



**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 7 • Workshop 7**

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

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

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

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

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

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

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

### DITEBOHO

Diteboho tse kgethehileng ho:

- Baofisiri ba Botsamaisi ba Kharikhulamo, Botsamaisi ba Thuto ya Matitjhere le Botsamaisi ba Thuto e Kgethehileng ba Lefapha la Thuto la Gauteng, bakeng sa nyehelo ya bona ntlatsoeng ya disebediswa tsa rona tsa thuto.
- Baofisiri le matitjhere a Western Cape Education Department (WCED) ka nyehelo ya bona bakeng sa ho kenngwa tshebetsong ka 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.

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# Overview

## Purpose

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

The purpose of this workshop is to continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations. They will explore how the guiding principles of teaching maths in Grade R should inform their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. The workshop explores the content for Term 3 Weeks 1–3 and its classroom implementation.

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

## Learning outcomes

- ◆ To reflect on the implementation of Term 2 Weeks 8–10
- ◆ To apply the Maths Programme principles in weekly planning
- ◆ To explore play-based strategies to support teaching maths in Grade R
- ◆ To identify potential barriers to learning
- ◆ To introduce perceptual and motor development
- ◆ To engage with the Maths Programme content of Term 3 Weeks 1–3 (Patterns, Functions and Algebra; Numbers, Operations and Relationships)

## Workshop content

- ◆ Opening and reflection (30 minutes)
- ◆ Session 1: Setting the scene (30 minutes)
- ◆ Session 2: Play-based teaching and learning (1 hour)

TEA

- ◆ Session 3: The Grade R maths learning environment (30 minutes)
- ◆ Session 4: Factors affecting maths learning (30 minutes)
- ◆ Session 5: Perceptual and motor development (1 hour)

LUNCH

# Tjhebokakaretso

## Sepheo

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

Sepheo sa wekshopo ena ke ho thusa matitjhere ho kenya tshebetsong Lenaneo la Mmetse ka diphaposing tsa bona tsa borutelo. Bankakarolo ba tla fumana monyetla wa ho ikgopotsa tseo ba di lemohileng. Ba tla sibolla kamoo dintlhatheo tse tataisang ho ruta mmetse Kereiting ya R di lokelang ho hlalosa moralo, ho ruta le tekanyetso ya bona ka teng. Hape ba tla shebisisa le kgatelopele ya baithuti, le ditlhoko tsa moithuti ka mong tsa ntshetsopele le ho ithuta. Wekshopo ena e sibolla dikahare bakeng sa Kotara ya 3 Dibeke tsa 1–3 le ho kenngwa tshebetsong ha tsona diphaposing tsa borutelo.

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

## Diphetho tsa ho ithuta

- ◆ Ho shebisisa ho kenya tshebetsong ha Kotara ya 2 Dibeke tsa 8–10
- ◆ Ho sebedisa dintlhatheo tsa Lenaneo la Mmetse meralong ya beke le beke
- ◆ Ho sibolla mawa a theilweng papading bakeng sa ho tshehetsa ho ruta mmetse Kereiting ya R
- ◆ Ho hlwaya ditshita tse ka bang teng ho ithuteng
- ◆ Ho tsebisa ntshetsopele ya kutlwisiso le motsamao
- ◆ Ho sebitsana le dikahare tsa Lenaneo la Mmetse tsa Kotara ya 3 Dibeke tsa 1–3 (Dipaterone, Ditshebetso le Aljebra; Dinomoro, Matshwao le Dikamano)

## Dikahare tsa wekshopo

- ◆ Pulo le boikgopotso (Metsotso e 30)
- ◆ Karolo ya 1: Ho lokisetsa maemo (Metsotso e 30)
- ◆ Karolo ya 2: Ho ruta le ho ithuta ho theilweng papading (Hora e 1)

### TEYE

- ◆ Karolo ya 3: Tikoloho ya ho ithuta mmetse wa Kereiti ya R (Metsotso e 30)
- ◆ Karolo ya 4: Dintlha tse amang ho ithuta mmetse (Metsotso e 30)
- ◆ Karolo ya 5: Ntshetsopele ya kutlwisiso le motsamao (Hora e 1)

### DIJO TSA MOTSHEARE

- ◆ Session 6: Planning for teaching
- ◆ Closing activities

(1½ hours)  
(30 minutes)



- ◆ Karolo ya 6: Ho etsa moralo bakeng sa ho ruta
- ◆ Diketsahalo tsa ho kwala

(Dihora tse 1½)

(Metsotso e 30)

# Opening and reflection

30 minutes

## The post box

Some of your issues and questions may not be addressed during this workshop. Write down any concerns or questions you may have during the workshop and post them in the post box. Your facilitator will make sure that these are addressed.

Here is the *Take back to school task* from Workshop 6.



### Take back to school task (Workshop 6)

1. Use *Activity Guide: Term 2* to plan and implement Weeks 8–10 of the Maths Programme.
2. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning.
3. Bring the evaluation to the next workshop.

It is important for you to reflect on your teaching practices as this will help you to better understand why things happened as they did. You can find ways to do things differently and improve your teaching.

There will be many opportunities during these workshops to reflect on your successes and challenges with implementing the Maths Programme. We would like you to start the reflective process by spending a few minutes sharing your experiences of implementing Term 2 Weeks 8–10 based on the *Take back to school task*.



### Activity 1

1. In your group, share your experiences of implementing Term 2 Weeks 8–10.

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2. Share your successes and challenges with the large group.

## Lebokoso la poso

A mang a mathata le dipotso tsa hao di ka nna tsa se arabehe nakong ya wekshopo. Ngola dingongoreho kapa dipotso dife kapa dife tseo o ka bang le tsona nakong ya wekshopo mme o di pose ka hara lebokoso la poso. Motsamaisi wa lona o tla etsa bonnete ba hore di a arajwa.

*Mosebetsi wa kgutlela le yona sekolong ke ona o tswang ho Wekshopo ya 6.*



### **Mosebetsi wa kgutlela le yona sekolong (Wekshopo ya 6)**

1. Sebedisa *Tataiso ya Diketsahalo: Kotara ya 2* bakeng sa ho rera le ho kenya tshebetsong Dibeke tsa 8–10 tsa Lenaneo la Mmetse.
2. Ngola tlhahlobo ya tse sebeditseng hantle, tse sa sebitsang hantle hakaalo le tseo o ka di etsang ka tsela e fapaneng hore o ntlafatse ho ruta le ho ithuta.
3. Tloo le tlhahlobo ya hao wekshopong e latelang.

Ho bohlokwa ho wena hore o hopole diketso tsa hao tsa ho ruta ka ha di tla o thusa ho utlwisisa haholwanyane hore ke hobaneng ha dintho di etsahetse ka tsela eo. O ka fumana ditsela tsa ho etsa dintho ka tsela e fapaneng le ho ntlafatsa tsela ya hao ya ho ruta.

Ho tla ba le menyetla e mengata nakong ya diwekshopo tsena ho ikgopotsa dikatleho le diphephetso tsa hao ka ho kenya tshebetsong Lenaneo la Mmetse. Re tla lakatsa hore o qale tshebetso ya boitekolo ka ho qeta metsotso e mmalwa o abelana ka boiphihlelo ba hao ba ho kenya tshebetsong Kotara ya 2 Dibeke tsa 8–10 ho ya ka *Mosebetsi wa kgutlela le yona sekolong*.



### **Ketsahalo ya 1**

1. Sehlotshwaneng sa lona, abelanang ka tseo le kopaneng le tsona ha le kenya tshebetsong Kotara ya 2 Dibeke tsa 8–10.

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2. Abelanang ka dikatleho le diphephetso tsa lona mmoho le sehlopha se seholo.

# Session 1: Setting the scene

30 minutes

## Maths in the school context

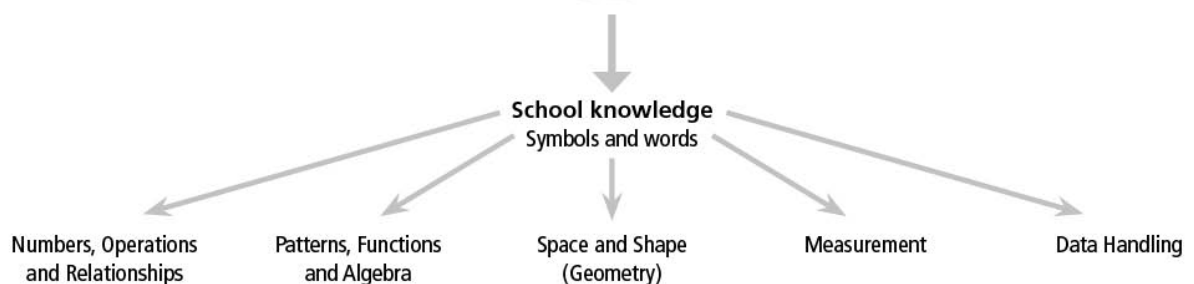
It is important to provide maths' experiences for Grade R learners that relate to their everyday lives.

Read the **context principle** on pages 16–25 of the *Concept Guide*.

The **context principle**: Learning takes places daily in classroom and home situations (contexts) that are meaningful to learners.

Learners come to school with an understanding of the world around them that is based on their own experiences. This is called everyday knowledge. At school, children build on this. We call this school knowledge. Let's look at the diagram below and think more about how learners build on their everyday knowledge.

**Everyday knowledge**  
comparing, sorting, matching,  
saying number names, learning  
about more/less, bigger/smaller,  
light/heavy



## Mmetse tikolohong ya sekolo

Ho bohlokwa ho fana ka boiphihlelo ba mmetse bakeng sa baithuti ba Kereiti ya R bo tsamaelanang le maphelo a bona a kamehla.

Bala **ntlhatheo ya tikoloho** maqepheng a 16–25 a *Tataiso ya Mareo*.

**Ntlhatheo ya tikoloho:** Ho ithuta ho etsahala kamehla maemong a phaposi ya borutelo le a lapeng (ditikoloho) a nang le moelelo ho baithuti.

Baithuti ba tla sekolong ka kutlwisiso ya lefatshe le ba potileng e theilweng ho tseo ba kopanang le tsona. Sena se bitswa tsebo ya kamehla. Sekolong, bana ba ahella hodima sena. Sena re se bitsa tsebo ya sekolong. Ha re shebeng setshwantsho se ka tlase mona mme re nahane haholo kamoo baithuti ba ahellang ho tsebo ya bona ya kamehla.

### Tsebo ya kamehla

ho bapisa, ho hlophisa, ho nyalanya, ho bolela mabitso a dinomoro, ho ithuta ka feta/tlase ho, kgolwanyane/nyane ho feta, bobebe/boima





## Activity 2

1. What everyday knowledge have the learners in your class demonstrated?

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2. How have you built on this knowledge in your daily maths programme at school?

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## Ketsahalo ya 2

1. Ke tsebo ya kamehla efe eo baithuti ba ka tlelaseng ya hao ba e bontshitseng?

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2. O ahelletse hodima tsebo ena jwang lenaneong la hao la mmetse la letsatsi le letsatsi sekolong?

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## Session 2: Play-based teaching and learning 1 hour

The Curriculum and Assessment Policy Statement (CAPS): Grade R Mathematics, encourages a play-based, active approach to teaching and learning. This is in line with current research and understanding about how children learn. The Maths Programme supports the use of play to inform lesson planning and assessment.

The **play principle**: This principle promotes the idea that children learn best in free-play and guided-play activities and encourages indoor and outdoor play-based activities.

Read the **play principle** on pages 28–33 of the *Concept Guide*.



### Video 1

Watch the video of a group of children engaged in different types of play.

Identify the five types of play explained on page 28 of the *Concept Guide*.

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### The play continuum

A continuum is a series of things that are slightly different from one another that lie somewhere between two different points.

Play inside and outside the classroom can take different forms, ranging from free play initiated and directed by the learners, to playful instruction that is initiated and directed by the teacher.



# Karolo ya 2: Ho ruta le ho ithuta ho theilweng papading

Hora e 1

Setatemente sa Leano la Tekanyetso le Kharikhulamo (SLTK): Mmetse wa Kereiti ya R, se kgothaletsa mokgwa o theilweng papading, o mahlahahlaha bakeng sa ho ruta le ho ithuta. Sena se tsamaelana le dipatlisiso tsa jwale le kutlwisiso mabapi le kamoo bana ba ithutang. Lenaneo la Mmetse le tshehetsa tshebediso ya papadi ho thusa ho etsa moralo wa thuto le tekanyetso.

**Ntlhatheo ya ho bapala:** Ntlhatheo ena e hodisa mohopolo wa hore bana ba ithuta hantle ho feta ho diketsahalo tsa ho bapala ka bolokolohi le tsa papadi e tataiswang mme e kgothaletsa diketsahalo tsa ka tlung le tsa ka ntle.

Bala **ntlhatheo ya ho bapala** maqepheng a 28–33 a *Tataiso ya Mareo*.



## Video ya 1

Shebellang video ya sehlopha sa bana ba bapalang mefuta e fapaneng ya ho bapala.

Hlwaya mefuta e mehlano ya ho bapala e hlalositse leqepheng la 29 la *Tataiso ya Mareo*.

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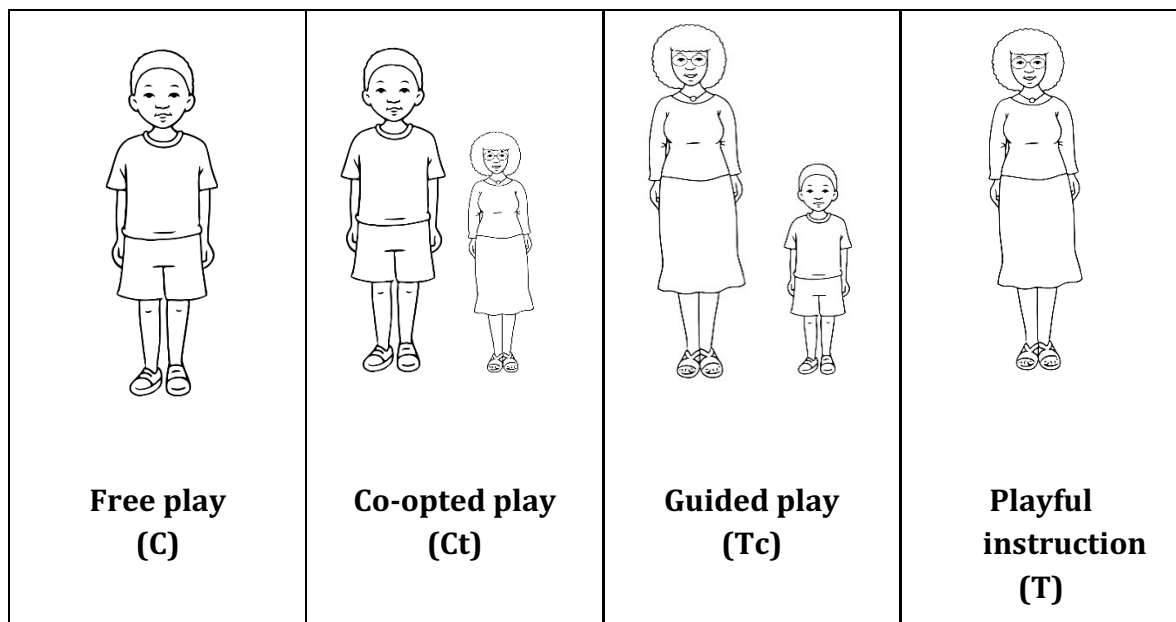
## Letoto (khontinuamo) la ho bapala

Letoto (khontinuamo) ke tatelano ya dintho tse fapaneng hanyane ho tse ding tse leng kaekae dipakeng tsa dintlha tse pedi tse fapaneng.

Papadi ya ka hare le kante ho phaposi ya borutelo e ka nka mefuta e fapaneng, ho tloha ho papadi ya bolokolohi e qalwang le ho laolwa ke baithuti, ho isa ho ditaelo tse tletseng papadi tse qalwang le ho laolwa ke titjhere.

A play-based approach to teaching and learning recognises that sometimes children learn best from free-play activities initiated and directed by the child without adult involvement. At other times children learn best from guided-play activities that are directed by the teacher for the whole class or in small groups.

The forms of play described below are closely related. Although they are illustrated as separate, very often one form of play changes into another form as the teacher and the children take on different roles.



### **Free play (C)**

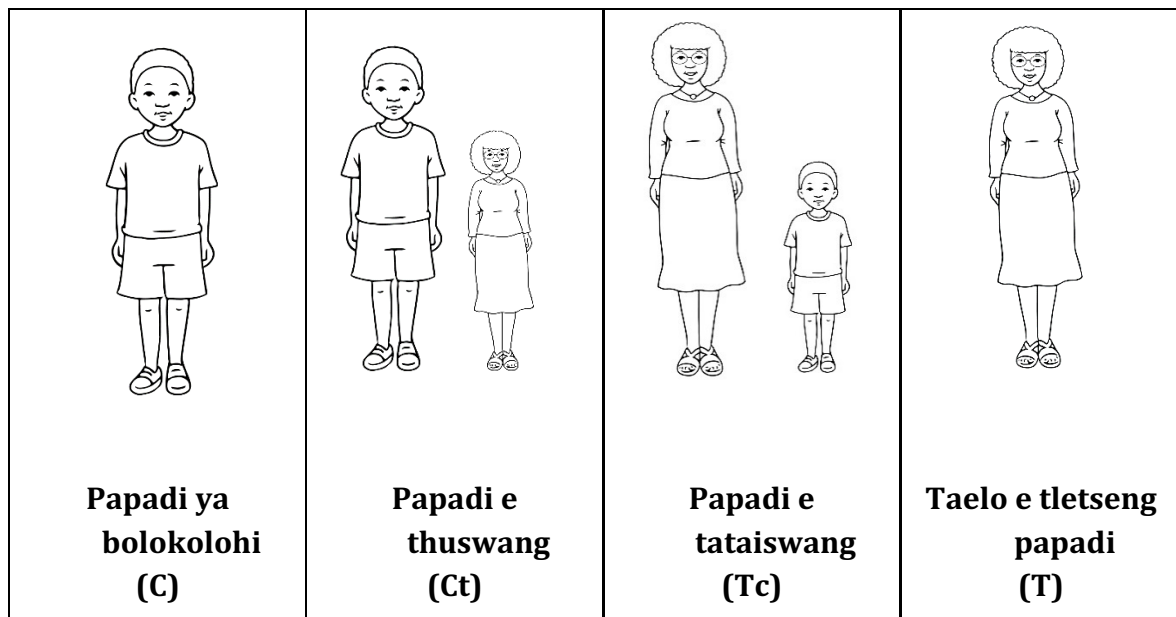
The child initiates and directs all of the play. The child decides and organises when, where, what and how to play, and who is playing. The teacher does not intervene or engage with the playing children. The teacher follows the direction set by the child.

### **Co-opted play (Ct)**

The child initiates and directs most of the play. The teacher occasionally intervenes in the children's play in order to extend the children's learning, e.g., by asking a question, making a suggestion or adding extra apparatus.

Mokgwa o theilweng papading wa ho ruta le ho ithuta o lemoha hore ka nako e nngwe bana ba ithuta hantle ho diketsahalo tsa ho papala ka bolokolohi tse qalwang le ho laolwa ke ngwana ntle le ho its'hunya ha batho ba baholo. Ka nako tse ding bana ba ithuta hantle ho diketsahalo tsa papadi e tataiswang tse laolwang ke titjhere bakeng sa tlelase yohle kapa dihlotshwaneng.

Mefuta ya ho papala e hlaloswang ka tlase mona e amana haholo. Le ha e tshwantshitswe eka e arohane, hangata mofuta o le mong wa papadi o fetohela ho o mong ha titjhere le bana ba ntse ba papala dikarolo tse fapaneng.



### **Papadi ya bolokolohi (C)**

Ngwana o qala le ho laola papadi yohle. Ngwana o etsa qeto le ho hlophisa hore o papala neng, kae, eng le jwang, le hore ke mang ya bapalang. Titjhere ha a its'hunye kapa ho kenella ho bana ba bapalang. Titjhere o latela ditaelo tse beilweng ke ngwana.

### **Papadi e thuswang (Ct)**

Ngwana o qala le ho laola boholo ba papadi. Titjhere o dula a ntse a kenella papading ya bana mona le mane e le hore a atolose ho ithuta ha bana, mohl. ka ho botsa dipotso, ho etsa ditlhahiso kapa ho eketsa dintho tse ding tsa ho papala.

### Guided play (Tc)

The teacher initiates and directs most of the children’s play by setting out specific activities, e.g., creative art, small group activities or an obstacle course. The children have some control because they can decide which activity they want to do or how they would like to do the activity.

### Playful instruction (T)

The teacher initiates and directs all the play. The teacher plans the activity with a particular teaching/learning purpose in mind, e.g., a story that teaches listening skills, matching counters to number symbols, or sorting shapes. The child follows the direction set by the teacher.



### Activity 3

In your group, discuss the following questions related to play.

1. How does *free play* provide opportunities to extend learning?

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2. According to the play continuum, what is the difference between *guided play* and *playful instruction*?

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3. Look at the teacher-guided activity of pages 32–35 of *Activity Guide: Term 3*.
  - ◆ Discuss how the five activities are intentionally planned around a particular curriculum skill/concept.

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### **Papadi e tataiswang (Tc)**

Titjhere o qala le ho laola boholo ba papadi ya bana ka ho lokisa diketsahalo tse itseng, mohl. bonono ba boiqapelo, diketsahalo tsa dihlotshwana kapa tselana ya ditshita. Bana ba ba le taolo e itseng hobane ba ka etsa qeto ya hore ke ketsahalo efe eo ba batlang ho e etsa kapa ba ka rata ho etsa ketsahalo eo jwang.

### **Taelo e tletseng papadi (T)**

Titjhere o qala le ho laola papadi yohle. Titjhere o rera ketsahalo ka sepheo se itseng sa ho ruta/ithuta, mohl. pale e rutang bokgoni ba ho mamela, ho nyalanya dibadi le matshwao a dinomoro, kapa ho hlophisa dibopeho. Ngwana o latela ditaello tse entsweng ke titjhere.



### **Ketsahalo ya 3**

Sehlotshwaneng sa lona, buisanang ka dipotso tse latelang tse amanang le papadi.

1. *Papadi ya bolokolohi e fana jwang ka menyetla ya ho atolosa ho ithuta?*

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2. *Ho ya ka letoto/khontinuamo ya ho bapala, phapang ke efe pakeng tsa papadi e tataiswang le taelo e tletseng papadi?*

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3. Sheba ketsahalo e tataiswang ke titjhere ya maqephe ana, 32–35 a *Tataiso ya Diketsahalo: Kotara ya 3*.

- ◆ Buisanang kamoo diketsahalo tse hlano di rerwang ka sepheo ka teng mabapi le bokgoni/mohopolo o itseng ho kharikhulamo.

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- ◆ How does the teacher use questions to prompt the learners 'playfully' during the activities?

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- ◆ How does this assist the teacher with her observation for informal assessment?

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- ◆ Titjhere o sebedisa jwang dipotso 'a ipapalla' ho hlohlelletsa baithuti nakong ya diketsahalo?

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- ◆ Sena se thusa jwang titjhere ka temoho ya hae bakeng sa tekanyetso e sa hlophiswang?

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# Session 3: The Grade R maths learning environment

30 minutes

The Grade R maths learning environment should support learning through play. A well-planned teaching and learning programme should include a balance of all the different types of play activities.



## Activity 4

Look at the photograph of a Grade R classroom.



1. Think about what you know about how young children learn. Discuss whether the learning environment in the photograph is appropriate for Grade R.

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2. How could you improve this learning environment?

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# Karolo ya 3: Tikoloho ya ho ithuta mmetse wa Kereiti ya R

Metsotso e 30

Tikoloho ya ho ithuta wa mmetse wa Kereiti ya R e lokela ho tshehetsa ho ithuta ka ho bapala. Lenaneo le rerilweng hantle la ho ruta le ho ithuta le lokela ho kenyeletsa tekatekano ya mefuta yohle e fapaneng ya diketsahalo tsa ho bapala.



## Ketsahalo ya 4

Sheba setshwantsho sa phaposi ya borutelo ya Kereiti ya R.



1. Nahana ka seo o se tsebang mabapi le kamoo bana ba banyenyane ba ithutang ka teng. Buisanang ka hore ebe tikoloho ya ho ithuta e setshwantshong sena e loketse Kereiti ya R na.

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2. Le ka ntlafatsa tikoloho ena ya ho ithuta jwang?

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3. Evaluate your own learning environment.

Tick ✓

Is the classroom inviting?	
Is the space organised so that learners can gather in large groups for whole class sessions, and also work in teacher-guided and other small group activities?	
Are there free choice activity areas where learners can choose their own activities, explore, investigate and solve problems?	
Are learners able to be active in their own learning, and explore things around them through their five senses?	
Are learners able to work together, and talk, listen and learn from one another?	
Are the materials placed so that learners can help themselves?	
Are learners able to move around freely from one activity to another?	
Are the daily programme, weather chart, posters and learners' work displayed at learners' eye level?	
How have you organised the maths environment? Do you have: <input type="checkbox"/> a maths area <input type="checkbox"/> number friezes <input type="checkbox"/> the <i>Poster Book</i> displayed <input type="checkbox"/> a <i>Resource Kit</i> <input type="checkbox"/> tubs for each learner <input type="checkbox"/> the learners' work displayed	
How have you integrated maths in the free choice activities? Do you have: <input type="checkbox"/> construction toys <input type="checkbox"/> books <input type="checkbox"/> fantasy play <input type="checkbox"/> puzzles <input type="checkbox"/> art <input type="checkbox"/> sand and water <input type="checkbox"/> outdoor play <input type="checkbox"/> educational games <input type="checkbox"/> a collection of recycled materials, e.g. plastic tubs and lids Other: _____	
What challenges do you face in setting up your Grade R environment?	
Would you make any changes?	

3. Hlahloba tikoloho ya hao ya ho ithuta.

Tshwaya ✓

Na phaposi ya borutelo e a hohela?	
Na sebaka se hlophisitswe ele hore baithuti ba kgone ho bokana ka dihlopha tse kgolo bakeng sa dikarolo tsa tselase yohle, mme hape ba sebetse diketsahalang tse tataiswang ke titjhere le tse ding tsa dihlotshwana?	
Na ho na le dibaka tsa diketsahalo tsa kgetho ka bolokolohi moo baithuti ba ka ikgethelang diketsahalo tsa bona, ba sibolla, ba batlisisa le ho rarolla mathata?	
Na baithuti ba kgona ho ba mahlahahlaha ho ithuteng ha bona, mme ba sibolla dintho tse ba potileng ka dikutlo tsa bona tse hlano?	
Na baithuti ba kgona ho sebetsa mmoho, ba buisane, ba mamelane mme ba ithute ho ba bang?	
Na disebediswa di beilwe ka tsela eo baithuti ba ka ithusang ka tsona?	
Na baithuti ba kgona ho tsamaya hohle ka bolokolohi ho tloha ketsahalang e le nngwe ho ya ho e nngwe?	
Na lenaneo la letsatsi le letsatsi, tjhate ya maemo a lehodimo, diphoustara le mosebetsi wa baithuti di beilwe boemong boo bana ba ka di bonang?	
O hlophisitse jwang tikoloho ya mmetse? Na o na le: <input type="checkbox"/> karolo ya mmetse <input type="checkbox"/> difrizi tsa dinomoro <input type="checkbox"/> <i>Buka ya Diphoustara</i> e beilweng pontsheng <input type="checkbox"/> <i>Khiti ya Disebediswa</i> <input type="checkbox"/> ditshelo bakeng sa moithuti ka mong <input type="checkbox"/> mosebetsi wa baithuti o beilweng pontsheng	
O hokantse mmetse jwang le diketsahalo tsa kgetho ka bolokolohi? Na o na le: <input type="checkbox"/> dibapadiswa tsa ho aha <input type="checkbox"/> dibuka <input type="checkbox"/> papadi ya ditoro <input type="checkbox"/> diphazele <input type="checkbox"/> bonono <input type="checkbox"/> santa le metsi <input type="checkbox"/> papadi ya ka ntle <input type="checkbox"/> dipapadi tsa thuto <input type="checkbox"/> pokello ya dintho tse resaekelwang, mohl. ditshelo tsa polastiki le dikwahelo Tse ding: _____	
Ke diphephetso dife tseo o shebaneng le tsona mabapi le ho hlophisa tikoloho ya hao ya Kereiti ya R?	
Na ho na le diphetoho tseo o ka di etsang?	

# Session 4: Factors affecting maths learning

30 minutes

The **inclusivity principle**: All learners have a right to feel special, participate and be included in classroom activities and discussions. This includes children who have disabilities, behavioural issues or other barriers to learning.

## Barriers to learning maths

Many learners experience barriers to learning maths that are the result of a range of factors. Let's take a closer look at some of the barriers to learning that learners may experience. Look at Figure 29 on page 58 of the *Concept Guide*.



### Activity 5

Make a list of the kinds of barriers that learners in your class are experiencing that impact on their learning.

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With careful planning and in collaboration with families and other support people, learners with special developmental needs can participate fully in the Grade R programme.



### Activity 6

In your group, share your experiences about learners who are experiencing barriers to learning maths. Choose a learner who is not successfully coping with classroom tasks and activities. Attempt to answer these questions.

1. What is the barrier to learning?

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# Karolo ya 4: Dintlha tse amang ho ithuta mmetse

Metsotso e 30

**Ntlhatheo ya kenyeletso:** Baithuti bohle ba na le tokelo ya ho ikutlwa ba kgethehile, ba nke seabo mme ba kenyeletswe diketsahalong tsa ka phaposing ya borutelo le dipuisanong. Sena se kenyeletsa bana ba nang le ho se itekanele, mathata a boitshwaro kapa ditshita tsa ho ithuta tse ding.

## Ditshita tsa ho ithuta mmetse

Baithuti ba bangata ba kopana le ditshita tsa ho ithuta mmetse tse tlleng ka lebaka la letoto la dintlha tse itseng. Ha re shebisiseng tse ding tsa ditshita tsa ho ithuta tseo baithuti ba ka kopanang le tsona. Shebang Setshwantsho sa 29 leqepheng la 59 la *Tataiso ya Mareo*.



### Ketsahalo ya 5

Etsa lenane la mefuta ya ditshita tseo baithuti ba tlelase ya hao ba kopanang le tsona tse amang ho ithuta ha bona.

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Ka ho rera ka hloko le ka tshebedisano le ba malapa le batho ba bang ba fanang ka tshehetso, baithuti ba nang le ditlhoko tse ikgethang tsa kgolo ba ka ba le seabo ka ho phethahala lenaneong la Kereiti ya R.



### Ketsahalo ya 6

Sehlotshwaneng sa lona, abelanang ka boiphihlelo ba lona mabapi le baithuti ba kopanang le ditshita tsa ho ithuta mmetse. Kgethang moithuti ya sa sebetseng ka katleho mesebetsing le diketsahalong tsa phaposing ya borutelo. Lekang ho araba dipotso tsena.

1. Tshita ke efe bakeng sa ho ithuta?

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2. What are the learner's learning needs?

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3. What support is needed?

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4. What steps could you take to minimise the barrier to learning so that the learner can participate more successfully in Grade R maths?

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5. If you cannot identify the barrier, the learning needs or the support required, who could you consult?

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Read some of the ways you can include all learners in the Grade R classroom on page 60 of the *Concept Guide*.

Remember that it is important to identify barriers to learning as early as possible so that a plan can be put in place to address a learner's individual developmental and learning needs. Your ongoing observations of learners' progress will help you recognise any potential gaps in their learning and also help you plan ways to address these.

2. Ke ditlhoko dife tsa ho ithuta tsa moithuti?

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3. Ho hlokeha tshehetso efe?

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4. Ke mehato efe eo o ka e nkang ho fokotsa ditshita tsa ho ithuta ele hore moithuti a kgone ho nka seabo ka katleho e kgolo ho mmetse wa Kereiti ya R

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5. Haeba o sa kgone ho hlwaya tshita, ditlhoko tsa ho ithuta kapa tshehetso e hlokehang, o ka ikopanya le mang?

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Bala tse ding tsa ditsela tseo ka tsona o ka kenyeletsang baithuti kaofela phaposing ya borutelo ya Kereiti ya R leqepheng la 61 la *Tataiso ya Mareo*.

Hopola hore ho bohlokwa ho hlwaya ditshita tsa ho ithuta e sa le pele nakong ele hore ho etswe moralo wa ho sebetsana le ditlhoko tsa moithuti ka mong tsa ntshetsopele le tsa ho ithuta. Ditemoho tsa hao tse tswelang tsa kgatelopele ya moithuti di tla o thusa ho elellwa dikgeo tse ka bang teng ho ithuteng ha bona mme hape di o thusa ho rera ditsela tsa ho sebetsana le tsona.

# Session 5: Perceptual and motor development

1 hour

Perception develops through information that is gathered from the senses of touch, sight, smell, taste and hearing, and helps children to learn about the world. Motor development unfolds with perceptual development – as children use their motor skills to move through the environment, they gather information with their senses.

Perceptual and motor skills are very important for learning maths. They include:

- ◆ visual perception
- ◆ auditory perception
- ◆ tactile and kinaesthetic perception.

## Visual perception

Visual perception is the ability to use what the eyes see and to interpret this visual information. There are different categories of visual perceptual skills.



### Activity 7

The following are scenarios that illustrate visual perceptual skills in young children.

1. Read the information on visual perception on pages 64–67 of the *Concept Guide* and identify which visual perceptual skills the children below are practising.
  - ◆ Welekazi is playing in the fantasy play area. She looks for and finds her favourite red shoes amongst all the other shoes in the wardrobe.

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  - ◆ The teacher makes a pattern of different coloured beads on a string. Leah makes her own string of beads by repeating the pattern her teacher has made.

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# Karolo ya 5: Ntshetsopele ya kutlwisiso le motsamao

Hora e 1

Kutlwisiso e hola ka lebaka la tlhahisoleseding e bokellwang ho dikutlo tsa ho thetsa, pono, monko, tatso le kutlo, mme e thusa bana ho ithuta mabapi le lefatshe. Ntshetsopele ya motsamao e hlahella mmoho le ntshetsopele ya kutlwisiso – ha bana ba sebedisa bokgoni ba bona ba motsamao ho tsamaya ka hara tikoloho, ba bokella tlhahisoleseding ka dikutlo tsa bona.

Bokgoni ba kutlwisiso le motsamao bo bohlokwa haholo bakeng sa ho ithuta mmetse. Bo kenyeletsa:

- ◆ kutlwisiso ka pono
- ◆ kutlwisiso ka kutlo
- ◆ kutlwisiso ka ho thetsa le ka metsamao ya ditho.

## Kutlwisiso ka pono

Kutlwisiso ka pono ke bokgoni ba ho sebedisa seo mahlo a se bonang le ho hlalosa tlhahisoleseding ena ya pono. Ho na le mekgahlelo e fapaneng ya bokgoni ba kutlwisiso ka pono.



### Ketsahalo ya 7

Tse latelang ke diketsahalo tse bontshang bokgoni ba kutlwisiso ka pono baneng ba banyenyane.

1. Bala tlhahisoleseding e mabapi le kutlwisiso ka pono maqepheng a 64–67 a *Tataiso ya Mareo* mme o hlwaye hore ke bokgoni bofe ba kutlwisiso ka pono boo bana ba ka tlase mona ba bo sebedisang.
    - ◆ Welekazi o bapala sebakeng sa ho bapala sa ditoro. O batlana le dieta tsa hae tse kgubedu tseo a di ratang mme o di fumana hara dieta tsohle tse ka hara lekase la diaparo.
- 
- ◆ Titjhere o etsa paterone ya difaha tse mebala e fapaneng kgweleng. Leah o iketsetsa kgwele ya hae ya difaha ka ho pheta paterone eo titjhere wa hae a e entseng.
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2. What are the kinds of activities you have done in your Grade R class that support these perceptual skills?

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### **Auditory perception**

Auditory perception is the ability to use what the ears hear and to interpret this auditory information. There are different categories of auditory perceptual skills.



#### **Activity 8**

The following are scenarios that illustrate auditory perceptual skills in young children.

1. Read the information on auditory perception on page 68 of the *Concept Guide* and identify which auditory perceptual skills the children below are practising.

- ◆ Raiz is playing in the noisy block area. Even though there are many other learners around him talking as they play, he can focus on what his teacher is asking him to do with the blocks.

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- ◆ Thobeka listens to her teacher as she counts ten counters while placing them on the mat. Thobeka remembers what she has heard and repeats the order of the numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

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2. What are the kinds of activities you have done in your Grade R class that support these perceptual skills?

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2. Ke mefuta efe ya diketsahalo eo o e entseng tlelaseng ya hao ya Kereiti ya R e tshehetsang bokgoni boo ba kutlwisiso?

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### **Kutlwisiso ka kutlo**

Kutlwisiso ka kutlo ke bokgoni ba ho sebedisa seo ditsebe di se utlwang le ho hlalosa tlhahisoleseding ena ya kutlo. Ho na le mekgahlelo e fapaneng ya bokgoni ba kutlwisiso ka kutlo.



### **Ketsahalo ya 8**

Tse latelang ke diketsahalo tse bontshang bokgoni ba kutlwisiso ka kutlo baneng ba banyenyane.

1. Bala tlhahisoleseding mabapi le kutlwisiso ka kutlo leqepheng la 69 la *Tataiso ya Mareo* mme o hlwaye hore ke bokgoni bofe ba kutlwisiso ka kutlo boo bana ba ka tlase mona ba bo sebedisang.
- ◆ Raiz o bapalla sebakeng se lerata sa diboloko. Le ha ho ena le bana ba bang ba bangata ba ntseng ba bua ba bapala, o ntse a kgona ho tsepamisa maikutlo ho seo titjhere ya hae a mo laelang hore a se etse ka diboloko.

- ◆ Thobeka o mamela titjhere ya hae ha a ntse a bala dibadi tse leshome a di bea hodima mmata. Thobeka o hopola seo a se utlwileng mme o pheta tatelano ya dinomoro: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. Ke mefuta efe ya diketsahalo eo o e entseng tlelaseng ya hao ya Kereiti ya R e tshehetsang bokgoni boo ba kutlwisiso?

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## Tactile and kinaesthetic perception

These two types of perception go hand in hand. Tactile perception is the ability to notice similarities and differences in the way things feel. Kinaesthetic perception is the ability to use body movements and muscle feelings. Together they provide the brain with information.



### Activity 9

How can we help learners develop their tactile and kinaesthetic perception?

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Refer to the other activity ideas on page 68 of the *Concept Guide*.

## **Kutlwisiso ya boamo le tsamao ya mmele**

Mefuta ena e mmedi ya kutlwisiso e a tsamaisana. Kutlwisiso ya boamo ke bokgoni ba ho lemoha ditshwano le diphapang ho kamoo dintho di utlwahalang ka teng ha o di tshwara. Kutlwisiso ya tsamao ya mmele ke bokgoni ba ho sebedisa metsamao ya mmele le ho utlwa ha mesifa. Mmoho di fa boko tlhahisoleseding.



### **Ketsahalo ya 9**

Re ka thusa jwang baithuti ho ntshetsa pele kutlwisiso ya bona ya boamo le ya tsamao ya mmele?

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Sheba mehopolo e meng ya ketsahalo e leqepheng la 69 la *Tataiso ya Mareo*.

## Session 6: Planning for teaching

1½ hours

It is important to plan and prepare thoroughly for each week. This will allow you to feel confident about what you are doing and help you to focus on teaching and working with the learners. As you have already experienced in Terms 1 and 2, the Maths Programme is carefully structured, and the maths content is presented in a progressive developmental sequence. It has been designed to ensure that all the Grade R Mathematics content and skills are covered and learners are well prepared for Grade 1. Teachers need to be cautious about selecting activities from different weeks and leaving other activities out.



### Activity 10

Your facilitator will assign each group either Week 1, 2 or 3 of Term 3 to focus on.

1. Look at page 18 of *Activity Guide: Term 3* to identify the Content Area Focus of your week.
2. Find the CAPS content for this Content Area on pages 114–137 of the *Concept Guide*.
3. Read the contents of your assigned week in *Activity Guide: Term 3*.
4. Complete the planning template in Appendix A to capture the focus of the whole class and small group activities. Discuss the following to guide your planning:
  - ◆ The key concepts that learners will be learning in this week
  - ◆ The topic
  - ◆ The new knowledge to be introduced
  - ◆ The skills from previous weeks to be practised
  - ◆ How learners will be taught and will learn during:
    - whole class activities
    - small group activities
      - teacher-guided
      - independent small groups (at the workstations).
5. Identify any potential challenges in implementing the activities for your assigned week. Propose suggestions to resolve or minimise these. Record your points on flipchart paper to share with the whole group.

# Karolo ya 6: Ho etsa moralo bakeng sa ho ruta

Dihora tse 1½

Ho bohlokwa ho rera le ho lokisetsa beke ka nngwe ka ho phethahala. Sena se tla o dumella ho ikutlwa o ena le boitshepo ka seo o se etsang mme se o thuse ho tsepama ho ho ruta le ho sebetsa le baithuti. Kaha o se o ithutile ho Kotara ya 1 le 2, Lenaneo la Mmetse le bopilwe ka hloko, mme dikahare tsa mmetse di hlahisitswe ka tatelano ya ntshetsopele e tswelang. Le radilwe ho netefatsa hore dikahare tsohle le bokgoni tsa Mmetse wa Kereiti ya R di kenyeleditswe mme baithuti ba itokiseditse hantle bakeng sa Kereiti ya 1. Matitjhere a hloka ho ela hloko mabapi le ho kgetha diketsahalo dibekeng tse fapaneng mme ba siye diketsahalo tse ding.



## Ketsahalo ya 10

Motsamaisi wa lona o tla abela sehlotshwana ka seng Beke ya 1, 2 kapa 3 ya Kotara ya 3 ho tsepamisa maikutlo ho yona.

1. Sheba leqephe la 19 la *Tataiso ya Diketsahalo: Kotara ya 3* ho hlwaya Tsepamiso ya Karolo ya Dikahare ya beke ya hao.
2. Batla dikahare tsa SLTK bakeng sa Karolo ena ya Dikahare ho maqephe a 114–137 a *Tataiso ya Mareo*.
3. Bala dikahare tsa beke eo o e abetsweng ho *Tataiso ya Diketsahalo: Kotara ya 3*.
4. Tlatsa thempleiti ya moralo ho Sehlomathiso A ho fumana tsepamiso ya diketsahalo tsa tlelase yohle le tsa dihlotshwana. Buisanang ka tse latelang bakeng sa ho tataisa moralo wa hao:
  - ◆ Mareo a sehlooho ao baithuti ba tlang ho ithuta ona bekeng ena
  - ◆ Sehlooho
  - ◆ Tsebo e ntjha e lokelang ho tsebiswa
  - ◆ Bokgoni bo tswang dibekeng tse fetileng bo lokelang ho sebediswa
  - ◆ Kamoo baithuti ba tlang ho rutwa le ho ithuta nakong ya:
    - diketsahalo tsa tlelase yohle
    - diketsahalo tsa dihlotshwana
      - tse tataiswang ke titjhere
      - dihlotshwana tse ikemetseng (diteisheneng tsa tshebetso).
5. Hlwaya diphephetso dife kapa dife tse ka bang teng ha ho kenngwa tshebetsong diketsahalo bakeng sa beke eo o e abetsweng. Hlahisa ditlhahiso tsa ho rarolla kapa ho fokotsa diphephetso tseo. Rekota dintlha tsa hao ho pampiri ya fliptjhate bakeng sa ho abelana le sehlopha sohle.

# Closing activities

30 minutes



## Activity 11

**Workshop reflection:** Take a few minutes to reflect on the day. Page through your *Participant's Workbook* to remind yourself of what was covered.

The facilitator will direct the groups to the sheets of paper on the walls. Each sheet will prompt you on how to comment.



### Take back to school task

1. Use the Term 3 Weekly Planning Template in Appendix A to plan and implement Term 3 Weeks 1–3 of the Maths Programme.
2. Document how you used the '**Check that learners are able to**' observation list (in the eye box) during each of the teacher-guided activities.
3. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning.
4. Bring your evaluation to the next workshop.

### Evaluation

Complete the Evaluation Form.





## Ketsahalo ya 11

**Boikopotso ba wekshopo:** Nka metsotso e mmalwa ho ikgotsoa ka letsatsi leo. Phetla *Buka ya Mosebetsi ya Monkakarolo* ya hao ho ikgotsoa ka tse rutilweng.

Motsamaisi o tla supisa dihlopha moo maqephe a pampiri a leng teng leboteng. Leqephe ka leng le tla o etella pele hore o tshwaele jwang.



### **Mosebetsi wa kgutlela le yona sekolong**

1. Sebedisa Thempleiti ya Moralo wa Beke le beke wa Kotara ya 3 e ho Sehlomathiso A bakeng sa ho rera le ho kenya tshebetsong Kotara ya 3 Dibeke tsa 1–3 tsa Lenaneo la Mmetse.
2. Ngola fatshe kamoo o sebedisitseng lenane la temoho la **'Lekola hore baithuti ba kgona ho'** (lebokosong la leihlo) nakong ya ketsahalo ka nngwe e tataiswang ke titjhere.
3. Ngola tlhahlobo ya tse sebeditseng hantle, tse sa sebetsang hantle hakaalo le tseo o ka beng o di entse ka tsela e fapaneng bakeng sa ho ntlafatsa ho ruta le ho ithuta.
4. Tloo le tlhahlobo ya hao ho wekshopo e latelang.

### **Tlhahlobo**

Tlatsa Foromo ya Tlhahlobo.

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

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

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

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

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

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

# Workshop 7 Evaluation Form

1. Did the workshop meet your expectations?

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

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

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

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

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# Foromo ya Tlhahlobo ya Wekshopo ya 7

1. Na wekshopo ena e fihletse ditebello tsa hao?

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

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

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

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

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