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English

Grade R Mathematics Improvement Programme



Workshop 1 Facilitator's Guide

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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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Overview

Purpose

This is the first 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.

Participants will receive information on the components and guiding principles of teaching mathematics in Grade R. They will reflect on and discuss these within the context of their own planning and teaching. Participants will also review the Curriculum and Assessment Policy Statement (CAPS) Grade R Mathematics Content Areas. They will plan the daily programme Mathematics focus time for the first two weeks of Term 1. Throughout the workshop they will reflect on the guiding principles that inform teaching and learning.

**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*

Mathematics is the formal subject name, but in this *Facilitator's Guide* and during our discussions we will refer to it as 'maths'. (Read more about this on page 5 of the *Concept Guide*.)

Learning outcomes

- ◆ To become familiar with the Maths Programme and how it supports and extends the content of CAPS Grade R Mathematics
- ◆ To explore the components of the Maths Programme
- ◆ To understand the teaching principles presented in the Maths Programme
- ◆ To plan a Term 1 week based on the five-group teaching model
- ◆ To engage with the Maths Programme content of Term 1 Weeks 1-2 (Numbers, Operations and Relationships)

Workshop content

- ◆ Session 1: Orientation to the Maths Programme (2 hours)
TEA
- ◆ Session 2: Numbers, Operations and Relationships (2 hours)
LUNCH
- ◆ Session 3: Implementing the five-group teaching model (2 hours)

House rules

- ◆ Be punctual.
- ◆ Turn off your cellphone during sessions.
- ◆ Give everyone a chance to participate.
- ◆ Listen to each other's ideas.

Preparation

- ◆ PPT presentations
- ◆ Read:
Concept Guide, pages 57–58
Activity Guide: Term 1, pages 10–11
Appendix B: Term 1 Weekly Content Summary
- ◆ Set out a Maths Programme *Resource Kit*, kokis and paper on each group's table.
- ◆ Prepare the number frieze story and gather materials.
- ◆ Make a house template on a large sheet of flipchart paper – draw a house shape divided into four parts.
- ◆ Colour in the Number 1 frieze cards in Appendix C. Glue them onto cardboard.

Materials

- ◆ Attendance register
- ◆ Flipchart paper, kokis
- ◆ Copies of the *Participant's Workbook*, *Concept Guide* and *Activity Guide: Term 1*
- ◆ *Resource Kits*
- ◆ Puzzle pieces
- ◆ Number frieze house template and frieze cards

Session 1: Orientation to the Maths Programme

2 hours

Facilitator's notes

- ◆ Participants should be seated in small groups of six to eight people. Observe COVID-19 protocols.
- ◆ Give each person a *Participant's Workbook* and the attendance register.
- ◆ Welcome the participants and introduce yourself.
- ◆ Discuss the house rules for working together during all workshops (see page 5).
- ◆ Give participants an opportunity to introduce themselves in their small groups and then to the whole group.
- ◆ Encourage them to share their training and teaching experiences.
- ◆ Invite participants to share their expectations of the workshop.

Registration

Welcome and house rules

(10 minutes)

Welcome to the first of twelve maths workshops for the Gauteng Department of Education (GDE) Grade R Mathematics and Language Improvement Project.

Let's start with an introduction to the presenters and agree on a set of house rules.

Sharing teaching experiences

(15 minutes)



Activity 1

1. Take some time to reflect on your experience of teaching Grade R, especially teaching maths in Grade R. Think about your training and how it prepared you for maths teaching. Also try to identify your strengths and weaknesses in maths.

2. Share some of your good experiences and bad experiences with a partner.
3. Choose one person from your group to capture the thoughts that everyone shared.

Why a Maths Programme for Grade R?

Facilitator's notes

- ◆ PPT: Summary of the information below.
- ◆ Discuss the importance of improving maths learning and teaching in the Foundation Phase. Introduce the GDE Grade R Mathematics Improvement Programme as an intervention to enhance the implementation of the CAPS curriculum for Grade R.

Many South African primary school learners underperform in Language and Mathematics. A high percentage of learners fail to achieve even the minimum expected standards in these core subjects. There has been slow progress in the improvement of educational outcomes and in narrowing the achievement gap between learners from different backgrounds. The reasons for this are complex, go beyond the classroom and are affected by children's development and well-being from birth.

One of the critical issues around preschool access and attendance, as well as infrastructure and school management in South Africa, has been the fundamental questions about what and how children are learning. In order for all children to have a better chance of fulfilling their potential in Mathematics, the focus must broaden to include maths development in Grade R and, crucially, to provide Grade R teachers and practitioners with the knowledge and skills needed to support young children's maths learning.

The GDE identified Early Childhood Development as its Strategic Goal 1 and one of its key goals is to improve Home Language and Mathematics learning in Grade R. Through the Grade R Mathematics and Language Improvement Programme, the GDE is striving to improve performance in Grade R and prepare learners for Grade 1.

We believe that the Maths Programme will make an important contribution to the implementation of CAPS and that it will enhance the existing learning opportunities for all learners in Grade R so that they develop to their full potential.

What is the Grade R Maths Programme?

Facilitator's notes

- ◆ PPT: Page 5 of the *Concept Guide*, summary of the information below.

The Maths Programme focuses on teaching and learning one maths concept or topic at a time. The main focus of each week is on one CAPS Content Area. New knowledge is introduced through:

- ◆ whole class activities
- ◆ small group activities: teacher-guided activities and independent (side) activities
- ◆ free choice activities.

The Maths Programme:

- ◆ supports, extends and reinforces the content of CAPS Grade R Mathematics. It does not replace CAPS and it assumes that teachers have some prior knowledge and understanding of CAPS Grade R Mathematics.
- ◆ promotes focus time so that learners can practise newly acquired skills and knowledge, and embeds practise opportunities in planned maths activities and experiences.
- ◆ gives teachers a detailed guide that supports teaching and learning.
- ◆ is guided by eight principles that contribute to successful teaching and learning.
- ◆ supports teachers in making the link between Grade R Mathematics concepts and later mathematical competence.
- ◆ emphasises the weekly observation of learners as a tool for gathering information about each child to inform planning and assessment.

Refer to page 5 of the *Concept Guide* to read more about the Grade R Mathematics Improvement Programme.

Read more about the Maths Programme's guiding principles on pages 7–36 of the *Concept Guide*.

Time allocation for Mathematics in Grade R

(10 minutes)

Facilitator's notes

- ◆ PPT: Time allocation in Grade R (*Concept Guide*, page 38, Table 1).
- ◆ Refer participants to the *Concept Guide*, pages 37–38.

CAPS suggests that the instructional time for Mathematics in Grade R should be 23 hours per week. However, CAPS does not provide a weighting or a breakdown of the time that should be spent on each Content Area for each term.

Maths in the Grade R daily programme

(20 minutes)

The daily programme in Grade R is not a timetable like the ones used in higher grades.

In Grade R the day is organised around the developmental needs of the learners. The day begins with time to talk and sing and ends with rest and stories. During the day, teachers plan activities for Home Language, Life Skills and Mathematics knowledge and understanding. During play and interaction with the teacher and other learners there are many opportunities for the integration of new skills and time to practise what has been learnt.

Daily Mathematics focus time

Facilitator's notes

- ◆ PPT: Daily Mathematics focus time (*Concept Guide*, page 41, Figure 33, or the diagram below). Summarise the information on pages 42–46 of the *Concept Guide*.

Guidelines for classroom organisation and management of the Mathematics focus time

1. Whole class maths sessions

- ◆ 15–25 minutes
- ◆ All learners sit in a circle together with the teacher.
- ◆ Activities:
 - Consolidate and provide practice of previously taught concepts.
 - Introduce a new concept.
 - Extend the concept that is the main focus of the week:
 - oral/rote counting (rhymes, songs, sequencing numbers)
 - counting objects
 - posing problems, memory games.
 - Give instructions for the small group activities at the workstations.

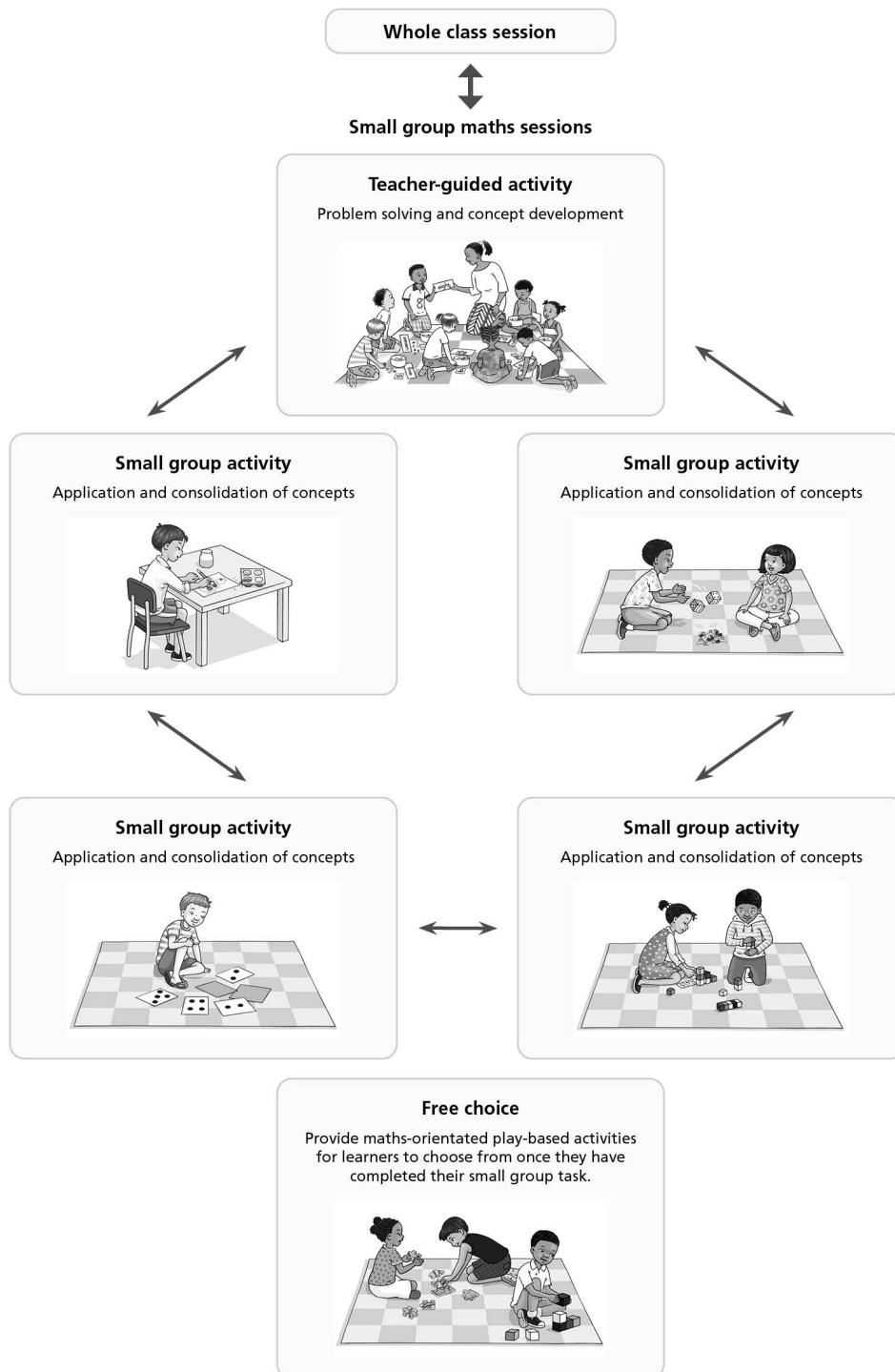
2. Small group maths sessions

- ◆ The class is divided into five groups of six to eight learners each.
- ◆ Each day one group works with the teacher (teacher-guided activity) and four groups work independently on planned maths activities at the workstations.
- ◆ Groups rotate daily.
- ◆ Activities:
 - Consolidate and provide opportunities to practise previously taught concepts.
 - Investigate the new concept that is the main focus of the week.
 - Provide opportunities to practise the concept that is the main focus of the week.
- ◆ The **teacher-guided activity** focuses on working with one group of learners to:
 - consolidate and practise previously taught concepts
 - deepen the understanding of a new concept
 - observe learners' progress.

3. Free choice activities

- ◆ Additional free choice activities with a maths focus are provided for learners who have completed their small group activity.

The Language training introduced you to a two-week teaching and learning cycle. The Maths Programme also follows a structured approach to organising the class for the Mathematics focus time. The Maths Programme's teaching and learning cycle is based on five small group activities that are rotated during one week. The lessons begin on a Monday and end on a Friday.



Refer to pages 41–46 of the *Concept Guide* to read more about organising your classroom for the daily Mathematics focus session.

Session 2: Numbers, Operations and Relationships

2 hours

Term 1–4 content overview (CAPS)

(45 minutes)

Facilitator's notes

- ◆ PPT: *Concept Guide*, page 55, Figure 41 and summary on pages 55–56.
- ◆ Refer participants to the *Concept Guide*, pages 57–68. Explain that this content overview provides the framework for all maths planning and will be used and referenced throughout the training.
- ◆ PPT: Discuss the table. Explain that the text in blue is from CAPS and the black text is content that has been added to build and extend CAPS in the Maths Programme.

The Maths Programme is aligned to and extends the content of the five Mathematics Content Areas of CAPS. The table on pages 57–68 of the *Concept Guide* provides a content overview of the maths to be taught in Grade R. It also shows what content is to be taught each term.

- ◆ The text in blue is the content from the CAPS for Grade R Mathematics.
- ◆ The text in black has been added to extend and build on CAPS.
- ◆ The topics are sequenced to show a developmental progression from one topic to the next.

Refer to pages 55–56 of the *Concept Guide* and read 1.1, 1.2 and 1.3 on pages 57–58. After reading numbers 1.1, 1.2 and 1.3, complete Activities 7 and 8.

Facilitator's notes

- ◆ Have participants complete **Activity 7** in their groups. Ask a person from each group to share their ideas.



Activity 2

Look through the Term 1–4 content overview for the Content Area: Numbers, Operations and Relationships, in the *Concept Guide* and in the CAPS document. In your group, discuss:

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

Refer to the black text on pages 57–58 of the *Concept Guide*. Main content added: dot cards, multiple representations, structure beads, jumping track, washing line, matching with number symbol/word,

breaking down and building up collections, ordering of number symbols, ordinal numbers in everyday activities, orally solving problems, equal sharing.

2. What counting concepts are covered in Numbers, Operations and Relationships in Term 1?

Refer to the black text on page 57 of the *Concept Guide*: one-to-one correspondence, estimation, matching, multiple representations, counting forwards 1–10, counting backwards 5–1.

Facilitator's notes

- ◆ Explain that during the workshops the focus is on the implementation of the Maths Programme and that participants need to understand the maths concepts themselves so that they are able to support their learners. This workshop provides an understanding of important concepts in Numbers, Operations and Relationships.

Important concepts in Numbers, Operations and Relationships

(1¼ hours)

Counting

Oral counting (rhythmic, rote or acoustic counting)

Facilitator's notes

- ◆ Ask participants to divide themselves into small groups of five and then to find an open space in the training room. Refer participants to **Activity 8** and let them say the rhyme, *One, two, three, four, five* (*Activity Guide: Term 1*, page 99) with actions.
- ◆ In their small groups, participants reflect on the activity and the counting skills they used and complete **Activity 8** and **9**.
- ◆ Ask the groups to report back on their discussions. List each new counting skill on the flipchart.
- ◆ Make sure that participants understand that oral counting involves memorising the names of numbers and does not mean that children can count.
- ◆ Read the information on oral counting below.
- ◆ Discuss the following terms: oral, rhythmic, rote and acoustic counting.
- ◆ PPT: such as: book, chair, dog, house.
- ◆ Explain that for learners the counting sequence of number names does not initially have any association with the concept of number, e.g. like: book, chair, dog, house, ... Learners gradually understand that each word stands alone in the sequence and that each word represents a specific number.

Oral counting involves a learner memorising the names and counting order of numbers, often in a rhyme or song.

In Grade R learners learn the correct order of number names and repeat the sequence daily. The purpose of counting out loud is to help learners understand that when we count aloud there is a set order for the numbers: beginning at one, then two, three, four, etc. Initially learners do not fully understand the meaning of the number names and might skip numbers in a counting sequence. Reciting a rhyme or series of numbers orally means repeating the number names from memory. Even when learners count in steps of two, five and ten they are using their knowledge of this number order. Memorising number names and repeating them in the correct counting order does not necessarily mean that learners can count. This is different from counting to find out 'how much'.

Arrange yourselves into small groups of five and find an open space in the training room for the next activity.



Activity 3

1. In your small groups, say the rhyme, *One, two, three, four, five*, with actions.

One, two, three, four, five

One, two, three, four, five
Once I caught a fish alive.
'Why did you let it go?'
Because it bit my finger so.
One, two, three, four, five
Then I caught a frog alive.
'What did you do with that?'
I said hello and put it back.

2. Do you think using a rhyme like this one is good practice for teaching counting in Grade R? Give reasons for your answer.

Refer to pages 39 and 99 of *Activity Guide: Term 1* for this rhyme.



Activity 4

In the same small groups, answer these questions:

1. What would learners learn by saying this rhyme?

2. What do learners learn when they repeat a sequence of numbers in the correct counting order?

Count in ones in the correct order.

Sequence of the counting numbers.

Correct number words.

Distinguish the number words.

Helps with memorising the sequence of counting order.

Counting objects (rational counting)

Facilitator's notes

- ◆ Demonstrate how to count objects using one-to-one correspondence.
- ◆ Ask participants to take two handfuls of counters from the *Resource Kit* equipment in the tub on their table and place them in front of them. Ask them to say which pile has more/fewer counters. Ask participants how they can determine this without counting. Prompt them to match the elements in each group one-to-one in order to say which group has more/less.
- ◆ Ask participants to count the items in each group to find out which has more/fewer.
- ◆ Ask participants what vocabulary was used, e.g. count, one, two, three ..., how many, more, fewer, group.
- ◆ Read the information about counting objects (rational counting) below.
- ◆ Make sure that participants understand the difference between oral counting and counting objects:
 - **Oral counting** involves memorising and sequencing number words.
 - **Counting objects** involves matching a number word to each object being counted and understanding that the last number said represents the total number counted (how many).

Counting objects involves one-to-one correspondence. This means that each object or event to be counted is matched with a number word. To count 'how many', learners need to realise that each object in a collection gets a number word ('one, two, three, four ...') and that you count each object only once.

Once learners know the order of the counting numbers, they begin to understand that each number in the counting sequence is one bigger than the number before and one smaller than the next number. They:

- ◆ can mentally compare numbers and see that two is one more than one and that three is one more than two.

- ◆ realise that numbers grow by one each time.
- ◆ realise that any number in the counting sequence is exactly one more than the previous number.

Facilitator's notes

- ◆ Explain to participants that learners do not learn number concepts and skills in isolation. They need daily experiences with number in different contexts that involve oral counting, counting objects and representing a number in different ways.
- ◆ Emphasise that learners are not required to write number symbols in Grade R. Learning to write number symbols should be regarded the same way as Emergent Writing. Refer to Numbers, Operations and Relationships in the CAPS document and to pages 57–58 of the *Concept Guide*.



Video 3

Activity Guide: Term 1, Week 2, Teacher-guided activity #2, 3 (page 24)

Watch the video of learners counting a collection of objects. This is a teacher-guided activity. Notice how the teacher observes each learner and asks questions to prompt them to share their ideas.

Representing numbers

Facilitator's notes

- ◆ Say to participants: *Show me five*.
- ◆ Participants will most likely hold up five fingers. Explain that the concept or idea of a number is in our heads and that we cannot see numbers. We can't see them, but we can represent them in different ways, for example, using fingers, counters, claps, birthday candles. We represent numbers to show 'how many'.
- ◆ Ask participants to think about the different ways to represent a number and ask them to complete **Activity 10** individually. Then ask participants to share their ideas.
- ◆ Use the information below to summarise how learners begin to represent numbers.



Activity 5

How many different ways can you find to represent the number 5?

Learners begin to represent numbers using their fingers, and then gradually start to use other methods, such as objects, drawings, pictures or symbols. Learners progress:

- ◆ from using actual objects to represent (stand in for) numbers, e.g. lemons, sweets, pencils, leaves
- ◆ to using pictures or drawings to represent the objects, e.g. a drawing of a lemon, person, car
- ◆ to using counters to represent the objects or pictures, e.g. plastic discs to show the number of lemons
- ◆ to using marks to represent the physical objects and pictures, e.g. circles, dots, tally marks, clapping sounds, drumbeats, stamping feet
- ◆ to using number symbols and number words, e.g. '2' or 'two'.

Facilitator's notes

- ◆ PPT: Explain that the Maths Programme uses an approach of teaching one number at a time and follows the same routine for each number taught. Summarise the text below to provide a brief outline of the routine.
- ◆ Tell the *Number 1 story* on page 99 of *Activity Guide: Term 1*.
- ◆ Retell the story, this time involving the participants in dramatising the story as you tell it, e.g. by moving like elephants, painting the number 1 on the roof of the house, smelling one flower, flying around like one bird.
- ◆ Demonstrate different number representations by displaying the house template on the wall of the training room and re-telling the *Number 1 story*. Exaggerate 'one' each time it occurs in the story, e.g. one bird, one tree, one bench, one flower, one cloud, one door, one doorbell. Place the number 1 frieze cards in the house template as you progress through the story:
 - the animal (picture)
 - the number symbol (1)
 - the dot (doorbell)
 - the number word (one).

The Maths Programme uses an approach that introduces numbers 0–10 one at a time and follows the same teaching routine for each number.

- ◆ A story is told about the number. This raises learners' interest and provides a familiar, fun context that connects with learners' lives and interests.
- ◆ Each number has a particular animal character. The story featuring the animal is used to build a number frieze to represent the number.
- ◆ Dramatising the story provides opportunities for learners to respond kinaesthetically (learning through acting and moving their bodies).
- ◆ Objects are collected to represent the number in various ways. The objects are put in the maths area.
- ◆ Learners match objects to pictures, dot cards, number symbols and number words.
- ◆ The *Poster Book* provides real-life contexts to stimulate discussion and encourage problem solving.

The number 'one' is introduced in the second week of Term 1 to familiarise learners with this routine. The same routine is used as each new number is introduced, adding one more to the number the learners learnt previously.

Before completing the next activity, interact with the facilitator as she tells the story for number 1 and builds up the number frieze using the house template and animal frieze cards. After listening to the story, complete Activity 11.

Facilitator's notes

- ◆ After the demonstration, ask participants to complete **Activity 11**.
- ◆ Allow participants to discuss the question in small groups and then to share their ideas in the big group.
- ◆ Reflect on the vocabulary used during the activity, e.g. one, number, number symbol, number name, number word, how many, group, collection, count, the same.



Activity 6

What are the different ways that the number 1 was represented in the story?

Picture, dot, number symbol, number word

Session 3: Implementing the five-group teaching model

2 hours

We have already discussed how to organise your classroom for maths teaching and learning during Mathematics focus time. This section outlines how to plan and implement the Maths Programme and focuses on preparing for the teaching of Weeks 1 and 2 of Term 1.

Term 1 Content Summary (Weeks 1–2)

(1 hour)

Facilitator's notes

- ◆ PPT: Daily Mathematics focus time (*Concept Guide*, page 41, Figure 33) and Week 1 of Appendix B.
- ◆ Refer participants to Week 1 of Appendix B: Term 1 Weekly Content Summary (Weeks 1–2). Explain that the Weekly Content Summary provides a summary of the maths content for each week. Explain that this framework was developed and then the content of the *Activity Guides* was written.
- ◆ Outline the different features of the week. Read the whole class activities, teacher-guided activity and independent small group (workstation) activities. Have participants work in groups to complete **Activity 7**.
- ◆ Focus on the structure of the Weekly Content Summary:
 - Content Area, Topic, New knowledge, Practise
 - Whole class activities: done with all the learners, activities linked to the Content Area and Topic, involves a routine that includes rhymes/songs, oral counting and counting objects.
 - Teacher-guided small group activity: focuses specifically on the concepts to be taught, involves a small group of six to eight learners.
 - Independent small group (workstation) activities: provide practice and consolidation of the concept being introduced in the whole class and teacher-guided activities.
- ◆ Explain that the Weekly Content Summary provides a structure and framework for planning the Mathematics focus time each week.

Appendix B: Term 1 Weekly Content Summary (Weeks 1–2) provides a summary of the content and offers suggestions for teaching and learning maths for each week with the following information:

- ◆ main Content Area Focus for the week
- ◆ topic(s) to be covered
- ◆ New knowledge and Practise focus for the week
- ◆ suggested activities for whole class and small groups (teacher-guided activity and workstation activities) for the week.

Read whole class activities, teacher-guided activity and workstation activities in Appendix B: Term 1 Weekly Content Summary (Weeks 1–2).



Activity 7

Look at Appendix B: Term 1 Weekly Content Summary (Weeks 1–2). Answer the questions.

Questions	Week 1	Week 2
What is the Content Area Focus for the week?	Numbers, Operations and Relationships	Numbers, Operations and Relationships
What are the key concepts that learners will be learning?	Oral counting Counting objects	Number symbols Number words
What new knowledge is introduced?	Oral counting 1–5 Counting objects 1–3 One-to-one correspondence Sequencing events	Number 1 Solving problems in everyday contexts
What skills are being practised in Week 2?		Oral counting 1–5 Counting objects 1–3 Vocabulary from Week 1

Facilitator's notes

- ◆ PPT: Briefly review the five-group teaching model and how the Maths Programme's focus time activities are organised (whole class, small group and free choice activities).
- ◆ Remind participants that the focus is on one concept/topic at a time from one Content Area.

Activity Guide: Term 1

Facilitator's notes

- ◆ Explain that *Activity Guide: Term 1* provides teachers with weekly suggestions for teaching maths in Grade R.
- ◆ PPT: Features of *Activity Guide: Term 1* (*Activity Guide: Term 1*, page 4).
- ◆ Explain that the next activity will give participants an opportunity to learn more about *Activity Guide: Term 1*.
- ◆ Let participants work in small groups to complete **Activity 13** and then share their responses with the large group.
- ◆ Make links between *Activity Guide: Term 1* and the Weekly Content Summary.

The *Activity Guides* provide Grade R teachers with a structure and framework and offer weekly suggestions for maths teaching and learning.

Refer to Weeks 1 and 2 in *Activity Guide: Term 1* and the Weekly Content Summary in Appendix B. Complete Activity 13 in your group.



Activity 8

1. Look at *Activity Guide: Term 1* and add the information to the table.

Race around <i>Activity Guide: Term 1</i>	
What is on pages 4, 5 and 6?	
On which page is the 'Our classroom rules' poster?	
On which pages is the content overview for Term 1?	
What information is at the start of each new week?	
Find the <i>Grade R Maths family story</i> .	
Which song is introduced in Week 2?	
Find where number 1 is introduced.	
Find a whole class activity that focuses on oral counting.	
Find a teacher-guided activity that focuses on one-to-one correspondence.	
Find a workstation activity that focuses on consolidating the number concept '1'.	

2. Refer to the whole class activities, teacher-guided activity and workstation activities in Appendix B. Find these activities in *Activity Guide: Term 1*.



In Grade R assessment is informal and continuous. We need to observe learners throughout the day, inside and outside the classroom.

The Maths Programme is designed around the rotation of small groups during a week and the teacher pays special attention to one group a day, watching and listening as the learners complete specific tasks. This time gives the teacher the opportunity to carefully observe each learner and gather information on their progress.

Look at the shaded block at the end of the teacher-guided activity in Week 2: '**Check that learners are able to**'. The eye icon 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.

The teacher makes a mental note of each learner and once the learners have left for the day, she writes down her observations in a dedicated observation book that has space for each learner's notes.

Refer to pages 4–9 of *Activity Guide: Term 1* to read about classroom resources and setting up a maths learning environment.

Closing activities

(10 minutes)

Facilitator's notes

- ◆ **Lessons learnt:** Ask participants to think about what they have learnt during the workshop and to complete **Activity 14** individually.
- ◆ **Take back to school task:** Read through this task. Ask if there is anything that is not clear and that requires more explanation.
- ◆ **Evaluation:** Hand out copies of the Workshop Evaluation Form and have participants complete the form.
- ◆ **Next workshop:** Ask participants to bring the *Poster Book*, *Concept Guide* and *Activity Guide: Term 1* to the next workshop. Give dates for the next workshop.
- ◆ **Register:** Remind all participants to make sure that they have signed the register.
- ◆ Close the workshop.



Activity 9

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



Take back to school task

1. Read the *Concept Guide* pages that were referred to during this workshop.
2. Use *Activity Guide: Term 1* to plan and implement Weeks 1–2 of the Maths Programme.
3. Reflect on how the Maths Programme’s guiding principles informed teaching and learning in your classroom.
4. Set up a maths area. Take a photograph of it and bring it to the next workshop.



Bring the following to the next workshop:

- ◆ *Poster Book*
- ◆ *Concept Guide*
- ◆ *Activity Guide: Term 1.*

Evaluation

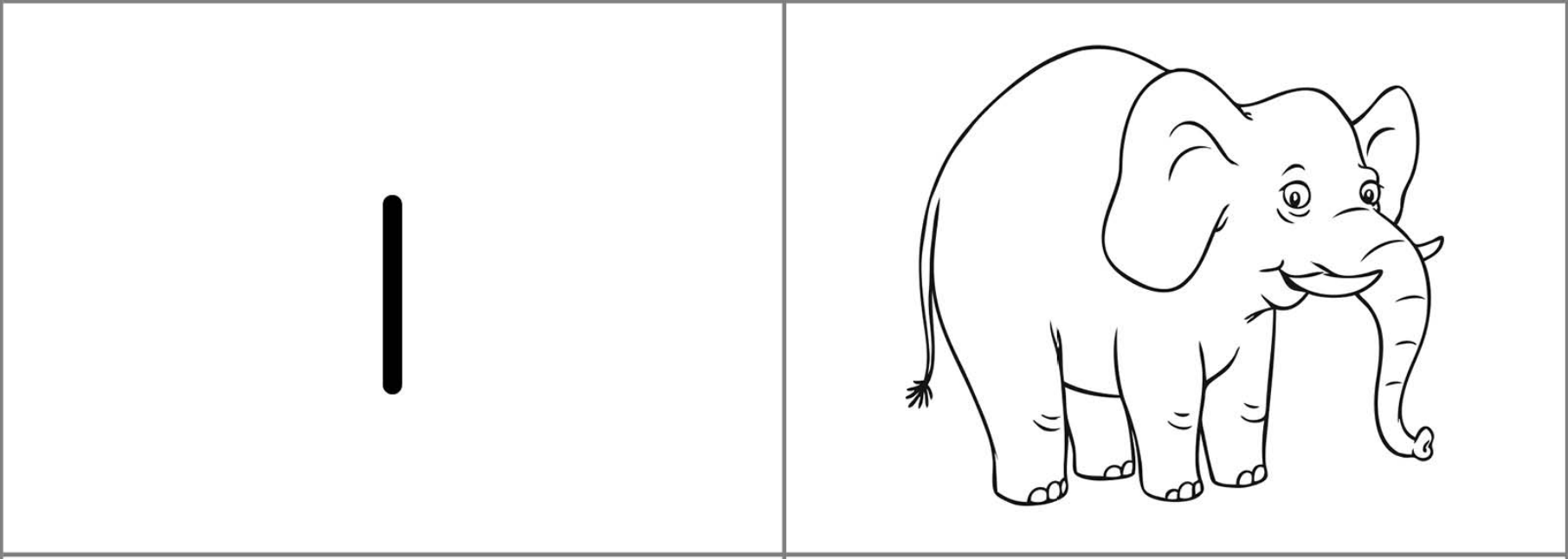
Complete the Evaluation Form.

APPENDIX B: TERM 1 WEEKLY CONTENT SUMMARY (WEEKS 1-2)

Term 1: Activity Plan

Week 1				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Oral counting and counting objects				
INTRODUCE NEW KNOWLEDGE: Oral counting 1–5, counting objects 1–3, one-to-one correspondence, sequencing daily programme				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Routine, class rules, learner symbols and daily programme.	No teacher-guided small group activity in the first week to allow the teacher to rotate between all five workstations: guiding, assisting and encouraging the learners. Some learners may not have seen or used the equipment before so the teacher will need to demonstrate and support their first attempts.	Activity 1	Sorting animal and fruit counters by colour (from the <i>Resource Kit</i>).
Day 2	Helper’s chart, rhyme, <i>Grade R Maths family story</i> .		Activity 2	Playdough or clay modelling.
Day 3	Helper’s chart, Tidy-up chart, rhyme, oral counting and the <i>Grade R Maths family story</i> .		Activity 3	Draw a picture.
Day 4	Rhyme, oral counting, counting objects, sequencing daily events, bowls.		Activity 4	Six-piece puzzle.
Day 5	Rhyme, oral counting, learners’ symbols.		Activity 5	Building blocks.
Week 2				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Number symbols and number words				
INTRODUCE NEW KNOWLEDGE: Introduce number 1, solving problems in everyday contexts (rhymes and posters)				
PRACTISE: Oral counting 1–5, counting objects 1–3, vocabulary from previous week				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Song, oral counting, introduce number 1 and the number 1 frieze, body parts (‘how many?’ games), find one object.	Support learners in their efforts to complete tasks. Ask guiding questions and encourage learners to share their ideas. Count objects: one-to-one correspondence. Sort animal counters according to colour. Match number 1 symbol and word cards with dot card and animal counters.	Activity 1	Matching counters to dots using egg boxes.
Day 2	Song, oral counting, frieze for number 1, body games.		Activity 2	Make one playdough object and draw it.
Day 3	Song, oral counting, counting objects, reinforce number 1, look for 1 object.		Activity 3	‘One’ template using playdough.
Day 4	Rhyme, oral counting, problem solving – poster story.		Activity 4	Building blocks.
Day 5	Rhyme, oral counting, counting objects in the poster, solving problems.			

APPENDIX C: NUMBER 1 FRIEZE CARDS





one

Workshop 1 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?
