



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Sesotho/English

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



Wekshopo ya 4 • Workshop 4
Buka ya Mosebetsi ya Monkakarolo • Participant's Workbook

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

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.



The Grade R Mathematics Improvement Programme is adapted from *R-Maths*, first published in 2017 by the Schools Development Unit, University of Cape Town. Copyright of *R-Maths* is held by the University of Cape Town.

The Grade R Mathematics Improvement Programme is licensed under a Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



This licence allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. To view the full conditions for this licence, visit: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza
Translation and publishing project management: Arabella Koopman
Translation co-ordination (Sotho languages): Lorato Trok
Translation: Hilda Mohale
Editing (Sesotho): Madikapi Mahlasela
Illustrations: Jiggs Snaddon-Wood

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

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

Projeke ya Mmetse wa Kereiti ya R le Ntlatso ya Puo e tsamaiswa ke **JET Education Services** mmoho le **Schools Development Unit** ya **UCT** le **Wordworks** jwaloka balekane ba setegeniki.

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

DITEBOHO

Diteboho tse kgethehileng ho:

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



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

Lenaneo le Ntlatsoeng la Mmetse la Kereite ya R le filwe laesense ka tlasa Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



Laesense ena e fa basebedisi-hape tetla yah o aba, kopanya botjha, amahanya le maemo, le ho eketsa hodima disebediswa ka mofuta ofe le ofe kappa sebopeho sefe le sefe bakeng sa merero eo e seng ya kgwebo, hape le ha ho thwe moqaqi wa teng. Ha o kopanya botjha, o amahanya le maemo kapa o eketsa hodima disebediswa, o tlameha ho sebedisa laesense ya mantswe a tshwanang bakeng sa disebediswa tse fetotsweng. Bakeng sa ho sheba maemo a felletseng bakeng sa laesense ena, etela: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Popo le tsamaiso ya lenaneo: Cally Kuhne le Tholisa Matheza
Tsamaiso ya projeke ya phetolelo le phatlalatsa: Arabella Koopman
Kgokahanyo ya diphetolelo (dipuo tsa Sesotho): Lorato Trok
Phetolelo: Hilda Mohale
Ho hlophisa: Madikapi Mahlasela
Ditshwantsho: Jiggs Snaddon-Wood

Contents

Overview

Purpose	page 6
Learning outcomes	page 6
Workshop content	page 6

Workshop content

Opening and reflection	page 8
Session 1: Data Handling	page 10
Session 2: Numbers, Operations and Relationships	page 18
Session 3: Space and Shape (Geometry)	page 28
Session 4: Planning for teaching	page 32

Appendix A: Term 1 and 2 Weekly Content Summary:

Term 1 (Week 10) and Term 2 (Weeks 1–3)	page 42
Workshop 4 Evaluation Form	page 46

Dikahare

Tjhebokakaretso

Sepheo	leqephe la 7
Diphetho tsa ho ithuta	leqephe la 7
Dikahare tsa wekshopo	leqephe la 7

Dikahare tsa wekshopo

Pulo le boikgopotso	leqephe la 9
Karolo ya 1: Ho Sebetsa ka Datha	leqephe la 11
Karolo ya 2: Dinomoro, Matshwao le Dikamano	leqephe la 19
Karolo ya 3: Sebaka le Sebopeho (Jeometri)	leqephe la 29
Karolo ya 4: Ho etsa moralo bakeng sa ho ruta	leqephe la 33

Sehlomathiso A: Kotara ya 1 le 2 Kakaretso ya Dikahare tsa Beke le beke:

Korata ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tsa 1-3)	leqephe la 43
Foromo ya Tlhahlobo ya Wekshopo ya 4	leqephe la 47

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)

Tjhebokakaretso

Sepheo

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

Sepheo sa wekshopo ena ke ho thusa matitjhere ho kenya tshebetsong Lenaneo la Mmetse ka diphaposeng tsa bona tsa borutelo. Bankakarolo ba tla ba le monyetla wa ho hopola tseo ba di lemohileng mme ba sibolle kamoo **ntlhatheo ya mekgahlelo** e susumetsang ho rera, ho ruta le ho ithuta ka teng. Bankakarolo hape ba tla nahanisisa **ntlhatheo ya mekgahlelo** le kamoo ba ka arabelang ho baithuti ba nang le ditlhoko tse ikgethileng tsa ntshetsopele le ho ithuta. Dikarolo di tla fana ka tsebo e eketsehileng le kutlwisiso ya ho ruta le ho ithuta ho Dikarolo tsa Dikahare tse entsweng ho Beke ya 10 ya Kotara ya 1, le Dibeke tsa 1–3 tsa Kotara ya 2.

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

Diphetho tsa ho Ithuta

- ◆ Ho shebisisa ho kenya tshebetsong ha Kotara ya 1 Dibeke tsa 6–9
- ◆ Ho sibolla mawa a ho tshehetsa ho ruta mmetse Kereiting ya R
- ◆ Ho qala ho tlisa ditharollo ho kgatelopele ya baithuti le mekgahlelo ya ntshetsopele
- ◆ Ho sebedisa dintlhatheo tsa Lenaneo la Mmetse moralong wa beke le beke
- ◆ Ho sekaseka dikahare tsa Lenaneo la Mmetse tsa Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tsa 1–3 (Ho Sebetsa ka Datha; Dinomoro, Matshwao le Dikamano; Sebaka le Sebopeho (Jeometri))

Dikahare tsa wekshopo

- ◆ Pulo le boikgopotso (Hora e 1)
- ◆ Karolo ya 1: Ho Sebetsa ka Datha (Hora e 1)

TEYE

- ◆ Karolo ya 2: Dinomoro, Matshwao le Dikamano (Hora e 1)
- ◆ Karolo ya 3: Sebaka le Sebopeho (Jeometri) (Hora e 1)

DIJO TSA MOTSHEARE

- ◆ Karolo ya 4: Ho etsa moralo bakeng sa ho ruta (Dihora tse 2)

Opening and reflection

1 hour

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.

Pulo le boikgopotso

Hora e 1

Ikgopotseng ka ho kenngwa tshebetsong ha Lenaneo la Mmetse ho lenaneo la lona la letsatsi le letsatsi mme le phethele ketsahalo e latelang sehlotshwaneng sa lona.



Ketsahalo ya 1

Buisanang ka kgatelopele ya lona ya ho kenya tshebetsong mosebetsi wa *Kgutlela le yona sekolong* ho tswa ho Wekshopo ya 3.

Shebang mabokoso a ho lekola ditemoho a qetellong ya beke ka nngwe ho *Tataiso ya Diketsahalo: Kotara ya 1, Dibeke tsa 6, 7, 8 le 9.*

1. Ke dikutlwisiso dife tseo o di fumaneng ha o ntse o shebelletse baithuti nakong ya bona ya tsepamiso ho Mmetse?

2. Ke eng eo o e fumaneng e le thata mabapi le ditemoho tseo nakong ya ketsahalo e tataiswang ke titjhere?

3. Bolela ntho e le nngwe e ntjha e sebetsang hantle mabapi le ho kenya tshebetsong ha hao ha Kotara ya 1 Dibeke tsa 6–9. Na o fumane hore Lenaneo la Mmetse le a thusa mabapi le ho ruta le ho ithuta ka tlelaseng ya hao ya Kereiti ya R?

Ho ya ka **ntlhatheo ya mekgahlelo**, ho lemoha diphapang ho bolela hore seo o se rutang le kamoo o se rutang kateng di lokela ho nkela hloohong bokgoni bo fapaneng le maemo a ntshetsopele a fapaneng a baithuti ba hao. Ho sebedisa mokgwa ona, o lokela ho dula o ntse o shebile le ho rekota kgatelopele le ntshetsopele ya moithuti ka mong ho mmetse.

Session 1: Data Handling

1 hour

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

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.

Karolo ya 1: Ho Sebetsa ka Datha

Hora e 1

Wekshopo ena e tsepame ho ho ruta dikahare tse latelang tsa Lenaneo la Mmetse: Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tsa 1-3. Karolo ena e tsepame ho Kotara ya 1 Beke ya 10: Ho Sebetsa ka Datha.

Kotara ya 1 Tjhebokakaretso ya Dikahare: Ho Sebetsa ka Datha

Shebang Karolo ya Dikahare ya Ho Sebetsa ka Datha e ho maqephe a 136-137 a *Tataiso ya Dikahare*.



Ketsahalo ya 2

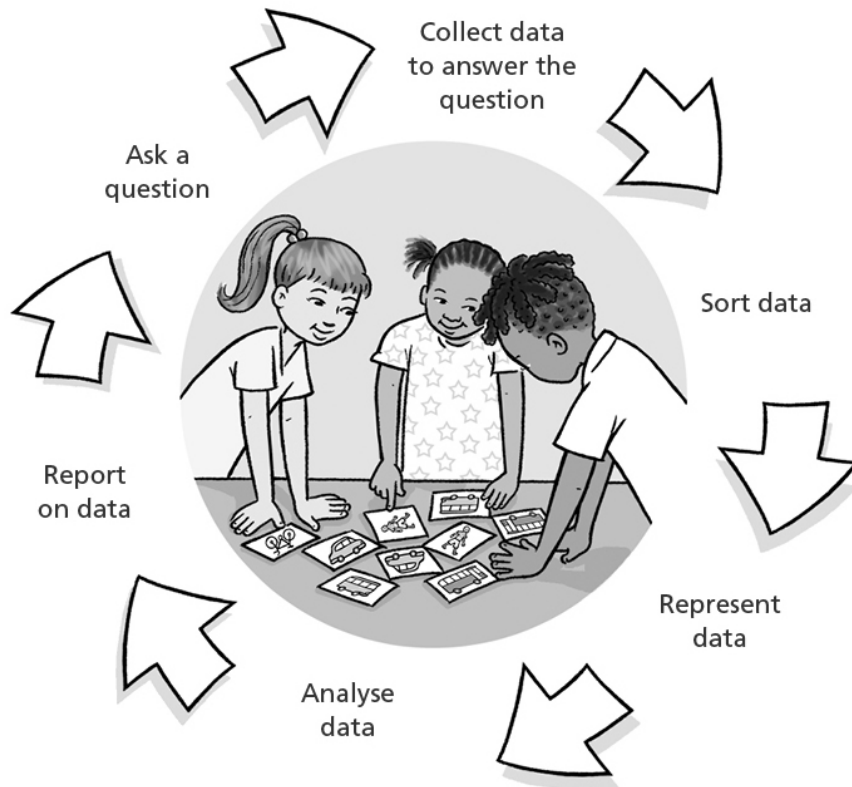
Sehlopheng sa lona, buisanang ka hore:

1. Ke dikahare dife tsa Ho Sebetsa ka Datha tse kenyeleditsweng ho Kotara ya 1?

2. Ke eng eo Lenaneo la Mmetse le e eketsang ho dikahare tsa SLTK?

Ho sebetsa ka datha

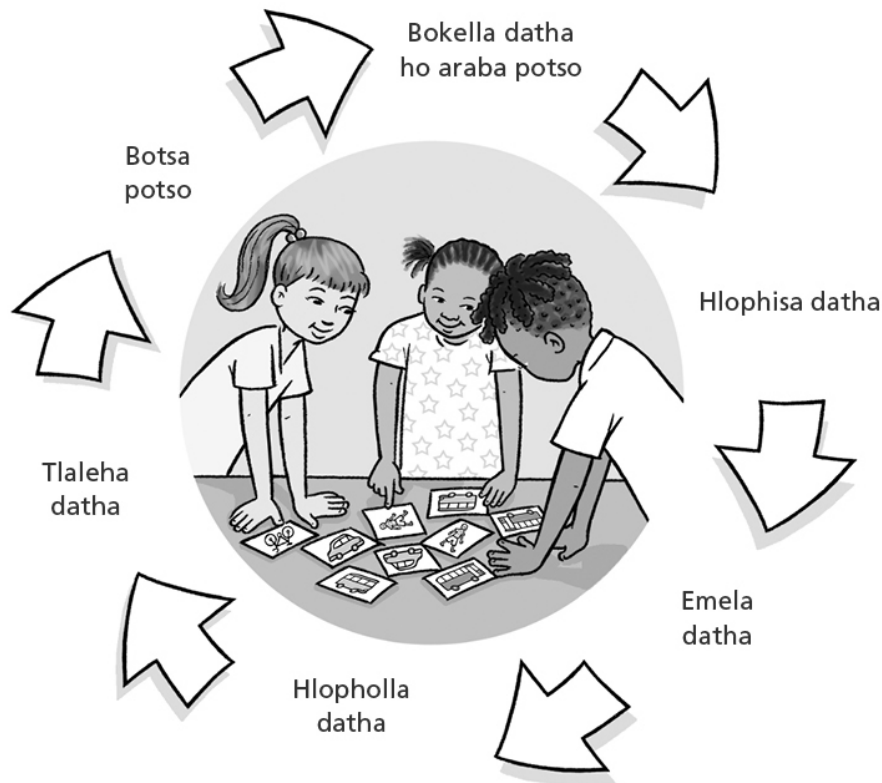
Karolong ena, o tla ithuta ka saekele ya Ho Sebetsa ka Datha e le mokgwatshebetso wa ho rarolla mathata. Ho Sebetsa ka Datha Kereiting ya R ho tsepame ho ho bokella, ho hlopha, ho hlophisa, ho emela le ho manolla tlhahisoleseding e mabapi le batho kapa dintho. Lebakabaka la ho bokella datha ke ho araba potso kapa ho rarolla bothata.



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.
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.



Hangata batho ba bua ka mokgwatshebetso wa ho Sebetsa ka Datha ka ho o bitsa saekele hobane diketsahalo tse etsahalang moo di phetaphetwa ka tatelano e tshwanang bakeng sa potso ka nngwe e ntjha e arajwang.

1. **Botsa potso:** Baithuti ba etsa qeto ya hore ba batla ho fumana dintlha mabapi le eng. Lena ke lona lebaka la ho bokella datha kapa tlhahisoleseding e itseng. Kgwele e hokanyang datha mmoho ke lebaka la ho bokella datha kapa tlhahisoleseding e itseng.
2. **Bokella datha:** Baithuti ba etsa qeto ya kamoo ba batlang ho bokella datha ho ya ka potso kapa bothata.
3. **Hlophisa datha:** Baithuti ba lokisa le ho hlophisa datha ka dihlopha ho ya ka makgetha. Bakeng sa ho araba dipotso le ho etsa diqeto tsa kamoo ba tla bontsha datha eo ba e bokeletseng, diqeto di lokela ho etswa mabapi le kamoo dintho di lokelang ho hlophiswa.
4. **Ho emela datha:** Baithuti ba sibolla ditsela tse fapaneng tsa ho bontsha kapa ho hlahisa tlhahisoleseding eo ba e bokelletseng.
5. **Hlopholla datha:** Baithuti ba hlalosa le ho bapisa datha e bontshitsweng.
6. **Tlaleho mabapi le datha:** Baithuti ba araba potso e neng e botsitswe pele.

Dintho di ka hlotjhwa le ho hlophiswa (tsa bewa ka dihlopha) ho ya ka ditshwano tsa tsona, tse jwalo ka mmala, diphoofolo, dijalo. Ha baithuti ba tseba haholo ka makgetha a dintho, le ditshwano le diphapang tsa tsona, ba tla kgona ho etsa dihlopha tse fapaneng tsa tlhophiso.



Video 1

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.

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 16. 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.



Video ya 1

Shebellang video ya tlelase ha e bopa le ho manolla kerafo ya ditshwantsho bakeng sa ho emela maemo a lehodimo.

Buisanang kamoo titjhere a hlahisang mohato ka mong ka hara thuto. Lemohang mefuta ya dipotso tseo a di sebedisang le kamoo a hatellang tshebediso ya tlotlontswe e nepahetseng ka teng.

Ketsahalo ena e latelang e tla o fetisa mehatong e tsheletseng ya saekele ya Ho Sebetsa ka Datha.



Ketsahalo ya 3

Nka dibadi tse latelang tsa diphoofolo ho tswa ho *Khiti ya Disebediswa* ya Lenaneo la Mmetse: matata a mararo, dikgoho tse pedi le pere e le nngwe.

1. Nahanisisa potso ena: Na ho na le matata a mangata ho feta kapa dikgoho tse ngata ho feta sehlopheng seo?
2. Hlopha le ho bokella datha: Hlophisa diphoofolo tsa hao ka dihlotshwana mme ebe le buisana ka tse latelang le molekane:
 - ◆ Na jwale o se o bona hore ebe ho na le matata a mangata ho feta dikgoho?
 - ◆ O ka lekola jwang?
3. Ho emela datha: Phetla ho keriti e leqephehng la 17. Beang diphoofolo tsa mofuta o le mong e le nngwe ka hodima e nngwe kholomong o qala tlase keriting.
4. Manolla le ho tlaleha mabapi le datha: Shebang dikholomo tsa lona mme le buisane le molekane:
 - ◆ Na ho na le matata a mangata kapa dikgoho tse ngata ho feta? O tseba jwang?
 - ◆ Ke kholomo efe e nang le diphoofolo tse ngata ho feta?
 - ◆ Ke kholomo efe e nang le diphoofolo tse mmalwa ho feta?
 - ◆ Na ho na le lenane le lekanang la mofuta ofe kapa ofe wa phoofolo?

Shebang maqephehng a 184–187 a *Tataiso ya Diketsahalo: Kotara ya 1* mme le buisane kamoo ketsahalo ena e ka tsebiswang baithuti. Shebang maqephehng a 212–219 a *Tataiso ya Mareo* ho bala haholwanyane ka Ho Sebetsa ka Datha. Lemoha dipotso tse loketseng le tlotlontswe e tsamaelanang le ho ruta le ho ithuta ho Sebetsa ka Datha Kereiting ya R.

Session 2: Numbers, Operations and Relationships

1 hour

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

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*.

Karolo ya 2: Dinomoro, Matshwao le Dikamano

Hora e 1

Tsepamiso ya Kotara ya 2 Dibeke tsa 1 le 2 ke Dinomoro, Matshwao le Dikamano.

Kotara ya 2 Tjhebokakaretso ya Dikahare: Dinomoro, Matshwao le Dikamano



Ketsahalo ya 4

Balang Karolo ya Dikahare ya Dinomoro, Matshwao le Dikamano maqepheng a 114–123 a *Tataiso ya Mareo*.

1. Ke mareo afe a rutwang ho Kotara ya 2?

2. Ke eng eo Lenaneo la Mmetse le e eketsang ho dikahare tsa SLTK?

Tataiso ya Diketsahalo: Kotara ya 2

Tataiso ya Diketsahalo: Kotara ya 2 e fa matitjhere ditlhahiso tsa beke le beke bakeng sa ho ruta le ho ithuta Mmetse.

Shebang leqephe la Dikahare le maqephe a 6–17 a *Tataiso ya Diketsahalo: Kotara ya 2*. Le tla bona hore 'Selelekela' se ho Kotara ya 2 se tshwana le se ho Kotara ya 1.

Ho Ketsahalo ya 4 le ile la hlwaya lenane la mareo a lokelang ho rutwa ho Kotara ya 2. Ho Ketsahalo ya 5 le tla etsa kgokahanyo pakeng tsa mareo ana le Tsebo e Ntjha bakeng sa dibeke tse pedi tsa pele tsa *Tataiso ya Diketsahalo: Kotara ya 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

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.



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.



Ketsahalo ya 5

Shebang ho 'Tjhebokakaretso ya Dikahare: Kotara ya 2' (*Tataiso ya Diketsahalo: Kotara ya 2*, maqephe a 18–21).

1. Ke tsebo e ntjha efe e tsebiswang baithuti ho Karolo ya Dikahare ya Dinomoro, Matshwao le Dikamano?
-
-

2. Kgutlelang ho Ketsahalo ya 4 mme le hlakise kapa ho dikanyetsa mareo a rutilweng.

Ho utlwisisa dinomoro

Ho kotara ya 1, dinomoro tsa 1, 2 le 3 di ile tsa rutwa. Le ile la sebedisa mokgwatlwaelo o tshwanang bakeng sa nomoro ka nngwe e rutilweng, le eketsa nngwe ka hodima nomoro nako le nako ha ho tsebiswa nomoro e ntjha. Ho kotare ya 2 Beke ya 1, tsepamiso e ho kgopolo ya nomoro hape. Baithuti ba tsebiswa nomoro ya 4, ho sebediswa mokgwatlwaelo o tshwanang le wa dinomoro 1, 2 le 3.



Ketsahalo ya 6

Shebang diketsahalo tsa tlelase yohle tse tsepamisitsweng ho nomoro ya 4 ho Beke ya 1: *Tataiso ya Diketsahalo: Kotara ya 2*: leqephe la 25 (Letsatsi la 1 #4), leqephe la 27 (Letsatsi la 2 #5), leqephe la 29 (Letsatsi la 3 #4), leqephe la 31 (Letsatsi la 4 #4 le Letsatsi la 5 #4).

1. Buisanang kamoo nomoro ya '4' e tsebiswang ka teng.
-
-

2. Nahana ka diketso tsa phaposing ya hao ya borutelo le kamoo tlwaelo ena e ntseng e sebetsa ka teng ho fihlela jwale. Tlatsa tafole ena.

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>		

Ketsahalo	Ke eng e sebeditseng hantle?	Ke eng e sa sebetsang hantle hakaalo?
Ho pheta pale le ho aha frizi ya dinomoro		
Ho tshwantshisa pale		
Ho bokella dintho bakeng sa karolo ya mmetse		
Ho nyalanya dintho le ditshwantsho, dikarete tsa matheba, matshwao a dinomoro le mantswe a dinomoro		
Ho sebedisa <i>Buka ya Diphoustara</i>		

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

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?

2. What new vocabulary will you introduce?

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

Tlotlontswe ya Mmetse

Karolo ya ho ithuta mareo a matjha e kenyeletsa puo e ntjha. Baithuti ba hloka tlotlontswe bakeng sa ho bua le ho nahana ka mareo a mmetse (**ntlhatheo ya kgokahano**). O ka kgothaletsa baithuti ho sebedisa tlotlontswe ya mmetse ka ho e sebedisa le wena ha o bua le bona ka mareo a mmetse le ka ho fetola seo ba se buang mme o se etse puo ya mmetse.

Tjhelete

Ho Kotara ya 2 Beke ya 2 baithuti ba tsebiswa tjhelete. Baithuti ba Kereiti ya R ba qala ho ba le temoho mabapi le makgetha a tjhelete mme ba hloka menyetla ya ho sibolla hore dikhoine tsa nnete tsa Afrika Borwa di shebeha jwang.

Ketsahalo ya 7 e tsepame ho thuseng baithuti ho lemoha ditshwano le diphapang pakeng tsa dikhoine: boholo ba tsona, sebopeho le diphoofolo tse dikhoine.



Ketsahalo ya 7



1. Ke dipotso dife tseo o ka di botsang baithuti ho ba thusa ho lemoha makgetha a fapaneng dikhoine tseena?

2. Ke tlotlontswe efe e ntjha eo o tlang ho e tsebisa?

Ntho ya pele ke hore baithuti ba lokela ho kgona ho hlwaya le ho bolela mabitso a dikhoine pele ba ka lokela ho utlwisisa boleng ba tsona.

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?

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

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

Baithuti ba hloka ho dula ba bontshwa sepheo sa tjelele. Matitjhere a ka thusa baithuti ho utlwisisa hore tjelele e sebediswa ho reka dintho tse kang dijo le diaparo le ho etsa dintho tse fapaneng tse kang ho nka maeto ka tekisi kapa bese. Ruta baithuti ka tjelele le sepheo sa yona ka ho aha lebenkele la papadi ka dikhoine le tjelele ya pampiri ya ho bapadisa le dintho tse ka rekwang.

Shebang diketsahalo tsa tlelase yohle le diketsahalo tsa dihlotshwana tse tsepamisitseng maikutlo tjeleteng ho maqephe a 40–51 a *Tataiso ya Diketsahalo: Kotara ya 2*. Sehlotshwaneng sa lona, phethelang Ketsahalo ya 8.



Ketsahalo ya 8

1. Ke mareo afe a tjelele a rutwang le ho ithutwa diketsahalong tsa tlelase yohle?

2. Baithuti ba kgothaletswa jwang ho sibolla sepheo sa tjelele?

3. Titjhere o kgobokanya jwang tsebo ena e ntjha ho diketsahalo tsa dihlotshwana?

Session 3: Space and Shape (Geometry)

1 hour

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

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.

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?

Karolo ya 3: Sebaka le Sebopeho (Jeometri) Hora e 1

Tsepamiso ya Kotara ya 2 Beke ya 3 ke Sebaka le Sebopeho (Jeometri).

Kotara ya 2 Tjhebokakaretso ya Dikahare: Sebaka le Sebopeho (Jeometri)

Shebang maqephe a 126–131 a *Tataiso ya Mareo*.



Ketsahalo ya 9

1. Ke mareo afe a Sebaka le Sebopeho (Jeometri) a rutwang ho Kotara ya 2?

2. Lenaneo la Mmetse le eketsa eng ho dikahare tsa SLTK?

Dikgutlotharo

Ho Kotara ya 2 Beke ya 3, baithuti ba tswela pele ka tshibollo ya bona ya dibopeho tsa mahlakore a mabedi ha ba ntse ba di hlalosa, ba di hlopha le ho di bapisa. Karolong ena le tla tebisa kutlwisiso ya lona ya makgetha a dikgutlotharo.

Shebang ho Letsatsi la 2 #4 leqepheng la 59 la *Tataiso ya Diketsahalo: Kotara ya 2* mme le phethele Ketsahalo ya 10 sehlotshwaneng sa lona.



Ketsahalo ya 10

'Kgutlotharo e fapana jwang le dibopeho tse ding ka phaposing ya borutelo?' O ka lebella dikarabo dife ho baithuti ba hao?

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.

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?

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.

Ha baithuti ba fuwa menyetla ya ho hlopha le ho bea ka dihlopha dibopeho tse fapaneng, ba lokela ho tsepamisa maikutlo ho makgetha a dibopeho ho etsa diqeto tsa bona, mohl. lenane la mahlakore, ebang mahlakore a otlohile kapa a kgopame le lenane la dihuku.

Dipale ke tsela e ntle ya ho tsebisa mareo a dibopeho ho baithuti. Mamelang pale ya *Ba hula ba nna ba hula*, e tswang ho Beke ya 3 (*Tataiso ya Diketsahalo: Kotara ya 2*, leqephe la 63 le la 199) ha e phetwa ke motsamaisi wa lona mme le phethele Ketsahalo ya 11 sehlotswaneng sa lona.



Ketsahalo ya 11

1. Ke dipotso dife tseo o ka di botsang baithuti ho ba thusa ho ithuta haholwanyane ka makgetha a dikgutlotharo?

2. Na boholo ba dipotso tsena ke dipotso tse dikarabo di ngata kapa dipotso tse karabo e nngwe?

Temoso: Sebedisa *Tataiso ya Diketsahalo: Kotara ya 1* le *Kotara ya 2* ho o thusa ho rala bakeng sa ho ruta dibekeng tsena. Mehopolo le ditlhaliso tsa diketsahalo ke tataiso le mohlodi. Lokisa sebaka sa mmetse se nang le tsepamiso ya dikahare bakeng sa beke ka nngwe.

Session 4: Planning for teaching

2 hours



Video 2

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.

Karolo ya 4: Ho etsa moralo bakeng sa ho ruta

Dihora tse 2



Video ya 2

Shebellang video ya diketsahalo e tataiswang ke titjhere. Lemohang kamoo titjhere a sebedisang dipotso ho susumetsa le ho tataisa baithuti nakong ya ketsahalo.

Buisanang kamoo le ileng la tsamaisa diketsahalo tse tataiswang ke titjhere ho Kotara ya 1.

Na ho na le mathata ao le kopaneng le ona? Ebang ho jwalo, ke mawa afe ao le a sebedisitseng ho a rarolla?

Dikotara tsa 1 le 2 Kakaretso ya Dikahare (Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tsa 1-3))

Sehlomathiso A: Kotara ya 1 le 2 Kakaretso ya Dikahare tsa Beke le beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tsa 1-3) di hlalosa Tsepamiso ya Karolo ya Dikahare ya sehlooho bakeng sa beke ka nngwe, dihlooho tse lokelang ho rutwa, tsebo e ntjha le tsepamiso ya diketso bakeng sa beke ka nngwe, le diketsahalo tse sisintsweng bakeng sa tlelase yohle, tse tataiswang ke titjhere le mosebetsi wa sehlopha se ikemetseng bakeng sa beke.



Ketsahalo ya 12

Sheba Sehlomathiso A: Kotara ya 1 le 2 Kakaretso ya Dikahare tsa Beke le beke: Kotara ya 1 (Beke ya 10) le Kotara ya 2 (Dibeke tsa 1-3). Araba dipotso.

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?				
What are the key concepts that learners will be learning?				
What new knowledge is introduced?				
What skills are being practised?				

Dipotso	Beke ya 10 Kotara ya 1	Beke ya 1 Kotara ya 2	Beke ya 2 Kotara ya 2	Beke ya 3 Kotara ya 2
Tsepamiso ya Karolo ya Dikahare ke efe bakeng sa beke ena?				
Mareo a sehlooho ke afe ao baithuti ba tla beng ba ithuta ona?				
Ke tsebo efe e ntjha e tla tsebiswa?				
Ke bokgoni bofe bo ikwetliswang?				

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.



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.

Tataiso ya Diketsahalo: Kotara ya 1: Beke ya 10 le Tataiso ya Diketsahalo: Kotara ya 2: Dibeke tsa 1–3

Shebang ho Beke ya 10 ho *Tataiso ya Diketsahalo: Kotara ya 1* le Dibeke tsa 1, 2 le 3 ho *Tataiso ya Diketsahalo: Kotara ya 2*. Phethelang Ketsahalo ya 13 sehlotshwaneng sa lona.



Ketsahalo ya 13

Fumana Beke ya 10 ho *Tataiso ya Diketsahalo: Kotara ya 1*. Araba dipotso.

1. Tsepamiso ya Karolo ya Dikahare ke eng bakeng sa beke?
2. Ke dihlooho dife le tsebo e ntjha tse rutwang bekeng ena?
3. Dikahare tsa 'Ho etsa' di hokahana jwang le beke e fetileng?
4. O hloka eng bakeng sa ho itokisetsa pele o ruta bekeng ena?
5. Bala diketsahalo tsa tlelase yohle le diketsahalo tsa dihlotshwana.
6. Buisanang dihlotshwaneng tsa lona kamoo le tlang ho etsa moralo le ho hlophisa tlelase ya lona bakeng sa beke ena ya ho ruta.
7. Sehlotshwaneng sa lona kgutlelang morao ho Beke ya 10 ho Sehlomathiso A. Nyalanyang diketsahalo tsa tlelase yohle le diketsahalo tsa dihlotshwana ho Beke ya 10 ya *Tataiso ya Diketsahalo: Kotara ya 1* ho Kakaretso ya Dikahare tsa Beke le beke ho Sehlomathiso A.



Ketsahalo ya 14

Batla Dibeke tsa 1, 2 le 3 ho *Tataiso ya Diketsahalo: Kotara ya 2*. Araba dipotso.

1. Tsepamiso ya Karolo ya Dikahare ke efe bakeng sa beke ka nngwe?
2. Ke dihlooho dife le tsebo e ntjha tse rutwang bekeng ka nngwe?
3. Dikahare tsa 'Ho etsa' di hokahana jwang le beke e fetileng?
4. O hloka eng hore o itokise pele o ruta bekeng ka nngwe?
5. Bala diketsahalo tsa tlelase yohle le diketsahalo tsa dihlotshwana.
6. Buisanang dihlotshwaneng tsa lona kamoo le tlang ho etsa moralo le ho hlophisa tlelase ya lona bakeng sa dibeke tsena tse tharo tsa ho ruta.
7. Sehlotshwaneng sa lona kgutlelang morao ho Dibeke tsa 1–3 ho Sehlomathiso A. Nyalanyang diketsahalo tsa tlelase yohle le diketsahalo tsa dihlotshwana ho Dibeke tsa 1–3 tsa *Tataiso ya Diketsahalo: Kotara ya 2* ho Kakaretso ya Dikahare tsa Beke le beke ho Sehlomathiso A.



Hoplang hore leihlo le bolokong bo fifaditsweng qetellong ya diketsahalo tse tataiswang ke titjhere (**Lekola hore baithuti ba kgona ho**) le re hopotsa hore re hloka ho shebella baithuti ha ba ntse ba sebetsa, mme re lokela ho mamela ka hloko ha ba ntse ba bua le rona le ha ba bua le bomphato ba bona.

Dula o beile ka hloohong moithuti ka mong mme hang ha baithuti ba tsamaya ha sekolo se etswa, ngola fatshe tseo o di lemohileng ka hara buka e kgethetsweng ditemoho e nang le sebaka bakeng sa dinoutso tsa moithuti ka mong.

Closing activities



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

Diketsahalo tsa ho kwala



Ketsahalo ya 15

Dithuto tse ithutilweng: Nahana ka seo o ithutileng sona nakong ya wekshopo mme o tlatse tafole ena.

Dintho tseo ke seng ke di etsa tse sebetsang hantle	Mehopolo e metjha eo nka lakatsang ho e 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.



Mosebetsi wa kgutlela le yona sekolong

1. Tswela pele ka ditemoho tsa hao ho aha setshwantsho se fellelseng ka moithuti ka mong.
2. Nakong ya diketsahalo tse tataiswang ke titjhere qetella karolo ya *Lekola hore baithuti ba kgona ho* (kamora ketsahalo e tataiswang ke titjhere bekeng ka nngwe) bakeng sa moithuti ka mong ya lemohuwang.
3. Etsa khopi ya Rekoto ya Mohlala ya Tekanyetso e Tswelang ho *Tataiso ya Diketsahalo: Kotara ya 1* (maqephe a 190–193).
4. Sebedisa tlhahisoleseding e bokelletsweng dinoutsong tsa hao tsa ditemoho ho fihla jwale mme o rekote kgatelopele ya moithuti ka mong. (Hopola hore dipaterone tsa kgatelopele di lokela ho rekotuwa nako le nako.)
5. Sebedisa *Tataiso ya Diketsahalo: Kotara ya 1* (Beke ya 10) le *Tataiso ya Diketsahalo: Kotara ya 2* (Dibeke tsa 1–3) ho rera le ho kenya tshebetsong Kotara ya 1 Beke ya 10 le Kotara ya 2 Dibeke tsa 1–3 tsa Lenaneo la Mmetse, ho kenyeletsa ho etsa sebaka sa mmetse ka tsepamo ho lereo le itseng bakeng sa beke ka nngwe.
6. Ngola tlhahlobo ya tse sebeditseng hantle, tse sa sebetsang hantle le seo o ka beng o se entse ka tsela e fapaneng ho ntlafatsa ho ruta le ho ithuta. Tloo le tlaleho ya hao ya tlhahlobo ho wekshopo e latelang.

Tlhahlobo

Tlatsa Foromo ya Tlhahlobo.

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.			

SEHLOMATHISO A: KOTARA YA 1 LE 2 KAKARETISO YA DIKAHARE TSA BEKE LE BEKE: KOTARA YA 1 (BEKE YA 10) LE KOTARA YA 2 (DIBEKE TSA 1-3)

Kotara ya 1: Moralo wa Ketsahalo

Beke ya 10				
KAROLO YA DIKAHARE: HO SEBETSA KA DATHA				
SEHLOOHO: Bokella le ho hlopha dintho, emela dipokello tse hlophilweng tsa dintho, buisanang le ho tlaleha ka dipokello tsa dintho tse hlophisitsweng				
TSEBISA TSEBO E NTJHA: Bokella, hlopha le ho emela dipokello tsa dintho (maemo a lehodimo); buisanang le ho tlaleha mabapi le dipokello tse hlophisitsweng; bopa paterone ya hao				
HO ETSA: Ho bala ka molomo 1-10, ho bala o kgutlela morao ho tloha ho 5, ho hlalamanya dinomoro 1-3, ho bala dintho 1-5, kgopolo ya dinomoro 1-3, kopolla dipaterone, mawa a ho rarolla bothata				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso	
Letsatsi la 1	Ho hlopha le ho bea ka dihlopha, dintho tse lahlwang.	Ho bala ka molomo. Thetsa le ho bala – neeletsano pakeng tsa ntho tse pedi. Diketsahalo tsa ho hlophisa le ho bea ka dihlopha – diphoofole. Ho emela le ho hlalosa datha.	Ketsahalo ya 1 Ketsahalo ya 2 Ketsahalo ya 3 Ketsahalo ya 4	Ho hlopha matlakala. Ho hlopha mebala. Ho hlopha diterei, dintho tsa tlhaho. Kopolla dipaterone o sebedisa dintho tse tshwarehang mme ebe o bopa paterone ya hao.
Letsatsi la 2	Pokello ya datha, ho hlopha dintho tse aparwang.			
Letsatsi la 3	Ho hlopha le ho bea ka dihlopha, papadi ya dihlopha.			
Letsatsi la 4	Sebedisa datha e bokelletsweng puisanong ya maemo a lehodimo, emela le ho manolla hore ke matsatsi a makae moo letsatsi le neng le tjabile, pula e neng e na, jj.			
Letsatsi la 5	Pokello ya datha ya maemo a lehodimo, ho emela le ho manolla.			

Kotara ya 2: Moralo wa Ketsahalo

Beke ya 1				
KAROLO YA DIKAHARE: DINOMORO, MATSHWAO LE DIKAMANO				
SEHLOOHO: Lemoha matshwao a dinomoro le mantwe a dinomoro, hlalosa, hlalamanya le ho bapisa dinomoro				
TSEBISA TSEBO E NTJHA: Ngata ho feta/mmalwa ho feta/lekana le, ho tsebisa nomoro ya 4				
HO ETSA: Ho bala ka molomo 1-10, ho hlalamanya dinomoro 1-3, ho bala dintho 1-5, ho hatella kgopolo ya dinomoro 1-3				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso	
Letsatsi la 1	Tsebisa 4 (dithuhlo).	Ho bala dintho 1-5. Ho nyalanya dintho le dikarete tsa matheba a dinomoro, matshwao le mantwe a dinomoro 1-4. Hlophisa dibadi ho nyalanya le dikarete tsa matheba. Ikwetlisa ka ngata ho feta, mmalwa ho feta, lekana. Ngola nomoro ya 4 (jwaloka nomoro ya 1 ho isa ho 3).	Ketsahalo ya 1 Ketsahalo ya 2 Ketsahalo ya 3 Ketsahalo ya 4	Mmata wa hlama ya ho bapala wa 4 (jwaloka dinomoro tse fetileng). Ketsahalo ya diphazele tse hlophisang dinomoro ho isa ho 4 (e bopa setshwantsho). Ho nyalanya matshwao a dinomoro, mantwe le dintho tse tshwarehang isa ho 4. Diphazele tsa dinomoro (ha ho mantwe a dinomoro).
Letsatsi la 2	Tsebisa ngata ho/ka tlase ho/lekana le, tafole ya mmetse.			
Letsatsi la 3	Hatella 1-4, dikarete tsa matheba le ho bea ka tatelano.			
Letsatsi la 4	Hatella 1-4, diboloko tsa <i>Unifix</i> le dihupu.			
Letsatsi la 5	Hatella nomoro ya 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 DIKAHARE: DINOMORO, MATSHWAO LE DIKAMANO				
SEHLOOHO: Tjhelete: bopa temoho ya dikhoine tsa Afrika Borwa				
TSEBISA TSEBO E NTJHA: Dikhoine tsa Afrika Borwa, dinomoro tsa boemo – pele ho isa ho -bone, ho etsa dihlopha tse lekanang di tshwane le 4, ho bala dintho 1–6				
HO E TSA: Ho bala ka molomo 1–10 le 5–1, ho bea dinomoro ka tatelano 1–4, hatella kgopolo ya dinomoro 1–4, kgolo ho fetisisa ho isa ho nyane ho fetisisa/nyane ho fetisisa ho isa ho kgolo ho fetisisa				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso	
Letsatsi la 1	Tsebisa dikhoine tsa Afrika Borwa (disente le diranta), Phoustara ya 7.	Kgopolo ya dinomoro 1–4. Ho lekanyetsa. Tsukutla mme o arole ka 4. Dikhoine tsa Afrika Borwa – nyalanya dikhoine le 'dintho tse ka lebenkeleng'. Sebedisa dikhoine tse sehilweng; ho hlopha, ho bea ka tatelano, ho nyalanya. Etsa dihlopha tse lekanang le 4 – o sebedisa dibadi.	Ketsahalo ya 1	Iketsetse khoine (fana ka sebopeho sa sedikadikwe).
Letsatsi la 2	Tafole ya Mmetse – ho reka, dinomoro tsa boemo -pele ho isa ho -bone.		Ketsahalo ya 2	Seboko sa dinomoro – ho hlahlamanya dinomoro 1–4.
Letsatsi la 3	Ho nyalanya dikarete tsa dinomoro/matheba le mantswe a dinomoro.		Ketsahalo ya 3	Taka kapa o manamise dintho ho nyalana le dinomoro 1–4.
Letsatsi la 4	Ho bea dinomoro ka tatelano 1–4, ho reka.		Ketsahalo ya 4	Ketsahalo ya ho posa le sebedisa nomoro le mmala 1–4.
Letsatsi la 5	Ho rarolla bothata ho fihla ho 4 (Phoustara ya 7).			

Beke ya 3				
KAROLO YA DIKAHARE: SEBAKA LE SEBOPEHO (JEOMETRI)				
SEHLOOHO: Boemo, tlwaetso le ditjhebo; hlalosa, hlophisa le ho bapisa dibopeho tsa 2-D				
TSEBISA TSEBO E NTJHA: Boemo: ka tlase, ho bala ka molomo 1–15, ho bala dintho 1–7, tlwaetso le ditjhebo				
HO E TSA: Ho bala ka molomo 1–10 le 5–1; ho hlahlamanya dinomoro 1–4; hatella kgopolo ya dinomoro 1–4; bala o kgutlela morao 5–1; dibopeho: sedikadikwe, kgutlonnetsepa, kgutlotharo; boemo: ka pela, ka mora, ka hodimo, dipakeng, pela; tshupiso: ho ya pele, ho kgutlela morao				
Diketsahalo tsa tlelase yohle		Ketsahalo e tataiswang ke titjhere	Diketsahalo tsa diteisheneng tsa tshebetso	
Letsatsi la 1	Maemo, papadi ya dibopeho.	Ho bala. Sebedisa dibopeho ho bontsha nomoro e nepahetseng (1–4). Boemo: pela, dipakeng, ka pela, ka mora, ka hodimo, ka tlase. Tshupiso: ho ya pele, ho kgutlela morao.	Ketsahalo ya 1	Dikgutlotharo tsa mebala.
Letsatsi la 2	Hatella kgutlotharo.		Ketsahalo ya 2	Ketsahalo ya sehwele (seha o ntshe dikgutlotharo mme o kenye lenane le nepahetseng la mahlaku).
Letsatsi la 3	Boemo (pela, dipakeng, ka pela, ka mora, ka hodimo, ka tlase).		Ketsahalo ya 3	Terei ya ho hlophisa – ho ya ka mmala, sebopeho kapa boholo (lekgetha le le leng).
Letsatsi la 4	Hatella dibopeho kaofela tse entsweng, pale ya dibopeho.		Ketsahalo ya 4	Ho aha ditora ka diboloko tsa ho aha.
Letsatsi la 5	Ho latela tshupiso: Nka ya jwang ...? Phoustara ya 9. Tlwaetso le ditjhebo le sebedisa kolozi ya sebakadiswa.			

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 Tlhahlobo ya Wekshopo ya 4

1. Na wekshopo ena e fihletse ditebello tsa hao?

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

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

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

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