



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

IsiXhosa/English

INkqubo yeMathematika yokuPhucula yeBanga R Grade R Mathematics Improvement Programme



INdibano yoCweyo 1 • Workshop 1
Incwadi yokuSebenzela yoMthathinxaxheba • Participant's Workbook

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

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

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

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

ACKNOWLEDGEMENTS

Special thanks to:

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



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

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



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

Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Translation co-ordination (Nguni languages): Pumeza Ngobozana

Translation: Sebolelo Mokapela

Editing (isiXhosa): Pumeza Ngobozana

Illustrations: Jiggs Snaddon-Wood

IProjekthi yeBanga R yokuPhucula yeMathematika noLwimi lilinge **leSebe leMfundo laseGauteng (Gauteng Department of Education)** kunye neqabane layo eliphambili, i**Gauteng Education Development Trust**.

Ukwenziwa nokuveliswa kwezixhobo zoqeqesho nezegumbi lokufundela kwenziwe kwayimpumelelo ngezibele zenkxasomali ye**United States Agency for International Development** kwakunye ne**Zenex Foundation**.

IProjekthi yeBanga R yokuPhucula yeMathematika noLwimi ilawulwa yi**JET Education Services** ne**Schools Development Unit** yase**UCT** kunye ne**Wordworks** njengamaqabane ezobugcisa.

ISchools Development Unit (SDU) kwi**Yunivesithi yaseKapa (UCT)** liqabane lezobugcisa kwimathematika kwiProjekthi yeBanga R yokuPhucula yeMathematika noLwimi. ISDU yiyunithi ngaphakathi kwiSchool of Education kwiYunivesithi yaseKapa egxile kuphuhliso lobungcali bootitshala kwiMathematika, izifundo zeNzululwazi, iLitherasi/uLwimi kunye neZakhono zoBomi ukusuka kwiBanga R ukuya kwiBanga le-12. ISDU inikezela ngeziqinisekiso zootitshala kunye nezifundo ezifutshane ezivunyiweyo zeUCT, umsebenzi osekwe esikolweni, uphuhliso lweemathiriyeli kunye nophando lokuxhasa ukufundisa nokufunda kuzo zonke iimeko eMzantsi Afrika.

IMIBULELO

Senza umbulelo ongazenzisiyo:

- KwiCandelo leKharithyulam kwiSebe leMfundo laseGauteng, Izifundo zooTitshala kunye namagosa eCandelo elikhethekileyo leMfundo ngenkxaso yabo ekuvelisweni kwale mathiriyeli.
- Kumagosa eSebe leMfundo laseNtshona Koloni (WCED) kunye nootitshala ngegalelo labo kwimpumelelo yokuphunyezwa kweGrade R Mathematics Programme (R-Maths) eNtshona Koloni phakathi kweminyaka ka2016 no2019.
- Iqela lababhali beR-Maths: Abasebenzi kwiSDU.



Inkqubo yeMathematika yokuPhucula yeBanga R ilungiselelwe kwi**R-Maths**, yapapashwa okokuqala ngowama2017 yiSchools Development Unit, kwiYunivesithi yaseKapa. Ilungelo loshicilelo leR-Maths ligcinwe yiYunivesithi yaseKapa.

Inkqubo yeMathematika yokuPhucula yeBanga R inelayisensi phantsi kwe-Creative Commons Attribution 4.0 International Licence [Attribution-NonCommercial-ShareAlike].



Le layisensi inika abasebenzisi bezi zixhobo ilungelo lokuba bangazihambisa kwabanye abantu, bangazixuba, bangazitshintsha baze bazandise kodwa oko bangakwenzeli inzuzo okubalulekileyo kukuba bafumane imvume. Xa ubani ethe wazixuba, wazitshintsha okanye wazandisa, kufuneka ke izixhobo ezitshintshiweyo zibe nelayisensi ehambelana noko. Ukujonga imiqathango epheleleyo yale layisenisi, ndwendwela ku:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Ukusungulwa nokuphathwa kwenkqubo: Cally Kuhne kunye noTholisa Matheza

Ulawulo lwenguqulelo nopapasho lweprojekthi: Arabella Koopman

Ulungelaneliso lwenguqulelo (iilwimi zesiNguni): Pumeza Ngobozana

Umgququli: Sebolelo Mokapela

Umhleli (isiXhosa): Pumeza Ngobozana

Imizobo: Jiggs Snaddon-Wood

Contents

Overview

Purpose	page 6
Learning outcomes	page 6
Workshop content	page 6
House rules	page 8

Workshop content

Session 1: Orientation to the Maths Programme	page 10
Session 2: Numbers, Operations and Relationships	page 36
Session 3: Implementing the five-group teaching model	page 48
Appendix A: The Guiding Principles of Teaching Maths in Grade R	page 60
Appendix B: Term 1 Weekly Content Summary (Weeks 1–2)	page 64
Workshop 1 Evaluation Form	page 66

Isiqulatho

Amagqabantshintshi

Injongo	iphepha 7
Iziphumo zokufunda	iphepha 7
Umxholo wendibano yocweyo	iphepha 7
Imigaqo ekuzakusetyenzwa ngayo	iphepha 9

Umxholo weNdibano yoCweyo

Iseshoni 1: Ukwaziswa kwiNkqubo yeMathematika	iphepha 11
Iseshoni 2: Amanani, iiOpareyshini noLwalamano	iphepha 37
Iseshoni 3: Ukuphumeza imodeli yokufundisa enguqelantlanu	iphepha 49

Isingeniso A: Imigaqo ekhokelayo yokufundisa imathematika

kwiBanga R	iphepha 61
------------------	------------

Isingeniso B: Ikota 1 Isishwankathelo soMxholo weVeki neVeki

(Iiveki 1–2)	iphepha 65
--------------------	------------

IFomu yokuHlola yeNdibano yoCweyo 1	iphepha 67
-------------------------------------------	------------

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)

Amagqabantshintshi

Injongo

Le yeyokuqala kwezilishumi elinambini iindibano zocweyo zeNkqubo yeMathematika yokuPhucula yeBanga R (iNkqubo yeMathematika) neyinxalenye yeProjekthi yeBanga R yokuPhucula yeMathematika noLwimi yeSebe leMfundo laseGauteng (Gauteng Department of Education (GDE)).

Abathathinxaxheba bazakufumana iinkcukacha ngeekhomponenti kwanemigaqo ekhokelayo yokufundiswa kwemathematika kwiBanga R. Bazakucaphula baze baxoxe ngayo ngokweemeko zocwangciso kwanokufundisa kwabo. Abathathinxaxheba bazakuphinda bahlaziye iNkcazelo yePolisi yeKharithyulam nokuHlola (CAPS) iNkalo yomXholo yeMathematika yeBanga R. Bazakucwangcisa ixesha ekuza kugxilwa kulo lenkqubo yemila ngemihla yeMathematika kwiiveki ezimbini zokuqala zeKota 1. Ngalo lonke ixesha lendibano yocweyo bazakuxoxa ngemigaqo ekhokelayo efuthela ukufundisa nokufunda.

*iNkalo zoMxholo zeMathematika yeBanga R zithathwe kwiCurriculum and Assessment Policy Statement (CAPS): Grade R Mathematics (Final Draft), 2011, iSebe leMfundo esiSiseko, yaseMzantsi Afrika

Iziphumo zokufunda

- ◆ Ukuyazi ngcono iNkqubo yeMathematika kwanokuba iwuxhasa ize iwandise njani na umxholo kaCAPS weMathematika yeBanga R
- ◆ Ukuqwalasela iikhomponenti zenkqubo yeMathematika
- ◆ Ukuqonda imigaqo yokufundisa edandalaziswe kwiNkqubo yeMathematika
- ◆ Ukucwangcisa iveki yeKota 1 esekelwe kwimodeli yokufundisa kaqelantlanu
- ◆ Ukunxibelelana nomxholo weNkqubo yeMathematika kaKota 1 iiveki 1–2 (Amanani, iiOpareyshini noLwalamano)

Umxholo wendibano yocweyo

- ◆ Iseshoni 1: Ukwaziswa kwiNkqubo yeMathematika (2 iiyure)
ITI
- ◆ Iseshoni 2: Amanani, iiOpareyshini noLwalamano (2 iiyure)
ISIDLO SASEMINI
- ◆ Iseshoni 3: Ukuphumeza imodeli yokufundisa enguqelantlanu (2 iiyure)

House rules

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

Imigaqo ekuzasetyenzwa ngayo

- ◆ Fika ngexesha.
- ◆ Cima iselula yakho ngexesha leeseshoni.
- ◆ Nika abanye ithuba lokuthatha inxaxheba.
- ◆ Mamelanani.

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.

Iseshoni 1: Ukwaziswa kwiNkqubo yeMathematika

2 iiyure

Ubhaliso

Ulwamkelo nemithetho ekuzakusetyenzwa ngayo (10 imizuzu)

Wamkelekile kwindibano yocweyo yokuqala kwezilishumi elinambini zeSebe lezeMfundo laseGauteng (GDE) zeProjekthi yokuPhuculwa kweMathematika noLwimi kwiBanga R.

Masiqale ngokwazisa ababhexeshi size sivumelane ngemithetho ekuzakusetyenzwa ngayo.

Ukwabelana ngamava okufundisa (15 imizuzu)



Umsebenzi 2

1. Thatha ixesha ukhe ucinge ngamava akho okufundisa iBanga R, ingakumbi ukufundisa imathematika kwiBanga R. Cinga ngoqeqesho lwakho nendlela olwakulungiselela ngayo ukufundisa imathematika. Kwakhona zama ukuchonga iimpawu zokomelela nezobuthathaka onazo kwimathematika.

2. Yabelana nogxa wakho ngamanye wamava akho amnandi kwanamava amabi.
3. Khetha umntu abemnye kwiqela lakho ozakubhala amava omntu wonke ababelene ngawo.

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.

Kutheni kufuneka kubekho iNkqubo yeMathematika yeBanga R?

Abafundi abaninzi bezikolo zamabanga asezantsi zaseMzantsi Afrika abaqhubi kakuhle kuLwimi neMathematika. Iphesenti enkulu yabafundi bayafeyilisha ukufumana nawona manqaku aphantsi alindelekileyo kwezi zifundo zingundoqo. Kubekho inkqubela ecothayo ekuphuculeni iziphumo zemfundo nasekucutheni umsantsa phakathi kwabafundi abasuka kwiindawo ezahlukeneyo. Izizathu zoku zimbaxa, zingaphaya kokwenzeka eklasini kwaye zichatshazelwa kukukhula neemeko zabafundi ukusukela ekuzalweni kwabo.

Omnye wemiba engundoqo ukuze bakwazi ukungena nokuhamba kwisikolo esihlakulela esamabanga asezantsi, ndawonye nezakhiwo zophuhliso nolawulo lwesikolo eMzantsi Afrika, ibeyimibuzo esisiseko malunga noko kufundwa ngabantwana nendlela abafunda ngayo. Ukuze bonke abantwana babenethuba elihle lokuzalisekisa isakhono sabo seMathematika, oko kugxilwa kuko kufuneka kwandiswe ukuze kuquke ukuphuhliswa kwemathematika kwiBanga R kwaye, ngokubalulekile, ukubonelela ootitshala beBanga R neengcali ezinolwazi nezakhono ezidingekayo ukuze kuxhaswe ukufundwa kwemathematika ngabantwana abancinci.

IGDE iphawule uPhuhliso lwaBantwana abaNcinci njenge njongo yesiCwangciso sayo soku- kwaye enye yeenjongo eziphambili kukuphucula ukufundwa koLwimi lwaseKhaya neMathematika yeBanga R. Ngokusebenzisa iNkqubo yokuPhuculwa kweMathematika noLwimi yeBanga R, iGDE izama ukuphucula umgangatho wokufunda kwiBanga R ukuze kulungiselelwe abafundi iBanga 1.

Sikholelwa ukuba iNkqubo yeMathematika izakuba negalelo elibalulekileyo ekuphunyezweni kweCAPS kwanokuba izakuphuhlisa amathuba okufunda akhoyo abafundi abakwiBanga R ukwenzela ukuba baphuhle kangangoko banokuba nako.

Yintoni ekhoyo kwiNkqubo yeMathematika yeBanga R?

INkqubo yeMathematika igxile ekufundiseni nasekufundweni kwekhonsepthe okanye isihloko esinye semathematika ngexesha. Okona kugxilwe kuko kwiveki nganye kukwiNkalo yeKhosepthe enye kaCAPS. Ulwazi olutsha luyaziswa ngoku kulandelayo:

- ◆ imisebenzi yeKlasi yonke
- ◆ imisebenzi yamaqela amancinci: imisebenzi ekhokelwa ngutitshala nemisebenzi ezimeleyo (esecaleni)
- ◆ imisebenzi yokuzikhethela.

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*.

INkqubo yeMathematika:

- ◆ ixhasa, yongeza, ibethelela umxholo kaCAPS weMathematika yeBanga R. Ayithathi ndawo kaCAPS kwaye ithatha ngokuba ootitshala banolwazi abasele benalo kwanengqiqo yeMathematika kaCAPS yeBanga R.
- ◆ ikhuthaza ixesha ekugxilwa kulo ukwenzela ukuba abafundi baziqhelanise nezakhono kwanolwazi abasandula ukulufumana, baze bafakele amathuba okuziqhelanisa kwimisebenzi ecwangcisiweyo yemathematika namava.
- ◆ inika ootitshala isikhokelo esineenkukacha ezixhasa ukufundisa nokufunda.
- ◆ ikhokelwa yimigago esibhozo enegalelo ekufundiseni nasekufundeni ngokuyimpumelelo.
- ◆ ixhasa ootitshala ekwenzeni uqhagamshelwano phakathi kweekhonsepthi zeMathematika zeBanga R nobuchule bemathematika kamva.
- ◆ igxininisa uqwalaselo lwabafundi ngeveki njengesixhobo sokuqokelela ulwazi ngomntwana ngamnye ukuze kufutheleke uyilo novavanyo.

Jonga kwiphepha 11 lwesi*Khokelo seeKhonsepthi* ukuze ufunde banzi ngeNkqubo yokuPhuculwa kweMathematika yeBanga R.

Funda banzi ngemigaqo ekhokelayo yeNkqubo yeMathematika kumaphepha 14–73 ye*siKhokelo seeKhonsepthi*.

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.

Ixesha elabelwe iMathematika yeBanga R**(10 imizuzu)**

UCAPS ucebisa ukuba ixesha lokufundisa iMathematika kwiBanga R kufanele libe ziiyure ezingama23 ngeveki. Kodwa ke, uCAPS akaboneleli ngomthamo okanye ukwabiwa kwexesha ekufanele lichithwe kwiNkalo yoMxholo yekota nganye.

IMathematika kwinkqubo yemihla ngemihla yeBanga R (20 imizuzu)

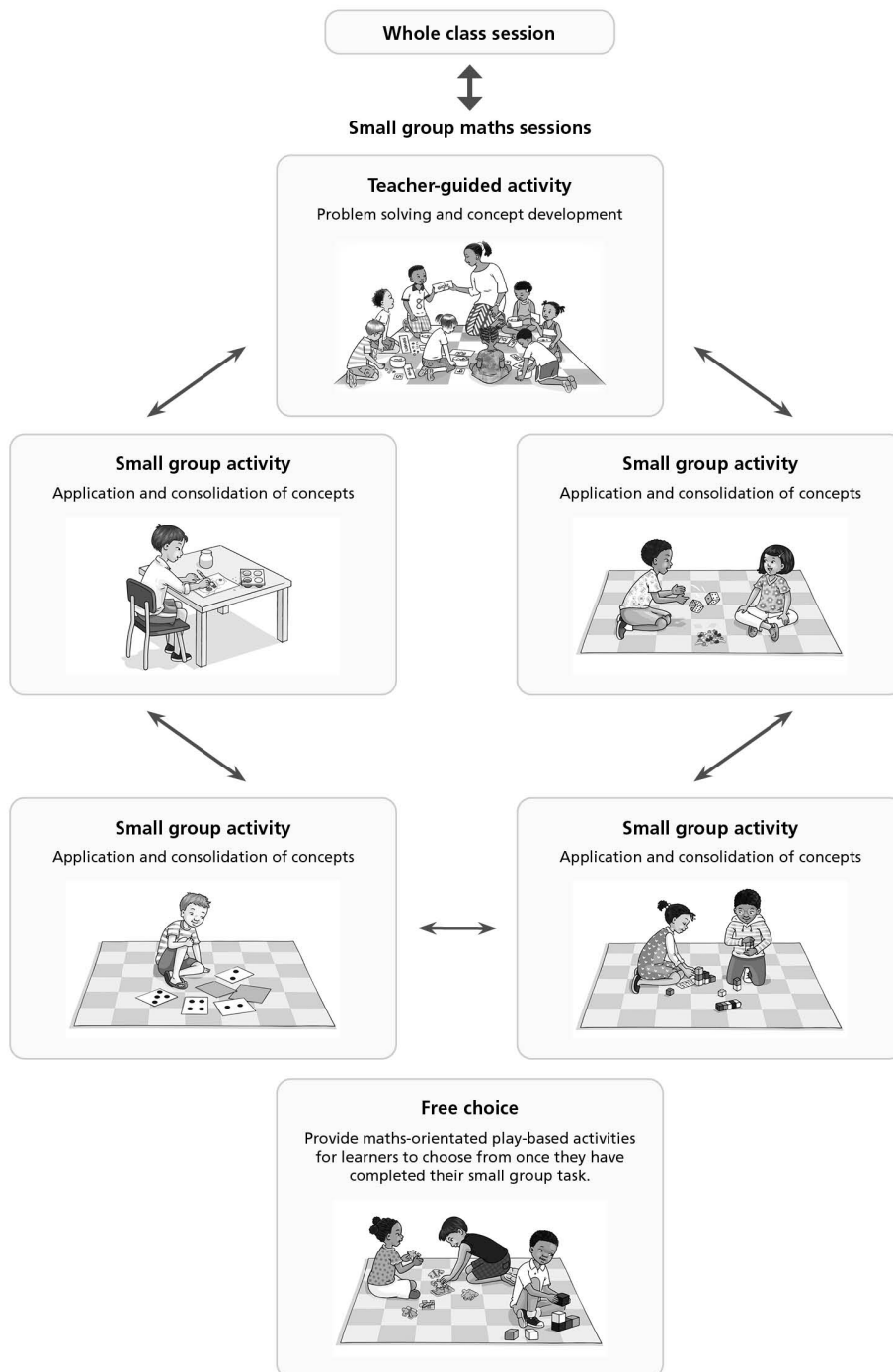
Inkqubo yemihla ngemihla yeBanga R ayiyiyo ithamtheybhile njengezo zisetyenziswa kumabanga aphezulu.

KwiBanga R, usuku luhlelwe ngokweemfuno zokukhula kwabafundi. Usuku luqala ngexesha lokuthetha nokucula luze luphele ngokuphumla kunye namabali. Ebudeni bemini, ootitshala bacwangcisa imisebenzi yolwazi nokuqondwa koLwimi lwaseKhaya, izaKhono zoBomi kunye neMathematika. Ngexesha lokudlala nonxulumano lukatitshala nabafundi kubakho amathuba amaninzi okubandakanywa kwezakhono ezitsha kwanexesha lokuziqhelisa ngoko kufundiweyo.

INkqubo yeMathematika icebisa ngendlela yokulungiselela inkqubo yosuku enexesha eligxile kuLwimi lwaseKhaya, izaKhono zoBomi kunye neMathematika.

Daily Mathematics focus time

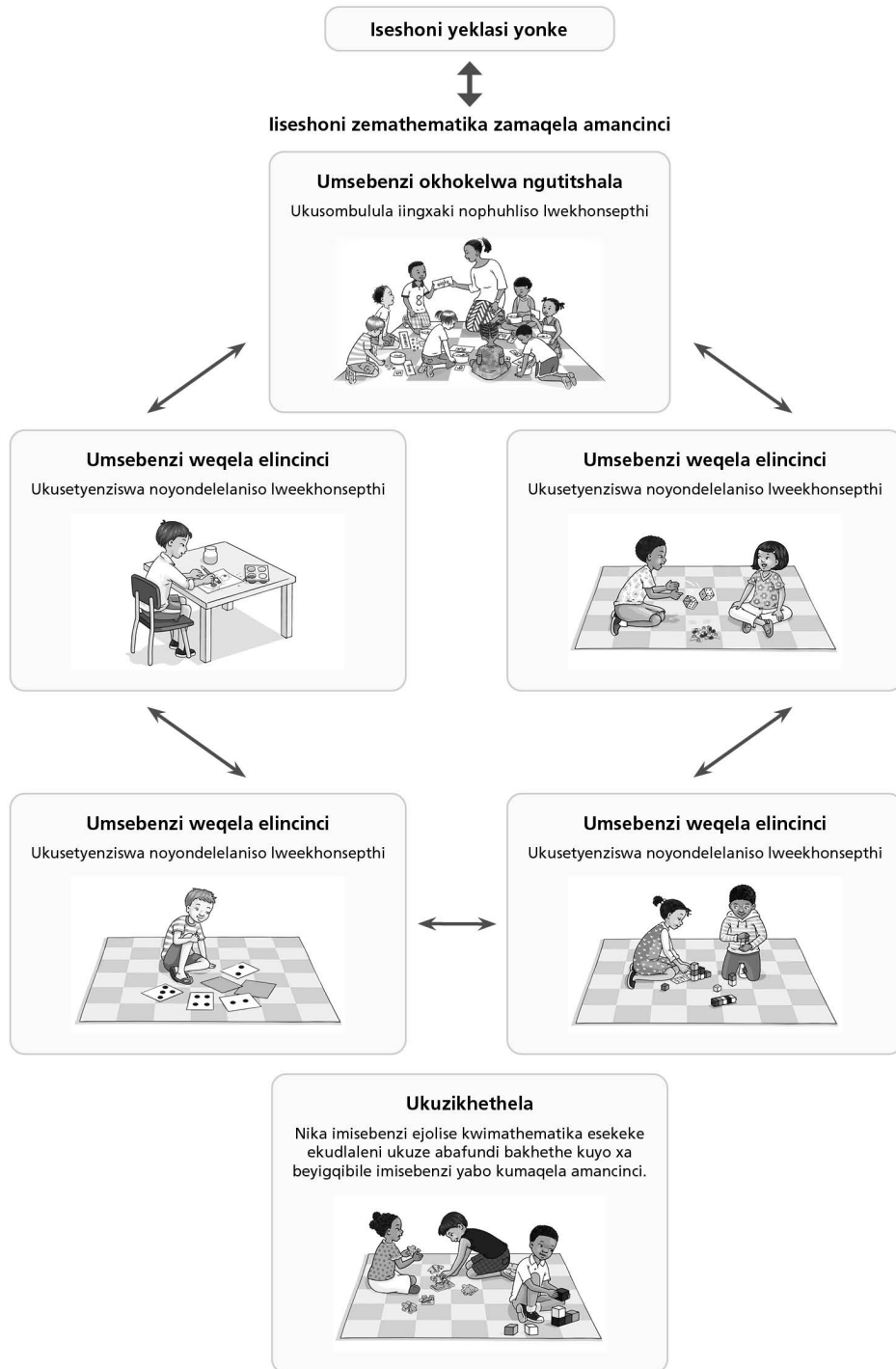
The Language training introduced you to a two-week teaching and learning cycle. The Maths Programme also follows a structured approach to organising the class for the Mathematics focus time. The Maths Programme’s teaching and learning cycle is based on five small group activities that are rotated during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



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

Ixesha lemihla ngemihla lokugxila kwiMathematika

Uqeqesho loLwimi lukwaziswe kumjikelo wokufunda nokufundisa weeveki ezimbini. INkqubo yeMathematika nayo ilandela indlela ehleliweyo yokulungiselela ikhosi yexesha lokugxila kwiMathematika. Umjikelo wokufundiswa nokufunda iNkqubo yeMathematika usekelwe kwimisebenzi yamaqela amahlanu amancinci athi abenokutshintshaniswa kwiveki enye. Izifundo ziqala ngoMvulo zize ziphele ngoLwesihlanu.



Jonga

kumaphepha 82–93 *esiKhokelo seeKhonsepthe* ukuze ufunde banzi ngokulungiselela iklassi yakho iiseshoni zemihla ngemihla zokugxila kwiMathematika.

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?

Iseshoni 2: Amanani, iiOpayreyshini noLwalamano

2 iiyure

Ikota 1–4 amagqabantshintshi ngomxholo (CAPS) (45 imizuzu)

INkqubo yeMathematika yoyanyaniswe yaze yandisa umxholo weeNkalo zoMxholo weMathematika ezintlanu zikaCAPS. Itheybhile ekumaphepha 114–137 *esiKhokelo seeKhonsepthi* ibonelela ngesishwankathelo somxholo wemathematika omawufundiswe kwiBanga R. Ikwabonisa ukuba ngowuphi na umxholo omawufundiswe kwikota nganye.

- ◆ Umbhalo ozuba ngumxholo othathwe kwiCAPS yeMathematika yeBanga R.
- ◆ Umbhalo omnyama ubengumxholo owongeziweyo ukwakha nokongezelela kwiiCAPS.
- ◆ Izihloko zilandelelanisiwe ukubonisa ukuqhubeka kokukhula ukusuka kwisihloko ukuya kwesinye.

Jonga kumaphepha 110–113 *esiKhokelo seeKhonsepthi* ufunde u1.1, 1.2 no1.3 kumaphepha 114–117. Emva kokufunda amanani 1.1, 1.2 no1.3, gqibezela Imisebenzi 7 no8.



Umsebenzi 2

Qwalasela isishwankathelo somxholo weKota 1–4 weNkalo yoMxholo: Amanani, iiOpareyshini noLwalamano, kwisiKhokelo *seeKhonsepthi* nakuxwebhu likaCAPS. Kwiqela lenu, xoxani ngokuba:

1. Yintoni eyongezwa yiNkqubo yeMathematika kumxholo kaCAPS?

2. Zeziphi iikhonsepthi zokubala eziqukiweyo kuManani, iiOpareyshini noLwalamano kwiKota 1?

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.

Iikhonsepthi ezibalulekileyo zaManani, iiOpareyshini noLwalamano

(1¼ iiyure)

Ukubala

Ukubala ngomlomo (ukubala ngentloko okanye ukubala ucengceleza)

Ukubala ngomlomo kuquka ukunkqaywa kwamagama amanani nokubala ngolandelelwano ngumfundi, okudla ngokuba ngesicengcelezo okanye ingoma.

KwiBanga R abafundi bafunda ngendlela echanileyo yolandelelaniso lwamagama amanani baze baphinde olo landelelaniso. Injongo yokubala ngomlomo kukuncedisa abafundi bayiqonde into yokuba xa sibala ngomlomo kukho indlela ebekiweyo yokulandelelana kwamanani: ukuqala kunye, kulandele umbini, ntathu, ne, njlnjl. Ekuqaleni abafundi abayiqondi ngokupheleleyo intsingiselo yamagama amanani kwaye bangawatsiba kulandelelaniso lokubala. Ukwenza isicengcelezo okanye uluhlu lwamanani ngomlomo kuthetha ukuphindaphinda amagama amanani ngokuwakhumbula. Naxa abafundi bebala ngokwamanyathelo angambini, ngantlanu nengamashumi basebenzisa ulwazi abanalo ngolandelelwano lwelo nani. Ukunkqaya amagama amanani kwanokuwaphinda ngolandelwano oluchanileyo akuthethi ukuba abafundi bayakwazi ukubala. Oku kwahlukile ekubaleni ngenjongo yokufumanisa ukuba 'zingaphi'.

Zahluleni nibe ngamaqela amancinci anabantu abahlanu nize zifumane indawo evulekileyo kwigumbi lokuqeqeshela ukulungiselela umsebenzi olandelayo.



Umsebenzi 3

1. Kumaqela enu amancinci, yenzani esi sicengcelezo, *Nye, mbini, ntathu, ne, ntlanu* nenze neentshukumo.

Nye, mbini, ntathu, ne, ntlanu,

Nye, mbini, ntathu, ne, ntlanu,

Ndandikhe ndabambisa intlanzi ephilayo.

'Wayiyekelani?'

Kuba yandiluma eminweni kabulungu.

Nye, mbini, ntathu, ne, ntlanu,

Ndaze ndanqakula isele eliphilayo.

'Wenzani ngalo?'

Ndathi molo ndaze ndalibuyisela.

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. Ucinga ukuba ukusetyenziswa kwesicengcelezo yinto elungileyo xa ufundisa ukubala kwiBanga R? Nika izizathu zempendulo yakho.

Jonga kumaphepha 77 no197 esiKhokelo seeKhonsepthe: Ikota 1 ukufumana esi sicengcelezo.



Umsebenzi 4

Kwakuloo maqela mancinci, phendulani le mibuzo:

1. Yintoni ezakufundwa ngabafundi ngokwenza esi sicengcelezo?

2. Bafunda ntoni abafundi xa bephindaphinda ulandelelwano lwamanani ngendlela yokubala echanileyo?

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.

Representing numbers



Activity 5

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

Ukubala izinto (ukubala ngengqiqo)

Ukubala izinto kuquka ukuhambelana kwenye nenye. Oku kuthetha ukuba into nganye okanye isenzeko esizakubalwa sitshatiswa negama lenani. Ukubala ukuba 'zingaphi', abafundi badinga ukuqonda ukuba into nganye kwingqokelela ifumana igama lenani ('nye, mbini, ntathu, ne ...') kwanokuba into nganye uyibala kube kanye kuphela.

Bakube abafundi belwazi ulandelelaniso lwamanani okubala, baqalisa ukuqonda ukuba inani ngalinye kulandelelwaniso lokubala lingaphezulu ngesinye kunenani elingaphambi kwalo kwaye lingaphantsi ngesinye kwinani elilandelayo. Abafundi:

- ◆ bazakukwazi ukuthelekisa engqondweni amanani baze babone ukuba umbini ungaphezulu ngesinye kunye nokuba untathu ungaphezulu ngesinye kumbini.
- ◆ bazakuqonda ukuba amanani akhula ngesinye ngexesha ngalinye.
- ◆ bazakuqonda ukuba naliphi na inani kulandelelwano lokubala lingaphezulu ngqo ngesinye kunenani elingaphambili.



Ividiyo 3

Bukela ividiyo yabafundi ababala ingqokelela yezinto. Lo ngumsebenzi okhokelwa ngutitshala. Qaphela indlela utitshala anika ngayo ingqwalasela kumfundi ngamnye aze abuze imibuzo ukubakhuthaza ukuba bathethe ngezimvo zabo.

Ukumela amanani



Umsebenzi 5

Zingaphi iindlela onokuzifumana zokumela inani 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'.

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 baqalisa ukumela amanani besebenzisa iminwe yabo, baze ngokuthe chu baqalise ukusebenzisa ezinye iindlela, ezifana nezinto, imizobo, imifanekiso okanye iisimboli. Abafundi baqhubela phambili besebenzisa:

- ◆ izinto zokwenene ukumela amanani, umz. iilamuni, iilekese, iipensile, amagqabi
- ◆ imifanekiso okanye imizobo ukumela izinto, umz. umzobo welamuni, umntu, imoto
- ◆ izixhobo zokubala ukumela izinto okanye imifanekiso, umz. idiski zeplastiki ukubonisa inani leelamuni
- ◆ amanqaku ukumela izinto eziphathekayo kunye nemifanekiso, umz. izangqa, amachokoza, iimpawu zokuqhoqhoza, izandi zokuqhwaba, izandi zamagubu, ukungqisha
- ◆ iisimboli zamanani ezibhaliweyo kunye namagama amanani, umz. '2' okanye 'mbini'.

Inkqubo yeMathematika isebenzisa indlela eyazisa amanani 0–10 libe linye ngexesha kulandelwa indlela efanayo yokufundisa inani ngalinye.

- ◆ Ibali libaliswa ngenani. Oku kuvusa umdla wabafundi kuze kubonelele ngomxholo oqhelekileyo nowonwabisayo onxibelelana nempilo kwanoko abafundi abanomdla kuko.
- ◆ Inani ngalinye linomlinganiswa okhethekileyo osisilwanyana. Ibali elinezilwanyana lisetyenziselwa ukwakha ifrizi yenani ezakumela inani.
- ◆ Ukulinganisa ibali kubonelela abafundi ngamathuba okuphendula ngeentshukumo (ukufunda ngokulinganisa nokushukumisa imizimba yabo).
- ◆ Izinto ziyaqokelelwa ukuze zimele inani ngeendlela ezahlukileyo. Izinto zibeka kwindawo yemathematika.
- ◆ Abafundi batshatisa izinto nemifanekiso, amakhadi anamachokoza, iisimboli zenani kunye namagama enani.
- ◆ *INcwadi yeePowusta* ibonelela ngemixholo yobomi bokwenene ukuvuselela ingxoxo nokukhuthaza ukusonjululwa kwengxaki.

Inani u'nye' waziswa kwiveki yesibini yeKota 1 ukuqhelanisa abafundi nale ndlela. Kwale ndlela inye iyasetyenziswa xa kusaziswa inani ngalinye, kusongezwa elinye kwinqanaba abasandul' ukulifunda abafundi.

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?

Ngaphambi kokwenza umsebenzi olandelayo, thethathethana nombhexeshi njengokuba ebalisa ibali lenani 1 kwaye esakha ifrizi yemanani esebenzisa ithempleyithi yendlu namakhadi efrizi yesilwanyana. Emva kokuphulaphula ibali, yenza uMsebenzi 11.



Umsebenzi 6

Zeziphi iindlela ezahlukileyo elithe lamelwa ngayo inani 1 apha ebalini?

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).

Iseshoni 3: Ukuphumeza imodeli yokufundisa enguqelantlanu

2 iiyure

Sele sixoxile ngendlela ongayihlela ngayo iklasi yakho ngexesha lokugxila ekufundiseni nasekufundeni iMathematika. Eli candelo lunika indlela enokucwangciswa ize iphunyezwe ngayo iNkqubo yeMathematika lize ligxile ekulungiseleleni ukufundisa kwiiVeki 1 no2 kwiKota 1.

Ikota 1 IsiShwankathelo soMxholo (Iiveki 1-2)

(1 iyure)

Isingeniso B: Ikota 1 isiShwankathelo soMxholo weVeki neVeki (Iiveki 1-2) sibonelela ngesishwankathelo somxholo size sibonelele ngezinye iingcebiso zokufundisa nokufunda imathematika ngeveki nganye ngolu lwazi lulandelayo:

- ◆ eyona Nkalo yomXholo ekuGxininiswa kuyo kule veke
- ◆ izihloko ekuzakunyathelwa kuzo
- ◆ Ulwazi olutsha kunye noZiqhelise ekuzakugxilwa kuko kule veke
- ◆ imisebenzi ecetyiswayo kumaqela eklasi yonke namaqela amancinci (imisebenzi ekhokelwa ngutitshala nemisebenzi yesitishi sokusebenzela) yeveki.

Funda imisebenzi ye-klasi yonke, imisebenzi ekhokelwa ngutitshala nemisebenzi yesitishi sokusebenzela kwisiNgeniso B: Ikota 1 isiShwankathelo seVeki neVeki (Iiveki 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

Jonga isiNgeniso B: Ikota 1 IsiShwankathelo somXholo weVeki neVeki (Iiveki 1-2).
Phendula le mibuzo.

Imibuzo	Iveki 1	Iveki 2
Ithini iNKalo yoMxholo ekuGxininiswa kuyo kule veki?		
Zithini iikhonsepthi ezingundoqo ezizakufundwa ngabafundi?		
Loluphi ulwazi olutsha oluzakwaziswa?		
Zeziphi izakhono ekuqheliswa ngazo kwiVeki 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 <i>Activity Guide: Term 1</i>	
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 <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*.

IsiKhokelo zomSebenzi: Ikota 1

IziKhokelo zeMisebenzi zibonelela ootitshala eBanga R ngesimo nesikhokelo zize zibonelele ngeengcebiso zeveki neveki zokufundisa nokufunda imathematika.

Jonga iVeki 1 neye2 kwisiKhokelo semiSebenzi: Ikota 1 kunye nesiShwankathelo soMxholo weveki neveki kwisiNgeniso B. Yenza Umsebenzi 13 kwiqela lakho.



Umsebenzi 8

1. Jonga kwisiKhokelo semiSebenzi: Ikota 1 uze wongeze ulwazi kwitheybhile.

Jikeleza kwisiKhokhelo semiSebenzi: Ikota 1	
Kukho ntoni kumaphepha 7, 9 nele11?	
Ikweliphi iphepha ipowusta ethi 'Imithetho yeklasi yethu'?	
Isishwankathelo somxholo sekota 1 sikweliphi iphepha?	
Loluphi ulwazi olusekuqaleni kweveki entsha nganye?	
Fumana <i>Ibali losapho likaGrade R Maths.</i>	
Yeyiphi ingoma eyaziswa kwiVeki 2?	
Fumanisa ukuba inani 1 laziswa phi na.	
Fumana umsebenzi weklasi yonke ekugxilwa kuwo wokubala ngomlomo.	
Fumana umsebenzi okhokelwa ngutitshala ogxininisa kukuhambelana kwenye nanye.	
Fumana umsebenzi wesitishi sokusebenzela ogxile ekuyondelelaniseni ikhonsepthi yenani '1'.	

2. Jonga kwimisebenzi yeklasi yonke, imisebenzi ekhokelwa ngutitshala kunye nemisebenzi yesitishi sokusebenzela kwiSingeniso B. Fumana le misebenzi kwisiKhokelo semiSebenzi: Ikota 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.



KwiBanga R uhlolo alukho sesikweni kwaye luyaqhubeka. Kufuneka siqwalasele abafundi imini yonke, ngaphakathi nangaphandle eklasini.

INkqubo yeMathematika ihlelwe ngokujikeleza kwamaqela amancinci ebudeni beveki kwaye notitshala unikela ingqalelo ekhethekileyo kwiqela elinye ngosuku, ebukele kwaye emamele njengokuba abafundi besenza imisebenzi ethile. Eli xesha linika utitshala ithuba lokuqwalasela umfundi ngamnye ngokukhethekileyo nokuqokelela ulwazi ngenkqubela yabo.

Jonga ibhloko ekhuhliweyo esekupheleni komsebenzi okhokelwa ngutitshala kwiVeki 2: **'Qwalasela ukuba abafundi bayakwazi uku-'**. Isalathisi esililiso sisikhumbuza ukuba kufuneka sibaqwalasele abafundi ngeli lixa baxakekileyo, kwaye sidinga nokuba phulaphula ngomonde xa bethetha nathi kwanoogxa babo.

Utitshala umthathela ingqalelo umfundi ngamnye baze bathi bakuhamba abafundi ukuphuma kwesikolo, abhale phantsi oko akuqwalaseleyo kwincwadi eyabelwe ingqwalasela nenendawo yamanqaku omfundi ngamnye.

INcwadi yeePowusta neKiti yeziXhobo

(10 imizuzu)

iKiti yeziXhobo inezixhobo ezanele iqela elincinci labafundi abathandathu ukuya kwabasibhozo. Izixhobo ezizakusetyenziswa kwiKota 1 iiVeki 1 no2 ziquka:

- ◆ izixhobo zokubala: izixhobo zokubala ezizizilwanyana neziziziqhamo
- ◆ amakhadi amanani: isimboli yenani (1) negama lenani (nye).

Emnye kuni uzakufumana *iKiti yeziXhobo* kunye ne*Ncwadi yeePowusta*.

Jonga kumaphepha 6–17 *esiKhokelo semiSebenzi: Ikota 1* ukuze ufunde ngezixhobo zaseklasini uze ulungiselele imeko yokufundwa kwemathematika.



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.





Umsebenzi 14

Izifundo ezifundiweyo: Cinga malunga noko ukufundileyo ngexesha lendibano yocweyo uze ugcwalise le theybhile.

Izinto esele ndizenza ezisebenza kakuhle	Izimvo ezintsha endingathanda ukuzizama



Umsebenzi ekubuyelwa nawo esikolweni

1. Funda amaphepha *esiKhokelo seeKhonsephi* ekolathwe kuwo ngexesha lendibano yocweyo.
2. Sebenzisa *isiKhokelo semiSebenzi: Ikota 1* ukucwangcisa nokuphumeza iiVeki 1–2 zeNkqubo yeMathematika.
3. Qwalasela indlela iinkqubo ezikhokelayo zeNkqubo yeMathematika ezikufuthela ngayo ukufundisa nokufunda eklasini.
4. Lungisa indawo yemathematika. Thatha ifoto yayo uze nayo kwindibano yocweyo elandelayo.



Bring the following to the next workshop:

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

Evaluation

Complete the Evaluation Form.

Yiza noku kulandelayo kwindibano yocweyo elandelayo:

- ◆ *INcwadi yeePowusta*
- ◆ *IsiKhokelo seeKhonsepithi*
- ◆ *IsiKhokelo semiSebenzi: Ikota 1.*

Uhlolo

Gcwalisa iFomu yoHlolo.

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.			

ISINGENISO B: IKOTA 1 ISISHWANKATHELO SOMXHOLO WEVEKI NEVEKI (IIVEKI 1-2)

Ikota 1: Isicwangciso semiSebenzi

Iveki 1				
INKALO YOMXHOLO: AMANANI, IOPAREYSHINI NOLWALAMANO				
ISIHLOKO: Ukubala ngomlomo nokubala izinto				
UKWAZISA ULWAZI OLUTSHA: Ukubala ngomlomo 1-5, ukubala izinto 1-3, ukuhambelana kwenye nenye, ukulandelelanisa iziganeko zemihla ngemihla				
Imisebenzi yeklasi yonke		Umsebenzi okhokelwa ngutitshala	Imisebenzi yesitishi sokusebenzela	
Usuku 1	Okwenziwa rhoqo, imithetho yeklasi, iisimboli zabafundi nenkqubo yemihla ngemihla.	Ayikho imisebenzi ekhokelwa ngutitshala kwiveki yokuqala ukuvumela utitshala ukuba akwazi ukujikeleza kuzo zontlanu izitishi zokusebenzela: ukukhokela, ukuncedisa nokukhuthaza abafundi. Kusenokwenzeka ukuba abanye abafundi abakaze basibone okanye basisebenzise isixhobo ngaphambili ngoko utitshala kuzakufuneka ukuba ababonise aze abanike inkxaso kumalinge abo okuqala.	Umsebenzi 1	Ukuhlela izixhobo zokubala ezizizilwanyana neziziziqhamo ngokombala (<i>kwiKiti yeziXhobo</i>).
Usuku 2	Itshathi yabancedisi, isicengcelezo, <i>Ibali losapho likaGrade R Maths</i> .		Umsebenzi 2	Intlama yokudlala okanye udongwe lokubumba.
Usuku 3	Itshathi yabancedisi, iTshathi yokuQoqosha, isicengcelezo, ukubala ngomlomo kunye <i>Ibali losapho likaGrade R Maths</i> .		Umsebenzi 3	Zoba umfanekiso.
Usuku 4	Isicengcelezo, ukubala ngomlomo, ukubala izinto, ukulandelelanisa iziganeko zemihla ngemihla, izitya.		Umsebenzi 4	Iphazili enamaqhekeza amathandathu.
Usuku 5	Isicengcelezo, ukubala ngomlomo, iisimboli zabafundi.		Umsebenzi 5	Iibhloko zokwakha.
Iveki 2				
INKALO YOMXHOLO: AMANANI, IOPAREYSHINI NOLWALAMANO				
ISIHLOKO: Iisimboli zamanani namanani angamagama				
UKWAZISA ULWAZI OLUTSHA: Yazisa inani 1, ukusombulula iingxaki kwimixholo yemihla ngemihla (izicengcelezo neepowusta)				
UKUZIQHELISA: Ukubala ngomlomo 1-5, ukubala izinto 1-3, isigama seveki egqithileyo				
Imisebenzi yeklasi yonke		Umsebenzi okhokelwa ngutitshala	Imisebenzi yesitishi sokusebenzela	
Usuku 1	Ingoma, ukubala ngomlomo, ukwazisa inani u1 nefrizi yenani 1, amalungu omzimba (imidlalo ka'zingaphi?'), fumana into enye.	Nika abafundi inkxaso ngamalinge abo okwenza umsebenzi. Buza imibuzo ekhokelayo uze ubakhuthaze abafundi ukuba babelane ngeembono zabo. Bala izinto: ukuhambelana kwenye nenye. Hlela izixhobo zokubala ezizizilwanyana ngokombala. Tshatisa isimboli yenani 1 namakhadi egama kunye nekhadi elinamachokoza kwakunye nezixhobo zokubala ezizizilwanyana.	Umsebenzi 1	Ukutshatisa izixhobo zokubala namachokoza kusetyenziswa iibhokisi zamaqanda.
Usuku 2	Ingoma, ukubala ngomlomo, ifrizi yenani 1, imidlalo yamalungu omzimba.		Umsebenzi 2	Bumba into enye ngentlami yokudlala uze uyizobe.
Usuku 3	Ingoma, ukubala ngomlomo, ukubala izinto, ukubethelela inani 1, khangela into ibe1.		Umsebenzi 3	Ithempyithi ka'Nye' kusetyenziswa intlami yokudlala.
Usuku 4	Isicengcelezo, ukubala ngomlomo, ukusombulula ingxaki - ibali lepowusta.		Umsebenzi 4	Iibhloko zokwakha.
Usuku 5	Isicengcelezo, ukubala ngomlomo, ukubala izinto ezikwipowusta, ukusombulula iingxaki.			

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?

IFomu yokuHlola yeNdibano yoCweyo 1

1. Ingaba indibano yocweyo ifikelele koko ubukulindele?

2. Ufunde ntoni kule ndibano yocweyo ekuncede kakhulu?

3. Ingaba ikhona into ongakhange uyithande okanye obenobunzima bokuyiqonda?

4. Uzakukusebenzisa njani oko ukufundileyo apha kwiklasi yakho yeBanga R?

5. Ingaba unazo iingcebiso zokuphucula nangakumbi iindibano zocweyo?
