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GROWING GAUTENG TOGETHER

IsiZulu/English

Uhlelo Lokuthuthukisa Izibalo Zebanga R Grade R Mathematics Improvement Programme



**Umhlangano Wokucobelelana Ngolwazi 4 • Workshop 4
Umhlahandlela Wabadidiyeli • Facilitator's Guide**

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

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I-**Schools Development Unit (SDU)** e-**University of Cape Town (UCT)** iwumlingani owuchwepheshe wezibalo kuHlelo Lokuthuthukisa Izibalo neziLimi ZeBanga R. I-SDU iyinxenye ephakathi ku-School of Education sase-UCT egxile ekuthuthukisweni kobungcweti bothisha eziBalweni, Isayensi, Ukwazi Ukufunda Nokubhala/ Ulimi kanye namaKhono Empilo kusuka EBangeni R kuya EBangeni le-12. I-SDU inikeza iziqu zobuthishela kanye nezifundo zesikhathi esifushane ezivunye i-UCT, umsebenzi osekelwe esikoleni ukuthuthukiswa kwezinto kanye nocwaningo ukuze kusekwe ukufundisa nokufunda kuzo zonke izimo zaseNingizimu Afrika.

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Contents

Overview

Purpose	page 6
Learning outcomes	page 6
Workshop content	page 6
Preparation	page 8
Materials	page 8

Workshop content

Opening and reflection	page 10
Session 1: Data Handling	page 12
Session 2: Numbers, Operations and Relationships	page 22
Session 3: Space and Shape (Geometry)	page 32
Session 4: Planning for teaching	page 38

Appendix A: Term 1 and 2 Weekly Content Summary:

Term 1 (Week 10) and Term 2 (Weeks 1–3)	page 48
Workshop 4 Evaluation Form	page 52

Okuqukethwe

Ukubuka ngelibanzi

Inhloso	ikhasi 7
Imiphumela yokufunda	ikhasi 7
Okuqukethwe komhlangano wokucobelelana ngolwazi	ikhasi 7
Ukulungiselela	ikhasi 9
Izinto zokusetshenziswa	ikhasi 9

Okuqukethwe komhlangano wokucobelelana ngolwazi

Ukuvula nokudlinza	ikhasi 11
Iseshini 1: Ukusetshenziswa Kolwazi.....	ikhasi 13
Iseshini 2: Izinombolo, Izimpawu kanye Nobudlelwane Bazo.....	ikhasi 23
Iseshini 3: Indawo Nesimo (Ijyomethri).....	ikhasi 33
Iseshini 4: Ukuhlelela ukufundisa.....	ikhasi 39

Isithasiselo A: Ithemu 1 no-2 Iqoqa Lolwazi Lwesonto Ngalinye:

Ithemu 1 (Isonto 10) kanye Nethemu 2 (Amasonto 1–3)	ikhasi 49
Ifomu Lokuhlola Lomhlangano Wokucobelelana Ngolwazi 4	ikhasi 53

Overview

Purpose

This is the fourth of twelve Grade R Mathematics Improvement 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 assist teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations and explore how the **level principle** informs planning, teaching and learning. Participants will also consider the **level principle** and how to respond to learners with individual developmental and learning needs. The sessions will provide additional knowledge and understanding of teaching and learning in the Content Areas covered in Week 10 of Term 1, and Weeks 1–3 of Term 2.

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 reflect on the implementation of Term 1 Weeks 6–9
- ◆ To explore strategies to support teaching maths in Grade R
- ◆ To start to present solutions to learner progress and developmental levels
- ◆ To apply the Maths Programme principles in weekly planning
- ◆ To engage with the Maths Programme content of Term 1 Week 10 and Term 2 Weeks 1–3 (Data Handling; Numbers, Operations and Relationships; Space and Shape (Geometry))

Workshop content

- ◆ Opening and reflection (1 hour)
 - ◆ Session 1: Data Handling (1 hour)
- TEA
- ◆ Session 2: Numbers, Operations and Relationships (1 hour)
 - ◆ Session 3: Space and Shape (Geometry) (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (2 hours)

Ukubuka ngelibanzi

Inhloso

Lo owesine emihlanganweni yokucobelelana ulwazi eyishumi nambili ngaphansi kwesihloko: Uhlelo Lokuthuthukisa Izibalo ZeBanga R, eyingxenye YoMnyango WezeMfundo wesiFundazwe saseGauteng (Gauteng Department of Education – GDE) Uhlelo Lokuthuthukisa Izibalo neziLimi ZeBanga R.

Inhloso yalo mhlango wokucobelelana ngolwazi ukusiza othisha ukuthi basebenzise Uhlelo Lwezibalo emakilasini abo. Ababambiqhaza bazothola ithuba lokucabangisa ngabakubonile, bahlole ukuthi **umgomo wamazinga** uhobana kanjani nokuhlela, ukufundisa nokufunda. Ababambiqhaza bazophinde bacabange **ngomgomo wamazinga** kanye nendlela yokuphendula abafundi abanezidingo zokuthuthuka nokufunda ngamunye-ngamunye. Amaseshini azohlinzeka ngolwazi olwengeziwe kanye nokuqonda ukufundisa nokufunda Ezingxenyeni Zolwazi ezivezwe Esontweni 10 leThemu 1, kanye Namasonto 1–3 eThemu 2.

Ingxenye Yolwazi Yezibalo zeBanga R zithathwe *kuSitatimende Senqubomgomo Yohlelo Lwezifundo Nokuhlola (CAPS): Izibalo Zebanga R (Uhlaka Lokugcina)*, 2011, Umnyango Wemfundo Eyisisekelo, eNingizimu Afrika.

Imiphumela yokufunda

- ◆ Ukucabanga ngokusetshenziswa kweThemu yoku-1 Amasonto 6–9
- ◆ Ukuze kuhlolwe amasu okuxhumana okweseka ukufundisa izibalo zeBanga R
- ◆ Ukuqala ukwethula izixazululo zenqubekela-phambili yomfundi namazinga okuthuthuka
- ◆ Ukusebenzisa izimiso Zohlelo Lwezibalo ekuhleleni kwamasonto onke
- ◆ Ukuze uzibandakanye nolwazi Lohlelo Lwezibalo lweThemu 1 Isonto 10 kanye neThemu 2 Amasonto 1–3 (Ukusetshenziswa Kolwazi; Izinombolo, Izimpawu kanye Nobudlelwane Bazo; Indawo Nesimo (Ijijomethri))

Okuqukethwe komhlangano wokucobelelana ngolwazi

- ◆ Ukuvula nokuzindla (1 ihora)
 - ◆ Iseshini 1: Ukusetshenziswa Kolwazi (1 ihora)
- ITIYE
- ◆ Iseshini 2: Izinombolo, Izimpawu kanye Nobudlelwane Bazo (1 ihora)
 - ◆ Iseshini 3: Indawo Nesimo (Ijijomethri) (1 ihora)
- ISIDLO SASEMINI
- ◆ Iseshini 4: Ukuhlelela ukufundisa (2 amahora)

Preparation

- ◆ PPT welcome and outcomes
- ◆ Read:
Concept Guide, pages 136–137, 212–219
Activity Guide: Term 1, pages 18–21
Appendix A: Term 1 and 2 Weekly Content Summary
- ◆ Set out a Maths Programme *Resource Kit* on each group's table.
- ◆ PPT: Data Handling cycle.
- ◆ Prepare the story, *They pulled and they pulled*, (*Activity Guide: Term 2*, pages 62 and 198).

Materials

- ◆ Flipchart paper, kokis
- ◆ *Resource Kit*: animal counters
- ◆ *Resource Kit*: attribute blocks
- ◆ A copy of *Activity Guide: Term 2* for each participant

Ukulungiselela

- ◆ PPT ukwemukelwa kanye nomphumels
- ◆ Funda:

Umhlahlandlela Wokuqonda Isifundo, amakhasi 136–137, 212–219

Umhlahlandlela Wemisebenzi: Ithemu 1, amakhasi 18–21

Isithasiselo A: Ithemu 1 no-2 Iqoqa Lolwazi Lwesonto Ngalinye

- ◆ Beka *Ikhithi Yezinsiza* Zohlelo Lwezibalo etafuleni leqembu ngalinye.
- ◆ PPT: Umjikelezo Wokusetshenziswa Kolwazi.
- ◆ Lungiselela indaba, *Badonsa baphinde badonsa*, (*Umhlahlandlela Wemisebenzi: Ithemu 2*, ikhasi 63 no-199).

Izinto zokusetshenziswa

- ◆ Iphepha leshadi eliphenywayo, amakhokhi
- ◆ *Ikhithi Yezinsiza*: izinto zokubala eziyizilwane
- ◆ *Ikhithi Yezinsiza*: amabhulokhi angama-athribhuthi
- ◆ Ikhophi *Yomhlahlandlela Wemisebenzi: Ithemu 2* yombambiqhaza ngamunye

Opening and reflection

1 hour

Facilitator's notes

- ◆ PPT: Learning outcomes of the workshop.
- ◆ Remind participants of the *Take back to school task* from the end of Workshop 3.
- ◆ Refer participants to **Activity 1** and read through the instructions. Participants complete the activity in their groups. Groups share key points with the large group.
- ◆ Remind participants of the **level principle** and the importance of taking into account the learners' different abilities and developmental levels.

Reflect on the implementation of the Maths Programme in your daily programme and complete the following activity in your group.



Activity 1

Discuss your progress in implementing the *Take back to school task* from Workshop 3.

Refer to the observation check boxes at the end of each week in *Activity Guide: Term 1*, Weeks 6, 7, 8 and 9.

1. What insights did you gain while observing learners during their Mathematics focus time?

2. What did you find difficult about the observation during the teacher-guided activity?

3. Mention one new thing that is working well with your implementation of Term 1 Weeks 6–9. Have you found that the Maths Programme is assisting with teaching and learning in your Grade R class?

According to the **level principle**, differentiation means that what you teach and how you teach it needs to take into account the different abilities or developmental levels of your learners. To use this approach, you need to continuously observe and record each learner's progress and development in maths.

Amanothi omdidiyeli

- ◆ PPT: Imiphumela yokufunda yomhlangano wokucobelelana ngolwazi.
- ◆ Khumbuza ababambiqhaza ngo*Msebenzi obuyela nawo esikoleni* ovela Kumhlangano Wokucobelelana Ngolwazi 3.
- ◆ Thumela ababambiqhaza **Umsebenzi 1** futhi ufunde imiyalelo. Ababambiqhaza baqedela umsebenzi emaqenjini abo. Amaqembu abelana neqembu elikhulu ngamaphuzu abalulekile.
- ◆ Khumbuza ababambiqhaza **umgomo wamazinga** kanye nokubaluleka kokucabanga ngamakhono abafundi ahlukene kanye namazinga abo okuthuthuka.

Zindla ngokusetshenziswa koHlelo Lwezibalo ohlelweni lwakho lwansuku zonke, bese uqedela umsebenzi olandelayo eqenjini lakho.



Umsebenzi 1

Xoxa ngenqubekela-phambili ekwenzeni Umsebenzi *obuyela nawo esikoleni* ovela Kumhlangano Wokucobelelana Ngolwazi 3.

Bheka amabhokisi okuhlola okubuka ekupheleni kwesonto ngalinye ku*Mhlahlandlela Wemisebenzi: Ithemu 1*, Amasonto 6, 7, 8 kanye nele-9.

1. Yikuphi ukuqonda okutholile ngenkathi ubheka abafundi ngesikhathi sabo sokugxila Ezibalweni?

2. Yini othole inzima ngokuphathelene nokuqaphela ngesikhathi somsebenzi oholwa nguthisha?

3. Yisho into eyodwa entsha esebenza kahle ekusebenziseni kwakho Ithemu 1 Amasonto 6–9. Ngabe uke wathola ukuthi Uhlelo Lwezibalo luyakusiza ngokufundisa nokufunda ekilasini lakho leBanga R?

Ngokomgomo wamazinga, ukuhlukanisa kusho ukuthi lokho okufundisayo nokuthi ukufundisa kanjani kumele kubhekwe ngamakhono ahlukene noma ngamazinga okuthuthuka kwabafundi bakho. Ukusebenzisa le ndlela yokufundisa, udinga ukuqhubeka nokubheka futhi ubhale inqubekelaphambili nokuthuthuka komfundi ngamunye ezibalweni.

Session 1: Data Handling

1 hour

Facilitator's notes

- ◆ This workshop focuses on teaching the content of the Maths Programme for Term 1 Week 10 and Term 2 Weeks 1–3.
- ◆ Explain that the focus of Term 1 Week 10 is on Data Handling.
- ◆ Refer participants to pages 136–137 of the *Concept Guide*.
- ◆ Ask participants to work in groups to complete **Activity 2**. Ask one person from each group to share their ideas.

This workshop focuses on teaching the following Maths Programme content: Term 1 Week 10 and Term 2 Weeks 1–3. This session focuses on Term 1 Week 10: Data Handling.

Term 1 Content overview: Data Handling

Refer to the Data Handling Content Area on pages 136–137 of the *Concept Guide*.



Activity 2

In your group, discuss:

1. What Data Handling content is covered in Term 1?

2. What does the Maths Programme add to the content from CAPS?

Working with data

Facilitator's notes

- ◆ Start this session with the following activity.
Ask participants who are wearing trainers to stand together.
Ask participants who are wearing sandals to stand together.
Ask participants who are wearing high heels to stand together.
Ask participants who are wearing closed shoes to stand together.
(NOTE: Change this activity according to the season and the types of shoes participants are wearing.)
Once the participants are in groups, discuss the following questions:
Which group has more people?
Which group has fewer people?
Which groups have the same number of people in them?

Iseshini 1: Ukusetshenziswa Kolwazi 1 ihora

Amanothi omdidiyeli

- ◆ Lo mhlango wokucobelelana ngolwazi ugxile ekufundiseni ulwazi Lohlelo Lwezibalo lweThemu 1 Isonto 10 kanye neThemu 2 Amasonto 1–3.
- ◆ Chaza ukuthi Ithemu 1 Isonto 10 igxile kakhulu kukho Ukusetshenziswa Kolwazi.
- ◆ Thumela abafundi emakhasini 136–137 *Omhlahlandlela Wokuqonda Isifundo*.
- ◆ Cela ukuthi ababambiqhaza basebenze amaqenjini ukuze baqedele **Umsebenzi 2**. Cela umuntu oyedwa eqenjini ngalinye ukuthi abelane nabanye ngemicabango yakhe.

Lo mhlango wokucobelelana ngolwazi ugxile ekufundiseni lolu lwazi olulandelayo Lohlelo Lwezibalo: Ithemu 1 Isonto 10 kanye neThemu 2 Amasonto 1–3. Le seshini igxile kuThemu 1 Isonto 10: Ukusetshenziswa Kolwazi.

Ithemu 1 Ukubuka ulwazi ngelibanzi: Ukusetshenziswa Kolwazi

Thumela Ekusetshenzisweni Kolwazi Lwengxenywe Yolwazi emakhasini 136–137 *Lomhlahlandlela Wemisebenzi*.



Umsebenzi 2

Eqenjini lakho, xoxani ngokuthi:

1. Iluphi ulwazi Lokusetshenziswa Kolwazi okwenziwa kuThemu 1?

2. Ngabe Uhlelo Lwezibalo lwengeza ulwazi oluvela ku-CAPS?

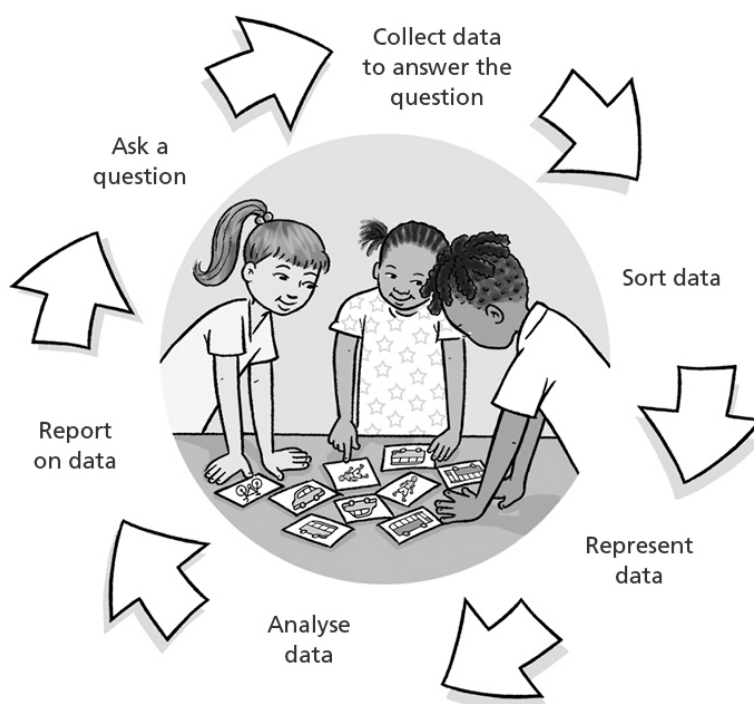
Ukusebenza ngolwazi oluqoqiwe

Amanothi omdidiyeli

- ◆ Qala le seshini ngomsebenzi olandelayo.
Cela ababambiqhaza abagqoke amateki ukuthi bame ndawonye.
Cela ababambiqhaza abagqoke amasandali ukuthi bame ndawonye. Cela ababambiqhaza abagqoke amaxhumela ukuthi bame ndawonye.
Cela ababambiqhaza abagqoke izicathulo ezivalekile ukuthi bame ndawonye.
(QAPHELA: Shintsha lo msebenzi ngokuya ngesikhathi sonyaka kanye nezinhlobo zezicathulo ezigqokwe ababambiqhaza.)
Uma ababambiqhaza sebengamaqoqo, xoxani ngale mibuzo elandelayo:
Iliphi iqembu elinabantu abaningi?
Iliphi iqembu elinabantu abambalwa?
Imaphi amaqembu anenani elifanayo labantu kuwo?

- ◆ Explain that what participants have done is to sort/classify according to one particular attribute that is the same and that this is a very important part of Data Handling.
- ◆ Emphasise the importance of sorting and classification in Grade R.
- ◆ Discuss the kinds of sorting activities that learners could do in Grade R.
- ◆ PPT: Data Handling cycle and summarise content from the *Participant's Workbook*.
- ◆ Discuss each of the six steps in the Data Handling cycle.

In this session, you will learn about the Data Handling cycle as a process for solving problems. Data Handling in Grade R focuses on collecting, sorting, organising, representing and analysing information about people or things. The main reason we collect data is to answer a question or to solve a problem.

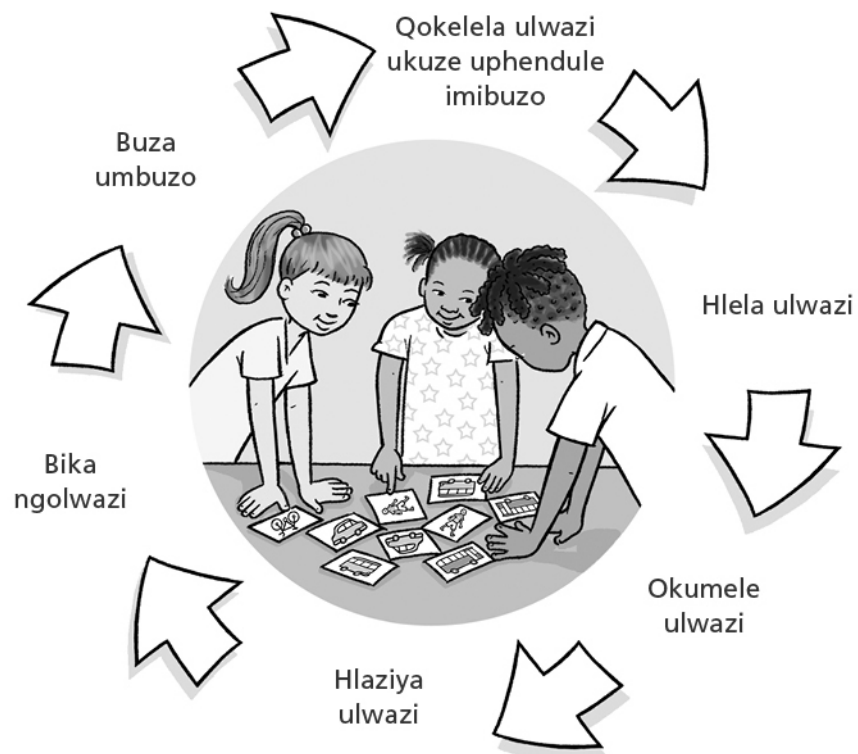


People often refer to the process of Data Handling as a cycle because the events or activities that are involved are repeated in the same sequence for each new question that is to be answered.

1. **Ask a question:** Learners decide what they want to find out about. This is the reason for collecting specific data or information.
2. **Collect data:** Learners decide they want to collect data based on the question or problem.

- ◆ Chaza ukuthi lokhu okwenziwe ngababambiqhaza ukuhlela/ukuhlukanisa ngokwe-athribhuthi eyodwa efanayo nokuthi lokhu kuyingxenye ebaluleke kakhulu Yokusetshenziswa Kolwazi.
- ◆ Gcizelela ukubaluleka kokuhlunga nokuhlukanisa eBangeni R.
- ◆ Xoxani ngezinhlobo zemisebenzi yokuhlunga abafundi abangayenza eBangeni R.
- ◆ PPT: Umjikelezo Wokusetshenziswa Kolwazi bese wenza iqoqa lolwazi *Incwadi Yokusebenzela Yababambiqhaza*.
- ◆ Xoxa ngesinyathelo ngasinye sezinyathelo eziyisithupha umjikelezo Wokusetshenziswa Kolwazi.

Kule seshini, uzofunda mayelana nomjikelezo Wokusetshenziswa Kolwazi njengenqubo yokuxazulula izinkinga. Ukusetshenziswa Kolwazi eBangeni R kugxile ekuqoqeni, ekuhlungeni, ekuhleleni, ekumeleleni nasekuhlaziyeni ulwazi ngabantu noma ngezinto. Isizathu esikhulu ngokuqoqa ulwazi ukuba siphendule umbuzo noma sixazulule inkinga.



Abantu bavame ukuchaza inqubo Yokuqokelela uLwazi njengomjikelezo ngoba izigameko noma imisebenzi embandakanyekayo iphindaphindwa ngokulandelana okufanayo embuzweni ngamunye omusha ophenduliwe.

1. **Buza umbuzo:** Abafundi bayazikhethela ukuthi yini abafuna ukuyithola. Lesi yisizathu sokuba kuqoqwe ulwazi oluthile olutholakele noma imininingwane.
2. **Qoqa ulwazi:** Abafundi bayazikhethela ukuthi bafuna ukuluqoqa kanjani ulwazi olesekwe embuzweni noma enkingeni.

3. **Sort data:** Learners organise and sort data into groups according to the attribute. In order to answer questions and decide how to represent data that have been collected, decisions need to be made about how things could be sorted.
4. **Represent data:** Learners explore different ways of showing or displaying the information they have collected.
5. **Analyse data:** Learners describe and compare the data that is represented.
6. **Report on data:** Learners answer the question that was initially asked.

Objects can be sorted and classified (grouped) according to their similarities, such as colour, animals, plants. The more learners know about the properties of objects, and their similarities and differences, the more they are able to form different classification groups.



Video 1

Activity Guide: Term 1, Week 10, Day 4 #5-9 (pages 180-183)

Watch the video of the class creating and analysing a pictograph to represent the weather.

Discuss how the teacher presents each of the steps in the lesson. Notice the types of questions she uses and how she reinforces the use of correct vocabulary.

Facilitator's notes

- ◆ Highlight the importance of using the same size pieces of paper, starting at the bottom and placing each piece of paper right against the previous one. Make sure there is enough height for the longest column.
- ◆ PPT: Photos of correctly placed pieces of paper in a pictograph as well as examples of incorrectly structured pictographs.
After the activity, explain that:
Pictographs – always organise the data from the bottom to the top.
Construct a grid so that there is a one-to-one correspondence between each item in the grid. This makes it easier for learners to compare the quantities in each column.
- ◆ Reflect on the different steps of the Data Handling cycle the participants have gone through.
- ◆ Refer participants to **Activity 3**.

3. **Hlela ulwazi:** Abafundi balungisa bese behlela ulwazi ngamaqoqo ngokwe-athribhuthi. Ukuze bakwazi ukuphendula imibuzo futhi bakhethe ukuthi ulwazi abaluoqile balumela kanjani, izinqumo kumele zenziwe zokuthi izinto zingahlelwa kanjani.
4. **Ukumela ulwazi:** Abafundi bahlela izindlela ezehlukene zokukhombisa noma zokuveza ulwazi abaluoqile.
5. **Ukuhlaziya ulwazi:** Abafundi bachaza bese beqhathanisa ulwazi olumelwe.
6. **Ukubika ngolwazi:** Abafundi baphendula umbuzo obubuzwe ekuqaleni.

Izinto zingahlelwa zihlukaniswe (zibe ngamaqoqo) ngokufana kwazo, njengombala, izilwane, izitshalo. Uma abafundi sebekwazi ukubona okwengeziwe ngezakhiwo zezinto, ukufana nokwehluka kwazo, yilapho-ke lapho bekwazi khona ukwakha amaqembu ahlukene okuhlukanisa.



Ividiyo 1

Umhlahlandlela Wemisebenzi: Ithemu 1, Isonto 10, Usuku 4 #5-9 (amakhasi 180-183)

Buka ividiyo yekilasi eyakha iphinde ihlaziye igrafu yezithombe imele isimo sezulu.

Xoxani ngokuthi uthisha usethula kanjani isinyathelo ngasinye esifundweni. Qaphela izinhlobo zemibuzo ayisebenzisayo nokuthi ukugcizelela kanjani ukusetshenziswa kolwazimagama olufanele.

Amanothi omdidiyeli

- ◆ Gqamisa ukubaluleka kokusebenzisa izingcezu zephepha ezinosayizi ofanayo, uqale phansi bese ubeka ucezu ngalunye lwephepha luqondane ngqo nolwandilela lolo. Qiniseka ukuthi ikholomu ende kunazo zonke iphakeme ngokwanele.
- ◆ PPT: Izithombe zeziqephu zephepha ezibekwe kahle esithombeni kanye nezibonelo zezithombe ezakhiwe ngokungalungile.
Ngemva komsebenzi, chaza ukuthi:
Izithombe – njalo zibe nolwazi oluhleleke ngokusuka phansi kuye phezulu.
Yakha igradi ukuze kube khona ukuxhumana phakathi kwento ngayinye kugridi. Lokhu kwenza kube lula kubafundi ukuqhathanisa amanani kukholamu ngayinye.
- ◆ Cabanga ngezinyathelo ezihlukene Zomjikelezo Wokusetshenziswa Kolwazi abadlule kulo ababambiqhaza.
- ◆ Thumela ababambiqhaza **Kumsebenzi 3**.

This next activity will take you through the six stages of the Data Handling cycle.



Activity 3

Take the following animal counters from the Maths Programme *Resource Kit*: three ducks, two chickens and one horse.

1. Consider this question: Are there more ducks or more chickens in the group?
2. Sort and collect data: Organise your animals into groups and then discuss the following with a partner:
 - ◆ Can you see if there are more ducks than chickens now?
 - ◆ How can you check?
3. Represent data: Turn to the grid on page 20. Place animals of the same kind one above the other in a column starting at the bottom of the grid.
4. Analyse and report on data: Look at your columns and discuss with a partner:
 - ◆ Are there more ducks or more chickens? How do you know?
 - ◆ Which column has more animals?
 - ◆ Which column has fewer animals?
 - ◆ Are there the same number of any kind of animal?

Refer to pages 184–187 of *Activity Guide: Term 1* and discuss how this activity is introduced to learners. Refer to pages 212–219 of the *Concept Guide* to read more about Data Handling. Notice the appropriate questions and vocabulary related to the teaching and learning of Data Handling in Grade R.

Lo msebenzi olandelayo uzokudlulisa ezigabeni eziyisithupha zomjikelezo Wokusetshenziswa Kolwazi.



Umsebenzi 3

Thatha lezi zibalo zezilwane ezilandelayo Kuhlelo Lwezibalo *Ikhithi Yezinsiza*: amadada amathathu, izinkukhu ezimbili nehhashi elilodwa.

1. Cabanga ngalo mbuzo: Ngabe amadada amaningi noma yizinkukhu eziningi eqenjini?
2. Hlunga futhi uqoqe ulwazi: Hlela izilwane zakho zibe ngamaqoqo, bese uxoxa nomlingani wakho ngokulandelayo:
 - ◆ Ngabe uyabona yini ukuthi kunamadada amaningi kunezinkukhu manje?
 - ◆ Ungakuhlola kanjani lokhu?
3. Mela ulwazi: Vula igridi ekhasini 21. Beka izilwane zohlobo olufanayo, ubeke esisodwa phezu kwesinye uqale kukholamu ezansi negridi.
4. Hlaziya futhi ubike ngolwazi: Bheka amakhholamu akho bese uxoxisana nomlingani wakho:
 - ◆ Ngabe kunamadada amaningi kunezinkukhu? Wazi kanjani?
 - ◆ Iyiphi ikholamu enezilwane eziningi?
 - ◆ Iyiphi ikholamu enezilwane ezimbalwa?
 - ◆ Likhona yini inani elifanayo kunoma yiluphi uhlobo lwesilwane?

Bheka ekhasini 184–187 lo *Mhlahlandlela Wemisebenzi: Ithemu 1*, bese nixoxa ngokuthi lo msebenzi wethulwa kanjani kubafundi. Bheka amakhasi 212–219 *Omhlahlandlela Wokuqonda Isifundo* ukuze ufunde kabanzi mayelana Nokusetshenziswa Kolwazi. Qaphela imibuzo efanele kanye nolwazimagama oluhlobene nokufundiswa nokufunda Nokusetshenziswa Kolwazi eBangeni R.

Session 2: Numbers, Operations and Relationships

1 hour

Facilitator's notes

- ◆ Explain that the focus of Term 2 Weeks 1 and 2 is Numbers, Operations and Relationships. This session aims to deepen participants' knowledge and understanding of number and how it is taught and learnt in Term 2.
- ◆ Refer participants to pages 114–123 of the *Concept Guide*.
- ◆ Have participants work in groups to complete **Activity 4**. Ask one person from each group to share their ideas.

The focus of Term 2 Weeks 1 and 2 is Numbers, Operations and Relationships.

Term 2 Content overview: Numbers, Operations and Relationships



Activity 4

Refer to the Numbers, Operations and Relationships Content Area on pages 114–123 of the *Concept Guide*.

1. What concepts are covered in Term 2?

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

Activity Guide: Term 2

Facilitator's notes

- ◆ Hand out copies of *Activity Guide: Term 2* to all participants.
- ◆ Ask participants to look at the Contents page and pages 6–17 to see that the 'Introduction' in Term 2 is the same as in Term 1.
- ◆ Refer participants to 'Content overview: Term 2' (pages 18–21).
- ◆ Participants complete **Activity 5**.

Iseshini 2: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

1 ihora

Amanothi omdidiyeli

- ◆ Chaza ukuthi okugxilwe kukho kuThemu 2 Isonto 1 no-2 yizo Izinombolo, Izimpawu kanye Nobudlelwane Bazo. Le seshini ihlose ukujulisa ulwazi nokuqonda kwababambiqhaza inombolo kanye nendlela efundiswa futhi ifundwe ngayo kuThemu 2.
- ◆ Thumela ababambiqhaza emakhasini 114–123 *Omhlahlandlela Wokuqonda Isifundo*.
- ◆ Yenza ababambiqhaza basebenze emaqenjini ukuze baqedele **Umsebenzi 4**. Cela umuntu oyedwa eqenjini ngalinye ukuthi abelane nabanye ngemicabango yakhe.

Okugxilwe kukho kweThemu 2 Isonto 1 no-2 Izinombolo, Izimpawu kanye Nobudlelwane Bazo.

Ithemu 2 Ukubuka ulwazi ngelibanzi: Izinombolo, Izimpawu kanye Nobudlelwane Bazo



Umsebenzi 4

Bhekisa engxenyeni ethi Ukusetshenziswa Kolwazi Lwezinzombolo, Izimpawu kanye Nobudlelwane Bazo emakhasini 114–123 *Omhlahlandlela Wokuqonda Isifundo*.

1. Yiluphi ulwazi oluvezwe kuThemu 2?

2. Ngabe Uhlelo Lwezibalo lwengezani olwazini lwe-CAPS?

Umhlahlandlela Wemisebenzi: Ithemu 2

Amanothi omdidiyeli

- ◆ Nikeza amakhophi *Omhlahlandlela Wemisebenzi: Ithemu 2* kubo bonke ababambiqhaza.
- ◆ Cela ababambiqhaza ukuthi babheke ikhasi Lokuqukethwe kanye namakhasi 6–17 ukuze babone ukuthi 'Isingeniso' seThemu 2 siyefana neseThemu 1.
- ◆ Thumela ababambiqhaza engxenyeni ethi 'Ukubuka ulwazi ngelibanzi: Ithemu 2' (amakhasi 18–21).
- ◆ Vumela ababambiqhaza baqedele **Umsebenzi 5**.

Activity Guide: Term 2 provides teachers with weekly suggestions for teaching and learning Mathematics.

Look at the Contents page and pages 6–17 of *Activity Guide: Term 2*. You will see that the ‘Introduction’ in Term 2 is the same as in Term 1.

In Activity 4 you identified the number concepts to be covered in Term 2. In Activity 5 you will make links between these concepts and the New knowledge for the first two weeks of *Activity Guide: Term 2*.



Activity 5

Refer to ‘Content overview: Term 2’ (*Activity Guide: Term 2*, pages 18–21).

1. What new knowledge is introduced to learners in the Numbers, Operations and Relationships Content Area?

2. Go back to Activity 4 and highlight or circle the concepts covered.

Understanding numbers

Facilitator’s notes

- ◆ Review the routine that the participants have used to introduce numbers 1, 2 and 3 to learners in their classes.
- ◆ Ask participants to reflect on their experiences in the classroom and to complete **Activity 6**.
- ◆ Explain that in Term 2 they will be focusing on numbers 4 and 5, using this same routine to introduce the numbers.
- ◆ Read through the whole class activities that focus on number 4 in Week 1: *Activity Guide: Term 2*: page 24 (Day 1 #4), page 26 (Day 2 #5), page 28 (Day 3 #4), page 30 (Day 4 #4 and Day 5 #4).

In Term 1, the numbers 1, 2 and 3 were taught. You used the same routine for each number taught, adding one more to the number each time a new number was introduced. In Term 2 Week 1, the focus is on the concept of number again. Learners are introduced to the number 4, using the same routine as for numbers 1, 2 and 3.

Umhlahlandlela Wemisebenzi: Ithemu 2 uhlinzeka othisha ngeziphakamiso zamasonto onke zokufundisa nokufunda Izibalo.

Bheka ikhasi Lokuqukethwe kanye namakhasi 6–17 *Umhlahlandlela Wemisebenzi: Ithemu 2*. Uzobona ukuthi 'Isingeniso' seThemu 2 siyefana neseThemu 1.

KuMsebenzi 4 uhlonze imiqondo yezinombolo okufanele ifakwe kuThemu 2. Kumsebenzi 5 uzoxhumanisa le miqondo kanye Nolwazi olusha emasontweni amabili okuqala *Umhlahlandlela Wemisebenzi: Ithemu 2*.



Umsebenzi 5

Bheka 'Ukubuka ulwazi ngelibanzi: Ithemu 2' (*Umhlahlandlela Wemisebenzi: Ithemu 2*, amakhasi 18–21).

1. Yiluphi ulwazi olusha olwethulwa kubafundi kule Ngxenye Yolwazi yeNombolo, Izimpawu kanye Nobudlelwane Bazo?
-
2. Buyela emuva Kumsebenzi 4 ufike ugqamise noma ukokelezele ulwazi olwenziwe.

Ukuqonda izinombolo

Amanothi omdidiyeli

- ◆ Buyekeza inkambiso esetshenziswe ababambiqhaza ukwethula izinombolo 1, 2 kanye no-3 kubafundi emakhasini abo.
- ◆ Cela ababambiqhaza ukuthi badlinze ngokwenzeke kubo ekilasini bese beqedela **Umsebenzi 6**.
- ◆ Chaza ukuthi kuthemu 2 bazobe begxile enombolweni 4 no-5, besebenzisa le nqubo efanayo ukwethula izinombolo.
- ◆ Funda imisebenzi yekilasi lonke egxile enombolweni 4 Isonto 1: *Umhlahlandlela Wemisebenzi: Ithemu 2*: ikhasi 25 (Usuku 1 #4), ikhasi 27 (Usuku 2 #5), ikhasi 29 (Usuku 3 #4), ikhasi 31 (Usuku 4 #4 kanye noSuku 5 #4).

KuThemu 1 kwafundiswa izinombolo 1, 2 kanye no-3. Usebenzise inqubo efanayo enombolweni ngayinye oyifundisiwe, wengeza eyodwa ngaphezulu enombolweni isikhathi ngasinye lapho kwethulwa inombolo entsha. KuThemu 2 Isonto 1, kugxilwe olwazini lwenombolo futhi. Abafundi bethulwa enombolweni 4, besebenzisa inqubo efanayo neyezizinombolo 1, 2 kanye no-3.



Activity 6

Refer to the whole class activities that focus on number 4 in Week 1: *Activity Guide: Term 2*: page 24 (Day 1 #4), page 26 (Day 2 #5), page 28 (Day 3 #4), page 30 (Day 4 #4 and Day 5 #4).

1. Discuss how the number '4' is introduced.

2. Think about your own classroom practice and how this routine has been working so far. Complete the table.

Activity	What worked well?	What did not work so well?
Telling the story and building up the number frieze		
Dramatising the story		
Collecting objects for the maths area		
Matching objects to pictures, dot cards, number symbols and number words		
Using the <i>Poster Book</i>		



Umsebenzi 6

Bhekisa emisebenzini yekilasi lonke egxile kunombolo 4 Isonto 1: *Umhlahlandlela Wemisebenzi: Ithemu 2*: ikhasi 25 (Usuku 1 #4), ikhasi 27 (Usuku 2 #5), ikhasi 29 (Usuku 3 #4), ikhasi 31 (Usuku 4 #4 kanye noSuku 5 #4).

1. Xoxani ngokuthi inombolo '4' yethulwa kanjani.
-
-

2. Cabanga ngokuzejwayeza kwakho ekilasini nokuthi le nqubo ibisebenza kanjani kuze kube manje. Qedela ithebula.

Umsebenzi	Yini esebenze kahle?	Yini engasebenzanga kahle?
Ukuxoxa indaba nokuthuthukisa ifrizi yezinombolo		
Ukulingisa indaba		
Ukuqoqa izinto zendawo yezibalo		
Ukuqondanisa izinto nezithombe, amakhadi anamachashazi, izimpawu zezinombolo namagama ezinombolo.		
Ukusebenzisa <i>Ibhuku Lamaphosta</i>		

Maths vocabulary

Facilitator's notes

- ◆ Discuss how the participants model using the correct maths vocabulary in the classroom.
- ◆ Point out that this is an important part of the **interaction principle**, and that by using it themselves, they encourage learners to use maths vocabulary.

Part of learning new concepts involves new language. Learners need the vocabulary to talk and think about maths concepts (**interaction principle**). You can encourage learners to use maths vocabulary by using it yourself when you speak to them about maths concepts and by rephrasing what they say into maths language.

Money

Facilitator's notes

- ◆ Discuss what learners in Grade R need to learn about money. Emphasise that the focus in Grade R is on developing an awareness of what South African coins look like, but not on the value of the coins.
- ◆ Invite participants to share the kinds of activities they provide in their Grade R classrooms to help learners understand the purpose of money in their everyday lives.
- ◆ After **Activity 7**, discuss the kinds of open-ended questions that teachers can ask to help learners learn the purpose of money such as:
What do we use money for?
Do we always pay with money? How else could we pay for things that we buy?

In Term 2 Week 2 learners are introduced to money. Learners in Grade R are developing an awareness about the features of money and they need opportunities to explore what real South African coins look like.

Activity 7 focuses on helping learners to recognise the similarities and differences between coins: their size, shape and the animals on the coins.



Activity 7



1. What questions could you ask learners to help them recognise the different features of these coins?

Ulwazimagama lwezibalo

Amanothi omdidiyeli

- ◆ Xoxani ngokuthi ababambiqhaza bakhombisa kanjani ngokusebenzisa ulwazimagama olufanele lwezibalo ekilasini.
- ◆ Khombisa ukuthi lokhu kuyingxenye ebalulekile **yesimiso sokusebenzisana**, nokuthi ngokusisebenzisa ngokwabo, bakhuthaza abafundi ukuthi basebenzise ulwazimagama lwezibalo.

Ingxenye yokufunda ulwazi olusha imbandakanya ulimi olusha. Abafundi badinga ulwazimagama ukuze bakhulume futhi bacabange ngolwazi lwezibalo (**umgomo wokusebenzisana**). Ungakhuthaza abafundi ukuthi basebenzise ulwazimagama lwezibalo ngokulusebenzisa wena uma ukhuluma nabo mayelana nolwazi lwezibalo kanye nokubeka kabusha abakushoyo olimini lwezibalo.

Imali

Amanothi omdidiyeli

- ◆ Xoxani ngokuthi abafundi beBanga R badingani ukuze bafunde ngemali. Gcizelela ukuthi okugxilwe kukho kuBanga R kusekuthuthukiseni ukuqaphela ukuthi imali ewuhlweza yaseNingizimu Afrika ibukeka kanjani, kodwa hhayi enanini lemali ewuhlweza.
- ◆ Mema ababambiqhaza ukuthi babelane ngezinhlobo zemisebenzi abayenzayo emakilasini abo eBanga R ukusiza abafundi baqonde inhloso yemali ekuphileni kwabo kwansuku zonke.
- ◆ Emva **Komsebenzi 7**, xoxani ngezinhlobo zemibuzo evulekile othisha abangayibuza ukuze basize abafundi bafunde inhloso yemali, njengokuthi:
Siyisebenzisela imali?
Sihlala sikhokha ngemali? Besingakhokhela kanjani futhi izinto esizithengayo?

Kuthemu 2 Isonto 2 abafundi bethulelwa imali. Abafundi beBanga R bathuthukisa ulwazi lwabo ngokwakheka kwemali, futhi badinga amathuba okuhlola ukuthi ibukeka kanjani imali ewuhlweza yaseNingizimu Afrika.

Umsebenzi 7 ugxile ekusizeni abafundi ukuthi babone ukufana nomehluko phakathi kwemali ewuhlweza: ubukhulu bayo, ukuma kanye nezilwane ezisemalini ewuhlweza.



Umsebenzi 7



1. Yimiphi imibuzo ongayibuza abafundi ukuze ubasize babone ukwakheka okwehlukaniswa ngakho imali ewuhlweza?

2. What new vocabulary will you introduce?

Facilitator's notes

- ◆ Refer participants to the whole class activities and small group activities on pages 40–51 of *Activity Guide: Term 2*.
- ◆ Have participants work in groups to complete **Activity 8**. Ask one person from each group to report back on their discussion.
- ◆ Draw attention to the money templates (*Activity Guide: Term 2*, pages 216–217). Ask for suggestions of how these could be used.

Learners first need to be able to identify and name coins before they are ready to understand their value.

Learners need to be exposed to the purpose of money. Teachers can help learners understand that money is used to buy things like food and clothes and to do different things like travelling by taxi or bus. Expose learners to money and its purpose by setting up a play-shop with pretend coins and notes and items that can be bought.

Refer to the whole class activities and small group activities that focus on money on pages 40–51 of *Activity Guide: Term 2*. In your group, complete Activity 8.



Activity 8

1. What money concepts are being taught and learnt in the whole class activities?

Recognising and matching South African coins, sorting according to colour and size.

2. How are learners encouraged to explore the purpose of money?

The shopping table teaches learners that we pay money for items.

3. How does the teacher consolidate this new knowledge in the small group activities?

Sorting and matching coins, drawing pictures of the coins.

2. Yiluphi ulwazimagama olusha ozolwethula?

Amanothi omdidiyeli

- ◆ Thumela ababambiqhaza emisebenzini yekilasi lonke kanye nasemisebenzini yamaqembu amancane emakhasini 40-51 *Umhlahlandlela Wemisebenzi: Ithemu 2*.
- ◆ Yenza ababambiqhaza basebenze emaqenjini ukuze baqedele **Umsebenzi 8**. Cela umuntu oyedwa eqenjini ngalinye ukuthi abuyise umbiko ngengxoxo yabo.
- ◆ Benze banake amathempulethi emali (*Umhlahlandlela Wemisebenzi: Ithemu 2*, amakhasi 216-217). Cela iziphakamiso zokuthi lokhu kungasetshenziswa kanjani.

Abafundi badinga kuqala ukwazi ukuhlonza nokubiza ngamagama imali ewuhlweza ngaphambi kokuba balungele ukuqonda inani layo.

Abafundi badinga ukwaziswa ngenhloso yemali. Othisha bangasiza abafundi baqonde ukuthi imali isetshenziselwa ukuthenga izinto ezifana nokudla nezingubo, nokwenza izinto ezehlukene njengokuhamba ngetekisi noma ngebhasi. Nikeza abafundi ulwazi ngemali nenjongo yayo ngokumisa isitolo sokudlala esinemali yokudlala ewuhlweza nengamaphepha kanye nezinto ezingathengwa.

Thumela ababambiqhaza emisebenzini yekilasi lonke kanye nemisebenzi yamaqembu amancane egxile emalini emakhasini 40-51 *Omhlahlandlela Wemisebenzi: Ithemu 2*. Eqenjini lakho, qedela Umsebenzi 8.



Umsebenzi 8

1. Yiluphi ulwazi lwemali olufundiswayo futhi olufundwayo emisebenzini yekilasi lonke?

Ukubona nokuqondanisa imali ewuhlweza yaseNingizimu Afrika, ukuhlunga ngokombala nobukhulu.

2. Abafundi bakhuthazwa kanjani ukuthi bahlole inhloso yemali?

Itafula lokuthenga lifundisa abafundi ukuthi izinto zikhokhelwa imali.

3. Uthisha uluhlanganisa kanjani lolu lwazi olusha emisebenzini yamaqembu amancane?

Ukuhlela nokuqhathanisa imali ewuhlweza, ukudweba izithombe zemali ewuhlweza.

Session 3: Space and Shape (Geometry)

1 hour

Facilitator's notes

- ◆ This session extends the discussion on Space and Shape (Geometry) from Workshop 3 and should not take longer than the suggested time as this is not new knowledge.
- ◆ Explain that the focus of Term 2 Week 3 is Space and Shape (Geometry).
- ◆ Refer participants to pages 126–131 of the *Concept Guide*.
- ◆ Have participants work in groups to complete **Activity 9**. Ask one person from each group to share their ideas.

The focus of Term 2 Week 3 is Space and Shape (Geometry).

Term 2 Content overview: Space and Shape (Geometry)

Refer to pages 126–131 of the *Concept Guide*.



Activity 9

1. What Space and Shape (Geometry) concepts are covered in Term 2?

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

Triangles

Facilitator's notes

- ◆ Refer participants to Day 2 #4 on page 58 of *Activity Guide: Term 2*.
- ◆ Ask participants to complete **Activity 10** in their small groups. Participants share their responses in the large group.
- ◆ Discuss the importance of giving learners opportunities to sort and group different shapes to help them learn about the properties of triangles, e.g. the number of sides, whether the sides are straight or curved, and the number of corners.

In Term 2 Week 3, learners continue their exploration of two-dimensional shapes as they describe, sort and compare them. In this session you will deepen your understanding of the properties of triangles.

Iseshini 3: Indawo Nesimo (Ijyomethri)

1 ihora

Amanothi omdidiyeli

- ◆ Le seshini yandisa ingxoxo Yendawo Nesimo (Ijyomethri) kusukela kuMhlangamo Wokucobelelana Ngolwazi 3, futhi akufanele ithathe isikhathi eside kunesikhathi esiphakanyisiwe njengoba lolu kungelona ulwazi olusha.
- ◆ Chaza ukuthi okugxilwe kukho kweThemu 2 Isonto 3 Indawo Nesimo (Ijyomethri).
- ◆ Thumela ababambiqhaza emakhasini 126–131 *Omhlahlandlela Wokuqonda Isifundo*.
- ◆ Yenza ababambiqhaza basebenze emaqenjini ukuze baqedele **Umsebenzi 9**. Cela umuntu oyedwa eqenjini ngalinye ukuthi abelane ngemicabango yakhe.

Okugxilwe kukho kweThemu 2 Isonto 3 Indawo Nesimo (Ijyomethri).

Ithemu 2 Ukubuka ulwazi ngelibanzi: Indawo Nesimo (Ijyomethri)

Bheka amakhasi 126–131 *Omhlahlandlela Wokuqonda Isifundo*.



Umsebenzi 9

1. Iluphi ulwazi Indawo Nesimo (Ijyomethri) oluzokwenziwa kuThemu 2?

2. Ngabe Uhlelo Lwezibalo lwengeza ini olwazini lwe-CAPS?

Onxantathu

Amanothi omdidiyeli

- ◆ Thumela ababambiqhaza Kusuku 2 #4 ekhasini 59 *Lomhlahlandlela Wemisebenzi: Itemu 2*.
- ◆ Cela ababambiqhaza baqedele **Umsebenzi 10** emaqenjini abo amancane. Ababambiqhaza babelana ngezimpendulo zabo eqenjini elikhulu.
- ◆ Xoxa ngokubaluleka kokunikeza abafundi amathuba okuhlunga nokuqoqa izimo ezahlukene ukuze babasize bafunde ngokwakheka konxantathu, isb. inani lezinhlangothi, ukuthi izinhlangothi ziqondile noma zigobile, kanye nenani lamakhona.

KuThemu 2 Isonto 3, abafundi baqhubeka nokuhlola izimo ezinhlangothimbili njengoba bezichaza, bezihlunga futhi beziqhathanisa. Kule seshini uzokwandisa ukuqonda kwakho ukwakheka konxantathu.

Refer to Day 2 #4 on page 58 of *Activity Guide: Term 2* and then complete Activity 10 in your group.



Activity 10

'How is the triangle different to other shapes in the classroom?' What answers would you expect from your learners?

It has three sides/lines/corners.

When learners are given opportunities to sort and group different shapes, they need to focus on the properties of the shapes to make their decisions, e.g. the number of sides, whether the sides are straight or curved and the number of corners.

Facilitator's notes

- ◆ Explain that the Maths Programme uses stories to teach maths concepts in a meaningful way.
- ◆ Dramatise the story, *They pulled and they pulled*, from Week 3 (*Activity Guide: Term 2*, pages 62 and 198).
- ◆ Ask participants to complete **Activity 11** in their groups.
- ◆ As each group reports back, list the questions they suggest on flipchart paper.

Stories are a great way to introduce shape concepts to learners. Listen to the story, *They pulled and they pulled*, from Week 3 (*Activity Guide: Term 2*, pages 62 and 198) as told by your facilitator and then complete Activity 11 in your group.



Activity 11

1. What questions could you ask learners to help them learn more about the properties of triangles?

Examples:

What can you tell me about the lines/corners/points of this shape?

How do you know it is a triangle?

What is the same/different about the triangle and the square?

Bhekisa Kusuku 2 #4 ekhasini 59 *Lomhlandlela Wemisebenzi: Ithemu 2* bese uqedela Umsebenzi 10 eqenjini lakho.



Umsebenzi 10

'Unxantathu uhluke kanjani kwezinye izimo ekilasini?' Yiziphi izimpendulo ongazilindela kubafundi bakho?

Unezinhlangothi/imigqa/amakhona amathathu.

Uma kungukuthi abafundi banikezwa amathuba okuhlunga nokuqoqa izimo ezahlukene, kumele bagxile ezimpawini zezimo ukuze bathathe izinqumo, isb. inani lezinhlangothi, kungakhathaleki ukuthi izinhlangothi ziqondile noma zigobile nokuthi inani lamakhona lingakanani.

Amanothi omdidiyeli

- ◆ Chaza ukuthi uHlelo Lwezibalo lusebenzisa izindaba lapho kufundiswa izibalo ngendlela ephusile.
- ◆ Lingisa indaba yeSonto 3, *Badonsa baphinde badonsa*, (*Umhlahlandlela Wemisebenzi: Ithemu 2*, amakhasi 63 no-199).
- ◆ Cela ababambiqhaza baqedele **Umsebenzi 11** emaqenjini abo.
- ◆ Njengoba iqembu ngalinye libika, bhala imibuzo abayiphakamisayo ephepheni leshadi eliphenywayo.

Izindaba ziyindlela enhle yokwethula izimo kubafundi. Lalela indaba, *Badonsa baphinde badonsa*, evela kuSonto 3 (*Umhlahlandlela Wemisebenzi: Ithemu 2*, amakhasi 63 no-199) njengoba ixoxwa umdidiyeli wakho, bese uqedela Umsebenzi 11 eqenjini lakho.



Umsebenzi 11

1. Yimiphi imibuzo ongayibuza abafundi ukubasiza bafunde kabanzi mayelana nokwakheka konxantathu?
-
-
-

Izibonelo:

Yini ongangitshela yona ngemigqa/amakhona/amachopho alesi simo?

Wazi kanjani ukuthi ngunxantathu?

Kubonakala ngani ukufana/ukungafani konxantathu nezikwele?

2. Are most of these questions open-ended or closed questions?

Note: Use *Activity Guide: Term 1* and *Term 2* to help you plan for teaching these weeks. The ideas and activity suggestions are a guide and resource. Set up the maths area with the content focus for each week.

2. Ngabe iningi lale mibuzo liyimibuzo evulekile noma evalekile?

Qaphela: Sebenzisa *Umhlahlandlela Wemisebenzi: Ithemu 1* kanye *Nethemu 2* ukukusiza ukuhlelela ukufundisa kulawa masonto. Imibono neziphakamiso zomsebenzi yikho okungumhlahlandlela nokuyizinsiza. Hlela indawo yezibalo ngokugxila kokuqukethwe kwesonto ngalinye.

Session 4: Planning for teaching

2 hours

Facilitator's notes

- ◆ Refer participants to Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3).
- ◆ Read the whole class, teacher-guided and workstation activities sections.
- ◆ Have participants work in groups to complete **Activity 12**.



Video 2

Activity Guide: Term 2, Week 1 (page 32)

Watch the video of the teacher-guided activity. Observe how the teacher uses questions to prompt and guide the learners during the activity.

Discuss how you have managed your teacher-guided activities in Term 1. Have you faced any challenges? If so, what strategies have you used to resolve them?

Terms 1 and 2 Content Summary (Term 1 (Week 10) and Term 2 (Weeks 1–3))

Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3) outlines the main Content Area Focus for each week, the topics to be covered, the new knowledge and practise focus for each week, and suggested activities for whole class, teacher-guided and independent group work for the week.



Activity 12

Look at Appendix A: Term 1 and 2 Weekly Content Summary: Term 1 (Week 10) and Term 2 (Weeks 1–3). Answer the questions.

Iseshini 4: Ukuhlelela ukufundisa

2 amahora

Amanothi omdidiyeli

- ◆ Thumela ababambiqhaza Esithasiselweni A: Ithemu 1 no-2 Iqoqa Lolwazi Lwamasonto Onke: Ithemu 1 (Isonto 10) kanye Nethemu 2 (Amasonto 1-3).
- ◆ Funda imisebenzi yekilasi lonke, eholwa uthisha kanye neyeesiteshi sokusebenzela.
- ◆ Yenza ababambiqhaza basebenze ngamaqembu ukuze baqedele **Umsebenzi 12**.



Ividiyo 2

Umhlahlandlela Wemisebenzi: Ithemu 2, Isonto 1 (ikhasi 33)

Buka ividiyo yomsebenzi oholwa nguthisha. Bhokisisa ukuthi uthisha uyisebenzisa kanjani imibuzo ukuze atshele futhi aqondise abafundi ngesikhathi somsebenzi.

Xoxani ngokuthi niyiphathe kanjani imisebenzi eholwa nguthisha kuThemu 1. Ngabe uke wabhekana nanoma yiziphi izinselele? Uma kunjalo, yimaphi amaqhinga owasebenzisile ukuzixazulula?

Ithemu 1 no-2 Iqoqa Lolwazi (Ithemu 1 (Isonto 10) kanye neThemu 2 (Amasonto 1-3))

Isithasiselo A: Ithemu 1 no-2 Iqoqa Lolwazi Lwesonto Ngalinye: Ithemu 1 (Isonto 10) kanye neThemu 2 (Amasonto 1-3) liveza okubalulekile Kwengxenywe Yolwazi Okugxilwe Kuyo yesonto ngalinye, izihloko okufanele zidingidwe, ulwazi olusha nokuzijwayeza okugxilwe kukho isonto ngalinye, kanye nemisebenzi ephakanyisiwe yekilasi lonke, eholwa nguthisha, umsebenzi weqembu elizimele wesonto lonke.



Umsebenzi 12

Bheka Isithasiselo A: Ithemu 1 no-2 Iqoqa Lolwazi Lwesonto Ngalinye: Ithemu 1 (Isonto 10) kanye Nethemu 2 (Amasonto 1-3). Phendula imibuzo.

Questions	Week 10 Term 1	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2
What is the Content Area Focus for the week?	Data Handling	Numbers, Operations and Relationships	Numbers, Operations and Relationships	Space and Shape (Geometry)
What are the key concepts that learners will be learning?	Collecting, sorting and classifying data Representing data Reporting on data	Number symbols and number words Ordering numbers	Money Ordinal numbers Equal groups Counting objects	Position, direction and views 2-D shapes
What new knowledge is introduced?	Collect, sort and represent collections of objects Discuss and report on sorted collections of objects	More than, fewer than, equal to Number 4	South African coins Ordinal numbers first to fourth Making equal groups the same to 4 Counting objects 1-6	Oral counting 1-15 Counting objects 1-7 Position: underneath
What skills are being practised?	Oral counting 1-10 Counting objects 1-5 Sequencing numbers 1-3 Number concept 1-3 Before and after Copying patterns Problem solving	Oral counting 1-10 and 5-1 Counting objects 1-5 Sequencing numbers 1-3 Reinforcing number concept 1-3	Oral counting 1-10 and 5-1 Counting objects 1-5 Sequencing numbers 1-4 Reinforcing number concept 1-4 Biggest to smallest, smallest to biggest	Position: next to, between, in front of, behind, on top Direction: forwards, backwards Number concept 1-4 Sequencing numbers 1-4 Count backwards 5-1 Shapes: circle, square, triangle

Activity Guide: Term 1: Week 10 and Activity Guide: Term 2: Weeks 1-3

Refer to Week 10 in *Activity Guide: Term 1* and Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Complete Activity 13 in your group.

Imibuzo	Isonto 10 Ithemu 1	Isonto 1 Ithemu 2	Isonto 2 Ithemu 2	Isonto 3 Ithemu 2
Iyiphi Ingxenye Yolwazi Okugxilwe kuyo yesonto?	Ukusetshenziswa Kolwazi	Izinombolo, Izimpawu kanye Nobudlelwane Bazo	Izinombolo, Izimpawu kanye Nobudlelwane Bazo	Indawo Nesimo (Ijijomethri)
Yiluphi ulwazi (umqondo) olusemqoka oluzofundwa abafundi?	Ukuqoqa, ukuhlela nokubeka ulwazi ngamaqoqo Ukumela ulwazi oluqoqiwe Ukubika ulwazi oluqoqiwe	Izimpawu zezinombolo kanye namagama ezinombolo Ukuhlela zinombolo ngokulandelana kwazo	Imali Ukuhlela ngokulandelana kwezinombolo Amaqoqo alinganayo Ukubala izinto	Indawo, ukubekeka kanye nokubukeka Izimo ezingu-2-D
Yiluphi ulwazi olusha olwethulwayo?	Qoqa, hlela bese umela izinto eziqoqiwe Xoxa bese ubika ngezinto eziqoqiwe ezihleliwe	Kuningi kuna-, kuyingcosane kuna-, kulingana na-Inombolo 4	Imali ewuhlweza yaseNingizimu Afrika Ukuhlela ngokulandelana izinombolo ezisho isikhundla sokuqala kuya kwesesine Ukwenza amaqembu afanayo ano-4 Ukubala izinto 1-6	Ukubala ngomlomo 1-15 Ukubala izinto 1-7 Indawo: ngaphansi
Imaphi amakhono asetshenziswayo?	Ukubala ngomlomo 1-10 Ukubala izinto 1-5 Ukuhlela izinombolo 1-3 Ulwazi lwenombolo 1-3 Ngaphambi kanye nangemuva Ukukopisha amaphethini Ukuxazulula izinkinga	Ukubala ngomlomo 1-10 kanye no-5-1 Ukubala izinto 1-5 Ukuhlela izinombolo 1-3 Ukugxilisa ulwazi lwezinombolo 1-3	Ukubala ngomlomo 1-10 kanye no-5-1 Ukubala izinto 1-5 Ukuhlela izinombolo 1-4 Ukugxilisa ulwazi lwezinombolo 1-4 Okukhulu kunakho konke kuya kokuncane kunakho konke, okuncane kunakho konke kuya kokukhulu kunakho konke	Indawo: eduze kwa-, phakathi kwa-, phambi kwa-, ngemva kwa-, ngaphezu kwa- Inkomba: ukuya phambili, ukuhlelela emuva Ulwazi lwezinombolo 1-4 Ukulandelanisa izinombolo 1-4 Ukubala uhlehle 5-1 Izimo: indilinga, isikwele, unxantathu

Umhlahlandlela Wemisebenzi: Ithemu 1: Isonto 10 kanye

Nomhlahlandlela Wemisebenzi: Ithemu 2: Amasonto 1-3

Bheka Isonto 10 *Umhlahlandlela Wemisebenzi: Ithemu 1* kanye Namasonto 1, 2 kanye nele-3 *Kumhlahlandlela Wemisebenzi: Ithemu 2*. Qedela Umsebenzi 13 eqenjini lakho.



Activity 13

Find Week 10 in *Activity Guide: Term 1*. Answer the questions.

1. What is the Content Area Focus for the week?
2. What topics and new knowledge are taught in this week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching this week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for this week of teaching.
7. In your small group refer back to Week 10 in Appendix A. Match the whole class activities and small group activities in Week 10 of *Activity Guide: Term 1* to the Weekly Content Summary in Appendix A.



Activity 14

Find Weeks 1, 2 and 3 in *Activity Guide: Term 2*. Answer the questions.

1. What is the Content Area Focus for each week?
2. What topics and new knowledge are taught in each week?
3. How does the 'Practise' content link to the previous week?
4. What do you need to get ready before teaching each week?
5. Read the whole class activities and small group activities.
6. Discuss in your small group how you will plan and organise your class for these three weeks of teaching.
7. In your small group refer back to Weeks 1–3 in Appendix A. Match the whole class activities and small group activities in Weeks 1–3 of *Activity Guide: Term 2* to the Weekly Content Summary in Appendix A.



Remember that the eye in the shaded block at the end of the teacher-guided activities (**Check that learners are able to**) 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.

Make a mental note of each learner and once the learners have left for the day, write down your observations in a dedicated observation book that has space for each learner's notes.



Umsebenzi 13

Thola Isonto 10 *Kumhlahlandlela Wemisebenzi: Ithemu 1*. Phendula imibuzo.

1. Kuyini Ukugxila Engxenyeni Yolwazi kwesonto?
2. Yiziphi izihloko nolwazi olusha okufundiswa kuleli sonto?
3. Ngabe ulwazi luka'Zejwayeze' luxhumana kanjani nesonto eledlule?
4. Yini okudingeka uyilungiselele ngaphambi kokufundisa kuleli sonto?
5. Funda imisebenzi yekilasi lonke kanye nemisebenzi yamaqembu amancane.
6. Xoxani eqenjini lenu elincane ngokuthi nizolungisa futhi nilihlele kanjani ikilasi lenu kuleli sonto uma nifundisa.
7. Bhekani emuva kulo Isonto 10 kuSithasiselo A njengeqembu. Qondanisa imisebenzi yekilasi lonke nemisebenzi yamaqembu amancane kulo futhi Isonto 10 *Lomhlahlandlela Wemisebenzi: Ithemu 1* Iqoqa Lolwazi Lwesonto Ngalinye Kusithasiselo A.



Umsebenzi 14

Thola Amasonto 1, 2 kanye no-3 *Kumhlahlandlela Wemisebenzi: Ithemu 2*.

Phendula imibuzo.

1. Kuyini Ukugxila Engxenyeni Yolwazi esontweni ngalinye?
2. Yiziphi izihloko nolwazi olusha okufundiswa isonto ngalinye?
3. Ngabe ulwazi 'lokuZejwayeza' luxhumana kanjani nesonto eledlule?
4. Yini okudingeka uyilungiselele ngesonto ngalinye ngaphambi kokufundisa?
5. Funda imisebenzi yekilasi lonke kanye nemisebenzi yamaqembu amancane.
6. Xoxani eqenjini lenu elincane ukuthi nizolungisa futhi nilihlele kanjani ikilasi lenu kulawa masonto amathathu okufundisa.
7. Bhekani njengeqembu emuva Kumasonto 1–3 Kusithasiselo A. Qondanisa imisebenzi yekilasi lonke nemisebenzi yamaqembu amancane Kumasonto 1–3 *Omhlahlandlela Wemisebenzi: Ithemu 2* Iqoqa Lolwazi Lwesonto Ngalinye Kusithasiselo A.



Khumbula ukuthi iso elinombala ohlikiziwe ekupheleni kwemisebenzi eholwa uthisha (**Hlola ukuthi abafundi bayakwazi uku-**) ukusikhumbuza ukuthi kumele sibabhekisise ngesikhathi bematasatasa, silalele ngokucophelela lapho bekhuluma nathi nalapho bekhuluma nawontanga yabo.

Bhala engqondweni ngomfundi ngamunye noma abafundi sebegodukile, bhala phansi okuqaphele encwadini yokuqaphela enendawo yamanothi omfundi ngamunye.

Closing activities

Facilitator's notes

- ◆ **Lessons learnt:** Ask participants to think about what they have learnt during the workshop and to complete **Activity 15** individually.
- ◆ **Take back to school task:** Read through this task. Ask if there is anything that is not clear and that requires more explanation. Draw attention to how observation and assessment records and systems must be in place by this stage of the year. Ask how participants are filing these. Ask for examples to be brought to Workshop 5.
- ◆ **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.



Activity 15

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

Imisebenzi yokuvala

Amanothi omdidiyeli

- ◆ **Izifundo ezifundiwe:** Cela ababambiqhaza ukuthi bacabange ngalokho abakufundile ngesikhathi somhlangano wokucobelelana ngolwazi bese ngamunye eqedela **Umsebenzi 15**.
- ◆ **Umsebenzi obuyela nawo esikoleni:** Funda lo msebenzi. Buza ukuthi kukhona yini okungacacile futhi okudinga incazelo eyengeziwe. Babonise ukuthi amarekhodi nezinhlalo zokubonwayo kanye nokuhlola kumele zibe sezikhona ngalesi sigaba sonyaka. Nokuthi ababambiqhaza bakugcwalisa kanjani lokhu. Cela ukuthi kulethwe izibonelo Kumhlangano Wokucobelelana Ngolwazi 5.
- ◆ **Ukuhlola:** Nikeza amakhophi eFomu Lokuhlola Lomhlangano Wokucobelelana Ngolwazi bese ucela ababambiqhaza ukuthi bagcwalise leli fomu.
- ◆ **Umhlangano wokucobelelana ngolwazi olandelayo:** Nikeza izinsuku zomhlangano wokucobelelana ngolwazi olandelayo.



Umsebenzi 15

Izifundo ezifundiwe: Cabanga ngalokho okufundile ngesikhathi somhlangano wokucobelelana ngolwazi bese uqedela ithebhula.

Izinto esengivele ngizenza ezisebenza kahle	Ulwazi olusha engingathanda ukuluzama



Take back to school task

1. Continue with your observations to build up a complete picture of each learner.
2. During the teacher-guided activities complete the *Check that learners are able to* section (after the teacher-guided activity in each week) for each learner being observed.
3. Make a copy of the Exemplar Record of Continuous Assessments in *Activity Guide: Term 1* (pages 190–193).
4. Use the information collected in your observation notes to date and record each learner's development. (Remember that patterns of development need to be recorded over time.)
5. Use *Activity Guide: Term 1* (Week 10) and *Activity Guide: Term 2* (Weeks 1–3) to plan and implement Term 1 Week 10 and Term 2 Weeks 1–3 of the Maths Programme, including creating a maths area with a focus on the concept for each week.
6. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning. Bring your evaluation report to the next workshop.

Evaluation

Complete the Evaluation Form



Umsebenzi obuyela nawo esikoleni

1. Qhubeka nokuqaphela kwakho ukwakha isithombe esiphelele somfundi ngamunye.
2. Ngesikhathi semisebenzi eholwa nguthisha qedela isigaba esithi *Bheka ukuthi abafundi bakwazi uku-* (ngemva kwemisebenzi eholwa nguthisha esontweni ngalinye) kumfundi ngamunye obhekwayo.
3. Yenza ikhophi Yesibonelo Serekhodi Lokuhlola Okuqhubekayo *Kumhlahlandlela Wemisebenzi: Ithemu 1*, (amakhasi 190–193).
4. Sebenzisa ulwazi oluqoqwe kumanothi akho ngokubonile kuze kube manje bese ubhala intuthuko yomfundi ngamunye. (Khumbula ukuthi amaphethini entuthuko adinga ukubhalwa ngokuhamba kwesikhathi.)
5. Sebenzisa *Umhlahlandlela Wemisebenzi: Ithemu 1* (Isonto 10) and *Umhlahlandlela Wemisebenzi: Ithemu 2* (Amasonto 1–3) ukuhlela nokusebenzisa Ithemu 1 Isonto 10 kanye neThemu 2 Isonto 1–3 Lohlelo Lwezibalo, olubandakanya ukwenza indawo yezibalo kugxilwe olwazini lwesonto ngalinye.
6. Bhala umzindlo walokho okusebenze kahle nalokho okungasebenzanga kahle. Letha amanothi akho okuzindla kanye nezibonelo zomsebenzi owenziwe ngabafundi emhlanganweni wokucobelelana ngolwazi olandelayo.

Ukuhlola

Gcwalisa Ifomu Lokuhlola.

APPENDIX A: TERM 1 AND 2 WEEKLY CONTENT SUMMARY: TERM 1 (WEEK 10) AND TERM 2 (WEEKS 1-3)

Term 1: Activity Plan

Week 10				
CONTENT AREA: DATA HANDLING				
TOPIC: Collect and sort objects, represent sorted collections of objects, discuss and report on sorted collections of objects				
INTRODUCE NEW KNOWLEDGE: Collect, sort and represent collections of objects (weather); discuss and report on sorted collections; create own pattern				
PRACTISE: Oral counting 1-10, counting backwards from 5, sequencing numbers 1-3, counting objects 1-5, number concept 1-3, copy patterns, problem-solving techniques				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Sorting and classifying, waste items.	Oral counting. Touch and count – one-to-one correspondence. Sorting and classifying activities – animals. Representing and interpreting data.	Activity 1	Sorting waste.
Day 2	Data collection, sorting clothing items.		Activity 2	Sorting colours.
Day 3	Sorting and classifying, group game.		Activity 3	Sorting tray, natural items.
Day 4	Use data collected from the weather discussions, represent and analyse how many days were sunny, raining etc.		Activity 4	Copy pattern using concrete objects and then create own pattern.
Day 5	Weather data collection, representing and analysing.			

Term 2: Activity Plan

Week 1				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Recognise number symbols and number words, describe, order and compare numbers				
INTRODUCE NEW KNOWLEDGE: More than/fewer than/equal to, introduce number 4				
PRACTISE: Oral counting 1-10, sequencing numbers 1-3, counting objects 1-5, reinforce number concept 1-3				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Introduce 4 (giraffes).	Counting objects 1-5. Matching objects to number dot, symbol and word cards 1-4. Arrange counters to match dot cards. Practise more than, fewer than, equal. Write number 4 (as with numbers 1 to 3).	Activity 1	Playdough mat 4 (as for previous numbers).
Day 2	Introduce more than/less than/equal to, maths table.		Activity 2	Number ordering puzzle activity to 4 (forms a picture).
Day 3	Reinforce 1-4, dot cards and ordering.		Activity 3	Matching number symbols, words and concrete objects to 4.
Day 4	Reinforce 1-4, Unifix blocks and hoops.		Activity 4	Number puzzles (no number words).
Day 5	Reinforce number 4, Poster 6.			

ISITHASISELO A: ITHEMU 1 NO-2 IQOQA LOLWAZI LWESONTO NGALINYE: ITHEMU 1 (ISONTO 10) KANYE NETHEMU 2 (AMASONTO 1-3)

Ithemu 1: Uhlelo Lomsebenzi

Isonto 10			
INGXENYE YOLWAZI: UKUSETSHENZISWA KOLWAZI			
ISIHLOKO: Qoqa bese uhlela izinto, mela iqoqo lezinto ezihleliwe, xoxa bese ubika ngeqoqo lezinto			
YETHULA ULWAZI OLUSHA: Qoqa, hlela bese umela iqoqo lezinto (isimo sezulu): xoxa bese ubika ngeqoqo lokuhlungiwe; yakha iphethini yakho			
ZEJWAYEZE: Ukubala ngomlomo 1-10, ukubala uhlehle ukusuka ku-5, ukulandelanisa izinombolo 1-3, ukubala izinto 1-5, gcizelela ulwazi lwenombolo 1-3, kopisha iphethini, izindlela zokuxazulula izinkinga			
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela
Usuku 1	Ukuhlela nokuhlukanisa, izinto eziwudoti.	Ukubala ngomlomo.	Umsebenzi 1 Ukuhlela udoti.
Usuku 2	Ukuqoqa ulwazi oluqoqiwe, ukuhlela izingubo.	Thinta bese ubala – okukodwa okuqondene nokunye.	Umsebenzi 2 Ukuhlela imibala.
Usuku 3	Ukuhlela nokuhlukanisa, umdlalo weqembu.	Imisebenzi yokuhlela nokuhlukanisa – izilwane.	Umsebenzi 3 Ithreyi lokuhlela, izinto zemvelo.
Usuku 4	Sebenzisa ulwazi oluqoqwe ezingxoxweni ngesimo sezulu, ukumela kanye nokuhlaziya ukuthi bezingaki izinsuku ezinelanga, ezinemvula njll.	Ukumela nokutolika ulwazi oluqoqiwe.	Umsebenzi 4 Kopisha iphethini usebenzisa izinto ezikhona bese wenza iphethini yakho.
Usuku 5	Ukuqoqa, ukumela nokuhlaziya ulwazi lwesimo sezulu.		

Ithemu 2: Uhlelo Lomsebenzi

Isonto 1			
INGXENYE YOLWAZI: IZINOMBOLO, IZIMPAWU KANYE NOBUDLELWANE BAZO			
ISIHLOKO: Bona izimpawu zezinombolo kanye namagama ezinombolo, chaza, hlela bese uqhathanisa izinombolo			
YETHULA ULWAZI OLUSHA: Okuningi kuna-/okuyingcosane kuna-/okulingana na-, yethula inombolo 4			
ZEJWAYEZE: Ukubala ngomlomo 1-10, ukulandelanisa izinombolo 1-3, ukubala izinto 1-5, gcizelela ulwazi lwenombolo 1-3			
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela
Usuku 1	Yethula (izindlulamithi) ezi-4.	Ukubala izinto 1-5.	Umsebenzi 1 Umata wenhlama yokudlala 4 (ifane nenombolo edlule).
Usuku 2	Yethula kuningi kuna-/kuyingcosane kuna-/kulingana na-, itafula lezibalo.	Ukuqondanisa izinto namakhadi anamachashazi, izimpawu namagama ezinombolo 1-4.	Umsebenzi 2 Umsebenzi wokuhlela iphazili yezinombolo kuya ku-4 (kwenza isithombe).
Usuku 3	Gxilisa 1-4, amakhadi anamachashazi nokuhlela.	Beka izinto zokubala ziqondane namakhadi anamachashazi.	Umsebenzi 3 Izimpawu zezinombolo eziqondene, amagama kanye nezinto eziphathekayo kuya ku-4.
Usuku 4	Gxilisa 1-4, Amabhulokhi axhume kayo namahuphu.	Zejwayeze okuningi kuna-, okuncane kuna-, okulinganayo.	Umsebenzi 4 Amaphazili ezinombolo (angabikho amagama ezinombolo)
Usuku 5	Gxilisa inombolo 4, Iphosta 6.	Bhala inombolo 4 (ngezinombolo 1 kuya ku-3).	

Week 2				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Money: develop an awareness of South African coins				
INTRODUCE NEW KNOWLEDGE: South African coins, ordinal numbers first to fourth, making equal groups the same to 4, counting objects 1–6				
PRACTISE: Oral counting 1–10 and 5–1, sequencing numbers 1–4, reinforce number concept 1–4, biggest to smallest/smallest to biggest				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Introduce South African coins (cents and rands), Poster 7.	Number concept 1–4. Estimation. Shake and break with 4. South African coins – match coins to ‘goods in shop’. Use cut-out coins; sorting, ordering, matching. Make equal groups to 4 – using counters.	Activity 1	Make own coin (give a circle shape).
Day 2	Maths table – shopping, ordinal numbers first to fourth.		Activity 2	Number caterpillar – sequencing numbers 1–4.
Day 3	Matching number/dot cards and number words.		Activity 3	Draw or paste objects to match numbers 1–4.
Day 4	Ordering number 1–4, shopping.		Activity 4	Posting activity using number and colour 1–4.
Day 5	Problem solving up to 4 (Poster 7).			
Week 3				
CONTENT AREA: SPACE AND SHAPE (GEOMETRY)				
TOPIC: Position, orientation and views; describes sorts and compares 2-D shapes				
INTRODUCE NEW KNOWLEDGE: Position: underneath, oral counting 1–15, counting objects 1–7, orientation and views				
PRACTISE: Oral counting 1–10 and 5–1; sequencing numbers 1–4; reinforce number concept 1–4; count backwards 5–1; shapes: circle, square, triangle; position: in front of, behind, on top, between, next to; direction: forwards, backwards				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Positions, shape game.	Counting. Use shapes to show correct number (1–4). Position: next to, between, in front of, behind, on top, underneath. Direction: forwards, backwards.	Activity 1	Colour triangles.
Day 2	Reinforce the triangle.		Activity 2	Carrot activity (cut out triangles and add correct number of leaves).
Day 3	Position (next to, between, in front of, behind, on top, underneath).		Activity 3	Sorting tray – according to colour, shape or size (one attribute).
Day 4	Reinforce all the shapes done, shape story.		Activity 4	Building towers with construction blocks.
Day 5	Following direction: How do I get to ...? Poster 9. Orientation and views using a toy car.			

Isonto 2				
INGXENYE YOLWAZI: IZINOMBOLO, IZIMPAWU KANYE NOBUDLELWANE BAZO				
ISIHLOKO: Imali: ukuthuthukisa ulwazi lwemali ewuhlweza yaseNingizimu Afrika				
YETHULA ULWAZI OLUSHA: Imali ewuhlweza yaseNingizimu Afrika, izinombolo ezisho isikhundla okokuqala kuya kokwesine, ukwenza amaqembu alinganayo afanayo ku-4, ukubala izinto 1-6				
ZEJWAYEZE: Ukubala ngomlomo 1-10 kanye no-5-1, ukulandelanisa izinombolo 1-4, gxilisa ulwazi lwenombolo 1-4, okukhulu kuya kokuncane/okuncane kuya kokukhulu				
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela	
Usuku 1	Yethula imali ewuhlweza yaseNingizimu Afrika (amasenti namarandi), Iphosta 7.	Ulwazi lwenombolo 1-4. Ukulinganisela.	Umsebenzi 1	Yenza imali yakho ewuhlweza (yenza isimo sendilinga).
Usuku 2	Ithebula leZibalo – ukuthenga, izinombolo ezisho isikhundla okukodwa kuya kokune.	Shukuzi bese wephula ngo-4. Imali ewuhlweza yaseNingizimu Afrika – qondanisa imali ewuhlweza 'nezimpahla esitolo'.	Umsebenzi 2	Isongololo lenombolo – ukulandelanisa izinombolo 1-4.
Usuku 3	Ukuqondanisa amakhadi ezinombolo/amachashazi kanye namagama ezinombolo.	Sebenzisa imali ewuhlweza esikwe yakhishwa; ukuhlela, ukulandelanisa, ukuqondanisa.	Umsebenzi 3	Dwebi noma unamathisele izinto eziqondene nezinombolo 1-4.
Usuku 4	Ukulandelanisa izinombolo 1-4, ukuthenga.	Yenza amaqembu alinganayo ka-4 – usebenzisa izinto zokubala.	Umsebenzi 4	Umsebenzi wokuphanyeka usebenzisa inombolo kanye nombala 1-4.
Usuku 5	Ukuxazulula izinkinga kuya ku-4 (Iphosta 7).			
Isonto 3				
INGXENYE YOLWAZI: INDAWO NESIMO (IJIYOMETHRI)				
ISIHLOKO: Isikhundla, isimo nokubukeka kwento, izinto ezinhlangothimbili (ezingu-2-D)				
YETHULA ULWAZI OLUSHA: Isikhundla: ngaphansi, ukubala ngomlomo 1-15, ukubala izinto 1-7, isimo nokubukeka kwento				
ZEJWAYEZE: Ukubala ngomlomo 1-10 kanye no-5-1; ukuhlela izinombolo 1-4; ukugxilisa ulwazi lwenombolo 1-4; bala uhlehle 5-1; izimo: izindilinga, isikwele, unxantathu; isikhundla: phambi kwe-, ngemuva, ngaphezu, phakathi, eduze kwe-; indlela: ukuya phambili, ukuya emuva				
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela	
Usuku 1	Umdlalo wesikhundla, isimo.	Ukubala.	Umsebenzi 1	Hlobisa unxantathu ngombala.
Usuku 2	Gxilisa unxantathu.	Sebenzisa izimo ukukhombisa inombolo efanele (1-4).	Umsebenzi 2	Umsebenzi wezaqathe (sika ukhiphe onxantathu bese wengeza inani elifanele lamahlamvu).
Usuku 3	Isikhundla: (eduze kwe-, phakathi, phambi kwe-, ngemuva, ngaphezu kwe-, ngaphansi kwe-).	Isikhundla: eduze kwe-, phakathi, phambi kwe-, ngemuva, ngaphezu kwe-, ngaphansi kwe-.	Umsebenzi 3	Ithreyi lokuhlela – ngokombala, isimo noma ubukhulu (i-athribhuthi eyodwa).
Usuku 4	Gxilisa zonke izimo ezenziwe, indaba yezimo.	Indlela: ukuya phambili, ukuya emuva.	Umsebenzi 4	Ukwakha imibhoshongo ngamabhulokhi okwakha.
Usuku 5	Ukulandela indlela: Ngifika kanjani e- ...? Iphosta 9. isikhundla nokubukeka kwento kusetshenziswa imoto eyithoyizi.			

Workshop 4 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 Lokuhlola Lomhlangano Wokucobelelana Ngolwazi 4

1. Ngabe umhlangano wokucobelelana ngolwazi uhlangabezene nalokho obukulindele?

2. Yini oyifundile kulo mhlangano wokucobelelana ngolwazi ekusize kakhulu?

3. Ngabe kukhona ongakuthandanga noma okuthola kunzima ukukuqonda?

4. Uzokusebenzisa kanjani lokho okufundile ekilasini lakho leBanga R?

5. Ngabe unazo iziphakamiso zokuthuthukisa eminye imihlangano yokucobelelana ngolwazi?
