Luhlelo Lwekwenta Kancono
Tibalo TeLibanga R
Grade R Mathematics
Improvement Programme

Umhlanganosikolo 11 ● Workshop 11
Inkhombandlela Yemfundzisi ● Facilitator's Guide

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.

Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza
Translation and publishing project management: Arabella Koopman
Translation co-ordination (Nguni languages): Pumeza Ngobozana
Translation: Bukiwe Malangwane
Editing (Siswati): Thobile Mbatha
Illustrations: Jiggs Snaddon-Wood

Umklamo Wetibalo TeLibanga R Nekwenta Kancono Lulwimi lisu lelasungulwa **Litiko Letemfundvo laseGauteng (Gauteng Department of Education)** kanye nemlingani walo lomkhulu i-**Gauteng Education Development Trust**.

Lokwentiwa nekukhicitwa kwetinsita tekucecesha netaseklasini kweTibalo TeLibanga R neMklamo Wekwenta Kancono Lulwimi kwenteka ngenca yekwesekelwa ngalokunemusa ngetimali letibuya ku-**United States Agency for International Development** kanye ne-**Zenex Foundation.**

Lomklamo Wetibalo TeLibanga R Nekwenta Kancono Lulwimi uphetfwe yi-**JET Education Services** ikanye ne-**UCT's Schools Development Unit** ne-**Wordworks** njengebalingani betebuchwepheshe.

Le-**Schools Development Unit** (SDU) e-**University of Cape Town** (UCT) ingumlingani wetebuchwepheshe wetibalo kuloMklamo Wetibalo TeLibanga R Nekwenta Kancono Lulwimi. Le-SDU iyiyunithi lengekhatsi e-UCT School of Education lebukene nekutfutfukiswa kwabothishela ngekwebungcweti kuTibalo, Isayensi, Kufundza nekubhala/Lulwimi Nemakhono Ekuphila kusuka kuLibanga R kuya kuLibanga le-12. Le-SDU iniketa ticu tebuthishela kanye netifundvo letifishane letivunywe yi-UCT, umsebenti lophatselene nesikolo, kwentiwa kwemethiriyeli nekucwaninga kusekela kufundzisa nekufundza kuto tonkhe tingcikitsisimo taseNingizimu Afrika.

EMAVI EKUBONGA
Kubongwa ngalokukhetsekile ku:
- Tikhulu Tekharikhulamu Yelitiko Letemfundvo laseGauteng, teMfundvo Yabothishela neteBacondzisi Bemfundvo Lekhetsekile ngeligalelo labo kulokuguculwa kwemethiriyeli yetfu.
- Tiphatsimandla te-Western Cape Education Department (WCED) nabothishela ngeligalelo labo ekuphumeleliseni kusetjentiswa kwale-Grade R Mathematics Programme (R-Maths) eNshonalanga Kapa emkhatsini wa-2016 na-2019.
- Licembu lelibhala i-R-Maths: Basebenti nabonjingalwati be-SDU, netiphatsimandla te-WCED.

Contents

Overview

Workshop content

Lokucuketfwe

Sibutsetelo

Lokucuketfwe kwemhlanganosikolo

Overview

Purpose

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

The purpose of this workshop is to consolidate the understanding of the Maths content taught in Grade R and to continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their implementation of the Maths Programme and discuss their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. Participants will reflect on appropriate assessment strategies for capturing learner progress. The workshop explores the content for Term 4 Weeks 4–6 and its classroom implementation.

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

Learning outcomes

- To deepen understanding of Grade R Mathematics content
- To reflect on classroom implementation of the Maths Programme
- To identify challenges and find solutions to implementing the Maths Programme
- To reflect on informal forms of assessment in Grade R
- To plan the Maths Programme content to be taught in Term 4 Weeks 4–6

Workshop content

- Opening and reflection   (1 hour)
- Session 1: Review of the Maths Content Areas   (1 hour)

TEA

- Session 2: Maths Content Area presentations   (1 hour)
- Session 3: Maths Content Area presentations (continued)   (1 hour)

LUNCH

- Session 4: Planning for teaching   (1½ hours)
- Closing activities   (30 minutes)

Sibutsetelo

Inhloso

Lona ngumhlanganosikolo welishumi nakunye walelishumi nakubili yeLuhlelo Lwekwenta Kancono Tibalo TeLibanga R (Luhlelo Lwetibalo), loyincenye yeLitiko Letemfundvo laseGauteng (Gauteng Department of Education (GDE) Umklamo Wetibalo TeLibanga R Nekwenta Kancono Lulwimi.

Inhloso yalomhlanganosikolo kuhlanganisa kuvisisa lokucuketfwe Tibalo nalokufundziswa kuLibanga R nekuchubeka nekusita bothishela kutsi bafezekise Luhlelo Lwetibalo emaklasini abo. Bahlanganyeli batawuba nelitfuba lekubuyeketa kubukisisa kwabo. Batawehlwaya kutsi imitsetfomgomo yekufundzisa lekhombindlela tibalo kuLibanga R ifanele kutsi ikwesekele kanjani kuhlela, kufundzisa kanye nekuhlola. Batawuphindze futsi bacabange ngenchubekelembili yemfundzi, kanye nekutfutfuka kwangamunye netidzingo tekufundza. Lomhlanganosikolo wehlwaya lokucuketfwe kweThemu 4 Emaviki 4–6 nekufezekiswa kwawo eklasini.

Emareferensi kuMikhakha Yalokucuketfwe Tibalo Telibanga R atsetfwe ku*Sitatimende Senchubomgomo Yekharikhulamu Nekuhlola (i-CAPS): Tibalo TeLibanga R (Luhlaka Lwekugcina),* 2011, Litiko Letemfundvo Lesisekelo, laseNingizimu Afrika*.*

Imiphumela yekufundza

♦ Kujulisa kuvisisa lokucuketfwe Tibalo teLibanga R
♦ Kubuyeketa kuphumelelisa Luhlelo Lwetibalo eklasini
♦ Kubona tinsayeya kanye nekutfola tisombululo ekuphumeleliseni Luhlelo Lwetibalo
♦ Kubuyeketa tinhlobo teluhlolo lolungakahleleki kuLibanga R
♦ Kuhlela lokucuketfwe Luhlelo Lwetibalo lokutawufundziswa kuThemu 4 Emaviki 4–6

Lokucuketfwe kwemhlanganosikolo

♦ Kuvula nekubuyeketa   (1 li-awa)
♦ Iseshini 1: Lubuyeketo lweMikhakha Yalokucuketfwe Tibalo   (1 li-awa)
LITIYA
♦ Iseshini 2: Tetfulo teMikhakha Walokucuketfwe weTibalo   (1 li-awa)
♦ Iseshini 3: Tetfulo teMikhakha Walokucuketfwe weTibalo
   (tiyachubeka)   (1 li-awa)
KUDLA KWASEMINI
♦ Iseshini 4: Kuhlelela kufundzisa   (1½ ema-awa)
♦ Imisebenti yekuvala   (30 emaminitsi)

Preparation

- PPT welcome and outcomes
- Familiarise yourself with all the PowerPoints and videos
- Read: *Activity Guide: Term 4*, pages 70–119
- Bring the post box
- Remind participants to bring their:
  Concept Guide
  Activity Guides (for Terms 1–4)
  Poster Book
- Prepare the topic sheets from Appendix B

Materials

- Flipchart paper, kokis
- Prestik
- A *Resource Kit* for each group (Groups will be working with all the apparatus in the *Resource Kit*.)
- Scissors and glue for each group

Kulungiselela

- PPT kwemukela nemiphumela
- Tetayete onkhe ema-*PowerPoints* nemavidiyo
- Fundza: *Inkhombandlela Yemsebenti: Ithemu 4,* emakhasi 70–119
- Wota nelibhokisi leliposi
- Khumbuta bahlanganyeli kutsi bete ne:
  Nkhombandlela Yemcondvo
  Tinkhombandlela Temsebenti (teMathemu 1–4)
  Ncwadzi Yemaphosta
- Lungiselela emakhasi etihloko lakuSengeto B

Emamethiriyeli

- Liphepha lefliphushadi, emakoki
- Iphrestikhi
- *Ikhithi Yetinsita* licembu ngalinye (Emacembu atawube asebentisa onkhe ema-apharethasi laku*Khithi Yetinsita*.)
- Tikelo neglu kwelicembu ngalinye

Opening and reflection

1 hour

When we think about and discuss what worked and how we dealt with any challenges that arose during our teaching, it allows us to recognise our strengths and weaknesses. Reflection on our practice as teachers helps us gain new insights into ourselves and our teaching. Reflective practice allows us to learn from our experiences and encourages us to work with our colleagues to share ideas that improve our teaching.

The process of self-reflection is a cycle that needs to be repeated.

```
                    Teach
    Plan to                    Observe/Assess
    implement your
    learning
    Consider new        Review and
    approach and        reflect on
    ideas               experience
```
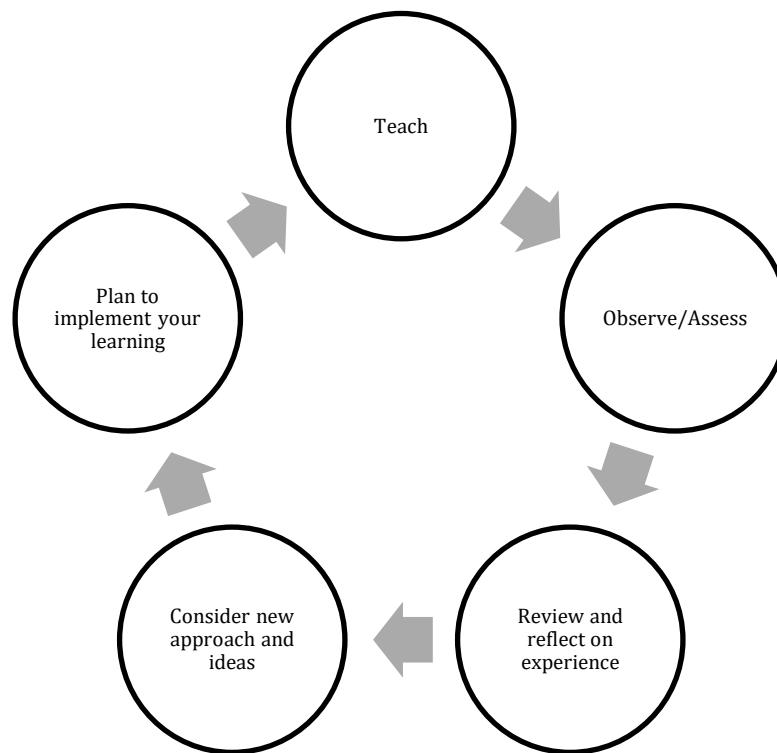
Figure 1: Stages of the reflection cycle

The process of self-reflection contains the following stages:
♦   Teach.
♦   Observe/assess.

Kuvula nekubuyeketa

Uma sicabanga siphindze futsi sikhulumisane ngaloko lokusebentile kanye nekutsi sibukene njani netinsayeya letivele ngesikhatsi ufundzisa, kusenta kutsi sikhone kubona emandla kanye nebutsakatsaka betfu. Kubuyeketa kusebenta kwetfu njengabothishela kusisita kutsi sitfole lwati ngatsi kanye nekufundzisa kwetfu. Kusebenta lokubuyeketako kusenta sikwati kufundza kuloko lesihlangabetene nako kuphindze futsi kusikhutsate kutsi sisebente nebalingani betfu ngekwemsebenti kutsi sabelane imibono leyenta kufundzisa kwetfu kube ncono.

Emanotsi emfundzisi
♦   PPT: Tetayete ngephekhi yemasilayidi emhlanganosikolo.
♦   Khuluma ngekuphawula lokusebhokisini leliposi kanye nembiko wemhlanganosikolo lowendlulile. Khumbuta bahlanganyeli kutsi 'bapose' nanoma ngukuphi kuphawula lokusha nembiko wangalesikhatsi umhlanganosikolo usachubeka.
♦   Hola ingcogco ngekubaluleka kwekutetayeta ngalokubuyeketako njengencenye yekufundzisa kwetfu.

Inchubo yekutibuyeketa ingumjikeleto lodzinga kutsi siwuphindzaphindze.
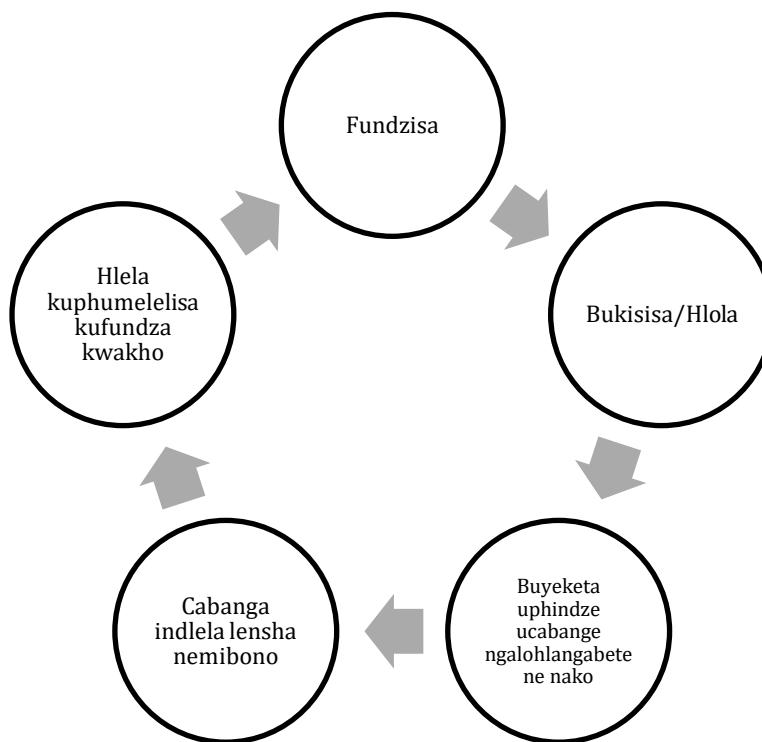
Umdvwebo 1: Tigaba temjikeleto lobuyeketako

Inchubo yemjikelo lobuyeketako inaletigaba letilandzelako:
*   Fundzisa.
*   Bukisisa/hlola.

- Review and reflect on how effective our teaching was, whether the lesson went well, what challenges emerged and whether the learners benefitted.
- Use the above information to consider new ways of teaching that could improve the quality of teaching and learning.
- Plan and implement new ideas and/or strategies in the classroom.

The cycle repeats after each teaching experience.

Reflection in implementation

Facilitator's notes
- Remind participants of the *Take back to school task* from the end of Workshop 10.
- Refer participants to **Activity 1** and read through the instructions aloud.
- Give each group a sheet of flipchart paper.
- Groups will present a summary of their discussion of the reflection cycle.

The *Take back to school task* from Workshop 10, required you to:
- Plan and implement Term 4 Weeks 1–3 of the Maths Programme.
- Write comments in the book that you use to keep track of each learner's progress (learner observation book), and to use the **'Check that learners are able to'** observation list during each of the teacher-guided activities to guide your observations and comments.
- Make notes of what worked well, what did not work well and how you resolved any challenges during your implementation of Term 4 Weeks 1–3.
- Bring your learner observation book and the notes you made when reflecting on each day's teaching to Workshop 11.

Activity 1

1. In your small group, consider each of the stages in the reflection cycle and discuss the *Take back to school task* from Workshop 10.
   - How successful was your planning and teaching in Term 4 Weeks 1–3?
   - Identify challenges and the strategies you used to resolve them.

_____
_____
_____
_____
_____
_____

- Buyeketa uphindze futsi ucabange kufundzisa kwetfu kube yimphumelelo kangakanani, mhlawumbe sifundvo sihambe kahle, ngutiphi tinsayeya letibe khona nekutsi ingabe bafundzi bazuzile yini.
- Sebentisa lolwati lolungetulu ucabange ngetindlela letinsha tekufundzisa letingenta kancono lizinga lelihle lekufundzisa nekufundza.
- Hlela uphindze futsi uphumelelise imibono kanye/noma emasubuciko eklasini.

Lomjikeleto wuphindze ngemuva kwekufundzisa ngakunye.

Kubuyeketa nekufezekisa

Emanotsi emfundzisi

- Khumbuta bahlanganyeli *Umsebenti wekubuyisela emuva esikolweni* losekupheleni kweMhlanganosikolo 10.
- Tjela bahlanganyeli bafundze **Umsebenti 1** bese bafundza tonkhe ticondziso baphimise.
- Nika licembu ngalinye liphepha lefliphushadi.
- Emacembu atawetfula sibutsetelo setingcogco tawo temjikeleto wekubuyeketa.

Umsebenti wekubuyisela emuva esikolweni weMhlanganosikolo 10, ukudzinge kutsi wente naku:

- Kuhlela nekufezekisa Ithemu 4 Emaviki 1–3 eLuhlelo Lwetibalo.
- Bhala kuphawula encwadzini lobhalela kuyo inchubekelembili yemfundzi ngamunye (incwadzi yekubukisisa bafundzi) Sebentisa luhlu lweku'**Hlola kutsi bafundzi bayakukhona ku'** ngesikhatsi semsebenti loholwa nguthishela ngamunye kukhombindlela kuphawula nekubukisisa kwakho.
- Bhala emanotsi ngaloko lokusebente kahle kakhulu nekutsi utisombulule kanjani tinsayeya takho ngesikhatsi sekufezekisa Ithemu 4 Emaviki 1–3.
- Wota kumhlanganosikolo lolandzelako nencwadzi yakho yekubukisisa nemanotsi lowentile ngesikhatsi ubuyeketa kufundzisa kwelilanga ngalinye kuMhlanganosikolo 11.

Umsebenti 1

1. Ecenjini lakho lelincane, cabanga ngasinye saletigaba kulomjikeleto wekubuyeketa bese nikhulumisana nge*Msebenti wekubuyisela emuva esikolweni* lokuMhlanganosikolo 10.
   - Kuhlela nekufundzisa kwakho kube yimphumelelo kangakanani kuThemu 4 Emaviki 1–3?
   - Tfola tinsayeya nemasubuciko lowasebentisile kutisombulula.

_____
_____
_____
_____
_____
_____

♦ Have you been able to observe each learner and record his/her progress? Give reasons and examples to support your answer.

_____

_____

2. Imagine that you have been asked by your Department Head to talk to the Grade R teachers at a cluster meeting.
   ♦ Refer to the reflection cycle in Figure 1.
   ♦ Draw the cycle on flipchart paper and add notes next to each stage of the cycle.
   ♦ Your group will present the main points of your discussion to the whole group.

Facilitator's notes
♦ Wrap up the discussion and address any questions raised.

Video 1

Watch the video of a group of teachers reflecting on their teaching and listen to their opinions about reflective practice.

1. Do you agree with their ideas about reflective practice? Explain your answer.

_____

_____

2. Does reflective practice increase your understanding of your teaching? Explain your answer.

_____

_____

3. Does reflective practice increase your understanding of learning in your class? Explain your answer.

_____

_____

4. Does reflective practice increase your engagement with colleagues? Explain your answer.

_____

_____

Facilitator's notes
♦ Invite comments and responses to the video.

♦ Ukhonile yini kubukisisa umfundzi ngamunye nekurekhoda inchubekelembili yakhe? Niketa tizatfu netibonelo tekwesekela imphendvulo yakho.

_____

_____

2. Cabanga ngekutsi ucelwe nguMphatsi weLitiko kutsi ukhulume nabothishela beLibanga R emhlanganweni weklasta.
   ♦ Buka umjikeleto welubuyeketo kuMdvwebo 1.
   ♦ Dvweba lomjikeleto ephepheni lefliphushadi bese ubhala emanotsi eceleni kwesigaba semjikeleto.
   ♦ Licembu lakho litawetfula emaphuzu labalulekile engcogco yakho ecenjini lonkhe.

Emanotsi emfundzisi

♦ Songa ingcogco futsi uphendvule yonkhe imibuto lebutiwe.

Ividiyo 1

Bukela levidiyo yelicembu labothishela babuyeketa kufundzisa kwabo uphindze futsi ulalele imibono yabo mayelana nekubuyeketa.

1. Uyavumelana yini nemibono yabo mayelana nekubuyeketa? Chaza imphendvulo yakho.

_____

_____

2. Ngabe kubuyeketa kuyakukhulisa yini kuvisisa kwakho kufundzisa kwakho? Chaza imphendvulo yakho.

_____

_____

3. Ngabe kubuyeketa kuyakukhulisa yini kuvisisa lokufundzisako eklasini lakho? Chaza imphendvulo yakho.

_____

_____

4. Kubuyeketa kuyakukhulisa yini kusebentisana nebalingani bakho ngekwemsebenti? Chaza imphendvulo yakho.

_____

_____

Emanotsi emfundzisi

♦ Cela kuphawula netimphendvulo kuvidiyo.

Session 1: Review of the Maths Content Areas

1 hour

Facilitator's notes
♦ Divide the participants into 9 small groups. Allocate a space for each group to set up a table and wall display.
♦ Give each group flipchart paper, kokis, scissors and glue.
♦ Give one topic from Appendix B to each small group.
♦ Participants complete **Activity 2** in their small groups. Assist groups to ensure that content is accurate and that core concepts and skills are included in their presentation.
♦ Each group does a presentation to the whole group.
♦ After each presentation, draw the participants' attention to the main content focus. Address any issues that were raised or misconceptions that arose in the presentation.

In Sessions 1, 2 and 3 we will review our understanding and knowledge of the five CAPS Grade R Mathematics Content Areas and related topics. We will also discuss the teaching and approaches that form part of the Maths Programme we have been implementing.

Activity 2

1. Your group will prepare a presentation on a topic that the facilitator gives you.
   ♦ You will have access to flipchart paper, kokis, scissors, glue and items from the *Resource Kit*. You will also be allocated a space in which to set up your presentation.
   ♦ You need to refer to the *Concept Guide* and *Activity Guides* in your presentation.

2. Your presentation needs to include:
   ♦ an overview of the content and how this is developed in Grade R
   ♦ resources used to model concepts and represent ideas
   ♦ appropriate learner activities for consolidating and applying new knowledge
   ♦ areas of concern when teaching the topic
   ♦ a table and wall display
   ♦ examples of how learners would solve problems.

3. Your group will facilitate the discussion and answer questions from the whole group.

Iseshini 1: Lubuyeketo lweMikhakha Yalokucuketfwe Tibalo 1 li-awa

Emanotsi emfundzisi

- Yehlukanisa bahlanganyeli babe ngemacembu lamancane la-9. Yenta sikhala selicembu ngalinye sekutsi libeke litafula nekukhangisa elubondzeni.
- Nika licembu ngalinye liphepha lefliphushadi, emakoki, tikelo neglu.
- Nika licembu lelincane ngalinye sifundvo sinye lesikuSengeto B.
- Bahlanganyeli benta bacedza **Umsebenti 2** emacenjini abo lamancane. Sita emacembu ente siciniseko sekutsi lokucuketfwe kuyanemba nekutsi imicondvo leyinsika nemakhono akhona kutetfulo tabo.
- Licembu ngalinye lenta setfulo salo ecenjini lonkhe.
- Ngemuva kwesetfulo selicembu ngalinye, yenta bahlanganyeli banake loko lokucuketfwe lokukhulu lokugcilwe kuko. Lungisa tonkhe tindzaba letiphakanyisiwe noma imicondvo lengakavakali kahle levuke kutetfulo.

Kumaseshini 1, 2 neye-3 sitawubuyeketa kuvisisa kwetfu nelwati lweMikhakha Yalokucuketfwe Tibalo te-CAPS teLibanga R naletinye tihloko letihambisana nato. Sitawuphindze futsi sikhulumisane ngekufundzisa netindlelakwenta letenta incenye yeLuhlelo Lwetibalo lebesiloku silufezekisa.

👥 Umsebenti 2

1. Licembu lakho litawulungiselela setfulo ngesihloko umfundzisi lataninika sona.
   - Utawutfola liphepha lefliphushadi, emakoki, tikelo, iglu kanye naletinye tintfo letiku*Khithi Yetinsita.* Utawuphindze futsi unikwe indzawo lotowentela kuyo setfulo sakho.
   - Esetfulweni sakho udzinga kubhekisa ku*Nkhombandlela Yemcondvo* kanye *neTinkhombandlela Temsebenti*.

2. Setfulo sakho sifanele kutsi sifake ekhatsi:
   - sibutsetelo salokucuketfwe nekutsi loku kwentiwa njani kuLibanga R
   - tinsita letisetjentiswa kukhombisa imicondvo nekumelela imibono
   - imisebenti yebafundzi lefanele yekuhlanganisa nekusebentisa lwati
   - tindzawo letikhatsatanako nakufundziswa sihloko
   - kukhangisa etafuleni naselubondzeni
   - tibonelo tekutsi bafundzi bangatisombulula kanjani tinkinga.

3. Licembu lakho litawuchuba ingcogco liphindze futsi liphendvule imibuto yelicembu lonkhe.

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Emanotsi:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Session 2: Maths Content Area presentations

1 hour

Facilitator's notes
♦ Each group makes its presentation to the whole group.
♦ After each group's presentation, draw participants' attention to the main content focus. Address any issues that were raised or misconceptions that arose in the presentation.

Each group will have 15 minutes to present their topic and respond to questions from the whole group.

Iseshini 2: Tetfulo teMkhakha Walokucuketfwe weTibalo

Emanotsi emfundzisi

♦ Licembu ngalinye lenta setfulo salo ecenjini lonkhe.

♦ Ngemuva kwesetfulo ngasinye, yenta bahlanganyeli kutsi banake loko lokucuketfwe lokukhulu lukugcilwe kuko. Sombulula nanoma ngutiphi tinkinga letiphakanyisiwe noma imicondvo lengakavakali levuke kutetfulo.

Licembu ngalinye litawuba nemaminitsi la-15 kwetfula sihloko salo bese liphendvula imibuto yelicembu lonkhe.

Session 3: Maths Content Area presentations (continued)

1 hour

Facilitator's notes
♦   Each group makes its presentation to the whole group.
♦   After each group's presentation, draw participants' attention to the main content focus. Address any issues that were raised or misconceptions that arose in the presentation.

Each group will have 15 minutes to present their topic and respond to questions from the whole group.

Iseshini 3: Tetfulo teMkhakha Walokucuketfwe weTibalo (tiyachubeka)

Emanotsi emfundzisi
♦ Licembu ngalinye lenta setfulo salo ecenjini lonkhe.
♦ Ngemuva kwesetfulo ngasinye, yenta bahlanganyeli kutsi banake loko lokucuketfwe lokukhulu lekugcilwe kuko. Sombulula nanoma ngutiphi tinkinga letiphakanyisiwe noma imicondvo lengakavakali levuke kutetfulo.

Licembu ngalinye litawuba nemaminitsi la-15 kwetfula sihloko salo bese liphendvula imibuto yelicembu lonkhe.

Session 4: Planning for teaching   1½ hours

This workshop session prepares participants for implementing Term 4 Weeks 4–6 and provides an opportunity for small groups to plan ahead. It is important to:

♦ address differences in learners' levels of progress
♦ support those learners who need additional assistance
♦ provide enrichment activities for more advanced learners.

The goal is to ensure that all learners are competent in the Grade R Mathematics content and are well prepared for Grade 1.

Facilitator's notes
♦ Move between the small groups as participants discuss the planning and preparation for teaching Term 4 Weeks 4–6 in **Activity 3**. Assist by making suggestions on overcoming challenges.
♦ Each small group plans the three weeks and completes the templates in Appendix A.
♦ Lead a whole-group discussion on differentiation and how to manage learners at different levels of competence. Write these ideas on flipchart paper.

 Activity 3

1. In your group, complete the planning templates for Term 4 Weeks 4–6 (Appendix A).
2. Discuss how you will plan for and manage learners who have different levels of competence.

_____
_____
_____
_____
_____
_____

Iseshini 4: Kuhlelela kufundzisa

Leseshini yalomhlanganosikolo ilungiselela bahlanganyeli kuFezekisa Ithemu 4 Emaviki 4–6 kantsi kuniketa litfuba kumacembu lamancane kutsi ahlelele phambili. Kubalulekile:

- ♦ kulungisa kwehlukahlukana kumazinga enchubekelembili yebafundzi
- ♦ kwesekela labo bafundzi labadzinga kwesekelwa lokwengetiwe
- ♦ kuniketa imisebenti yekutfutfukisa yebafundzi labahamba embili.

Injongo lapha kucinisekisa kutsi bonkhe bafundzi banelikhono kulokucuketfwe Tibalo Telibanga 1.

Emanotsi emfundzisi

- ♦ Hamba emkhatsini wemacembu ngesikhatsi bahlanganyeli bakhulumisana ngekuhlela nekulungiselela kufundzisa kuThemu 4 Emaviki 4–6 ku**Msebenti 3**. Basite ngekutsi wente imibono mayelana nekuncoma tinsayeya.
- ♦ Licembu lelincane ngalinye lihlelela emaviki lamatsatfu futsi licedza emathemplethi lakuSengeto A
- ♦ Hola ingcogco yelicembu lonkhe lemayelana nekwehlukana nekutsi bafundzi bangalawulwa kanjani emazingeni elikhono lahlukene. Bhala lemibono ephepheni lefliphushadi.

Umsebenti 3

1. Ecenjini, cedzela ithemplethi yekuhlela yeThemu 4 Emaviki 4–6 (Sengeto A).
2. Khulumisanani ngekutsi utawuhlela kanjani uphindze futsi ubalawule kanjani bafundzi bakho labanemazinga emakhono lehlukene.

_____
_____
_____
_____
_____
_____

Closing activities

Facilitator's notes

Workshop reflection:
♦ Ask participants to stand in two circles, one inside the other. Participants in the outer circle should stand facing inwards and participants in the inner circle should stand facing outwards.
♦ Participants take a few minutes to reflect on and discuss the workshop with the person opposite them. Invite them to mention highlights and also any questions they may have that have not yet been answered.
♦ Ask the inner circle to move one person to the right and to repeat the discussion. Repeat this a few times.
♦ Ask participants to volunteer something relevant that another participant mentioned to them.
♦ Encourage participants to add any comments and feedback not shared during the discussion to the post box.

Facilitator's notes

♦ **Take back to school task:** Read through this task. Ask if there is anything that is not clear and that requires more explanation.
♦ **Evaluation:** Hand out copies of the Workshop Evaluation Form and have participants complete the form.
♦ **Next workshop:** Give dates for the next workshop and close the workshop.

> ❗ **Take back to school task**
> 1. Invite other Grade R teachers at your school (or from another school) to join you in planning Term 4 Weeks 4–6 of the Maths Programme.
> 2. Implement these three weeks and use the reflection cycle (Figure 1) to review your experience. Write your reflections in a journal and bring it to the next workshop.

Evaluation
Complete the Evaluation Form.

Imisebenti yekuvala

Emanotsi emfundzisi

Lubuyeketo lwemhlanganosikolo:

♦ Cela bahlanganyeli beme bente tindingilizi tibe timbili, yinye ibe ngekhatsi kwalenye. Bahlanganyeli labakulendingilizi lengaphandle bafanele kutsi beme babuke ekhatsi bese kutsi bahlanganyeli labangekhatsi bafanele kutsi beme babuke ngaphandle.

♦ Bahlanganyeli batsatsa emaminitsi lambalwa kubuyeketa nekukhulumisana ngalomhlanganosikolo nemuntfu longembikwabo. Batjele kutsi basho lokugcamile uphindze futsi uphendvule nanoma nguyiphi imibuto labangaba nayo lesengakaphendvulwa.

♦ Cela indingilizi lengekhatsi kutsi ihambise umuntfu munye aye ngasekudla kanye nekuphindza ingcogco. Kuphindze loku emahlandla lambalwa.

♦ Cela bahlanganyeli kutsi bavolontiye intfo lefanele lomunye umhlanganyeli labatjele yona.

♦ Khutsata bahlanganyeli kutsi basho letinye tiphakamiso nembiko lokungakabelwana ngawo ebhokisini leliposi ngesikhatsi sengcogco.

Emanotsi emfundzisi

♦ **Umsebenti wekubuyisela emuva esikolweni:** Fundza wonkhe lomsebenti. Babute kutsi kukhona yini lokungacaci futsi lokudzinga kuchazwa kabanti.

♦ **Kuhlolisisa:** Banike emakhophi eLifomu Lekuhlolisisa Umhlanganosikolo futsi yenta bahlanganyeli baligcwalise lelifomu.

♦ **Umhlanganosikolo lolandzelako:** Niketa tinsuku temhlanganosikolo lolandzelako bese uyawuvala lomhlanganosikolo.

🛈 Umsebenti wekubuyisela emuva esikolweni

1. Mema bothishela beLibanga R besikolo sakho (noma balesinye sikolo) kutsi bahlanganyele ekuhleleni Ithemu 4 Emaviki 4–6 eLuhlelo Lwetibalo.

2. Fezekisa lamaviki lamatsatfu uphindze futsi usebentise lomjikeleto wekubuyeketa (Umdvwebo 1) kute ubuyekete loko lohlangabetene nako. Bhala kubuyeketa kwakho kujenali bese uta nayo kumhlanganosikolo lolandzelako.

Kuhlolisisa

Gcwalisa leLiFomu Lekuhlolisisa.

APPENDIX A: TERM 4 WEEKLY PLANNING TEMPLATE

Term 4: Activity Plan: Week _____

CONTENT AREA:		
TOPIC: **INTRODUCE NEW KNOWLEDGE:** **PRACTISE:**		

Whole class activities	Teacher-guided activity	Workstation activities (independent small group activities)	
Day 1		**Activity 1**	
Day 2		**Activity 2**	
Day 3		**Activity 3**	
Day 4		**Activity 4**	
Day 5			

SENGETO A: ITHEMPLETHI YEKUHLELELA LIVIKI LETHEMU 4

Ithemu 4: Luhlelolisu Lwemsebenti: Liviki_____

UMKHAKHA WALOKUCUKETFWE:				
SIHLOKO:				
YETFULA LWATI LOLUSHA:				
TETAYETE:				
Imisebenti yeliklasi lonkhe		**Umsebenti loholwa nguthishela**	**Imisebenti yendzawo yekusebentela (imisebenti letimele yemacembu lamancane)**	
Lilanga 1			**Umsebenti 1**	
Lilanga 2			**Umsebenti 2**	
Lilanga 3			**Umsebenti 3**	
Lilanga 4			**Umsebenti 4**	
Lilanga 5				

Term 4: Activity Plan: Week __

CONTENT AREA:

TOPIC:
INTRODUCE NEW KNOWLEDGE:
PRACTISE:

Whole class activities		Teacher-guided activity	Workstation activities (independent small group activities)	
Day 1			Activity 1	
Day 2			Activity 2	
Day 3			Activity 3	
Day 4			Activity 4	
Day 5				

Ithemu 4: Luhlelolisu Lwemsebenti: Liviki_____

UMKHAKHA WALOKUCUKETFWE:			
SIHLOKO: **YETFULA LWATI LOLUSHA:** **TETAYETE:**			
Imisebenti yeliklasi lonkhe		**Umsebenti loholwa nguthishela**	**Imisebenti yendzawo yekusebentela (imisebenti letimele yemacembu lamancane)**
Lilanga 1			**Umsebenti 1**
Lilanga 2			**Umsebenti 2**
Lilanga 3			**Umsebenti 3**
Lilanga 4			**Umsebenti 4**
Lilanga 5			

Term 4: Activity Plan: Week ____

CONTENT AREA:			
SIHLOKO:			
INTRODUCE NEW KNOWLEDGE:			
PRACTISE:			
Whole class activities		**Teacher-guided activity**	**Workstation activities (independent small group activities)**
Day 1			**Activity 1**
Day 2			**Activity 2**
Day 3			**Activity 3**
Day 4			**Activity 4**
Day 5			

Ithemu 4: Luhlelolisu Lwemsebenti: Liviki_____

UMKHAKHA WALOKUCUKETFWE:			
SIHLOKO:			
YETFULA LWATI LOLUSHA:			
TETAYETE:			
Imisebenti yeliklasi lonkhe		**Umsebenti loholwa nguthishela**	**Imisebenti yendzawo yekusebentela (imisebenti letimele yemacembu lamancane)**
Lilanga 1			**Umsebenti 1**
Lilanga 2			**Umsebenti 2**
Lilanga 3			**Umsebenti 3**
Lilanga 4			**Umsebenti 4**
Lilanga 5			

APPENDIX B: ACTIVITY 2 TOPICS

Topic 1: Number concept development and counting (Numbers, Operations and Relationships)

Prepare a presentation that includes:

- ♦ a mapping of the main concepts/skills on flipchart paper
- ♦ how this topic is taught in Grade R
- ♦ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ♦ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ♦ What is number concept?
- ♦ How do children acquire number concept?

What does counting involve? Refer to:

- the difference between sequencing number names and counting objects
- matching one-to-one
- comparing groups in terms of 'more than', 'less than', 'fewer than' and 'the same number as'
- cardinal and ordinal numbers from 1–10
- introducing the concept of the empty set with the number word 'zero' and number symbol '0'.

- ♦ What is the value of representing number in multiple ways? Provide and explain concrete examples.
- ♦ Discuss estimation in relation to the development of number concept.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 2: Calculations (Numbers, Operations and Relationships)

Prepare a presentation that includes:

- ♦ a mapping of the main concepts/skills on flipchart paper
- ♦ how this topic is taught in Grade R
- ♦ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ♦ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

SENGETO B: UMSEBENTI 2 TIHLOKO

Sihloko 1: Kutfutfukisa umcondvo wetinombolo nekubala (Tinombolo, Ema-ophareshini neBudlelwane)

Lungiselela setfulo lesifaka ekhatsi:
- ♦ kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi
- ♦ lesihloko sifundziswa kanjani kuLibanga R
- ♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- ♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:
- ♦ Yini umcondvo wenombolo?
- ♦ Bantfwana bawutfola kanjani umcondvo wetinombolo?

  Kubala kufakani ekhatsi? Bhekisa ku:
  - mehluko emkhatsini wekulandzelanisa emagama etinombolo nekubala ema-objekthi
  - kucondzanisa kunye kukunye
  - kucatsanisa emacembu ngemibandzela 'yakunengi kuna', 'kungaphasi kwa', 'kumbadlwana kuna' kanye 'nakulinani lenombolo lelinganako na'
  - tinombolonhloko netinombolondzawo kusuka ku-1–10
  - kwetfula umcondvo wesethi lengenalutfo ngeligama lenombolo 'ziro' neluphawu lwenombolo '0'.
- ♦ Yini bungako bekukhombisa inombolo ngetindlela letinyenti? Niketa uphindze uchaze tibonelo letiphatsekako.
- ♦ Khulumisanani ngekulinganisela mayelana nekutfutfukisa umcondvo wetinombolo.

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Sihloko 2: Kubala (Tinombolo, Ema-ophareshini neBudlelwane)

Lungiselela setfulo lesifaka ekhatsi:
- ♦ kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi
- ♦ lesihloko sifundziswa kanjani kuLibanga R
- ♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- ♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Points to consider in your presentation:
- ♦ Breaking down numbers and building up numbers.
- ♦ Representing partitioned groups of objects.
- ♦ Introducing the concept of addition as combining two collections.
- ♦ Introducing the concept of subtraction as taking away from a collection.
- ♦ Comparing two collections of objects by matching one-to-one to find the difference.
- ♦ Using the number washing line and a jumping track to solve addition problems – 'adding on' or 'counting on'.
- ♦ Using the number washing line and a jumping track to solve subtraction problems – 'counting back'.
- ♦ Introducing the concept of equal sharing and grouping.
- ♦ Promoting rapid recall and number facts.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 3: Patterns, Functions and Algebra

Prepare a presentation that includes:
- ♦ a mapping of the main concepts/skills on flipchart paper
- ♦ how this topic is taught in Grade R
- ♦ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ♦ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:
- ♦ Introducing the idea of a repeated pattern.
- ♦ Identifying the pattern unit.
- ♦ Explaining the meaning of 'variable' and what is appropriate in Grade R.
- ♦ Making linear patterns with one variable.
- ♦ Discuss the process of introducing pattern in Grade R. Provide concrete and pictorial examples to support your discussion.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:

- Kubhidlita tinombolo nekwakha tinombolo.
- Kukhombisa ema-objekthi lahlukaniswe emacembu lamabili.
- Kwetfula umcondvo wekuhlanganisa njengekuhlanganisa emagcogco lamabili.
- Kwetfula umcondvo wekukhipha njengekususa kuligcogco.
- Kucatsanisa emagcogco lamabili ema-objekthi ngekumatanisa kunye kukunye kute utfole umehluko.
- Kusebentisa layini wekweneka wetinombolo nendlela yekuzuba kute usombulule letinkinga tekuhlanganisa – 'kuhlanganisa' noma 'kubala'.
- Usebentisa layini wekweneka wetinombolo nendlela yekuzuba kusombulula tinkinga tekukhipha – 'kubala uye emuva'.
- Kungenisa umcondvo wekwaba ngekulingana nekwenta emacembu.
- Kukhutsata kukhumbula ngekushesha nemaciniso etinombolo.

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Sihloko 3: Emaphethini, Emafangshini ne-Aljebhra

Lungiselela setfulo lesifaka ekhatsi:

- kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi
- lesihloko sifundziswa kanjani kuLibanga R
- sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:

- Kwetfula umcondvo wephethini lephindvwaphindvwako.
- Kukhomba intfo kuphethini.
- Chaza inshokutsi ya'variyebuli' nekutsi yini lokufanele kuLibanga R.
- Kwakha emaphethini ngevariyebuli yinye.
- Khuluma ngenchubo yekungenisa iphethini kuLibanga R. Niketa tibonelo letiphatsekako nemidvwebonkhulumo yekwesekela ingcogco.

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Topic 4: Space and Shape (Geometry)

Prepare a presentation that includes:

- ♦ a mapping of the main concepts/skills on flipchart paper
- ♦ how this topic is taught in Grade R
- ♦ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ♦ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ♦ Discovering the general properties of 2-D shapes and 3-D objects.
- ♦ Collecting shapes and objects that have these shapes on their faces.
- ♦ Sorting shapes and objects and describing the 'rule' (criterion) for sorting.
- ♦ Introducing symmetry.
- ♦ Making symmetrical shapes with one or two lines of symmetry through drawing, folding and cutting.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 5: Measurement

Prepare a presentation that includes:

- ♦ a mapping of the main concepts/skills on flipchart paper
- ♦ how this topic is taught in Grade R
- ♦ a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- ♦ important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:

- ♦ Using vocabulary associated with time.
- ♦ Ordering (sequencing) events and activities according to the time at which they take place.
- ♦ Comparing objects according to their size.
- ♦ Identifying the attribute to be measured.

Sihloko 4: Sikhala naBunjwa (Ijomethri)

Lungiselela setfulo lesifaka ekhatsi:
- ♦ kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi
- ♦ lesihloko sifundziswa kanjani kuLibanga R
- ♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco.
- ♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:
- ♦ Kutfola emaphrophathi lavamile abobunjwa lababo-2-D nema-objekthi labo-3-D.
- ♦ Kugcogca bobunjwa nema-objekthi lanalabobunjwa ebusweni bawo.
- ♦ Kuhlunga bobunjwa nema-objekthi nekuchaza 'umtsetfo' (indlela) yekuhlunga.
- ♦ Kwetfula isimethri.
- ♦ Kwakha bobunjwa labanesimethri labanemugca munye noma mibili yesimethri ngekudvweba nekugoba nekusika.

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Sihloko 5: Kulinganisa

Lungiselela setfulo lesifaka ekhatsi:
- ♦ kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi
- ♦ lesihloko sifundziswa kanjani kuLibanga R
- ♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- ♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:
- ♦ Kusebentisa silulumagama lesiphatselene nesikhatsi.
- ♦ Kuhlelembisa (kulandzelanisa) tehlakalo nemisebenti ngekuya kwesikhatsi letenteke ngaso.
- ♦ Kucatsanisa ema-objekthi ngekuya kwesayizi yawo.
- ♦ Kukhomba i-athribuyithi letawulinganiswa.

- Using maths vocabulary to compare height, length and width.
- Using maths vocabulary to compare the mass of different objects.
- Using maths vocabulary to compare capacity and volume.
- Explain what non-standard measurement is and how it relates to each of the following Measurement topics:
  - time
  - length
  - mass
  - capacity/volume.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

Topic 6: Data Handling

Prepare a presentation that includes:
- a mapping of the main concepts/skills on flipchart paper
- how this topic is taught in Grade R
- a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:
- Direct representation of situations using learners, objects and pictures.
- How does the idea of one-to-one matching relate to representing information/data in pictures or pictographs?
- What is the purpose of the pictures in the bottom row of the pictograph?
- What is the advantage of arranging the pictures in columns?
- Why do the pictures need to be the same size?
- Why do the pictures have to be evenly spaced?
- Discuss interpreting the information on a pictograph.

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

♦ Kusebentisa silulumagama setibalo kucatsanisa budzekuphakama, budze nebubanti.

♦ Kusebentisa silulumagama setibalo kucatsanisa imasi yema-objekthi lahlukene.

♦ Kusebentisa silulumagama setibalo kucatsanisa umtsamo nevolumu.

♦ Kuchaza kutsi kuyini kulinganisa lokungasiko lokusezingeni nekutsi kuhambisana njani nangasinye saletihloko teKulinganisa:

- sikhatsi

- budze

- imasi

- umtsamo/ivolumu.

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Sihloko 6: Kusebenta Ngedatha

Lungiselela setfulo lesifaka ekhatsi:

♦ kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi

♦ lesihloko sifundziswa kanjani kuLibanga R

♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco

♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:

♦ Condzisa kukhonjiswa kwetimo ngekusebentisa bafundzi, ema-objekthi netitfombe.

♦ Lomcondvo wekumatanisa kunye kukunye uhambelana kanjani nekukhombisa lwatiso/idatha (imininingwane) etitfombeni nakumidvwebonkhulumo?

♦ Yini inhloso yaletitfombe emgceni longentasi walomdvwebonkhulumo?

♦ Yini buhle bekuhlela letitfombe ngemakholomu?

♦ Kungani letitfombe kufanele kutsi tibe yisayizi lefananako?

♦ Kungani letitfombe tifanele kutsi tibekwe tishiye tikhala letifananako?

♦ Khulumisanani ngekuhumusha lolwatiso lolukulomdvwebonkhulumo.

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Topic 7: Classroom management

Prepare a presentation that includes:
- a mapping of this topic on flipchart paper
- this topic in relation to Grade R
- a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:
- How do you create a stimulating learning environment? Refer to:
  - the classroom walls
  - the classroom floor space
  - the carpet area
  - the maths area.
- How do you manage and arrange resources (concrete apparatus) in the classroom?
- Describe how teaching in whole class and small groups is implemented.
- Outline the different types of planning that are required for successful teaching and learning.
- How are different levels of learner competence managed?

Refer to the *Concept Guide* and *Activity Guides* to support your discussion.

Topic 8: Assessment

Prepare a presentation that includes:
- a mapping of this topic on flipchart paper
- this topic in relation to Grade R
- a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:
- What forms of assessment are implemented in Grade R?
- Describe how these are used for tracking learner progress and for reporting purposes.

Sihloko 7: Kulawula liklasi

Lungiselela setfulo lesifaka ekhatsi:
- ♦ kukhombisa lesihloko ephepheni lefliphushadi
- ♦ lesihloko sifundziswa kanjani kuLibanga R
- ♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- ♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:
- ♦ Uyakha kanjani indzawo levusa kufundza? Buka:
  - lubondza leliklasi
  - siyilo seliklasi
  - indzawo yekhaphethi
  - indzawo yelimethi.
- ♦ Utilawula uphindze futsi utihlele kanjani tinsita (ema-apharethasi lacinile) eklasini?
- ♦ Chaza kutsi kufundzisa eklasini lonkhe kanye nemacembu lamancane kufezekiswa kanjani.
- ♦ Ndlala umehluko wekuhlela lodzingeka mayelana nekufundzisa nekufundza ngemphumelelo.
- ♦ Emazinga emakhono ebafundzi lehlukene alawulwa kanjani?

Buka *Inkhombandlela Yemsebenti* ne*Tinkhombandlela temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Sihloko 8: Luhlolo

Lungiselela setfulo lesifaka ekhatsi:
- ♦ kukhombisa lesihloko ephepheni lefliphushadi
- ♦ lesihloko sifundziswa kanjani kuLibanga R
- ♦ sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- ♦ emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:
- ♦ Ngutiphi tinhlobo teluhlolo letifezekiswa kuLibanga R?
- ♦ Chaza kutsi tisetjentiswa kanjani kulandzelela inchubekelembili yebafundzi kanye netinjongo tekubika.

- Provide examples and illustrations to support your presentation.
- Describe in detail one learner's solution to a word problem and describe how you would use a rubric to assess this learner.
- Clarify the use of checklists.
- How do the various forms of assessment, guide our reporting to parents?

Refer to the *Concept Guide* and *Activity Guides* to support your discussion.

Topic 9: Problem solving

Prepare a presentation that includes:
- a mapping of the main concepts/skills on flipchart paper
- how this topic is taught in Grade R
- a display with concrete objects, pictures and 'examples' of learners' work to support your discussion
- important points to note about this topic.

You will need to facilitate a discussion and answer questions from the whole group.

Points to consider in your presentation:
- What does problem solving involve in Grade R?
- What are the language considerations involved in framing word problems?
- Why is problem solving included in Grade R?
- What skills do learners need to develop to become successful problem solvers?
- Give examples of different kinds of word problems that could be presented in Grade R.
- What strategies or techniques do Grade R learners use when solving word problems?
- What is the teacher's role?

Refer to the *Concept Guide* and *Activity Guides* for examples of activities, and discuss how these were implemented in the classroom.

- Niketa tibonelo nemidvwebo kwesekela setfulo sakho.
- Chaza kabanti sisombululo semfundzi senkinga yemagama uphindze futsi uchaze kutsi utawuyisebentisa kanjani irubhrikhi kuhlola bafundzi.
- Cacisa kusetjentiswa kweluhlukuhlola.
- Letinhlobo teluhlolo letehlukene, tikukhombindlela kanjani kubika kwetfu kubatali?

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

Sihloko 9: Kusombulula inkinga

Lungiselela setfulo lesifaka ekhatsi:
- kukhombisa imicondvo/emakhono layinsika ephepheni lefliphushadi
- lesihloko sifundziswa kanjani kuLibanga R
- sikhangiso lesinema-objekthi lacinile, titfombe ne'tibonelo' temsebenti webafundzi kute wesekele ingcogco
- emaphuzu labalulekile lafanele anakwe mayelana nalesihloko lesi.

Utawudzinga kuchuba ingcogco uphindze futsi uphendvule imibuto yelicembu lonkhe.

Emaphuzu lekufanele kutsi ucabange ngawo kusetfulo:
- Kusombulula tinkinga kubandzakanya ini kuLibanga R?
- Yini yelulwimi lefanele kutsi icatjangwe lokubandzakanyela ekwakheni tinkinga temagama?
- Kungani kusombulula tinkinga kufakiwe kuLibanga R?
- Ngumaphi emakhono ladzingwa bafundzi kutfutfukisa noma baphumelele ekusombululeni tinkinga?
- Niketa tibonelo tetinhlobo letehlukene netinkinga temagama letingetfulwa kuLibanga R.
- Nguwaphi emasubuciko noma tindlelakwenta letisetjentiswa bafundzi beLibanga R uma basombulula tinkinga temagama?
- Yini indzima ledlalwa nguthishela?

Buka *Inkhombandlela Yemcondvo* ne*Tinkhombandlela Temsebenti* mayelana netibonelo temisebenti, bese nikhulumisana ngekutsi loku kufezekiswe kanjani eklasini.

45

Workshop 11 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?

_____
_____
_____
_____

Lifomu Lekuhlolisisa Umhlanganosikolo 11

1. Lomhlanganosikolo ufinyelele yini ezingeni lebewulilindzele?

_____
_____
_____
_____

2. Yini lokufundzile kulomhlanganosikolo lokubalulekile lokukusite kakhulu?

_____
_____
_____
_____

3. Kukhona yini longakakutsandzi noma lokutfole kulukhuni?

_____
_____
_____
_____

4. Utakusebentisa kanjani eklasini leLibanga R loku lokufundzile?

_____
_____
_____
_____

5. Ikhona yini imibono lonayo yekwenta kancono imihlanganosikolo lechubekako?

_____
_____
_____
_____