



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

IsiNdebele/English

# **Ihlelo lokuThuthukisa iimBalo zeGreyidi R Grade R Mathematics Improvement Programme**



**Isifundobandulo 11 • Workshop 11**  
**INcwadi yokuSebenzela yomHlanganyeli • Participant's Workbook**

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

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.

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- The R-Maths writing team: SDU staff and consultants.



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IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R imuzamo womNyango wezeFundo weGauteng (Gauteng Department of Education) nombambisani wayo oqakathekileko, i-Gauteng Education Development Trust.

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

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### AMAGAMA WOKUTHOKOZA

Ukuthokoza okukhethekileko:

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



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

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# Overview

## Purpose

This is the 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)

# Isirhunyezo

## Umnqopho

Lesi sifundobandulo setjumi nanye kezilitjumi nambili zeHlelo lokuThuthukisa iimBalo zeGreyidi R (IHlelo leemBalo), eliyingcenywe yomNyango wezeFundo weGauteng (Gauteng Department of Education (GDE)) iPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R.

Unqopho wesifundobandulo lesi kuhlangukisa ukuzwisisa okumumethweko kweemBalo okufundiswe kwaGreyidi R nokuragela phambili ngokusiza abotitjhere basebenzise iHlelo leemBalo ngematlasinabo. Abahlanganyeli bazakuthola ithuba lokuzindla ngokusebenzisa kwabo iHlelo leemBalo begodu bakhulumisane ngokuhlela, ukufundisa nokuhlola kwabo. Godu bazakuyelela iragelophambili lomfundi, neendingo zokuthuthuka nokufunda komfundi ngamunye. Abahlanganyeli bazakuzindla ngamano afaneleko wokuhlola ukuthola iragelophambili labafundi. Isifundobandulo lesi sihlola okumumethweko kweThemu 4 limveke 4–6 nokwenziwa komsebenzi ngetlasini.

Lintjengisi zeenGaba zokuMumethweko zeemBalo zakwaGreyidi R zithethwe kusiTatimende somGomo weKharikhyulamu nokuHlola (*i-CAPS*): *IimBalo zakwaGreyidi R (Umtlamo wokugcina)*, 2011, UmNyango wezeFundo esiSekelo, eSewula Afrika.

## Imiphumela yokufunda

- ◆ Ukuqinisa ukuzwisiseka kokumumethweko kweemBalo zakwaGreyidi R
- ◆ Ukuzindla ngokusetjenziswa kweHlelo leemBalo ngetlasini
- ◆ Ukufanisa iintjhiyilo nokuthola iinsombululo zokusetjenziswa kweHlelo leemBalo
- ◆ Ukuzindla ngeendlela zokuhlola okungakahleleki kwaGreyidi R
- ◆ Ukuhlela okumumethweko kweHlelo leemBalo ekufanele kufundiswe ngeThemu 4 limveke 4–6

## Okumumethweko kwesifundobandulo

- ◆ Ukuvula nokuzindla (I-iri 1)
- ◆ Isetjhini 1: Ukubuyekezwa kweenGaba zokuMumethweko kweemBalo (I-iri 1)

### ITIYE

- ◆ Isetjhini 2: Ukwethulwa kweenGaba zokuMumethweko kweemBalo (I-iri 1)
- ◆ Isetjhini 3: Ukwethulwa kweenGaba zokuMumethweko kweemBalo (kuyaraga) (I-iri 1)

### ISIDLO SEMINI

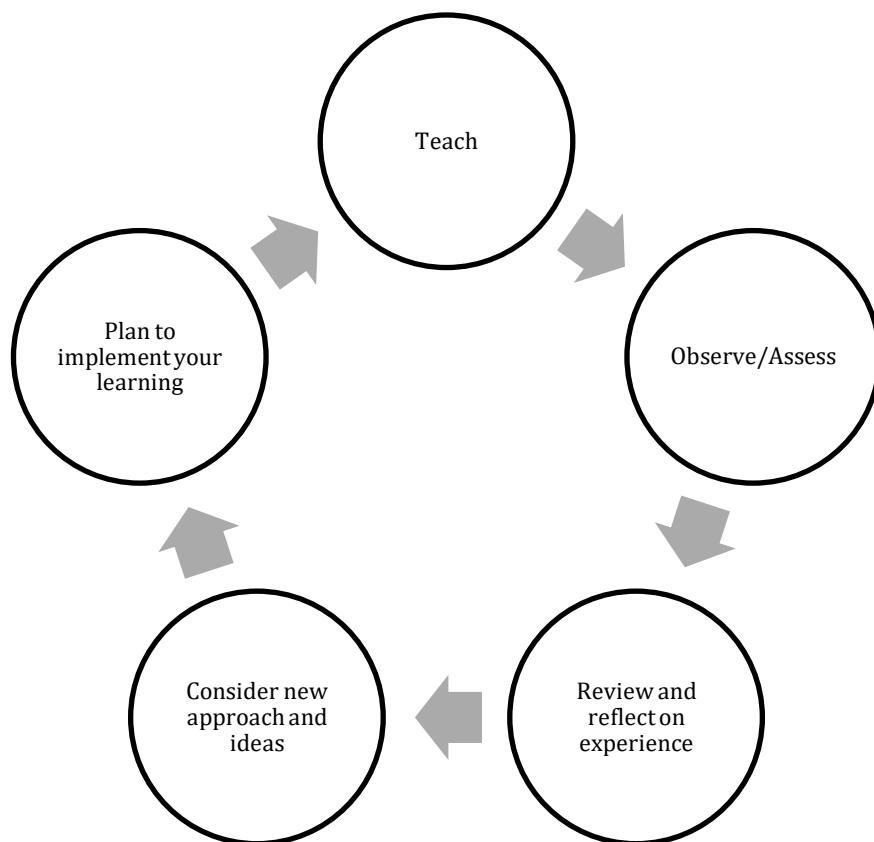
- ◆ Isetjhini 4: Ukuhlelela ukufundisa (Ama-iri 1½)
- ◆ Imisebenzi yokuvala (Imizuzu 30)

# 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.



*Figure 1: Stages of the reflection cycle*

The process of self-reflection contains the following stages:

- ◆ Teach.
- ◆ Observe/assess.

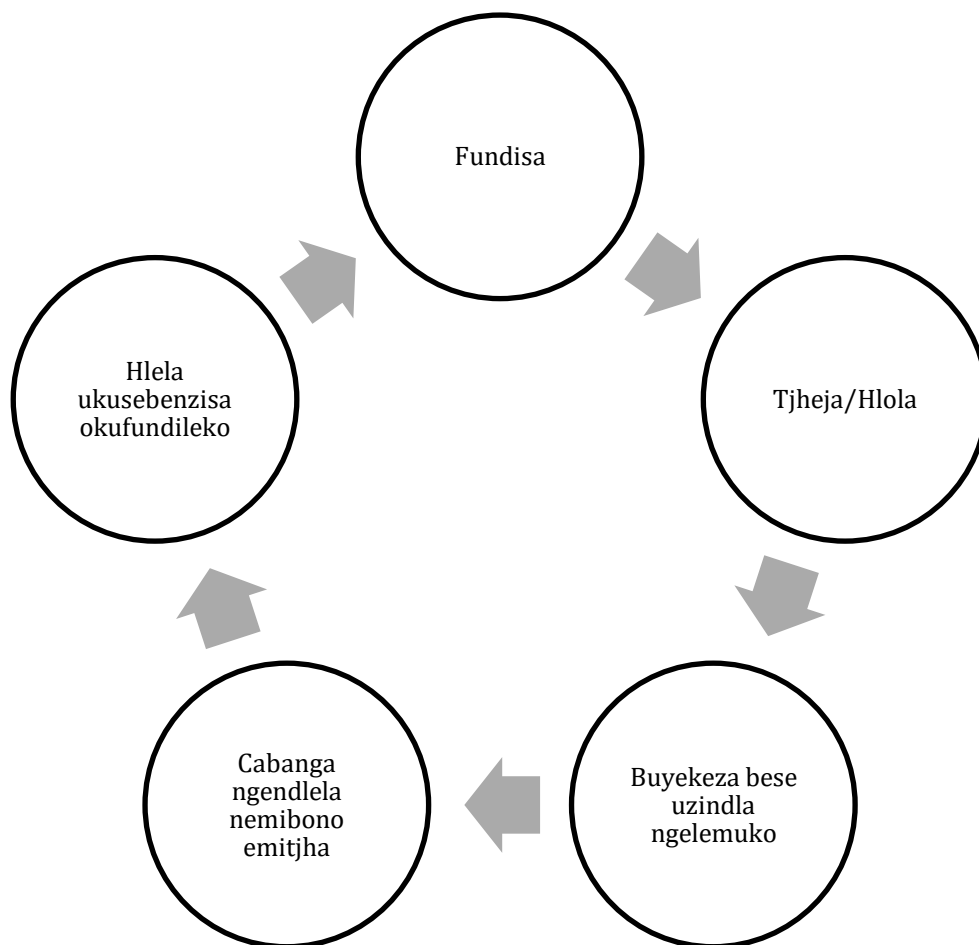


# Ukuvula nokuzindla

I-iri 1

Lokha nasicabanga begodu sikhulumisane ngalokho okusebenzileko nokobana siqalene njani neentjhjilo zoke ezivele ngesikhathi sokufundisa kwethu, kusinikela ithuba lokubona amandla nobuthakathaka bethu. Ukuzindla ngeendla esisebenza ngazo njengabotitjhere kususiza sifumane ilwazi elitjha ngathi nangokufundisa kwethu. Ikambiso yokuzindla isivumela bona sifunde elemukweni lethu begodu isikhuthaza ukusebenzisana nabasebenzisani bethu sabelane ngemibono ukuthuthukisa ukufundisa kwethu.

Ikambiso yokuzindla ngobuwena imuzombe odinga ukubuyelelwa.



*Umdwebo 1: Ingaba zomzombe wokuzindla*

Ikambiso yokuzindla ngobuwena ineengaba ezilandelako:

- ◆ Fundisa.
- ◆ Tjheja/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

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.

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- ◆ Buyekeza bese uzindla ngokobana ukufundisa kwethu kube yipumelelo kangangani, kobana isifundo sikhambe kuhle na, ngiziphi iintjhijilo ezivelileko nokobana abafundi bazuzile na.
- ◆ Sebenzisa ilwazi elingehla ukucabanga ngeendlela ezitja zokufundisa ezingathuthukisa ikhwalithi yokufundisa nokufunda.
- ◆ Hlela bese usebenzisa imibono begodu/nofana amano amatjha ngetlasini. Umzombe uyabuyelela ngemva kwelemuko ngalinye lokufundisa.

## Ukuzindla nakusetjenzwako

*Umsebenzi obuyiselwa esikolweni wesiFundobandulo 10, ufuna bonyana wenze okulandelako:*

- ◆ Hlela bewenze Ithemu 4 Iimveke 1–3 zeHlelo leemBalo.
- ◆ Tlola imibono ngencwadini oyisebenzisela ukubulunga ilandelelo leragelophambili lomfundi ngamunye (incwadi yokutjheja abafundi). Sebenzisa irhelo lokutjheja **‘Tjheja bonyana abafundi bayakwazi uku’** (ngebhoksini lelihlo) ngesikhathi somsebenzi ohlahla ngutitjhere ngamunye ukuhlahla ukutjheja kwakho nemibono yakho.
- ◆ Tlola amanothi walokho okusebenze kuhle, lokho okungakasebenzi kuhle nokobana uzirarulule njani iintjhijilo nofana ngezinjani ngesikhathi sokwenza Ithemu 4 Iimveke 1–3.
- ◆ Yiza nencwadi yakho yokutjheja abafundi namanothi owenzileko lokha nawuzindla ngelanga lokufundisa ngalinye lesiFundobandulo 11.



### Umsebenzi 1

1. Esiqhemeni senu esincani, yelelani isigaba ngasinye somzombe wokuzindla bese nikhulumisana ngo*Msebenzi obuyiselwa esikolweni wesiFundobandulo 10*.
  - ◆ Ukuhlela nokufundisa kwakho kube yipumelelo kangangani ngeThemu 4 Iimveke 1–3?
  - ◆ Veza iintjhijilo namano owasebenzisileko ukuzirarulula.

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



### 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.
- 
-

- ◆ Ukghonile ukutjheja umfundi ngamunye nokurekhoda iragelophambili lakhe? Nikela iinzathu neembonelo ukusekela ipendulo yakho.
- 
- 

2. Cabanga ngokobana iHloko yoMnyango ikubawe bonyana ukhulume nabotitjhere bakwaGreyidi R emhlanganweni wetlasta.
  - ◆ Qala Umdwebo 1 womzombe wokuzindla.
  - ◆ Dweba umzombe ephepheni letjhadi eliphendlekako bese ufaka amanothi eduze kwesigaba somzombe ngasinye.
  - ◆ Isiqhema sakho sizakwethula amaphuzu aqakathekileko wemikhulumiswano yenu esiqhemeni soke.



### Ividiyo 1

Bukelani ividiyo yesiqhema sabotitjhere abazindla ngokufundisa kwabo bese nilalela imibono yabo mayelana nekambiso yokuzindla.

1. Ingabe uyavumelana nemibono yabo mayelana nekambiso yokuzindla? Hlathulula ipendulo yakho.
- 
- 

2. Ingabe ikambiso yokuzindla ingezelela ukuzwisisa ukufundisa kwakho? Hlathulula ipendulo yakho.
- 
- 

3. Ingabe ikambiso yokuzindla ingezelela ukuzwisisa kwakho ukufunda ngetlasini lakho? Hlathulula ipendulo yakho.
- 
- 

4. Ingabe ikambiso yokuzindla ingezelela ukuzibandakanya kwakho nabasebenzisani? Hlathulula ipendulo yakho.
- 
-











## **Session 2: Maths Content Area presentations**

**1 hour**

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

## **Isetjhini 2: Ukwethulwa kweenGaba zokuMumethweko kweemBalo**

**I-iri 1**

Isiqhema ngasinye sizakuba nemizuzu eli-15 yokwethula isihloko sayo nokuphendula imibuzo evela esiqhemeni soke.

## **Session 3: Maths Content Area presentations (continued)**

**1 hour**

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

## **Isetjhini 3: Ukwethulwa kweenGaba zokuMumethweko kweemBalo (kuyaraga) I-iri 1**

Isiqhema ngasinye sizakuba nemizuzu eli-15 yokwethula isihloko sayo nokuphendula imibuzo yesiqhema soke.

## 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.



### 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.

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## Closing activities

30 minutes



### 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.

## Isetjhini 4: Ukuhlelela ukufundisa

Ama-iri 1½

Isetjhini le yesifundobandulo ilungiselela abahlanganyeli ukwenza Ithemu 4 Iimveke 4–6 begodu inikela ithuba lokobana iinqhema ezincani zihlelele phambili.

Kuqakathekile uku:

- ♦ qalana nokuhluka kwamazinga wokuthuthuka kwabafundi
- ♦ sekela abafundi labo abadinga isizo elingezelelweko
- ♦ nikela abafundi esele bathuthuke khudlwana imisebenzi yokunothisa.

Ihloso kuqinisekisa bonyana boke abafundi babe namakghono wokumumethweko kweemBalo zakwaGreyidi R begodu bakulungele ngefanelo ukuya kwaGreyidi 1.



### Umsebenzi 3

1. Esiqhemeni senu, yenzani imifuziselo yokuhlela yeThemu 4 Iimveke 4–6 (Isithasiselo A).
2. Khulumisanani ngokobana nizakubahlelela begodu niqalane njani nabafundi abanamakghono wamazinga ahlukileko.

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## Imisebenzi yokuvala

Imizuzu 30



### Umsebenzi obuyiselwa esikolweni

1. Mema abanye abotitjhere bakwaGreyidi R besikolweni sakho (nofana besinye isikolo) bazokujoyina ekuhleleni Ithemu 4 Iimveke 4–6 zeHlelo leemBalo.
2. Yenza iimveke ezintathu lezi bese usebenzisa umzombe wokuzindla (Umdwebo 1) ukubuyekeza ilemuko lakho. Tlola ukuzindla kwakho ngakujenali bese uyiletha kusifundobandulo esilandelako.

### Ukuhlunga

Zalisa Iforomo lokuHlunga.

**APPENDIX A: TERM 4 WEEKLY PLANNING TEMPLATE**

**Term 4: Activity Plan: Week \_\_\_\_**

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



**ISITHASISELO A: ITHEMU 4 UMFUZISELO WOKUHLELA WAQOBE YIVEKE**

**Ithemu 4: Ihlelo Lomsebenzi: Iveke \_\_\_\_**

<b>ISIGABA SOKUMUMETHWEKO:</b>				
<b>ISIHLOKO:</b>				
<b>YETHULA ILWAZI ELITJHA:</b>				
<b>UKUJAYEZA:</b>				
<b>Imisebenzi yetlasi loke</b>		<b>Umsebenzi ohlahlwa ngutitjhere</b>	<b>Imisebenzi yesitetjhi sokusebenzela (imisebenzi ezijameleko yesiqhema esincani)</b>	
<b>Ilanga 1</b>			<b>Umsebenzi 1</b>	
<b>Ilanga 2</b>			<b>Umsebenzi 2</b>	
<b>Ilanga 3</b>			<b>Umsebenzi 3</b>	
<b>Ilanga 4</b>			<b>Umsebenzi 4</b>	
<b>Ilanga 5</b>				

**Term 4: Activity Plan: Week \_\_**

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

**Ithemu 4: Ihlelo lomsebenzi: Iveke \_\_\_\_**

<b>ISIGABA SOKUMUMETHWEKO:</b>				
<b>ISIHLOKO:</b>				
<b>YETHULA ILWAZI ELITJHA:</b>				
<b>UKUJAYEZA:</b>				
<b>Imisebenzi yetlasi loke</b>		<b>Umsebenzi ohlahlwa ngutitjhere</b>	<b>Imisebenzi yesitetjhi sokusebenzela (imisebenzi ezijameleko yesiqhema esincani)</b>	
<b>Ilanga 1</b>			<b>Umsebenzi 1</b>	
<b>Ilanga 2</b>			<b>Umsebenzi 2</b>	
<b>Ilanga 3</b>			<b>Umsebenzi 3</b>	
<b>Ilanga 4</b>			<b>Umsebenzi 4</b>	
<b>Ilanga 5</b>				

**Term 4: Activity Plan: Week \_\_\_\_**

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

**Ithemu 4: Ihlelo lomsebenzi: Iveke \_\_\_\_**

<b>ISIGABA SOKUMUMETHWEKO:</b>				
<b>ISIHLOKO:</b>				
<b>YETHULA ILWAZI ELITJHA:</b>				
<b>UKUJAYEZA:</b>				
<b>Imisebenzi yetlasi loke</b>		<b>Umsebenzi ohlahlwa ngutitjhere</b>	<b>Imisebenzi yesitetjhi sokusebenzela (imisebenzi ezijameleko yesiqhema esincani)</b>	
<b>Ilanga 1</b>			<b>Umsebenzi 1</b>	
<b>Ilanga 2</b>			<b>Umsebenzi 2</b>	
<b>Ilanga 3</b>			<b>Umsebenzi 3</b>	
<b>Ilanga 4</b>			<b>Umsebenzi 4</b>	
<b>Ilanga 5</b>				

# Workshop 11 Evaluation Form

1. Did the workshop meet your expectations?

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

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

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

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

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# Isifundobandulo 11 Iforomo lokuHlunga

1. Ingabe isifundobandulo sibe ngilokho ebegade ukulindele?

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2. Khuyini okufundileko kilesisifundobandulo okukusize khulu?

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

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

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

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