GAUTENG PROVINCE
EDUCATION
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IsiNdebele/English

# IHlelo lokuThuthukisa iimBalo zeGreyidi R
# Grade R Mathematics Improvement Programme

## Isifundobandulo 1 ● Workshop 1

**INcwadi yokuSebenzela yomHlanganyeli ● 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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IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R imuzamo wom**Nyango wezeFundo weGauteng (Gauteng Department of Education)** nombambisani wayo oqakathekileko, i-**Gauteng Education Development Trust**.

Ukwenziwa nokukhiqizwa kweensetjenziswa zebandulo nezetlasi zePhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R kukghonakele ngomusa wokusekelwa ngemali yephrojekthi ebuya ku-**United States Agency for International Development** kunye ne-**Zenex Foundation**.

IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R ilawulwa yi-**JET Education Services** ne-**Schools Development Unit** ye-**UCT** kunye ne-**Wordworks** njengababambisani kezobuqharhaqharha.

I**Schools Development Unit** (SDU) ye-**University of Cape Town** (UCT) imbambisani kezobuqharhaqharha beembalo kuPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R. I-SDU iyiyunithi ngaphakathi kwe-School of Education ye-UCT eqalene nokuthuthukiswa kobukghwari babotitjhere beemBalo, iSayensi, ilwazi lokuTlola nokuFunda/iLimi namaKghono wePilo ukusukela kwaGreyidi R ukuya kwaGreyidi 12. I-SDU inikela abotitjhere iziqu zokufundisa neemfundo ze-UCT ezifitjhani eziphasisiweko, umsebenzi onzinze esikolweni, ukwenziwa kwemethiriyeli nerhubhululo ukusekela ukufundisa nokufunda kibo boke ubujamo beSewula Afrika.

**AMAGAMA WOKUTHOKOZA**

Ukuthokoza okukhethekileko:

- Iinkhulu zePhiko labaNqophisi leKharikhyulamu, iPhiko labaNqophisi laboTitjhere bezeFundo nePhiko labaNqophisi leFundo eKhethekileko yomNyango wezeFundo weGauteng, ekutjhugululweni kwemetheriyali yethu.
- Abasebenzi nabotitjhere be-Western Cape Education Department (WCED) ngokufaka kwabo isandla epumelelweni yokusetjenziswa kwe-Grade R Mathematics Programme (R-Maths) eTjhingalanga Kapa phakathi komnyaka we-2016 nowe-2019.
- Isiqhema sokutlola se-R-Maths: Abasebenzi nabathintanisi be-SDU.

IHlelo lokuThuthukisa iimBalo zeGreyidi R lisuselwe ku-*R-Maths*, eyakhutjhwa kokuthoma yi-Schools Development Unit, University of Cape Town ngo-2017. Ilungelo lokukhuphela le-*R-Maths* liphethwe yi-University of Cape Town.

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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 *Participant's Workbook* and during our discussions we will refer to it as 'maths'. (Read more about this on page 10 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)

# Isirhunyezo

## Umnqopho

Lesi sifundobandulo sokuthoma kezilitjhumi nambili zeHlelo lokuThuthukisa iimBalo zeGreyidi R (IHlelo leemBalo), eliyingcenye yomNyango wezeFundo weGauteng (Gauteng Department of Education (GDE)) iPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R.

Abahlanganyeli bazakuthola ilwazi mayelana neengcenye nemithethokambiso ehlahla ukufundisa iimbalo kwaGreyidi R. Bazakucabanga begodu bakhulumisane ngalokhu ngokobujamo bokuhlela nokufundisa kwabo. Abahlanganyeli godu bazakubuyekeza iinGaba zokuMumethweko zeemBalo zeGreyidi R zeSitatimende somGomo weKharikhyulamu nokuHlola (i-CAPS). Bazakuhlela isikhathi sokunqophana nehlelo leemBalo langamalanga leemveke ezimbili zokuthoma zeThemu 1. Ngasosoke isikhathi sesifundobandulo bazakuqala imithethokambiso ehlahlako leyo ekhambisana nokufundisa nokufunda.

*IinGaba zokuMumethweko zeemBalo zakwaGreyidi R zithethwe kusi*Tatimende somGomo weKharikhyulamu nokuHlola (i-CAPS): IimBalo zakwaGreyidi R (Umtlamo wokugcina)*, 2011, UmNyango wezeFundo esiSekelo, weSewula Afrika

## Imiphumela yokufunda

- Ukujayela iHlelo leemBalo nokobana likusekela belikunabise njani okumumethweko kwe-CAPS yeemBalo zakwaGreyidi R
- Ukuhlola iingcenye zeHlelo leemBalo
- Ukuzwisisa imithethokambiso yokufundisa ethulwe eHlelweni leemBalo
- Ukuhlela iveke yeThemu 1 ngokuya ngendlela yokufundisa ngeenqhema ezihlanu
- Ukubandaka okumumethweko kweHlelo leemBalo leThemu 1 iimVeke 1–2 (Iinomboro, ama-Opharetjhini noBudlelwana)

## Okumumethweko kwesifundobandulo

- Isetjhini 1: Ukujayeza iHlelo leemBalo (Ama-iri 2)

ITIYE

- Isetjhini 2: Iinomboro, ama-Opharetjhini noBudlelwana (Ama-iri 2)

ISIDLO SEMINI

- Isetjhini 3: Ukusebenzisa indlela yokufundisa ngeenqhema ezihlanu (Ama-iri 2)

## House rules

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

## Imithetjhwana yendlu

- Gcina isikhathi.
- Cima ufunjathwako wakho ngesikhathi samasetjhini.
- Nikela woke umuntu ithuba lokuhlanganyela.
- Omunye nomunye akalalele imibono yabanye.

# Session 1: Orientation to the Maths Programme

**2 hours**

## 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 2**

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.

# Isetjhini 1: Ukujayeza iHlelo leemBalo **Ama-iri 2**

## Ukutlolisa

### Ukwamukelwa nemithetjhwana yendlu **(imizuzu 10)**

Namukelekile kusifundobandulo sokuthoma seemBalo kezilitjhumi nambili zoMnyango wezeFundo weGauteng (GDE) zePhrojekthi yeemBalo nokuThuthukiswa kweLimi kwaGreyidi R.

Asithomeni ngokuzazisa kubethuli bese sivumelana ngesede yemithetjhwana yendlu.

### Ukwabelana ngelemuko lokufundisa **(imizuzu 15)**

**Umsebenzi 2**

1. Thatha isikhatjhana sokucabangisisa ngelemuko lakho lokufundisa uGreyidi R, khulukhulu ukufundisa iimbalo kwaGreyidi R. Cabanga ngebandulo lakho nokobana likulungiselele njani ukufundisa iimbalo. Godu zama ukuveza amandla nobuthakathaka bakho eembalweni.

_____
_____
_____
_____

2. Yabelana nomlingani wakho ngelemuko lakho elihle nelimbi.
3. Khetha umuntu munye esiqhemeni sakho bonyana atlole imicabango leyo omunye nomunye abelene ngayo.

## The Grade R Maths Programme (30 minutes)

### Why a Maths Programme 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?

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.

## IHlelo leemBalo zeGreyidi R (imizuzu 30)

**Kubayini iHlelo leemBalo zeGreyidi R?**
Abafundi abanengi beenkolo zamabanga aphasi eSewula Afrika abasebenzi kuhle eemfundweni zeLimi neemBalo. Iphesentheji ephezulu yabafundi iyabhalelwa ukuthola ngitjho ubuncani bezinga elilindelweko kilezi iimfundo ezimumongo. Kuneragelophambili elibuthaka ekuthuthukiseni imiphumela yezefundo nekunciphiseni isikhala sokuphumelela phakathi kwabafundi abaphuma ebujameni obuhlukileko. Iinzathu zalokhu zihlangahlangene, zingale kwetlasi begodu zithintelwa kukhula nehlalakuhle yabantwana ukususka ekubelethweni.

Okhunye kwezinto eziqakathekileko okuphathelene nokungena nokuya ekulisa, kunye nomthangalasisekelo nokuphathwa kwesikolo eSewula Afrika, mibuzo eqakathekileko emayelana nokobana abantwana bafunda ini begodu bafunda njani. Ukuze boke abantwana bathole ithuba elingcono lokuphumelelisa ikghono labo leemBalo, umnqopho kufanele unabiswe ukufaka hlangana ukuthuthukiswa kweembalo kwaGreyidi R begodu, okuqakatheke khulu, kunikela abotitjhere bakwaGreyidi R nabasebenzi ilwazi namakghono adingekako wokusekela abantwana abancani ukufunda iimbalo.

I-GDE ibone ukuThuthukiswa kweFundo yabanTwana abasaThomako njengeQhinga lomNqopho 1 nokobana enye yeenhloso zayo eziqakathekileko kuthuthukisa iLimi leKhaya nokufundwa kweemBalo kwaGreyidi R. NgeHlelo lokuThuthukisa iimBalo neLimi kwaGreyidi R, i-GDE ilinga ngamandla ukusebenza ngcono kwaGreyidi R nokulungiselela abafundi ukuya kwaGreyidi 1.

Siyakholwa bonyana iHlelo leemBalo lizakwenza ubungcono obukhulu ekusetjenzisweni kwe-CAPS nokobana lizakuthuthukisa amathuba akhona wokufunda wabafundi boke bakwaGreyidi R bazokwazi ukukhula ngokupheleleko.

**Liyini iHlelo leemBalo zeGreyidi R?**
IHlelo leemBalo linqophe ukufundisa nakufunda umqondo nofana isihloko seembalo esisodwa ngesikhathi sinye. Umnqopho omkhulu weveke ngayinye uqalana nesiGaba sokuMumethweko sinye se-CAPS. Ilwazi elitjha lithulwa nge:

- imisebenzi yetlasi yoke
- imisebenzi yesiqhema esincani: imisebenzi ehlahlwa ngutitjhere nemisebenzi ezijameleko (yangeqadi)
- imisebenzi yokuzikhethela ngokutjhaphulukileko.

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 10 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 14–73 of the *Concept Guide*.

IHlelo leemBalo:

- lisekela, linabise beligandelele okumumethweko kweemBalo zeGreyidi R ze-CAPS. Alijamiseleli i-CAPS begodu lithatha ukuthi abotitjhere banelwazi langaphambili nokuzwisisa i-CAPS yeemBalo zakwaGreyidi R.
- likhuphula isikhathi sokunqophana kobana abafundi bazijayeze amakghono amatjha abawatholileko nelwazi, begodu lifaka amathuba wokuzijayeza emisebenzini yeembalo eplaniweko kunye nelemukweni.
- linikela abotitjhere umhlahlandlela opheleleko osekela ukufundisa nokufunda.
- lihlahlwa mithethokambiso ebunane esiza ekufundiseni nekufundeni okuyipumelelo.
- lisekela abotitjhere ekuhlanganiseni imiqondo yeemBalo zeGreyidi R nekghono leembalo eliza muva.
- ligandelela ukutjhejwa kwabafundi qobe yiveke njengethulusi lokubuthelela ilwazi elimayelana nomntwana ngamunye okuzakusiza ukuhlela nokuhlola.

Qala ikhasi 13 lom*Hlahlandlela womQondo* ukufunda okunengi mayelana neHlelo lokuThuthukisa iimBalo zeGreyidi R.

Funda ngokunabileko okumayelana nemithethokambiso ehlahlako yeHlelo leemBalo emakhasini 14–73 wom*Hlahlandlela womQondo.*

## Time allocation for Mathematics in Grade R (10 minutes)

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.

The Maths Programme suggests a way of organising the daily programme with focus time for Home Language, Life Skills and Mathematics.

### Daily Mathematics focus time

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.

## Isikhathi esabelwe iimBalo kwaGreyidi R (imizuzu 10)

I-CAPS iphakamisa bonyana isikhathi sokufundisa imBalo kwaGreyidi R kufanele sibe ma-iri ama-23 ngeveke. Nofana kunjalo, i-CAPS ayinikeli isilinganiso nofana ukuhlukaniswa kwesikhathi esizakusetjenziswa esiGabeni sokuMumethweko ngasinye ithemu ngayinye.

## IimBalo kwaGreyidi R ehlelweni langamalanga (imizuzu 20)

Ihlelo langamalanga lakwaGreyidi R alisiyo ithebula yesikhathi njengakumagreyidi aphakemeko.

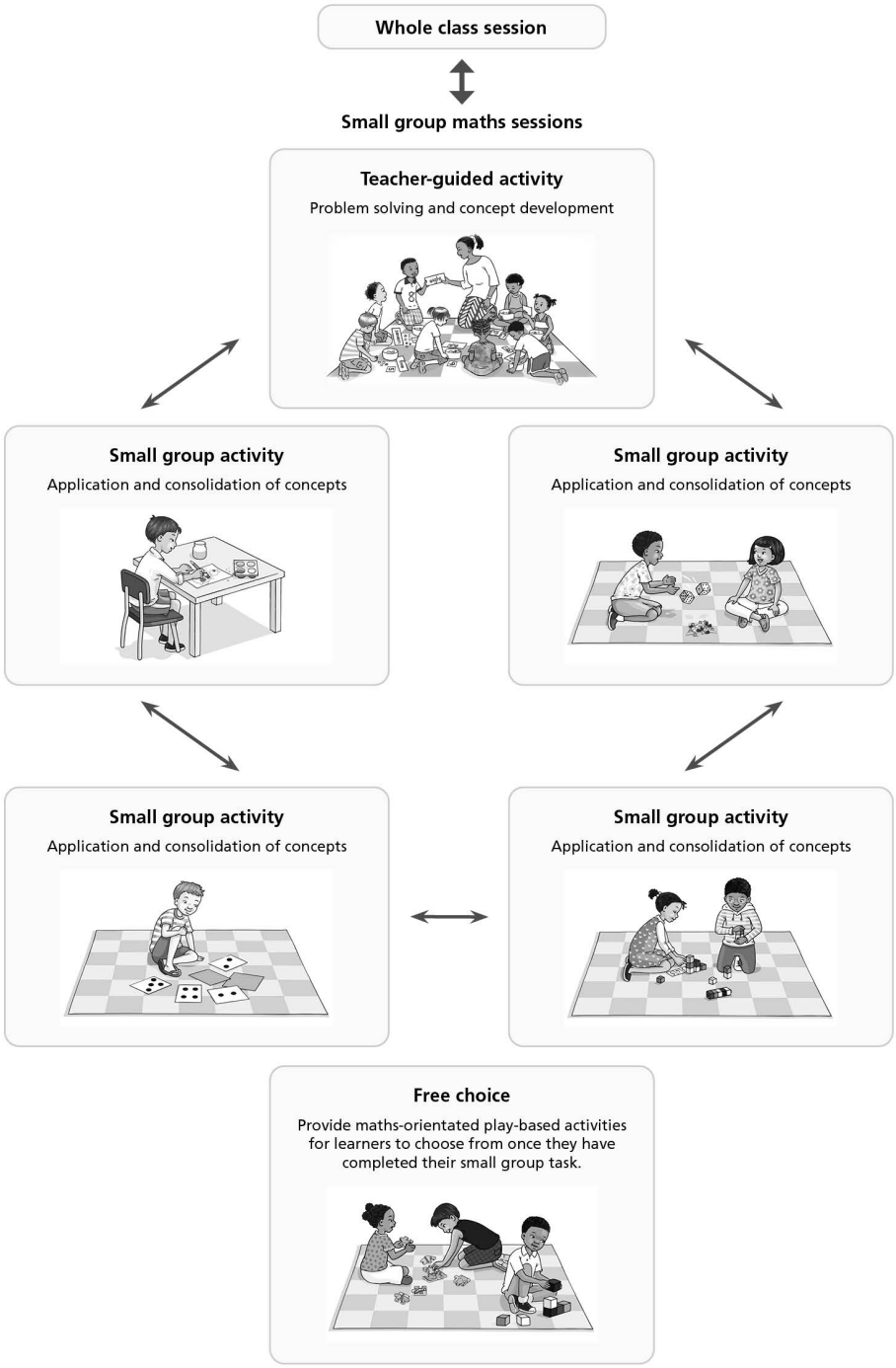
KwaGreyidi R ilanga lihlelwa magega needingo zokuthuthuka kwabafundi. Ilanga lithoma ngesikhathi sokucoca nokuvuma bese liphela ngokuphumula neendatjana. Phakathi kwelanga, abotitjhere bahlela imisebenzi yeLimi leKhaya, amaKghono wePilo, ilwazi nokuzwisisa iimBalo. Ngesikhathi sokudlala nokukhulumisana phakathi kukatitjhere nabanye abafundi kunamathuba amanengi wokuhlanganisa amakghono amatjha nesikhathi sokuzijayeza lokho okufundiweko.

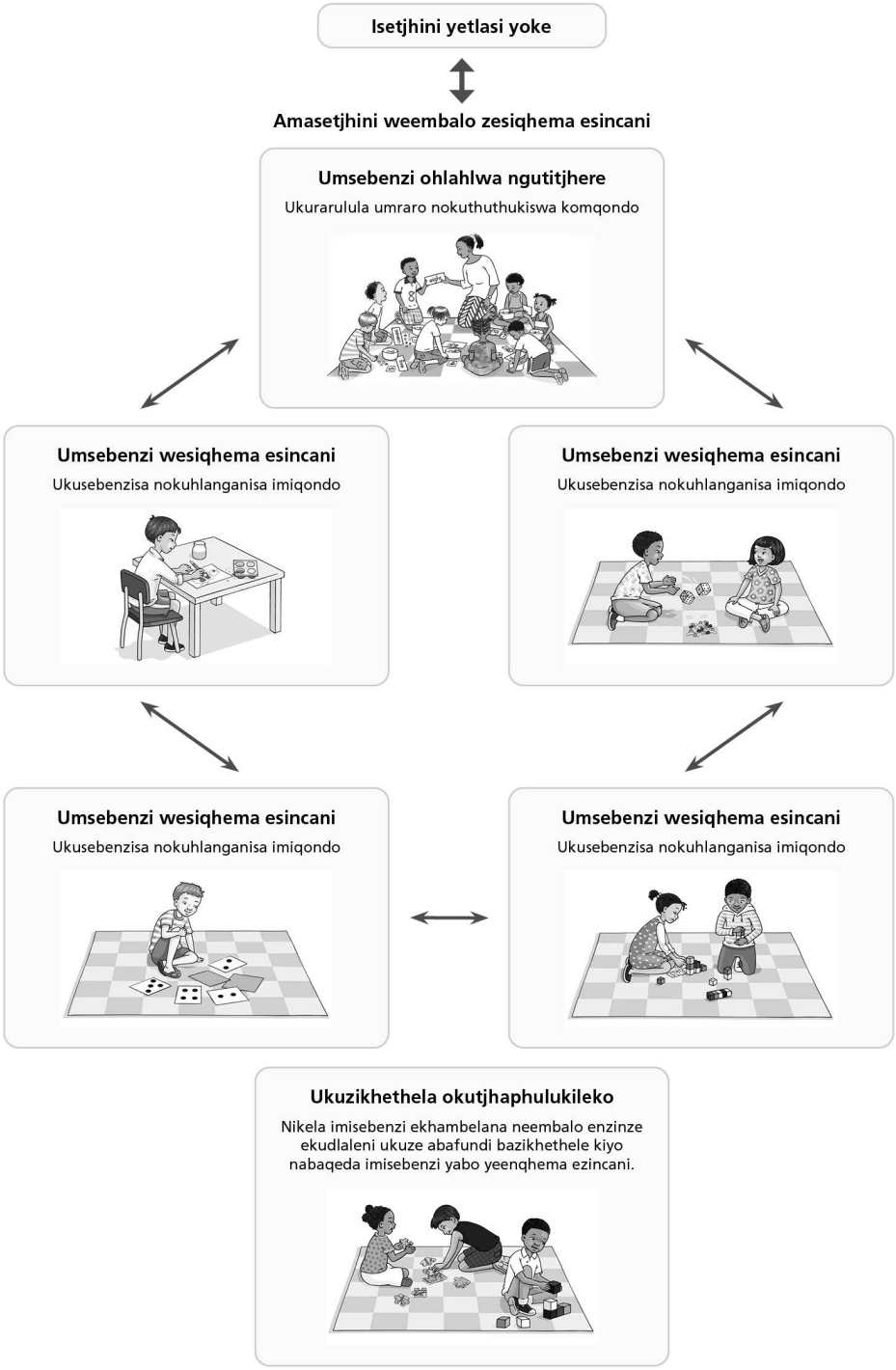
IHlelo leemBalo liphakamisa indlela yokuhlela ihlelo langamalanga elinesikhathi sokunqophama neLimi leKhaya, amaKghono wePilo neemBalo.

### Isikhathi sangamalanga sokunqophana neemBalo

Ibandulo leLimi likwethule emzombeni wokufundisa nokufunda weemveke ezimbili. IHlelo leemBalo nalo lilandela indlela ehlelekileko yokuhlelela itlasi isikhathi sokunqophana neemBalo. Umzombe weHlelo leemBalo lokufundisa nokufunda lisekelwe misebenzi yeenqhema ezincani ezihlanu ekudlheganwe ngayo evekeni eyodwa. Iimfundo zithoma ngoMvulo bese ziphela ngeLesihlanu.

Refer to pages 82–93 of the *Concept Guide* to read more about organising your classroom for the daily Mathematics focus session.






Qala amakhasi 82–93 *womHlahlandlela womQondo* ukufunda ngokunabileko mayelana nokuhlela itlasi yakho yesetjhini yokuqalana neemBalo ngamalanga.

# Session 2: Numbers, Operations and Relationships

**2 hours**

## Term 1–4 content overview (CAPS) (45 minutes)

The Maths Programme is aligned to and extends the content of the five Mathematics Content Areas of CAPS. The table on pages 114–137 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 110–113 of the *Concept Guide* and read 1.1, 1.2 and 1.3 on pages 114–117. After reading numbers 1.1, 1.2 and 1.3, complete Activities 7 and 8.

**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?

_____

_____

_____

_____

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

_____

_____

_____

_____

# Isetjhini 2: Iinomboro, ama-Opharetjhini noBudlelwana **Ama-iri 2**

## Ithemu 1–4 isirhunyezo sokumumethweko (CAPS) **(imizuzu 45)**

IHlelo leemBalo lilunganiswe ne bogodu linabisa okumumethwe ziinGaba zokuMumethweko zeemBalo ezihlanu ze-CAPS. Ithebula esemakhasini 114–137 wo*mHlahlandlela womQondo* inikela isirhunyezo sokumumethweko kweembalo ezizokufundiswa kwaGreyidi R. Godu ikhombisa kobana ngikuphi okumumethweko okuzakufundiswa ithemu ngayinye.

- Umtlolo otlolwe ngokulijuba/okuhlaza samkayi ngokumumethweko kwe-CAPS kweemBalo ze-Greyidi R.
- Umtlolo onzima ufakelwe ukunabisa nokwakhelaphezu kwe-CAPS.
- Iinhloko zilandelanisiwe ukukhombisa iragelophambili elithuthukako ukusuka esihlokweni esisodwa ukuya kesilandelako.

Qala amakhasi 110–113 *womHlahlandlela womQondo* bese ufunda 1.1, 1.2 no 1.3 emakhasini 114–117. Ngemva kokufunda iinomboro 1.1, 1.2 no 1.3, qedelela imisebenzi 7 no-8.

### **Umsebenzi 2**

Qala isirhunyezo sokumumethweko kwamaThemu 1–4 iinGaba zokuMumethweko: Iinomboro, ama-Opharetjhini noBudlelwana, kum*Hlahlandlela womQondo* nemtlolweni we-CAPS. Esiqhemeni senu, khulumisanani:

1. IHlelo leemBalo lingezelela ini kokumumethweko kwe-CAPS?

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2. Ngimiphi imiqondo yokubala esele yenziwe yeenNomboro, ama-Opharetjhini noBudlelwana kuThemu 1?

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_____

## Important concepts in Numbers, Operations and Relationships (1¼ hours)

### Counting

#### Oral counting (rhythmic, rote or acoustic counting)

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.

## Imiqondo eqakathekileko yeeNomboro, ama-Opharetjhini noBudlelwana (ama-iri 1¼ )

### Ukubala

#### Ukubala ngomlomo (ukubala ngegido, ngehloko nofana ngomlomo)

Ukubala ngomlomo kufaka ukubamba komfundi amagama nerhemo lokubala iinomboro, kanengi ngomlolozelo nofana ingoma.

KwaGreyidi R abafundi bafunda irhemo elifaneleko lamagama weenomboro begodu babuyelela ilandelano ngamalanga. Umnqopho wokubalela phezulu kusiza abafundi bezwisise bonyana lokha nasibalela phezulu kunerhemo elithileko leenomboro: elithoma kukunye, bese kubili, kuthathu, kune, njll. Ekuthomeni abafundi abezwisisi kuhle ihlathululo yamagama weenomboro begodu kungenzeka beqe iinomboro elandelwaneni lokubala. Ukutjhwela phezulu umlolozelo nofana umlandelande weenomboro ngomlomo kutjho ukubuyelela amagama weenomboro ngokomkhumbulo. Nalokha abafundi babala ngamagadango wangakubili, ngakuhlanu netjhumi basebenzisa ilwazi labo lerhemo leenomboro leli. Ukubamba ngehloko amagama weenomboro nokuzibuyelela ngerhemo lokubala elifaneleko akutjho bonyana abafundi bayakwazi ukubala. Lokhu kuhlukile kunokubala ufuna ukuthola bonyana 'kungakhi'.

Zihleleni ngeenqhema ezincani zangabahlanu bese nithola indawo evulekileko yomsebenzi olandelako ngekumbeni yokubandulela.

**Umsebenzi 3**

1. Eenqhemeni zenu ezincani yitjhoni umlolozelo, *Kunye, kubili, kuthathu, kune, kuhlanu*, kube nezenzo.

**Kunye, kubili, kuthathu, kune, kuhlanu**

Kunye, kubili, kuthathu, kune, kuhlanu
Ngakhe ngabamba ifesi ephilako.
'Wayiliselani?'
Ngombana yangiluma umuno.
Kunye, kubili, kuthathu, kune, kuhlanu
Ngasengibamba isirhwarhwa esiphilako.
'Wenzani ngaso?'
Ngasilotjhisa ngasibuyisela.

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 76 and 196 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?

_____

_____

_____

_____

2. Ucabanga bonyana ukusebenzisa umlolozelo onjengalo kusisenzo esihle sokufundisa ukubala kwaGreyidi R? Nikela Iinzathu zependulo yakho.

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_____

Qala emakhasini 77 ne-197 *womHlahlandlela wemiSebenzi: Ithemu 1* ukufumana umlolozelo lo.

**Umsebenzi 4**

Ngeenqhema ezincani ezifanako, phendulani imibuzo le:

1. Abafundi bazakufunda ini ngokutjho umlolozelo lo?

_____

_____

_____

_____

2. Abafundi bafunda ini lokha nababuyelela ilandelano leenomboro ngerhemo lokubala elifaneleko?

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### Counting objects (rational counting)

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.

**Video 3**

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.

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## Representing numbers

**Activity 5**

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

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### Ukubala izinto (ukubala ngokuzwisisa)

Ukubala izinto kufaka kunye kokunye okukhambelanako. Lokhu kutjho bonyana into ngayinye nofana isehlakalo ekufanele sibalwe sikhambelaniswa nenomborogama. Ukubala 'kungaki', abafundi kufanele bayelele bonyana into ngayinye ebuthelelweni ithola inomborogama ('kunye, kubili, kuthathu, kune …') nokobana ubala into yinye kanye kwaphela.

Abafundi nasele bazi irhemo leenomboro zokubala, bathoma ukuzwisisa bonyana inomboro ngayinye elandelwaneni lokubala yikulu ngakunye kunenomboro yangaphambili begodu yincani ngakunye kunenomboro elandelako. Ba:

- ngamadanisa iinomboro ngehloko bese babone bonyana kubili kunengi ngakunye kukunye nokobana kuthathu kunengi ngakunye kunokubili.
- ngezwisisa bonyana iinomboro zikhula ngakunye ngaso soke isikhathi.
- ngezwisisa bonyana nofana ngiyiphi inomboro elandelwaneni lokubala yikulu ngakunye poro kunenomboro yangaphambili.

**Ivideo 3**

Bukela ividiyo yabafundi ababala ibuthelelo lezinto. Lo msebenzi ohlahlwa ngutitjhere. Yelela bonyana utitjhere ubatjheja njani abafundi ngamunye bese ubabuza imibuzo ebakhuthaza bonyana babelane ngemibono yabo.

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### Ukujamiselela iinomboro

**Umsebenzi 5**

Zingaki iindlela ezihlukileko ongazithola zokujamiselela inomboro 5?

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_____

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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'.

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.

Abafundi bathoma ukujamisela iinomboro ngokusebenzisa imino yabo bese kancani kancani bathoma ukusebenzisa ezinye iindlela, njengezinto, imidwebo, iinthombe nofana amatshwayo. Abafundi bathuthuka:

- ukusuka ekusebenziseni izinto zamambala ukujamiselela iinomboro, isib. amalamune, amaswidi, iimpensela, amakari
- ukuya ekusebenziseni iinthombe nofana imidwebo ukujamiselela izinto, isib. umdwebo welamune, womuntu, wekoloyi
- ukuya ekusebenziseni iimbalisi ukujamiselela izinto nofana iinthombe, isib. amadiski weplastiki ukukhombisa isibalo samalamune
- ukuya ekusebenziseni iimeregi ukujamiselela izinto ezibonakalako neenthombe, isib. iindulungu, amaqatjhazi, amatshwayo wamathali, itjhada lokuwahla, amabetho wesigubhe, ukubetha phasi ngeenyawo
- ukuya ekusebenziseni amatshwayo weenomboro neenomboromagama, isib. '2' nofana 'kubili'.

IHlelo leemBalo lisebenzisa indlela eyethula iinomboro 0–10 ngayinye ngesikhathi sinye bese ilandela ikambiso yokufundisa efanako inomboro ngayinye.

- Kucocwa indatjana ngenomboro. Lokhu kukhuphula ikareko labafundi bese kubanikela ubujamo obujayelekileko nobuthabisako obukhambelana namaphilo namakareko wabafundi.
- Inomboro ngayinye inomlingisi wesilwana esithileko. Indatjana enesilwana le isetjenziselwa ukwakha umhlobiso wenomboro ukujamiselela inomboro.
- Ukulingisa indatjana kunikela amathuba wokobana abafundi baphendule ngokusikinya umzimba (ukufunda ngokwenza nokusikinya imizimba yabo).
- Izinto ziyabuthelelwa ukujamiselela inomboro ngeendlela ezihlukileko. Izinto zibekwa endaweni yeembalo.
- Abafundi bakhambelanisa izinto neenthombe, amakarada wamaqatjhazi, amatshwayo weenomboro neenomboromagama.
- *INcwadi yamaPhosta* inikela ubujamo bepilo yamambala ukuhlahlambisa imikhulumiswano nokukhuthaza ukurarululwa kwemiraro.

Inomboro 'kunye' ithulwa evekeni yesibili yeThemu 1 ukujayeza abafundi ikambiso le. Ikambiso efanako le isetjenziswa lokha inomboro etja nayithulwako, kungezelelwa ngakunye enomborweni abafundi abayifunde ngaphambili.

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.

**Activity 6**

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

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Ngaphambi kobana kuqedwe umsebenzi olandelako, khulumisana nomkghonakalisi lokha nakasacoca indatjana yenomboro 1 bese nakha umhlobiso wenomboro ngokusebenzisa umfuziselo wendlu namakarada womhlobiso wesilwana. Ngemva kokulalela indatjana, qedelela Umsebenzi 11.

**Umsebenzi 6**

Ngiziphi iindlela ezihlukileko ekujanyiselelwe ngazo inomboro 1 endatjaneni?

_____

_____

_____

_____

# 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)**

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).

# Isetjhini 3: Ukusebenzisa indlela yokufundisa ngeenqhema ezihlanu **Ama-iri 2**

Sesikhulumisene ngokobana itlasi yokufundisela nokufundela iimbalo ihlelwa njani ngesikhathi sokunqophana neembalo. Isigaba lesi sihlathulula ukuplana nokusebenzisa iHlelo leemBalo begodu kuqalanwa nokulungiselela ukufundisa kweVeke 1 ne-2 zeThemu 1.

## Ithemu 1 Isirhunyezo sokuMumethweko (Iimveke 1–2) **(i-iri 1)**

Isithasiselo B: Isirhunyezo sokuMumethweko kwaQobe yiVeke (iimVeke 1–2) seThemu 1 sinikela isirhunyezo sokumumethweko begodu sinikela iimphakamiso zokufundisa nokufunda iimbalo iveke ngayinye nelwazi elilandelako:

- umNqopho wesiGaba sokuMumethweko oqakathekileko weveke
- isi/iinhloko ezizokwenziwa
- Ilwazi elitjha nokujayeza umnqopho weveke
- imisebenzi yeveke ephakanyisiweko yetlasi yoke neyeenqhema ezincani (umsebenzi ohlahlwa ngutitjhere nemisebenzi yeentetjhini zokusebenzela).

Funda imisebenzi yetlasi yoke, umsebenzi ohlahlwa ngutitjhere nemisebenzi yesitetjhini sokusebenzela kusiThasiselo B: Ithemu 1 Isirhunyezo sokuMumethweko kwaQobe yiVeke (Iimveke 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? | | |
| What are the key concepts that learners will be learning? | | |
| What new knowledge is introduced? | | |
| What skills are being practised in Week 2? | | |

**Umsebenzi 7**

Qala isiThasiselo B: Ithemu 1 Isirhunyezo sokuMumethweko kwaQobe yiVeke (Iimveke 1–2). Phendula imibuzo.

| Imibuzo | Iveke 1 | Iveke 2 |
|---|---|---|
| Khuyini umNqopho wesiGaba sokuMumethweko weveke? | | |
| Ngiyiphi imiqondo eqakathekileko ezakufundwa bafundi? | | |
| Ngiliphi ilwazi elitjha elethuliweko? | | |
| Ngiwaphi amakghono ajayezwako eVekeni 2? | | |

## Activity Guide: Term 1

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 *Activity Guide: Term 1*** | |
|---|---|
| What is on pages 6, 8 and 10? | |
| 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 *Grade R Maths family story*. | |
| 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*.

## UmHlahlandlela wemiSebenzi: Ithemu 1

*ImiHlahlandlela yemiSebenzi* inikela abotitjhere bakwaGreyidi R isakhiwo nephahla begodu inikela neemphakamiso zaqobe yiveke zokufundisa nokufunda iimbalo.

Qala iVeke 1 ne-2 *kumHlahlandlela wemiSebenzi: Ithemu 1* nesiRhunyezo sokuMumethweko kwaQobe yiVeke kusiThasiselo B. Qedelela Umsebenzi 13 esiqhemeni sakho.

**Umsebenzi 8**

1. Qala *umHlahlandlela wemiSebenzi: Ithemu 1* bese ungezelela ilwazi ethebuleni.

| **Gijimani mazombe *UmHlahlandlela wemiSebenzi: Ithemu 1*** | |
|---|---|
| Khuyini okusemakhasini 7, 9 naku-11? | |
| Ikiliphi ikhasi 'Iphosta yemithetjhwana yetlasi lethu'? | |
| Sikiliphi ikhasi isirhunyezo seThemu 1? | |
| Ngiliphi ilwazi elisekuthomeni kweveke ngayinye etja? | |
| Thola *Indatjana yomndeni we-Grade R Maths* | |
| Ngiyiphi iingoma ethulwe ngeVeke 2? | |
| Thola lapho inomboro 1 ithulwe khona. | |
| Thola umsebenzi wetlasi yoke onqophene nokubala ngomlomo. | |
| Thola umsebenzi ohlahlwa ngutitjhere onqophene nakunye kokunye okukhambelanako. | |
| Thola umsebenzi wesitetjhi sokusebenzela onqophene nokuhlanganisa umqondo wenomboro '1'. | |

2. Qala imisebenzi yetlasi yoke, umsebenzi ohlahlwa ngutitjhere nemisebenzi yesitetjhini sokusebenzela kusiThasiselo B. Thola imisebenzi le *kumHlahlandlela wemiSebenzi: Ithemu 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.

## Poster Book and Resource Kit **(10 minutes)**

The *Resource Kit* has enough apparatus for a small group of six to eight learners.
The apparatus that will be used in Term 1 Weeks 1 and 2 includes:

- counters: animal and fruit counters
- number cards: number symbol (1) and number word (one).

You will each receive a *Resource Kit* and a *Poster Book*.

Refer to pages 6–17 of *Activity Guide: Term 1* to read about classroom resources and setting up a maths learning environment.

KwaGreyidi R ukuhlolwa akukahleleki begodu kuragela phambili. Kufanele sitjheje abafundi ilanga loke, ngaphakathi nangaphandle kwetlasi.

IHlelo leemBalo litlanywe ngokudlhegana kweenqhema ezincani phakathi kweveke notitjhere utlhogomela isiqhema esisodwa ngokukhethekileko ngelanga, uyabukela abe alalele lokha abafundi nabenza imisebenzi ethileko. Isikhathi lesi sinikela utitjhere ithuba lokutjheja umfundi ngamunye ngokuyelela okukhulu bese ubuthelela ilwazi mayelana neragelo phambili lakhe.

Qala ibhlogo elitshetlha ekugcineni komsebenzi ohlahlwa ngutitjhere weVeke 2: **'Tjheja bonyana abafundi bayakwazi uku'**. Itshwayo lelihlo lisikhumbuza bonyana kufanele sitjheje abafundi lokha nabamajadujadu, begodu kufanele silalele kuhle lokha nabakhuluma nathi nabangani babo.

Utitjhere wenza inothi lengcondo ngomfundi ngamunye bese lokha abafundi nasele bakhambile, utlola phasi lokho akutjhejileko encwadini yokutlola okutjhejiweko enesikhala samanothi womfundi ngamunye.

## INcwadi yamaPhosta neKhidi yeenSetjenziswa **(10 imizuzu)**

*IKhidi yeenSetjenziswa* ineentlabagelo ezaneleko zesiqhema esincani sabafundi abasithandathu ukuya kababunane. Iintlabagelo ezizakusetjenziswa kuThemu 1 Iimveke 1 ne-2 zifaka hlangana:

- iimbalisi: iimbalisi zesilwana nezeenthelo
- amakarada wenomboro: itshwayo lenomboro (1) negama lenomboro (kunye).

Nizakuthola *iKhidi yeenSetjenziswa neNcwadi yamaPhosta* ngamunye.

Qala emakhasini 6–17 *womHlahlandlela wemiSebenzi: Ithemu 1* ukufunda ngeensetjenziswa zetlasi nokulungisa ibhoduluko lokufundela iimbalo.

## Closing activities (10 minutes)

### 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.

## Imisebenzi yokuvala (imizuzu 10)

### Umsebenzi 9

**Iimfundo ezifundiweko:** Cabanga ngalokho okufundileko ngesikhathi sesifundobandulo bese uqedelela ithebula.

| Izinto engizenzako ezisebenza kuhle | Imibono emitjha engingathanda ukuyizama |
|---|---|
| | |

### Umsebenzi obuyiselwa esikolweni

1. Funda amakhasi *womHlahlandlela womQondo* lawo ebekaqaliwe ngesikhathi sesifundobandulo.
2. Sebenzisa *umHlahlandlela wemiSebenzi: Ithemu 1* ukuplana nokusebenza ngeemVeke 1–2 zeHlelo leemBalo.
3. Cabanga ngokobana imithethokambiso ehlahlako yeHlelo leemBalo ikhambisana njani nokufundisa nokufunda ngetlasini yakho.
4. Lungisa indawo yeembalo. Thatha isithombe sayo bese uzanaso kusifundobandulo esizako.

**Bring the following to the next workshop:**

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

**Evaluation**

Complete the Evaluation Form.

**Yiza nalokhu okulandelako ngesifundobandulo esilandelako:**

- *INcwadi yamaPhosta*
- *UmHlahlandlela womQondo*
- *UmHlahlandlela wemiSebenzi: Ithemu 1*.

**Ukuhlunga**

Zalisa iForomo lokuHlunga.

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

### Term 1: Activity Plan

<table>
<tr><th colspan="6">Week 1</th></tr>
<tr><td colspan="6">CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS</td></tr>
<tr><td colspan="6">TOPIC: Oral counting and counting objects<br>INTRODUCE NEW KNOWLEDGE: Oral counting 1–5, counting objects 1–3, one-to-one correspondence, sequencing daily programme</td></tr>
<tr><td colspan="2">Whole class activities</td><td colspan="2">Teacher-guided activity</td><td colspan="2">Workstation activities</td></tr>
<tr><td>Day 1</td><td>Routine, class rules, learner symbols and daily programme.</td><td rowspan="5" colspan="2">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.</td><td>Activity 1</td><td>Sorting animal and fruit counters by colour (from the Resource Kit).</td></tr>
<tr><td>Day 2</td><td>Helper’s chart, rhyme, Grade R Maths family story.</td><td>Activity 2</td><td>Playdough or clay modelling.</td></tr>
<tr><td>Day 3</td><td>Helper’s chart, Tidy-up chart, rhyme, oral counting and the Grade R Maths family story.</td><td>Activity 3</td><td>Draw a picture.</td></tr>
<tr><td>Day 4</td><td>Rhyme, oral counting, counting objects, sequencing daily events, bowls.</td><td>Activity 4</td><td>Six-piece puzzle.</td></tr>
<tr><td>Day 5</td><td>Rhyme, oral counting, learners’ symbols.</td><td>Activity 5</td><td>Building blocks.</td></tr>
<tr><th colspan="6">Week 2</th></tr>
<tr><td colspan="6">CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS</td></tr>
<tr><td colspan="6">TOPIC: Number symbols and number words<br>INTRODUCE NEW KNOWLEDGE: Introduce number 1, solving problems in everyday contexts (rhymes and posters)<br>PRACTISE: Oral counting 1–5, counting objects 1–3, vocabulary from previous week</td></tr>
<tr><td colspan="2">Whole class activities</td><td colspan="2">Teacher-guided activity</td><td colspan="2">Workstation activities</td></tr>
<tr><td>Day 1</td><td>Song, oral counting, introduce number 1 and the number 1 frieze, body parts (‘how many?’ games), find one object.</td><td rowspan="5" colspan="2">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.</td><td>Activity 1</td><td>Matching counters to dots using egg boxes.</td></tr>
<tr><td>Day 2</td><td>Song, oral counting, frieze for number 1, body games.</td><td>Activity 2</td><td>Make one playdough object and draw it.</td></tr>
<tr><td>Day 3</td><td>Song, oral counting, counting objects, reinforce number 1, look for 1 object.</td><td>Activity 3</td><td>‘One’ template using playdough.</td></tr>
<tr><td>Day 4</td><td>Rhyme, oral counting, problem solving – poster story.</td><td>Activity 4</td><td>Building blocks.</td></tr>
<tr><td>Day 5</td><td>Rhyme, oral counting, counting objects in the poster, solving problems.</td><td></td><td></td></tr>
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## ISITHASISELO B: ITHEMU 1 ISIRHUNYEZO SOKUMUMETHWEKO KWAQOBE YIVEKE (IIMVEKE 1–2)

## Ithemu 1: Ihlelo lomsebenzi

<table>
<tr><th colspan="6">Iveke 1</th></tr>
<tr><td colspan="6">ISIGABA SOKUMUMETHWEKO: IINOMBORO, AMA-OPHARETJHINI NOBUDLELWANA</td></tr>
<tr><td colspan="6">ISIHLOKO: Ukubala ngomlomo nokubala izinto<br>UKWETHULA ILWAZI ELITJHA: Ukubala ngomlomo1–5, ukubala izinto 1–3, kunye kokunye okukhambelanako, ukulandelanisa ihlelo langamalanga</td></tr>
<tr><th colspan="2">Imisebenzi yetlasi yoke</th><th>Umsebenzi ohlahlwa ngutitjhere</th><th colspan="2">Imisebenzi yesitetjhini sokusebenzela</th></tr>
<tr><td>Ilanga 1</td><td>Ikambiso, imithetjhwana yetlasi, amatshwayo womfundi nehlelo langamalanga.</td><td rowspan="5">Akunamsebenzi wesiqhema esincani ohlahlwa ngutitjhere evekeni yokuthoma ukuvumela utitjhere akwazi ukukhambela iintetjhi ezihlanu zokusebenzela zoke: ahlahla, asiza begodu akhuthaza abafundi. Abanye abafundi kungenzeka abakaboni nofana akhange khebasebenzise isisetjenziswa ngaphambili ngalokho utitjhere kufanele abatjengise abe asekele imizamo yabo</td><td>Umsebenzi 1</td><td>Ukuhlela iinlwana neembalisi ngokombala (zeKhidi yeenSetjenziswa)</td></tr>
<tr><td>Ilanga 2</td><td>Itjhadi lomsizi, umlolozelo, indatjana yomndeni we-Grade R Maths.</td><td>Umsebenzi 2</td><td>Ihlama yokudlalisa nofana isitjengisi somdaka. Dweba isithombe.</td></tr>
<tr><td>Ilanga 3</td><td>Itjhadi lomsizi, itjhadi lokubutha, umlolozelo, ukubala ngomlomo nendatjana yomndeni we-Grade R Maths.</td><td>Umsebenzi 3</td><td>Iphazili yeenquntu ezisithandathu.</td></tr>
<tr><td>Ilanga 4</td><td>Umlolozelo, ukubala ngomlomo, ukulandelanisa izinto ezenzeka ngamalanga, izitja.</td><td>Umsebenzi 4</td><td>Amabhlogo wokwakaha.</td></tr>
<tr><td>Ilanga 5</td><td>Umlolozelo, ukubala ngomlomo, amatshwayo wabafundi.</td><td>Umsebenzi 5</td><td></td></tr>
<tr><th colspan="6">Iveke 2</th></tr>
<tr><td colspan="6">ISIGABA SOKUMUMETHWEKO: IINOMBORO, AMA-OPHARETJHINI NOBUDLELWANA</td></tr>
<tr><td colspan="6">ISIHLOKO: Amatshwayo wenomboro namagama wenomboro<br>UKWETHULA ILWAZI ELITJHA: Ukwethula inomboro 1, ukurarulula imiraro ebujameni bangamalanga (imilolozelo namaphosta)<br>JAYEZA: Ukubala ngomlomo 1–5, ukubala izinto 1–3, ilwazimagama leveke edlulileko</td></tr>
<tr><th colspan="2">Imisebenzi yetlasi yoke</th><th>Umsebenzi ohlahlwa ngutitjhere</th><th colspan="2">Imisebenzi yesitetjhini sokusebenzela</th></tr>
<tr><td>Ilanga 1</td><td>Ingoma, ukubala ngomlomo, ukwethula inimboro 1 nomhlobiso wenomboro 1, izitho zomzimba (‘mingaki?’ imidlalo), thola into eyodwa.</td><td rowspan="5">Sekela abafundi emizameni yabo yokuqeda umsebenzi. Buza imibuzo ehlahlako bese ukhuthaza abafundi ukwabelana ngemibono yabo.<br>Bala izinto: kunye kokunye okukhambelanako.<br>Hlela iimbalisi zesilwana ngokombala.<br>Khambelanisa amakarada wetshwayo negama lenombor 1 neembalisi zesilwana.</td><td>Umsebenzi 1</td><td>Ukukhambelanisa iimbalisi namaqatjhaza ngokusebenzisa amabhoksi wamaqanda.</td></tr>
<tr><td>Ilanga 2</td><td>Ingoma, ukubala ngomlomo, umhlobiso wenomboro 1, imidlalo yomzimba.</td><td>Umsebenzi 2</td><td>Yenza into yinye yehlama yokudlalisa bese uyayidweba.</td></tr>
<tr><td>Ilanga 3</td><td>Ingoma, ukubala ngomlomo, ukubala izinto, ukugandelela inomboro 1, ukufuna into eyi-1.</td><td>Umsebenzi 3</td><td>Umfuziselo ‘Kunye’ ngokusebenzisa ihlama yokudlalisa.</td></tr>
<tr><td>Ilanga 4</td><td>Umlolozelo, ukubala ngomlomo, indatjana yephosta yokurarulula umraro.</td><td>Umsebenzi 4</td><td>Amabhlogo wokwakha.</td></tr>
<tr><td>Ilanga 5</td><td>Umlolozelo, ukubala ngomlomo, ukubala izinto kuphosta, ukurarulula imiraro.</td><td></td><td></td></tr>
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# Workshop 1 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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_____
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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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_____
_____

# Isifundobandulo 1 Iforomo lokuHlunga

1. Ingabe isifundobandulo sibe ngilokho ebegade ukulindele?

_____
_____
_____
_____

2. Khuyini okufundileko kilesisifundobandulo okukusize khulu?

_____
_____
_____
_____

3. Ikhona into nofana khuyini ongakhange uyithande nofana obenobudisi ukuyizwisisa?

_____
_____
_____
_____

4. Uzokusebenzisa njani lokho okufundileko ngetlasini yakho yakwa-Greyidi R?

_____
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5. Kukhona imibono onayo emayelana nokwenza iimfundobandulo ezizako zibe ngcono?

_____
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