fapana tša tllhabologo le tša go ithuta. Dithuto di tlo abelana ka tsebo ya tlaleletšo le kwešišo ya go ruta le go ruta Dikarolong tša Diteng tše di akareditšwego Kotara ya 1 Beke ya 10, le Kotara ya 2 Dibeke tša 1–3.

Ditšhupetšo tša Dikarolo tša Diteng tša Thuto ya Dipalo Mphatong wa R di tšwa go *Setatamente sa Pholisi sa Lenaneothuto le Kelo (SEPHOLEKE)*: Thuto ya Dipalo Mphatong wa R (*Kakanywa ya Mafelelo*), 2011, Kgoro ya Thuto ya Motheo, Afrika Borwa.

Dineo tša thuto

- ◆ Go naganiša ka phethagatšo ya Kotara ya 1 Dibeke tša 6–9
- ◆ Go hlohlomiša maano a go thekga go ruta dipalo ka Mphatong wa R
- ◆ Go thoma go bega ditharollo tša tšwelopele ya morutwana le maemo a tllhabologo
- ◆ Go diriša ditheo tša Lenaneo la Dipalo peakanyong ya beke
- ◆ Go swaragana le diteng tša Lenaneo la Dipalo la Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1–3 (Tšhomišo ya Tshedimošo; Dinomoro, Tirišo le Tswalano; Sekgoba le Sebopego (Tšeometri))

Diteng tša thutofatlhošo

- ◆ Pulo le go naganiša (Iri e 1)
- ◆ Thuto ya 1: Tšhomišo ya Tshedimošo (Iri e 1)

TEYE

- ◆ Thuto ya 2: Dinomoro, Tirišo le Tswalano (Iri e 1)
- ◆ Thuto ya 3: Sekgoba le Sebopego (Tšeometri) (Iri e 1)

MATENA

- ◆ Thuto ya 4: Go beakanyetša go ruta (Diiri tše 2)

Preparation

- ◆ PPT welcome and outcomes
- ◆ Read:
Concept Guide, pages 136–137, 212–219
Activity Guide: Term 1, pages 18–21
Appendix A: Term 1 and 2 Weekly Content Summary
- ◆ Set out a Maths Programme *Resource Kit* on each group's table.
- ◆ PPT: Data Handling cycle.
- ◆ Prepare the story, *They pulled and they pulled*, (*Activity Guide: Term 2*, pages 62 and 198).

Materials

- ◆ Flipchart paper, kokis
- ◆ *Resource Kit*: animal counters
- ◆ *Resource Kit*: attribute blocks
- ◆ A copy of *Activity Guide: Term 2* for each participant

Peakanyo

- ◆ Kamogelo ya PPT le ditšweletšo
- ◆ Bala:

Pukutlhahlo ya Mareo, matlakala a 136–137, 212–219

Pukutlhahlo ya Mešongwana: Kotara ya 1, matlakala a 18–21

Mamatletšo A: Kotara ya 1 le 2 Kakaretšo ya Diteng ya Beke ka Beke

- ◆ Beakanya *Dithušathuto tša Phapoši* tša Lenaneo la Dipalo tafoleng ya sehlopha se sengwe le se sengwe.
- ◆ PPT: Tšwetšopele ya Tšhomišo ya Tshedimošo.
- ◆ Beakanya kanegelo, *Ba gogile ba goga*, (*Pukutlhahlo ya Mešongwana: Kotara ya 2*, matlakala a 63 le 199).

Didirišwa

- ◆ Pampiri ya tšhate ya go phetla, dikoki
- ◆ *Dithušathuto tša Phapoši*: dibaledi tša diphoofolo
- ◆ *Dithušathuto tša Phapoši*: dipoloko tšeo di dirišwago go hlaola
- ◆ Khophi ya *Pukutlhahlo ya Mešongwana: Kotara ya 2* ya motšeakarolo yo mongwe le yo mongwe

Opening and reflection

1 hour

Facilitator's notes

- ◆ PPT: Learning outcomes of the workshop.
- ◆ Remind participants of the *Take back to school* task from the end of Workshop 3.
- ◆ Refer participants to **Activity 1** and read through the instructions. Participants complete the activity in their groups. Groups share key points with the large group.
- ◆ Remind participants of the **level principle** and the importance of taking into account the learners' different abilities and developmental levels.

Reflect on the implementation of the Maths Programme in your daily programme and complete the following activity in your group.



Activity 1

Discuss your progress in implementing the *Take back to school* task from Workshop 3.

Refer to the observation check boxes at the end of each week in *Activity Guide: Term 1*, Weeks 6, 7, 8 and 9.

1. What insights did you gain while observing learners during their Mathematics focus time?

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

3. Mention one new thing that is working well with your implementation of Term 1 Weeks 6–9. Have you found that the Maths Programme is assisting with teaching and learning in your Grade R class?

According to the **level principle**, differentiation means that what you teach and how you teach it needs to take into account the different abilities or developmental levels of your learners. To use this approach, you need to continuously observe and record each learner's progress and development in maths.

Dinoutse tša monolofatši

- ◆ PPT: Dineo tša thuto ya thutofatlhošo.
- ◆ Gopotša batšeakarolo ka ga *Mošomo wo o tlo boelago le wona sekolong wo o filwego mafelelong a Thutofatlhošo ya 3.*
- ◆ Laela batšeakarolo gore ba lebelele **Mošongwana wa 1** gomme ba bale ditaelo. Batšeakarolo ba dira mošongwana ka dihlopha. Dihlopha di abelana dintlhakgolo le sehlopha se segolo.
- ◆ Gopotša batšeakarolo ka **setheo sa kgato ya maleba** le bohlokwa bja go akaretša mabokgoni a go fapana le maemo a hlabologo a barutwana ba gago.

Naganiša ka phethagatšo ya Lenaneo la Dipalo lenaneong la gago la tšatši ka tšatši gomme o dire mošongwana wo o latelago sehlopheng sa gago.



Mošongwana wa 1

Ahlaahlang tšwelopele ya lena ge le phethagatša *Mošomo wo o tlo boelago le wona sekolong wo o filwego Thutofatlhošong ya 3.*

Lebelela mapokisi a tekolo ya tlhokomelo mafelelong a beke ye nngwe le ye nngwe ka go *Pukutlhahlo ya Mošongwana: Kotara ya 1, Dibeke tša 6, 7, 8 le 9.*

1. O kwešišitše eng ge o be o lebeletše barutwana ka nako ya nepišo ya Thuto ya Dipalo?

2. Ke eng se o hweditšego se le bothata ka ga tlhokomelo ka nako ya mošongwana wa go hlahlwa ke morutiši?

3. Bolela selo se setee seo se šomago gabotse phethagatšong ya Kotara ya 1 Dibeke tša 6–9. Na o hweditše e le gore Lenaneo la Dipalo le a thuša mo go ruteng le go ithuta ka phapošing ya Mphato wa R?

Go ya ka **setheo sa kgato ya maleba**, phapano e ra gore se o se rutago le tsela ye o rutago ka yona di swanetše go akaretša mabokgoni a go fapana le maemo a hlabologo a barutwana ba gago. Go diriša mkgwa wo, o swanetše go tšwela pele go hlokomela le go rekhota tšwelopele ya barutwana le tlabologo dipalong.

Session 1: Data Handling

1 hour

Facilitator's notes

- ◆ This workshop focuses on teaching the content of the Maths Programme for Term 1 Week 10 and Term 2 Weeks 1–3.
- ◆ Explain that the focus of Term 1 Week 10 is on Data Handling.
- ◆ Refer participants to pages 136–137 of the *Concept Guide*.
- ◆ Ask participants to work in groups to complete **Activity 2**. Ask one person from each group to share their ideas.

This workshop focuses on teaching the following Maths Programme content: Term 1 Week 10 and Term 2 Weeks 1–3. This session focuses on Term 1 Week 10: Data Handling.

Term 1 Content overview: Data Handling

Refer to the Data Handling Content Area on pages 136–137 of the *Concept Guide*.



Activity 2

In your group, discuss:

1. What Data Handling content is covered in Term 1?

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

Working with data

Facilitator's notes

- ◆ Start this session with the following activity.
Ask participants who are wearing trainers to stand together.
Ask participants who are wearing sandals to stand together.
Ask participants who are wearing high heels to stand together.
Ask participants who are wearing closed shoes to stand together.
(NOTE: Change this activity according to the season and the types of shoes participants are wearing.)
Once the participants are in groups, discuss the following questions:
Which group has more people?
Which group has fewer people?
Which groups have the same number of people in them?

Thuto ya 1: Tšhomišo ya Tshedimošo Iri e 1

Dinoutse tša monolofatši

- ◆ Thutofatlošo ye e nepiša go ruta diteng tša Lenaneo la Dipalo la Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1-3.
- ◆ Hlaloša gore nepišo ya Kotara ya 1 Beke ya 10 ke Tšhomišo ya Tshedimošo.
- ◆ Laela batšeakarolo gore ba lebelele matlakala a 136-137 ka go *Pukutlhahlo ya Mareo*.
- ◆ Kgopela batšeakarolo gore ba dire **Mošongwana wa 2** ka dihlopha. Kgopela motho o tee sehlopheng se sengwe le se sengwe gore a abelane ka dikgopolo.

Thutofatlošo ye e nepiša go ruta diteng tša Lenaneo la Dipalo tše di latelago: Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1-3. Dithuto di nepiša Kotara ya 1 Beke ya 10: Tšhomišo ya Tshedimošo.

Kotara ya 1 Kakaretšo ya diteng: Tšhomišo ya Tshedimošo

Lebelela Dikarolo tša Diteng tša Tšhomišo ya Tshedimošo matlakaleng a 136-137 ka go *Pukutlhahlo ya Mareo*.



Mošongwana wa 2

Sehlopheng sa gago, ahlaahlang:

1. Ka go Kotara ya 1 go akaretšwa diteng tša Tšhomišo ya Tshedimošo tše dife?

2. Na Lenaneo la Dipalo le oketša eng go diteng tša SEPHOLEKE?

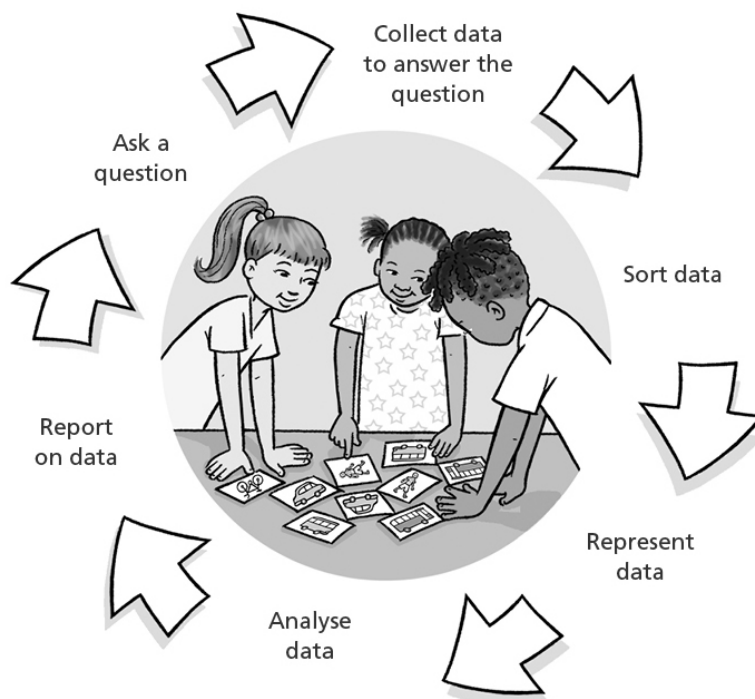
Go šoma ka tshedimošo

Dinoutse tša monolofatši

- ◆ Thoma thuto ye ka mošongwana wo o latelago.
Kgopela batšeakarolo bao ba aperego diteki gore ba eme mmogo.
Kgopela batšeakarolo bao ba aperego diramphašane gore ba eme mmogo.
Kgopela batšeakarolo bao ba aperego dieta tša direthe tše ditelele gore ba eme mmogo.
Kgopela batšeakarolo bao ba aperego dieta tša go tswalelega gore ba eme mmogo.
(ELA TLHOKO: Fetola mošongwana wo go ya ka sehla le mehuta ya dieta tše di aperwego ke batšeakarolo.)
Ge batšeakarolo ba le ka dihlopha, bolelang ka dipotšišo tše di latelago:
Ke sehlopha sefe seo se nago le batho ba bantši?
Ke sehlopha sefe seo se nago le batho ba mmalwa?
Ke dihlopha dife tše di nago le palo ya go lekana ya batho?

- ◆ Explain that what participants have done is to sort/classify according to one particular attribute that is the same and that this is a very important part of Data Handling.
- ◆ Emphasise the importance of sorting and classification in Grade R.
- ◆ Discuss the kinds of sorting activities that learners could do in Grade R.
- ◆ PPT: Data Handling cycle and summarise content from the *Participant's Workbook*.
- ◆ Discuss each of the six steps in the Data Handling cycle.

In this session, you will learn about the Data Handling cycle as a process for solving problems. Data Handling in Grade R focuses on collecting, sorting, organising, representing and analysing information about people or things. The main reason we collect data is to answer a question or to solve a problem.

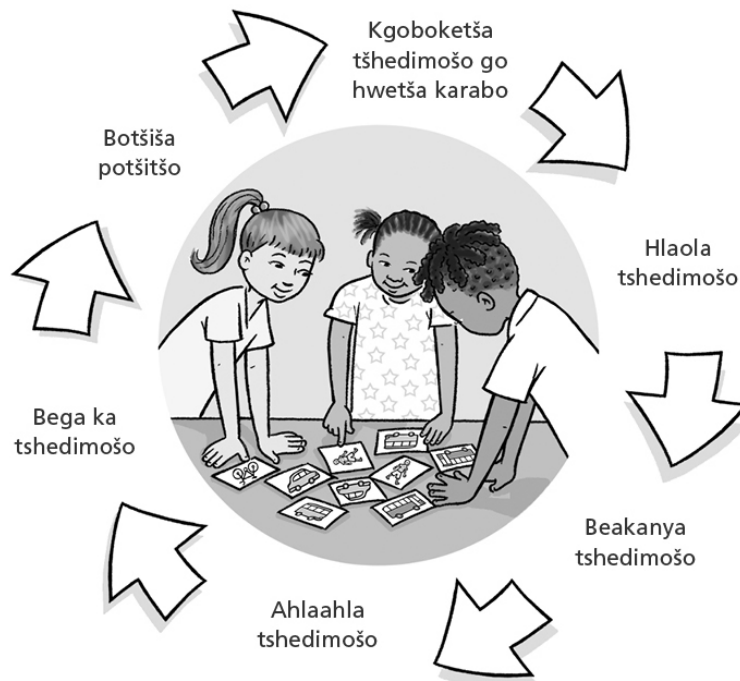


People often refer to the process of Data Handling as a cycle because the events or activities that are involved are repeated in the same sequence for each new question that is to be answered.

1. **Ask a question:** Learners decide what they want to find out about. This is the reason for collecting specific data or information.
2. **Collect data:** Learners decide they want to collect data based on the question or problem.

- ◆ Hlaloša gore seo se dirilwego ke batšeakarolo ke go hlaola/hlopha go ya ka lehlaodi le itšego la go swana le gore se ke karolo ya bohlokwa kudu ya Tšhomišo ya Tshedimošo.
- ◆ Tiišetša bohlokwa bja go hlaola le go hlopha ka Mphatong wa R.
- ◆ Ahlaahlang mehuta ya mešongwana ya go hlaola yeo barutwana ba ka e dirago ka Mphatong wa R.
- ◆ PPT: Tšwetšopele ya Tšhomišo ya Tshedimošo gomme o akaretše diteng tša *Pukutšhomo ya Motšeakarolo*.
- ◆ Ahlaahlang ye nngwe le ye nngwe ya dikgato tše tshela tša tšwetšopele ya Tšhomišo ya Tshedimošo.

Thutong ye, o tlo ithuta ka tšwetšopele ya Tšhomišo ya Tshedimošo bjalo ka tshapedišo ya go rarolla mathata. Tšhomišo ya Tshedimošo ka Mphatong wa R e nepiša go kgoboketša, go hlaola, go rulaganya, go emela le go sekaseka tshedimošo ka ga batho goba dilo. Lebaka le legolo la go kgoboketša tshedimošo ke go araba potšišo goba go rarolla bothata.



Batho gantši ba bolela gore Tšhomišo ya Tšhedimošo ke tatelano ya sediko ka gobane ditiragalo di a bušetša efela di ka hwetša karabo ya go swana goba ya go fapana go dipotšišo tšeo di botšišwago.

1. **Botšiša potšišo:** Barutwana ba botšiša seo ba nyakago go se tseba. Ke lona lebaka le ba kgoboketšago tshedimošo gore ba tle ba kgone go fa tsebišo.
2. **Kgoboketša tšhedimošo:** Barutwana ba tla kgetha gore ba nyaka tshedimošo go barutwana ba bona ba bakae.

3. **Sort data:** Learners organise and sort data into groups according to the attribute. In order to answer questions and decide how to represent data that have been collected, decisions need to be made about how things could be sorted.
4. **Represent data:** Learners explore different ways of showing or displaying the information they have collected.
5. **Analyse data:** Learners describe and compare the data that is represented.
6. **Report on data:** Learners answer the question that was initially asked.

Objects can be sorted and classified (grouped) according to their similarities, such as colour, animals, plants. The more learners know about the properties of objects, and their similarities and differences, the more they are able to form different classification groups.



Video 1

Activity Guide: Term 1, Week 10, Day 4 #5-9 (pages 180-183)

Watch the video of the class creating and analysing a pictograph to represent the weather.

Discuss how the teacher presents each of the steps in the lesson. Notice the types of questions she uses and how she reinforces the use of correct vocabulary.

Facilitator's notes

- ◆ Highlight the importance of using the same size pieces of paper, starting at the bottom and placing each piece of paper right against the previous one. Make sure there is enough height for the longest column.
- ◆ PPT: Photos of correctly placed pieces of paper in a pictograph as well as examples of incorrectly structured pictographs.
After the activity, explain that:
Pictographs – always organise the data from the bottom to the top.
Construct a grid so that there is a one-to-one correspondence between each item in the grid. This makes it easier for learners to compare the quantities in each column.
- ◆ Reflect on the different steps of the Data Handling cycle the participants have gone through.
- ◆ Refer participants to **Activity 3**.

3. **Hlaola tshedimošo:** Barutwana ba ka hlaola dikarabo go ya ka di elemente tša go fapana, ba swanetše gape go tšea sephetho sa gore ba beakanya palo ya barutwana bjang.
4. **Beakanya tshedimošo:** Barutwana ba ithuta mehuta ya go fapana ya go bega seo ba se humanego.
5. **Ahlaahla tshedimošo:** Barutwana ba hlaloša le go bapetša tshedimošo yeo ba e humanego.
6. **Pego ya tshedimošo:** Barutwana ba araba potšišo yeo ba e botšišitšwego peleng.

Dilo di ka hlaolwa le go hlophiwa (ka dihlopha) go ya ka dilo tša go swana, bjalo ka mmala, diphoofolo, dimela. Ge barutwana ba tseba kudu ka ga dipharologantšho tša dilo, le tšeo di swanago le go fapana ka tšona, ba tlo kgona kudu go dira dihlopha tša ditlhopho tša go fapana.



Bideo ya 1

Pukutlahlo ya Mešongwana: Kotara ya 1, Beke ya 10, Letšatši la 4 #5-9 (matlakala a 180-183)

Bogela bideo ya mphato go hlama le go sekaseka kgoboketšo ya diswantšho tša go emela bosu.

Ahlaahlang ka fao morutiši a begago ye nngwe le ye nngwe ya dikgato mo thutong. Lemoga mehuta ya dipotšišo tše a di botšišago le ka fao a gatelelago tirišo ya tlotlontšu ya go nepagala.

Dinoutse tša monolofatši

- ◆ Laetša bohlokwa bja go diriša diripa tša pampiri tša go lekana, go thoma botlase, le go bea seripa se sengwe le se sengwe sa pampiri se furaletše sa go feta. Kgonthiša gore go na le botelele bja go lekana kholomo ye telelelele.
- ◆ PPT: Dinepe tša diripa tša pampiri tša go beiwa ka tsela ya go nepagala ka gare ga kgoboketšo ya diswantšho le mehuta ya dikgoboketšo tša diswantšho tša popego ya go fošagala.
Ka morago ga mošongwana, hlaloša gore:
Dikgoboketšo tša diswantšho – beakanya tshedimošo go thoma botlase go ya bogodimo ka mehla.
Aga kriti gore go be le tee-ka-tee tša go swana magareng ga dilo tšohle mo kriting. Se se dira gore go be bonolo go barutwana gore ba bapetše palo kholomong ye nngwe le ye nngwe.
- ◆ Naganiša ka dikgato tša go fapana tša tšwetšopele ya Tšhomišo ya Tshedimošo tšeo batšeakarolo ba bilego go tšona.
- ◆ Šupetša batšeakarolo go **Mošongwana wa 3**.

This next activity will take you through the six stages of the Data Handling cycle.



Activity 3

Take the following animal counters from the Maths Programme *Resource Kit*: three ducks, two chickens and one horse.

1. Consider this question: Are there more ducks or more chickens in the group?
2. Sort and collect data: Organise your animals into groups and then discuss the following with a partner:
 - ◆ Can you see if there are more ducks than chickens now?
 - ◆ How can you check?
3. Represent data: Turn to the grid on page 20. Place animals of the same kind one above the other in a column starting at the bottom of the grid.
4. Analyse and report on data: Look at your columns and discuss with a partner:
 - ◆ Are there more ducks or more chickens? How do you know?
 - ◆ Which column has more animals?
 - ◆ Which column has fewer animals?
 - ◆ Are there the same number of any kind of animal?

Refer to pages 184–187 of *Activity Guide: Term 1* and discuss how this activity is introduced to learners. Refer to pages 212–219 of the *Concept Guide* to read more about Data Handling. Notice the appropriate questions and vocabulary related to the teaching and learning of Data Handling in Grade R.

Mošongwana wa go latela o tla go sepetša dikgatong tše tshela tša tšwetšopele ya Tšhomišo ya Tshedimošo.



Mošongwana wa 3

Ntšha dibaledi tša diphoofolo tše di latelago ka go *Dithušathuto tša Phapoši* tša Lenaneo la Dipalo: mapidibidi a mararo, dikgogo tše pedi le pere e tee.

1. Naganiša potšišo ye: Go na le mapidibidi a mantši goba dikgogo tše dintši sehlopheng se?
2. Hlaola o be o kgoboketše tshedimošo: Beakanya diphoofolo ka dihlopha gomme o ahlaahle se le mogwerawa gago:
 - ◆ Na bjale o kgona go bona ge eba go na le mapidibidi a mantši go feta dikgogo?
 - ◆ O ka lekola se bjang?
3. Emela tshedimošo: Eya kriting letlakaleng la 21. Bea diphoofolo tša go swana e tee ka godimo ga ye nngwe kholomong gomme o thome botlase bja kriti.
4. Sekaseka o be o bege ka ga tshedimošo: Lebelela dikholomo gomme le di ahlaahle le mogwera:
 - ◆ Go na le mapidibidi a mantši goba dikgogo tše dintši? O tseba bjang?
 - ◆ Ke kholomo efe ye e nago le diphoofolo tše dintši?
 - ◆ Ke kholomo efe ye e nago le diphoofolo tše mmalwa?
 - ◆ Go na le mehuta ya diphoofolo ya go lekana ka palo?

Lebelela matlakala a 184–187 ka go *Pukutlhahlo ya Mešongwana: Kotara ya 1* gomme le bolele gore mošongwana wo o tsebišwa bjang go barutwana. Lebelela matlakala a 212–219 ka go *Pukutlhahlo ya Mareo* go bala go gontši ka ga Tšhomišo ya Tshedimošo. Lemoga dipotšišo tša maleba le tlotlontšu ya go amana le go ruta le go ithuta ka ga Tšhomišo ya Tshedimošo ka Mphatong wa R.

Session 2: Numbers, Operations and Relationships

1 hour

Facilitator's notes

- ◆ Explain that the focus of Term 2 Weeks 1 and 2 is Numbers, Operations and Relationships. This session aims to deepen participants' knowledge and understanding of number and how it is taught and learnt in Term 2.
- ◆ Refer participants to pages 114–123 of the *Concept Guide*.
- ◆ Have participants work in groups to complete **Activity 4**. Ask one person from each group to share their ideas.

The focus of Term 2 Weeks 1 and 2 is Numbers, Operations and Relationships.

Term 2 Content overview: Numbers, Operations and Relationships



Activity 4

Refer to the Numbers, Operations and Relationships Content Area on pages 114–123 of the *Concept Guide*.

1. What concepts are covered in Term 2?

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

Activity Guide: Term 2

Facilitator's notes

- ◆ Hand out copies of *Activity Guide: Term 2* to all participants.
- ◆ Ask participants to look at the Contents page and pages 6–17 to see that the 'Introduction' in Term 2 is the same as in Term 1.
- ◆ Refer participants to 'Content overview: Term 2' (pages 18–21).
- ◆ Participants complete **Activity 5**.

Dinoutse tša monolofatši

- ◆ Hlaloša gore nepišo ya Kotara ya 2 Dibeke tša 1 le 2 ke Dinomoro, Tirišo le Tswalano. Maikemišetšo a thuto ye ke go tiiša tsebo ya batšeakarolo le kwešišo ya nomoro le ka fao e rutwago le go ithuta yona Kotareng ya 2.
- ◆ Laela batšeakarolo gore ba lebelele matlakala a 114–123 ka go *Pukutlhahlo ya Mareo*.
- ◆ Laela batšeakarolo gore ba dire **Mošongwana wa 4** ka dihlopha. Kgopela o tee sehlopheng se sengwe le se sengwe go abelana ka dikgopolo tša bona.

Nepišo ya Kotara ya 2 Dibeke tša 1 le 2 ke Dinomoro, Tirišo le Tswalano.

Kotara ya 2 Kakaretšo ya diteng: Dinomoro, Tirišo le Tswalano



Mošongwana wa 4

Lebelela Karolo ya Diteng ya Dinomoro, Tirišo le Tswalano matlakaleng a 114–123 ka go *Pukutlhahlo ya Mareo*.

1. Go akaretšwa mareo afe ka go Kotara ya 2?

2. Na Lenaneo la Dipalo le oketša eng ka go diteng tša SEPHOLEKE?

Pukutlhahlo ya Mešongwana: Kotara ya 2

Dinoutse tša monolofatši

- ◆ Abela batšeakarolo ka moka dikhopi tša *Pukutlhahlo ya Mareo: Kotara ya 2*.
- ◆ Kgopela batšeakarolo gore ba lebelele letlakala la Diteng le matlakala a 6–17 go bona gore 'Matseno' a Kotara ya 2 a swana le a Kotara ya 1.
- ◆ Laela batšeakarolo gore ba lebelele 'Kakaretšo ya diteng: Kotara ya 2' (matlakala a 18–21).
- ◆ Batšeakarolo ba dira **Mošongwana wa 5**.

Activity Guide: Term 2 provides teachers with weekly suggestions for teaching and learning Mathematics.

Look at the Contents page and pages 6–17 of *Activity Guide: Term 2*. You will see that the ‘Introduction’ in Term 2 is the same as in Term 1.

In Activity 4 you identified the number concepts to be covered in Term 2. In Activity 5 you will make links between these concepts and the New knowledge for the first two weeks of *Activity Guide: Term 2*.



Activity 5

Refer to ‘Content overview: Term 2’ (*Activity Guide: Term 2*, pages 18–21).

1. What new knowledge is introduced to learners in the Numbers, Operations and Relationships Content Area?

2. Go back to Activity 4 and highlight or circle the concepts covered.

Understanding numbers

Facilitator’s notes

- ◆ Review the routine that the participants have used to introduce numbers 1, 2 and 3 to learners in their classes.
- ◆ Ask participants to reflect on their experiences in the classroom and to complete **Activity 6**.
- ◆ Explain that in Term 2 they will be focusing on numbers 4 and 5, using this same routine to introduce the numbers.
- ◆ Read through the whole class activities that focus on number 4 in Week 1: *Activity Guide: Term 2*: page 24 (Day 1 #4), page 26 (Day 2 #5), page 28 (Day 3 #4), page 30 (Day 4 #4 and Day 5 #4).

In Term 1, the numbers 1, 2 and 3 were taught. You used the same routine for each number taught, adding one more to the number each time a new number was introduced. In Term 2 Week 1, the focus is on the concept of number again. Learners are introduced to the number 4, using the same routine as for numbers 1, 2 and 3.

Pukutlhahlo ya Mareo: Kotara ya 2 efa barutiši ditšhišinyo tša beke ka beke tša go ruta le go ithuta Thuto ya Dipalo.

Lebelela letlakala la Diteng le matlakala a 6–17 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. O tla bona gore 'Matseno' a Kotara ya 2 a swana le a Kotatara ya 1.

Ka Mošongwaneng wa 4 o hlathile mareo a dinomoro ao a tlogo dirwa Kotareng ya 2. Ka Mošongwaneng wa 5 o tlo tswalanya mareo a le Tsebo ye mpsha mo dibekeng tše pedi tša mathomo ka go *Pukutlhahlo ya Mareo: Kotara ya 2*.



Mošongwana wa 5

Lebelela 'Kakaretšo ya diteng: Kotara ya 2' (*Pukutlhahlo ya Mareo: Kotara ya 2*, matlakala a 18–21).

1. Bana ba tsebišwa tsebo efe ye mpsha go Karolo ya Diteng ya Dinomoro, Tirišo le Tswalano?

2. Boela go Mošongwana wa 4 o gatelela goba go dikološa mareo ao a dirilwego.

Go kwešiša dinomoro

Dinoutse tša monolofatši

- ◆ Lekola mokgwa wa tlwaelo woo batšeakarolo ba o dirišitšego go tsebiša barutwana dinomoro 1, 2 le 3 ka diphapošing tša bona.
- ◆ Kgopela batšeakarolo gore ba naganiše ka maitemogelo a bona a ka phapošing ba be ba dire **Mošongwana wa 6**.
- ◆ Hlaloša gore ka go Kotara ya 2 ba tlo nepiša dinomoro 4 le 5, ba diriše mokgwa wona wola wa tlwaelo go tsebiša dinomoro.
- ◆ Bala mešongwana ya barutwana ka moka ya go nepiša nomoro 4 ka go Beke ya 1: *Pukutlhahlo ya Mareo: Kotara ya 2*: letlakala la 25 (Letšatši la 1 #4), letlakala la 27 (Letšatši la 2 #5), letlakala la 29 (Letšatši la 3 #4), letlakala la 31 (Letšatši la 4 #4 le Letšatši la 5 #4).

Ka Kotara ya 1, go rutilwe dinomoro 1, 2 le 3. O dirišitše mokgwa wa tlwaelo wa go swana go ruta nomoro ye nngwe le ye nngwe, o oketša nomoro ka tee nako le nako ge o tsebiša nomoro ye mpsha. Ka go Kotara ya 2 Beke ya 1, go nepišwa lereo la nomoro gape. Barutwana ba tsebišwa nomoro 4, go dirišwa mokgwa wa tlwaelo wa go swana wo o dirišitšwego go 1, 2 le 3.



Activity 6

Refer to the whole class activities that focus on number 4 in Week 1: *Activity Guide: Term 2*: page 24 (Day 1 #4), page 26 (Day 2 #5), page 28 (Day 3 #4), page 30 (Day 4 #4 and Day 5 #4).

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

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

Activity	What worked well?	What did not work so well?
Telling the story and building up the number frieze		
Dramatising the story		
Collecting objects for the maths area		
Matching objects to pictures, dot cards, number symbols and number words		
Using the <i>Poster Book</i>		



Mošongwana wa 6

Lebelela mešongwana ya barutwana ka moka ya go nepiša nomoro 4 ka go Beke ya 1: *Pukutlahlo ya Mareo: Kotara ya 2: letlakala la 25 (Letšatši la 1 #4), letlakala la 27 (Letšatši la 2 #5), letlakala la 29 (Letšatši la 3 #4), letlakala la 31 (Letšatši la 4 #4 le Letšatši la 5 #4).*

1. Ahlaahlang ka fao nomoro '4' e tsebišwago ka gona.
-
-

2. Nagana ka ditlwaelo tša ka phapošing ya gago le ka fao tlwaelo ye e šomilego ka gona. Tlatša tafola ye.

Mošongwana	Ke eng se se šomilego gabotse?	Ke eng seo se sa šomago gabotse?
Go anega kanegelo le go aga tšhate ya tlotlontšu le dinomoro		
Go diragatša kanegelo		
Go kgoboketša dilo tša karolo ya dipalo		
Go tswalanya dilo le diswantšho, dikarata tša marontho, maswao a dinomoro le maina a dinomoro		
Go diriša <i>Puku ya Diphoustara</i>		

Maths vocabulary

Facilitator's notes

- ◆ Discuss how the participants model using the correct maths vocabulary in the classroom.
- ◆ Point out that this is an important part of the **interaction principle**, and that by using it themselves, they encourage learners to use maths vocabulary.

Part of learning new concepts involves new language. Learners need the vocabulary to talk and think about maths concepts (**interaction principle**). You can encourage learners to use maths vocabulary by using it yourself when you speak to them about maths concepts and by rephrasing what they say into maths language.

Money

Facilitator's notes

- ◆ Discuss what learners in Grade R need to learn about money. Emphasise that the focus in Grade R is on developing an awareness of what South African coins look like, but not on the value of the coins.
- ◆ Invite participants to share the kinds of activities they provide in their Grade R classrooms to help learners understand the purpose of money in their everyday lives.
- ◆ After **Activity 7**, discuss the kinds of open-ended questions that teachers can ask to help learners learn the purpose of money such as:
What do we use money for?
Do we always pay with money? How else could we pay for things that we buy?

In Term 2 Week 2 learners are introduced to money. Learners in Grade R are developing an awareness about the features of money and they need opportunities to explore what real South African coins look like.

Activity 7 focuses on helping learners to recognise the similarities and differences between coins: their size, shape and the animals on the coins.



Activity 7



1. What questions could you ask learners to help them recognise the different features of these coins?

Tlotlontšu ya Dipalo

Dinoutse tša monolofatši

- ◆ Ahlaahlang mokgwa wa batšeakarolo wa go bontšha tirišo ya tlotlontšu ya go nepagala ka phapošing.
- ◆ Laetša gore se ke karolo ye bohlokwa ya **setheo sa tswalano**, le gore ka go e diriša, ba hlohleletša barutwana go diriša tlotlontšu ya dipalo.

Karolo ya go ithuta mareo a maswa e akaretša leleme le leswa. Barutwana ba hloka tlotlontšu gore ba bolele le go nagana ka mareo a dipalo (**setheo sa tswalano**). O ka hlohleletša barutwana go diriša tlotlontšu ya dipalo ge wena o e diriša ge o bolela le bona ka mareo a dipalo le ka go fetolela se ba se boletšego lelemeng la dipalo.

Tšhelete

Dinoutse tša monolofatši

- ◆ Ahlaahlang seo barutwana ba Mphato wa R ba hlokago go ithuta sona ka ga tšhelete. Gatelela gore ka Mphatong wa R go nepišwa tlhabollo ya temogo ya ka fao dikhoine tša Afrika Borwa di lebelelegago ka gona, e sego boleng bja dikhoine.
- ◆ Laletša batšeakarolo go abelana ka mehuta ya mešongwana ye ba neelanago ka yona ka diphapošing tša bona tša Mphato wa R go thuša barutwana gore ba kwešiše morero wa tšhelete maphelong a bona a ka mehla.
- ◆ Ka morago ga **Mošongwana wa 7**, ahlaahlang dipotšišo tša go lokologa tšeo di ka botšišwago ke barutiši go thuša barutwana go ithuta morero wa tšhelete bjalo ka:

Re šomiša tšhelete go dira eng?

Na re lefa ka tšhelete ka dinako tšohle? Ra ka lefela dilo tše re di rekago ka tsela efe ye nngwe?

Ka Kotara ya 2 Beke ya 2 barutwana ba tsebišwa tšhelete. Barutwana ba Mphato wa R ba thoma go lemoga dika tša tšhelete gomme ba hloka go hlohlomiša gore dikhoine tša nnete tša Afrika Borwa di lebelelega bjang.

Mošongwana wa 7 o nepiša go ruta barutwana gore ba lemoge dilo tša go swana le tša go fapana magareng ga dikhoine: bogolo bja tšona, sebopego le diphoofole tše di lego dikhoineeng.



Mošongwana wa 7



1. O ka botšiša dipotšišo dife go thuša barutwana go lemoga dika tša go fapana tša dikhoine tše?

2. What new vocabulary will you introduce?

Facilitator's notes

- ◆ Refer participants to the whole class activities and small group activities on pages 40–51 of *Activity Guide: Term 2*.
- ◆ Have participants work in groups to complete **Activity 8**. Ask one person from each group to report back on their discussion.
- ◆ Draw attention to the money templates (*Activity Guide: Term 2*, pages 216–217). Ask for suggestions of how these could be used.

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

Learners need to be exposed to the purpose of money. Teachers can help learners understand that money is used to buy things like food and clothes and to do different things like travelling by taxi or bus. Expose learners to money and its purpose by setting up a play-shop with pretend coins and notes and items that can be bought.

Refer to the whole class activities and small group activities that focus on money on pages 40–51 of *Activity Guide: Term 2*. In your group, complete Activity 8.



Activity 8

1. What money concepts are being taught and learnt in the whole class activities?

Recognising and matching South African coins, sorting according to colour and size.

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

The shopping table teaches learners that we pay money for items.

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

Sorting and matching coins, drawing pictures of the coins.

2. O tla tsebiša tlotlontšu efe ye mpsha?

Dinoutse tša monolofatši

- ◆ Laela batšeakarolo gore ba lebelele mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane matlakaleng a 40–51 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*.
- ◆ Laela batšeakarolo gore ba dire **Mošongwana wa 8** ka dihlopha. Kgopela motho o tee sehlopheng se sengwe le se sengwe gore a fe pego ka ga dipoledišano tša bona.
- ◆ Lebiša šedi dithempoleiting tša tšhelete (*Pukutlhahlo ya Mareo: Kotara ya 2*, matlakala a 216–217). Kgopela gore ba fe ditšhišinyo tša gore di ka dirišwa bjang.

Sa mathomo barutwana ba hloka go hlatha le go fa maina a dikhoine pele ba lokela go kwešiša boleng bja tšona.

Barutwana ba hloka go tsebišwa morero wa tšhelete. Barutiši ba ka thuša barutwana go kwešiša gore tšhelete e dirišwa go reka dilo tše bjalo ka dijo le diaparo le go dira dilo tše dingwe tša go fapana go swana le go tšea leeto ka thekisi goba pase. Tsebiša barutwana tšhelete le morero wa yona ka go beakanya lebenkele la mantlwane le dikhoine tša go bapala le dinoutse le dilo tše di ka rekwago.

Lebelela mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane ya go nepiša tšhelete matlakaleng a 40–51 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. Ka sehlopha, dirang Mošongwana wa 8.



Mošongwana wa 8

1. Ke mareo afe a tšhelete ao a rutwago le go ithuta mešongwaneng ya barutwana ka moka?

Go lemoga le go tswalanya dikhoine tša Afrika Borwa, go hlaola go ya ka mmala le bogolo.

2. Barutwana ba hlohleletšwa bjang go hlohlomiša morero wa tšhelete?

Tafola ya go rekiša e ruta barutwana gore re lefela dilo ka tšhelete.

3. Morutiši o tsenya tsebo ye mpsha bjang mešongwaneng ya dihlopha tše dinnyane?

Go hlaola le go tswalanya dikhoine, go thala diswantšho tša dikhoine.

Session 3: Space and Shape (Geometry)

1 hour

Facilitator's notes

- ◆ This session extends the discussion on Space and Shape (Geometry) from Workshop 3 and should not take longer than the suggested time as this is not new knowledge.
- ◆ Explain that the focus of Term 2 Week 3 is Space and Shape (Geometry).
- ◆ Refer participants to pages 126–131 of the *Concept Guide*.
- ◆ Have participants work in groups to complete **Activity 9**. Ask one person from each group to share their ideas.

The focus of Term 2 Week 3 is Space and Shape (Geometry).

Term 2 Content overview: Space and Shape (Geometry)

Refer to pages 126–131 of the *Concept Guide*.



Activity 9

1. What Space and Shape (Geometry) concepts are covered in Term 2?

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

Triangles

Facilitator's notes

- ◆ Refer participants to Day 2 #4 on page 58 of *Activity Guide: Term 2*.
- ◆ Ask participants to complete **Activity 10** in their small groups. Participants share their responses in the large group.
- ◆ Discuss the importance of giving learners opportunities to sort and group different shapes to help them learn about the properties of triangles, e.g. the number of sides, whether the sides are straight or curved, and the number of corners.

In Term 2 Week 3, learners continue their exploration of two-dimensional shapes as they describe, sort and compare them. In this session you will deepen your understanding of the properties of triangles.

Thuto ya 3: Sekgoba le Sebopego (Tšeometri) Iri e 1

Dinoutse tša monolofatši

- ◆ Thuto ye e oketša poledišano ye e dirilwego ka Kotara ya 3 ka ga Sebopego le Sekgoba (Tšeometri) gomme ga ya swanela go tšea nako ye telele go feta ye e šišintšwego ka ge e se tsebo ye mpsha.
- ◆ Hlaloša gore nepišo ya Kotara ya 2 Beke ya 3 ke Sebopego le Sekgoba (Tšeometri).
- ◆ Laela batšeakarolo gore ba lebelele matlakala a 126–131 ka go *Pukutlhahlo ya Mareo*.
- ◆ Laela batšeakarolo gore ba dire **Mošongwana wa 9** ka dihlopha. Kgopela motho o tee sehlopheng se sengwe le se sengwe gore a abelane ka dikgopolo.

Nepišo ya Kotara ya 2 Beke ya 3 ke Sekgoba le Sebopego (Tšeometri).

Kotara ya 2 Kakaretšo ya diteng: Sekgoba le Sebopego (Tšeometri)

Lebelela matlakala a 126–131 ka go *Pukutlhahlo ya Mareo*.



Mošongwana wa 9

1. Go akaretšwa mareo afe a Sebopego le Sekgoba (Tšeometri) Kotareng ya 2?

2. Na Lenaneo la Dipalo le oketša eng go diteng tša SEPHOLEKE?

Dikhutlotharo

Dinoutse tša monolofatši

- ◆ Laela batšeakarolo gore ba lebelele Letšatši la 2 #4 letlakaleng la 59 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*.
- ◆ Kgopela batšeakarolo gore ba dire **Mošongwana wa 10** ka dihlopha tša bona tše dinnyane. Batšeakarolo ba abelana ka dikarabo tša bona sehlopheng se segolo.
- ◆ Bolelang ka bohlokwa bja go fa barutwana menyetla ya go hlaola le go bea diboepo tša go fapana ka dihlopha go ba thuša gore ba ithute dipharologantšho tša dikhutlotharo, mohl, palo ya mahlakore, gore ke mahlakore a thwii goba a go kgopama, le palo ya dikhutlo.

Ka go Kotara ya 2 Beke ya 3, barutwana ba tšwela pele go hlohlomiša diboepo tša mahlakorepedi ge ba hlaloša, ba hlaola le go di bapetša. Thutong ye o tlo tiišetša kwešišo ya gago ya dipharologantšho tša dikhutlotharo.

Refer to Day 2 #4 on page 58 of *Activity Guide: Term 2* and then complete Activity 10 in your group.



Activity 10

'How is the triangle different to other shapes in the classroom?' What answers would you expect from your learners?

It has three sides/lines/corners.

When learners are given opportunities to sort and group different shapes, they need to focus on the properties of the shapes to make their decisions, e.g. the number of sides, whether the sides are straight or curved and the number of corners.

Facilitator's notes

- ◆ Explain that the Maths Programme uses stories to teach maths concepts in a meaningful way.
- ◆ Dramatise the story, *They pulled and they pulled*, from Week 3 (*Activity Guide: Term 2*, pages 62 and 198).
- ◆ Ask participants to complete **Activity 11** in their groups.
- ◆ As each group reports back, list the questions they suggest on flipchart paper.

Stories are a great way to introduce shape concepts to learners. Listen to the story, *They pulled and they pulled*, from Week 3 (*Activity Guide: Term 2*, pages 62 and 198) as told by your facilitator and then complete Activity 11 in your group.



Activity 11

1. What questions could you ask learners to help them learn more about the properties of triangles?

Examples:

What can you tell me about the lines/corners/points of this shape?

How do you know it is a triangle?

What is the same/different about the triangle and the square?

Lebelele Letšatši la 2 #4 letlakaleng la 59 ka go *Pukutlhahlo ya Mareo: Kotara ya 2* gomme o dire Mošongwana wa 10 sehlopheng.



Mošongwana wa 10

'Na khutlotharo e fapana bjang le diboego tše dingwe tša ka phapošing ya gago?' O tlo lebelela dikarabo dife go tšwa barutwaneng?

E na le mahlakore/methaladi/dikhutlo tše tharo.

Ge barutwana ba filwe menyetla ya go hlaola le go hlopha diboego tša go fapana, gore ba kgone go tšea diphetho ba swanetše go nepiša dipharologantšho tša diboego, mohl, palo ya mahlakore, gore ke mahlakore a thwii goba a go kgopama le palo ya dikhutlo.

Dinoutse tša monolofatši

- ◆ Hlaloša gore Lenaneo la Dipalo le diriša dikanegelo go ruta mareo a dipalo ka tsela ya go kwešišega.
- ◆ Diragatšang kanegelo, *Ba gogile ba goga*, ya Beke ya 3 (*Pukutlhahlo ya Mareo: Kotara ya 2*, matlakala a 63 le 199).
- ◆ Kgopela batšeakarolo gore ba dire **Mošongwana wa 11** ka dihlopha.
- ◆ Ge sehlopha se sengwe le se sengwe se efa pego, ngwala dipotšišo tše ba di šišinyago pampiring ya tšhate ya go fetlega.

Dikanegelo ke tsela ye botse kudu ya go tsebiša barutwana mareo a diboego. Theeletša kanegelo, *Ba gogile ba goga*, ya Beke ya 3 (*Pukutlhahlo ya Mareo: Kotara ya 2*, matlakala a 63 le 199) ge e anegwa ke monolofatši wa gago gomme o dire Mošongwana wa 11 le sehlopha sa gago.



Mošongwana wa 11

1. O ka botšiša barutwana dipotšišo dife go ba thuša gore ba ithute go gontši ka ga dipharologantšho tša dikhutlotharo?

Mehlala:

O ka mpotša eng ka methaladi/dikhutlo/dintlha tša sebopego se?

O tseba bjang gore ke khutlotharo?

Ke eng tša go swana/fapana mo khutlotharong le mo sekwereng?

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

Note: Use *Activity Guide: Term 1* and *Term 2* to help you plan for teaching these weeks. The ideas and activity suggestions are a guide and resource. Set up the maths area with the content focus for each week.

2. Na bontši bja dipotšišo tše ke dipotšišo tša go lokologa goba dipotšišothwii?

Ela hloko: Diriša *Pukutlhahlo ya Mareo: Kotara ya 1 le Kotara ya 2* go go thuša go beakanyetša go ruta dibekeng tše. Dikgopolo le ditšhišinyo tša mešongwana ke tlhahli le sedirišwa. Beakanya karolo ya dipalo go ya ka nepišo ya diteng ya beke ye nngwe le ye nngwe.

Session 4: Planning for teaching

2 hours

Facilitator's notes

- ◆ Refer participants to Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3).
- ◆ Read the whole class, teacher-guided and workstation activities sections.
- ◆ Have participants work in groups to complete **Activity 12**.



Video 2

Activity Guide: Term 2, Week 1 (page 32)

Watch the video of the teacher-guided activity. Observe how the teacher uses questions to prompt and guide the learners during the activity.

Discuss how you have managed your teacher-guided activities in Term 1. Have you faced any challenges? If so, what strategies have you used to resolve them?

Terms 1 and 2 Content Summary (Term 1 (Week 10) and Term 2 (Weeks 1–3))

Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3) outlines the main Content Area Focus for each week, the topics to be covered, the new knowledge and practise focus for each week, and suggested activities for whole class, teacher-guided and independent group work for the week.



Activity 12

Look at Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3). Answer the questions.

Dinoutse tša monolofatši

- ◆ Laela batšeakarolo gore ba lebelele Mamatletšo ya A: Kotara ya 1 le 2 Kakaretšo ya Diteng ya Beke ka Beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1–3).
- ◆ Bala dikarolo tša mešongwana ya barutwana ka moka, ya go hlahlwa ke morutiši le ya mafelong a go šomela.
- ◆ Laela batšeakarolo go tlatša **Mošongwana wa 12** ka dihlopha.



Bideo 2

Pukutlhahlo ya Mareo: Kotara ya 2, Beke ya 1 (letlakala la 33)

Bogela bideo ya go hlahlwa ke morutiši. Lebelela ka fao morutiši a dirišago dipotšišo go hlohleletša le go hlahlwa barutwana ka nako ya mošongwana.

Hlaloša ka fao o dirilego mešongwana ya go hlahlwa ke morutiši ka Kotara ya 1. Na o bile le ditlhohlo? Ge go le bjalo, o dirišitše maano afe go di rarolla?

Kotara ya 1 le 2 Kakaretšo ya Diteng (Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1–3))

Mamatletšo ya A: Kotara ya 1 le 2 Kakaretšo ya Diteng ya Beke ka Beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1–3) di laetša Nepišokgolo ya Karolo ya Diteng ya beke ye nngwe le ye nngwe, dihlogotaba tše di tlo akaretšwago, tsebo ye mpsha le nepišo ya katišo ya beke ye nngwe le ye nngwe, le mešongwana ye e šišintšwego ya barutwana ka moka, mošomo wa go hlahlwa ke morutiši le wa sehlopha sa go se hlahlwiwe wa beke yeo.



Mošongwana wa 12

Lebelela Mamatletšo ya A: Kotara ya 1 le 2 Kakaretšo ya Diteng ya Beke ka Beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tša 1–3). Araba dipotšišo.

Questions	Week 10 Term 1	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2
What is the Content Area Focus for the week?	Data Handling	Numbers, Operations and Relationships	Numbers, Operations and Relationships	Space and Shape (Geometry)
What are the key concepts that learners will be learning?	Collecting, sorting and classifying data Representing data Reporting on data	Number symbols and number words Ordering numbers	Money Ordinal numbers Equal groups Counting objects	Position, direction and views 2-D shapes
What new knowledge is introduced?	Collect, sort and represent collections of objects Discuss and report on sorted collections of objects	More than, fewer than, equal to Number 4	South African coins Ordinal numbers first to fourth Making equal groups the same to 4 Counting objects 1-6	Oral counting 1-15 Counting objects 1-7 Position: underneath
What skills are being practised?	Oral counting 1-10 Counting objects 1-5 Sequencing numbers 1-3 Number concept 1-3 Before and after Copying patterns Problem solving	Oral counting 1-10 and 5-1 Counting objects 1-5 Sequencing numbers 1-3 Reinforcing number concept 1-3	Oral counting 1-10 and 5-1 Counting objects 1-5 Sequencing numbers 1-4 Reinforcing number concept 1-4 Biggest to smallest, smallest to biggest	Position: next to, between, in front of, behind, on top Direction: forwards, backwards Number concept 1-4 Sequencing numbers 1-4 Count backwards 5-1 Shapes: circle, square, triangle

Activity Guide: Term 1: Week 10 and Activity Guide: Term 2: Weeks 1-3

Refer to Week 10 in *Activity Guide: Term 1* and Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Complete Activity 13 in your group.

Dipotšišo	Beke ya 10 Kotara ya 1	Beke ya 1 Kotara ya 2	Beke ya 2 Kotara ya 2	Beke ya 3 Kotara ya 2
Nepišo ya Karolo ya Diteng ya beke ke efe?	Tšhomišo ya Tshedimošo ('Tšhomišo ya Data')	Dinomoro, Tirišo le Tswalano	Dinomoro, Tirišo le Tswalano	Sekgoba le Sebopego (Tšeometri)
Barutwana ba tlo ithuta mareokgolo afe?	Go kgoboketša, go hlaola le go hlopha tshedimošo Dira kemedi ya tshedimošo Go bega ka tshedimošo	Maswao a dinomoro le maina a dinomoro Go latelanya dinomoro	Tšhelete Palogohle Dihlopha tša go lekana Go bala dilo	Maemo, peakanyo le pono Dibopego tša 2-D
Go tsebišwa tsebo efe ye mpsha?	Kgoboketša, hlaola o be o emele mekgobo ya dilo tše di hlaotšwego Bolelang le be le bege ka ga mekgobo ya dilo tše di hlaotšwego	Ntši go feta, nnyane go, lekana le Nomoro 4	Dikhoine tša Afrika Borwa Palogohle ya mathomo go fihla go sa bone Go dira dihlopha gore di swane go fihla ka 4 Go bala dilo 1-6	Go balela godimo 1-15 Go bala dilo 1-7 Maemo: ka fase
Go ikatišwa mabokgoni afe?	Go balela godimo 1-10 Go bala dilo 1-5 Go latelanya dinomoro 1-3 Temogopalo 1-3 Pele le ka morago Kopolla dipatrone Tharolla ya mathata	Go balela godimo 1-10 le 5-1 Go bala dilo 1-5 Go latelanya dinomoro 1-3 Temogopalo 1-3	Go balela godimo 1-10 le 5-1 Go bala dilo 1-5 Go latelanya dinomoro 1-4 Temogopalo 1-4 Kgolo ka go fetiša go ya go nnyane ka go fetiša, nnyane ka go fetiša go ya go kgolo ka go fetiša	Maemo: kgauswi le, gare, pele ga, ka morago, ka godimo Tšhupetšo: pele, morago Temogopalo 1-4 Go latelanya dinomoro 1-4 Go balela morago 5-1 Dibopego: sediko, sekwere, khutlotharo

Pukutlhahlo ya Mareo: Kotara ya 1: Beke ya 10 le Pukutlhahlo ya Mešongwana: Kotara ya 2: Dibeke tša 1-3

Lebelela Beke ya 10 ka go *Pukutlhahlo ya Mareo: Kotara ya 1* le Dibeke tša 1, 2 le 3 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. Dirang Mošongwana wa 13 ka sehlopha.



Activity 13

Find Week 10 in *Activity Guide: Term 1*. Answer the questions.

1. What is the Content Area Focus for the week?
2. What topics and new knowledge are taught in this week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching this week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for this week of teaching.
7. In your small group refer back to Week 10 in Appendix A. Match the whole class activities and small group activities in Week 10 of *Activity Guide: Term 1* to the Weekly Content Summary in Appendix A.



Activity 14

Find Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Answer the questions.

1. What is the Content Area Focus for each week?
2. What topics and new knowledge are taught in each week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching each week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for these three weeks of teaching.
7. In your small group refer back to Weeks 1–3 in Appendix A. Match the whole class activities and small group activities in Weeks 1–3 of *Activity Guide: Term 2* to the Weekly Content Summary in Appendix A.



Remember that the eye in the shaded block at the end of the teacher-guided activities (**Check that learners are able to**) reminds us that we need to observe the learners while they are busy, and we need to listen carefully while they are talking to us and to their peers.

Make a mental note of each learner and once the learners have left for the day, write down your observations in a dedicated observation book that has space for each learner's notes.



Mošongwana wa 13

Hwetša Beke ya 10 ka go *Pukutlhahlo ya Mareo: Kotara ya 1*. Araba dipotšišo.

1. Nepišo ya Karolo ya Diteng ya beke ke efe?
2. Bekeng ye go rutwa dihlogo dife tša ditaba le tsebo efe ye mpsha?
3. Na diteng tša 'Go ikatiša' di tswalana bjang le beke ya go feta?
4. O hloka eng go itokišetša go ruta beke ye?
5. Bala mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane.
6. Ka sehlopha se sennyane ahlaahlang gore le tlo beakanya le go rulaganya phapoši ya lena bjang gore e lokele go ruta beke ye.
7. Ka sehlopha se sennyane lebelelang Beke ya 10 ka go Mamatletšo ya A.
Tswalanyang mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane ya Beke ya 10 ka go *Pukutlhahlo ya Mareo: Kotara ya 1* le Kakaretšo ya Diteng tša Beke ka Beke ka go Mamatletšo ya A.



Mošongwana wa 14

Hwetša Dibeke tša 1, 2 le 3 ka go *Pukutlhahlo ya Mareo: Kotara ya 2*. Araba dipotšišo.

1. Nepišo ya Karolo ya Diteng ya beke ye nngwe le ye nngwe ke efe?
2. Go rutwa dihlogotaba dife le tsebo efe ye mpsha beke ye nngwe le ye nngwe?
3. Na diteng tša 'Go ikatiša' di tswalana bjang le beke ya go feta?
4. O hloka eng go itokišetša go ruta beke ye nngwe le ye nngwe?
5. Bala mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane.
6. Ka sehlopha se sennyane ahlaahlang gore le tlo beakanya le go rulaganya phapoši ya lena bjang gore e lokele go ruta dibekeng tše tharo tše.
7. Ka sehlopha se sennyane lebelelang Dibeke tša 1–3 ka go Mamatletšo ya A.
Tswalanya mešongwana ya barutwana ka moka le mešongwana ya dihlopha tše dinnyane ya Dibeke tša 1–3 ka go *Pukutlhahlo ya Mareo: Kotara ya 2* le Kakaretšo ya Diteng tša Beke ka Beke ka go Mamatletšo ya A.



O gopole gore leihlo leo le lego polokong ya go fifatšwa mafelelong a mešongwana ya go hlahlwa ke morutiši (**Lekola gore barutwana ba kgona go**) le re gopotša gore re swanetše go hlokomela barutwana ge ba šoma, le gore re hloka go ba theeletša ka tlhokomelo ge ba bolela le rena le dithaka tša bona.

Morutiši o swara tše a di bonago ka ga morutwana yo mongwe le yo mongwe ka hlogong gomme ge barutwana ba ile gae, o ngwala se a se bonego ka pukung ya temogo ya go ba le sekgoba sa morutwana yo mongwe le yo mongwe.

Closing activities

Facilitator's notes

- ◆ **Lessons learnt:** Ask participants to think about what they have learnt during the workshop and to complete **Activity 15** individually.
- ◆ **Take back to school task:** Read through this task. Ask if there is anything that is not clear and that requires more explanation. Draw attention to how observation and assessment records and systems must be in place by this stage of the year. Ask how participants are filing these. Ask for examples to be brought to Workshop 5.
- ◆ **Evaluation:** Hand out copies of the Workshop Evaluation Form and have participants complete the form.
- ◆ **Next workshop:** Give dates for the next workshop and close the workshop.



Activity 15

Lessons learnt: Think about what you learnt during the workshop and complete the table.

Things I am already doing that work well	New ideas that I would like to try

Mešongwana ya go tswalela

Dinoutse tša monolofatši

- ◆ **Thuto ye go ithutilwego yona:** Kgopela batšeakarolo go nagana ka se ba ithutilego sona ka thutofatlhošong le go feleletša **Mošongwana wa 15** ka o tee ka o tee.
- ◆ **Mošomo wo o tlo boelago le wona sekolong:** Bala mošomo wo. O botšiše ge go na le seo se sa kwagalego gabotse sa go nyaka tlhalošo ye ntši. Lebiša šedi go ka fao direkhote tša tlhokomelo le tekolo le mekgwa di swanetšego go ba di lokile legatong le la ngwaga. Botšiša batšeakarolo gore ba di tlatša bjang. Ba kgopele gore ba tle le mehlala Thutofatlhošong ya 5.
- ◆ **Tekolo:** Aba dikhopi tša Foromo ya Tekolo ya Thutofatlhošo gomme batšeakarolo ba e tlatše.
- ◆ **Thutofatlhošo ya go latela:** Efa matsatsikgwedi a thutofatlhošo ya go latela gomme o tswalele thutofatlhošo.



Mošongwana wa 15

Dithuto tše go ithutilwego tšona: Nagana ka se o ithutilego sona ka thutofatlhošong gomme o feleletše tafola.

Dilo tše ke di dirago tše di šomago gabotse	Dikgopolo tše diswa tše ke ratago go di leka



Take back to school task

1. Continue with your observations to build up a complete picture of each learner.
2. During the teacher-guided activities complete the *Check that learners are able to* section (after the teacher-guided activity in each week) for each learner being observed.
3. Make a copy of the Exemplar Record of Continuous Assessments in *Activity Guide: Term 1* (pages 190–193).
4. Use the information collected in your observation notes to date and record each learner's development. (Remember that patterns of development need to be recorded over time.)
5. Use *Activity Guide: Term 1* (Week 10) and *Activity Guide: Term 2* (Weeks 1–3) to plan and implement Term 1 Week 10 and Term 2 Weeks 1–3 of the Maths Programme, including creating a maths area with a focus on the concept for each week.
6. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning. Bring your evaluation report to the next workshop.

Evaluation

Complete the Evaluation Form.



Mošomo wo o tlo boelago le wona sekolong

1. Tšwela pele go hlokomela barutwana gore o be le seswantšho sa go tlala sa morutwana yo mongwe le yo mongwe.
2. Ka nako ya mešongwana ya go hlahlwa ke morutiši dira karolo ya *Lekola gore barutwana ba kgona go* (ka morago ga mešongwana wa go hlahlwa ke morutiši beke ye nngwe le ye nngwe) ya morutwana yo mongwe le yo mongwe yo a hlokometšwego.
3. Dira khophi ya Mohlala wa Rekhote ya Ditekolo/Dikelotšweledi ka go *Pukutlhahlo ya Mešongwana: Kotara ya 1* (matlakala a 190–193).
4. Diriša tshedimošo ye o e kgobokeditšego dinoutseng tša tlhokomelo go fihla ga bjale gomme o rekhote tlihabologo ya morutwana yo mongwe le yo mongwe. (Gopola gore dipatrone tša tlihabologo di hloka go rekhotwa sebaka se setelele.)
5. Diriša *Pukutlhahlo ya Mešongwana: Kotara ya 1* (Beke ya 10) le *Pukutlhahlo ya Mešongwana: Kotara ya 2* (Dibeke tša 1–3) go beakanya le go phethagatša Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tša 1–3 tša Lenaneo la Dipalo, go akaretšwa le go hlama karolo ya dipalo ya go nepiša lereo la beke ye nngwe le ye nngwe.
6. Ngwala tekolo ya se o naganago gore se šomile gabotse, le se o naganago gore ga se sa šoma gabotse le se o ka se dirago ka tsela ye e fapanego go kaonafatša go ruta le go ithuta. O tle le pego ya gago ya tekolo thutofatlhošong ya go latela.

Tekolo

Tlatša Foromo ya Tekolo.

APPENDIX A: TERM 1 AND 2 WEEKLY CONTENT SUMMARY: TERM 1 (WEEK 10) AND TERM 2 (WEEKS 1-3)

Term 1: Activity Plan

Week 10				
CONTENT AREA: DATA HANDLING				
TOPIC: Collect and sort objects, represent sorted collections of objects, discuss and report on sorted collections of objects				
INTRODUCE NEW KNOWLEDGE: Collect, sort and represent collections of objects (weather); discuss and report on sorted collections; create own pattern				
PRACTISE: Oral counting 1-10, counting backwards from 5, sequencing numbers 1-3, counting objects 1-5, number concept 1-3, copy patterns, problem-solving techniques				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Sorting and classifying, waste items.	Oral counting. Touch and count – one-to-one correspondence. Sorting and classifying activities – animals. Representing and interpreting data.	Activity 1	Sorting waste.
Day 2	Data collection, sorting clothing items.		Activity 2	Sorting colours.
Day 3	Sorting and classifying, group game.		Activity 3	Sorting tray, natural items.
Day 4	Use data collected from the weather discussions, represent and analyse how many days were sunny, raining etc.		Activity 4	Copy pattern using concrete objects and then create own pattern.
Day 5	Weather data collection, representing and analysing.			

Term 2: Activity Plan

Week 1				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Recognise number symbols and number words, describe, order and compare numbers				
INTRODUCE NEW KNOWLEDGE: More than/fewer than/equal to, introduce number 4				
PRACTISE: Oral counting 1-10, sequencing numbers 1-3, counting objects 1-5, reinforce number concept 1-3				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Introduce 4 (giraffes).	Counting objects 1-5. Matching objects to number dot, symbol and word cards 1-4. Arrange counters to match dot cards. Practise more than, fewer than, equal. Write number 4 (as with numbers 1 to 3).	Activity 1	Playdough mat 4 (as for previous numbers).
Day 2	Introduce more than/less than/equal to, maths table.		Activity 2	Number ordering puzzle activity to 4 (forms a picture).
Day 3	Reinforce 1-4, dot cards and ordering.		Activity 3	Matching number symbols, words and concrete objects to 4.
Day 4	Reinforce 1-4, Unifix blocks and hoops.		Activity 4	Number puzzles (no number words).
Day 5	Reinforce number 4, Poster 6.			

MAMATLETŠO YA A: KOTARA YA 1 LE 2 KAKARETŠO YA DITENG YA BEKE KA BEKE: KOTARA YA 1 (BEKE YE 10) LE KOTARA YA 2 (DIBEKE TŠA 1-3)

Kotara ya 1: Peakanyo ya Mošongwana

Beke ya 10				
KAROLO YA DITENG: TŠHOMIŠO YA TSHEDIMOŠO				
HLOGOTABA: Kgoboketša le go hlaola dilo, Dira kemedi ya mekgobo ya dilo tše di hlaotšwego, bolelang le go bega ka mekgobo ya dilo tše di hlaotšwego				
SEBO YE MPŠHA: Kgoboketša, hlaola o be o emele mekgobo ya dilo tše di hlaotšwego; bolelang le be le bege ka ga mekgobo ya dilo tše di hlaotšwego				
GO IKATIŠA: Go balela godimo 1-10, go latelanya dinomoro 1-3, go bala dilo 1-5, temogopalo 1-3, kopolla dipatrone, tharolla ya mathata. pele le ka morago				
Mešongwana ya barutwana ka moka		Mošomo wa go hlahlwa ke morutiši	Mešongwana ya mafelong a go šomela	
Letšatši la 1	Go hlaola le go hlopha, matlakala.	Go balela godimo. Swara o be o bale - tee-ka-tee tša go swana. Go hlaola le go hlopha mešongwana-diphoofolo. Go emela le go hlatholla tshedimošo.	Mošongwana wa 1 Mošongwana wa 2 Mošongwana wa 3 Mošongwana wa 4	Go hlaola matlakala. Go hlaola mebala. Go hlaola therei, dilo tša tlhago. Kopisa patrone o diriša dilo tša go swarwa gomme o ihlamele patrone.
Letšatši la 2	Kgoboketšo ya tshedimošo, go hlaola diaparo.			
Letšatši la 3	Go hlaola le go hlopha, moraloko wa sehlopha.			
Letšatši la 4	Diriša tshedimošo ye e kgobokeditšwego dipoledišanong tša boso, emela o be o sekaseke gore ke matšatši a makae ao a fišitšego, go nelego pula, bj.bj.			
Letšatši la 5	Kgoboketšo ya tshedimošo ya boso, go emela le go sekaseka.			

Kotara ya 2: Peakanyo ya Mošongwana

Beke ya 1				
KAROLO YA DITENG: DINOMORO, TIRIŠO LE TSWALANO				
HLOGOTABA: Go lemoga le go hlatha maswao a dinomoro le maina a dinomoro, hlaloša, bapetša o be o beakanye dinomoro				
TSEBO YE MPŠHA: Ntši go feta nnyane go, lekana le. nomoro 4				
GO IKATIŠA: Go balela godimo 1-10 le 5-1, go latelanya dinomoro 1-3, go bala dilo 1-5, temogopalo 1-3				
Mešongwana ya barutwana ka moka		Mošomo wa go hlahlwa ke morutiši	Mešongwana ya mafelong a go šomela	
Letšatši la 1	Tsebiša 4 (dithutlwa).	Go bala dilo 1-5. Go tswalanya selo le lerontho la nomoro, dikarata tša maswao le maina 1-4. Beakanya dibaledi gore di tswalane le dikarata tša marontho. Ikatiše go feta, fetwa ke, lekana. Ngwala nomoro 4 (go swana le nomoro 1 go ya go 3).	Mošongwana wa 1 Mošongwana wa 2 Mošongwana wa 3 Mošongwana wa 4	Mmete wa tlhama 4 (bjalo ka dinomoro tša go feta). Mošongwana wa marara go latelanya dinomoro go ya go 4 (dira seswantšho). Maswao a dinomoro, maina le dilo tša go swarwa go ya go. Marara a dinomoro (ga go maina a dinomoro).
Letšatši la 2	Tsebiša feta/fetwa ke/lekana le, tafola ya dipalo.			
Letšatši la 3	Gatelela 1-4, dikarata tša marontho le go latelanya.			
Letšatši la 4	Gatelela 1-4, dipoloko tša Unifix le dihupu.			
Letšatši la 5	Gatelela nomoro 4, Phoustara ya 6.			

Week 2				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Money: develop an awareness of South African coins				
INTRODUCE NEW KNOWLEDGE: South African coins, ordinal numbers first to fourth, making equal groups the same to 4, counting objects 1–6				
PRACTISE: Oral counting 1–10 and 5–1, sequencing numbers 1–4, reinforce number concept 1–4, biggest to smallest/smallest to biggest				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Introduce South African coins (cents and rands), Poster 7.	Number concept 1–4. Estimation. Shake and break with 4. South African coins – match coins to ‘goods in shop’. Use cut-out coins; sorting, ordering, matching. Make equal groups to 4 – using counters.	Activity 1	Make own coin (give a circle shape).
Day 2	Maths table – shopping, ordinal numbers first to fourth.		Activity 2	Number caterpillar – sequencing numbers 1–4.
Day 3	Matching number/dot cards and number words.		Activity 3	Draw or paste objects to match numbers 1–4.
Day 4	Ordering number 1–4, shopping.		Activity 4	Posting activity using number and colour 1–4.
Day 5	Problem solving up to 4 (Poster 7).			

Week 3				
CONTENT AREA: SPACE AND SHAPE (GEOMETRY)				
TOPIC: Position, orientation and views; describes sorts and compares 2-D shapes				
INTRODUCE NEW KNOWLEDGE: Position: underneath, oral counting 1–15, counting objects 1–7, orientation and views				
PRACTISE: Oral counting 1–10 and 5–1; sequencing numbers 1–4; reinforce number concept 1–4; count backwards 5–1; shapes: circle, square, triangle; position: in front of, behind, on top, between, next to; direction: forwards, backwards				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Positions, shape game.	Counting. Use shapes to show correct number (1–4). Position: next to, between, in front of, behind, on top, underneath. Direction: forwards, backwards.	Activity 1	Colour triangles.
Day 2	Reinforce the triangle.		Activity 2	Carrot activity (cut out triangles and add correct number of leaves).
Day 3	Position (next to, between, in front of, behind, on top, underneath).		Activity 3	Sorting tray – according to colour, shape or size (one attribute).
Day 4	Reinforce all the shapes done, shape story.		Activity 4	Building towers with construction blocks.
Day 5	Following direction: How do I get to ...? Poster 9. Orientation and views using a toy car.			

Beke ya 2				
KAROLO YA DITENG: DINOMORO, TIRIŠO LE TSWALANO				
HLOGOTABA: Tšhelete: Thoma temošo ya dikhoine tša Afrika Borwa				
TSEBO YE MPSHA: Dikhoine tša Afrika Borwa, palogohle ya mathomo go fihla go ya bone, go dira dihlopha gore di swane go fihla ka 4 4, go bala dilo 1-6				
GO IKATIŠA: Go balela godimo 1-10 le 5-1, go latelanya dinomoro 1-4, temogopalo 1-4, kgolo ka go fetiša go ya go nyane ka go fetiša/nnyane ka go fetiša go ya go kgolo ka go fetiša				
Mešongwana ya barutwana ka moka ka phapošing		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela	
Letšatši la 1	Tsebiša dikhoine tša Afrika Borwa (disente le diranta), Phoustara ya 7.	Lere la nomoro 1-4. Kakanyo.	Mošongwana wa 1	Itirele khoine (efa sebopego sa sediko).
Letšatši la 2	Tafola ya Dipalo – go reka, palogohle ya mathomo go fihla go ya bone.	Šikinya o be o aroganye ka 4.	Mošongwana wa 2	Seboko sa nomoro – go latelanya dinomoro 1-4.
Letšatši la 3	Go tswalanya dikarata tša dinomoro/marontho le maina a dinomoro.	Dikhoine tša Afrika Borwa – tswalanya dikhoine le ‘dithoto tša ka lebenkeleng’.	Mošongwana wa 3	Thala goba o kgomaretše dilo go tswalanya dinomoro 1-4.
Letšatši la 4	Go latelanya dinomoro 1-4, go reka.	Diriša dikhoine tša go ripiwa; go hlaola, go latelanya, go tswalanya.	Mošongwana wa 4	Go posa mošongwana o diriša nomoro le mmala 1-4.
Letšatši la 5	Tharollo ya mathata go fihla ka 4 (Phoustara ya 7).	Dira dihlopha tša go lekana le 4 – o diriša dibaledi.		

Beke ya 3				
KAROLO YA DITENG: SEBOPEGO LE SEKGOBA (TŠEOMETRI)				
HLOGOTABA: Maemo, peakanyo le pono; hlaloša, hlaola le go bapetša diboepo tša 2-D				
TSEBO YE MPSHA: Maemo: ka fase, go balela godimo 1-15, go bala dilo 1-7				
GO IKATIŠA: Go latelanya dinomoro 1-4; temogopalo 1-4; go balela morago 5-1; diboepo: sediko, sekwere, khutlotharo; maemo: pele ga, ka morago, ka godimo, gare, kgauswi le; tšhupetšo: pele, morago				
Mešongwana ya barutwana ka moka ka phapošing		Mošomo wa go hlhlwa ke morutiši	Mešongwana ya mafelong a go šomela	
Letšatši la 1	Boemo, moraloko wa sebopego.	Go bala.	Mošongwana wa 1	Dikhutlotharo tša mebala.
Letšatši la 2	Gatelela khutlotharo.	Diriša diboepo go bontšha nomoro ya go nepagala (1-4).	Mošongwana wa 2	Mošongwana wa kherote (ripa dikhutlotharo o be o tsenye nomoro ya go nepagala ya matlakala).
Letšatši la 3	Boemo (kgauswi le, gare, pele ga, ka morago, ka godimo, ka tlase).	Boemo: kgauswi le, gare, pele ga, ka morago, ka godimo, ka tlase.	Mošongwana wa 3	Therei ya go hlaola – go ya ka mmala, sebopego goba bogolo (lehlaodi le letee).
Letšatši la 4	Gatelela diboepo ka moka tše di dirilwego, kanegelo ya sebopego.	Tšhupetšo: pele, morago.	Mošongwana wa 4	Go aga ditora ka dipoloko tša go aga.
Letšatši la 5	Go latela tšhupetšo: Ke ya bjang go ...? Phoustara ya 9. peakanyo le dikgopolo o diriša sefatanaga sa go bapadiša.			

Workshop 4 Evaluation Form

1. Did the workshop meet your expectations?

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

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

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

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

Foromo ya Tekolo ya Thutofatlhošo ya 4

1. Na thutofatlhošo e fihleletše tše o bego o di lebeletše?

2. O ithutile eng go thutofatlhošo ye se se go thušitšego kudu?

3. Go na le se o se go wa se rata goba o sa se kwešiše go?

4. O tlo phethagatša se o ithutilego sona bjang phapošing ya gago ya Mphato wa R?

5. Go na le tše o di šišinyago go kaonafatša dithutofatlhošo tše di latelago?
