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GROWING GAUTENG TOGETHER

IsiZulu/English

Uhlelo Lokuthuthukisa Izibalo Zebanga R Grade R Mathematics Improvement Programme



**Umhlangano Wokucobelelana Ngolwazi 5 • Workshop 5
Incwadi Yokusebenzela Yababambiqhaza • Participant's Workbook**

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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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Overview

Purpose

This is the fifth 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 assist teachers to continue to implement the Maths Programme in their classrooms, to strengthen their understanding of teaching and learning in the Content Areas covered in Term 2 Weeks 4–7 and to reflect on how they are putting the guiding principles of teaching maths into practice in their classrooms.

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 Week 10 and Term 2 Weeks 1–3
- ◆ To explore strategies to support teaching maths in Grade R
- ◆ To reflect on the Maths Programme’s guiding principles of teaching
- ◆ To engage with the Maths Programme content for Term 2 Weeks 4–7 (Space and Shape (Geometry); Numbers, Operations and Relationships; Patterns, Functions and Algebra; and Data Handling)
- ◆ To discuss appropriate observation and assessment in Grade R

Workshop content

- ◆ Opening and reflection (1 hour)
 - ◆ Session 1: Space and Shape (Geometry) (1 hour)
- TEA
- ◆ Session 2: Numbers, Operations and Relationships (1 hour)
 - ◆ Session 3: Patterns, Functions and Algebra (1 hour)
- LUNCH
- ◆ Session 4: Data Handling (1 hour)
 - ◆ Closing activities (1 hour)

Ukubuka ngelibanzi

Inhloso

Lo owesihlanu emihlanganweni yokucobelelana ulwazi eyishumi nambili ngaphansi kwesihloko: Uhlelo Lokuthuthukisa Izibalo ZeBanga R (Uhlelo Lwezibalo), 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, ukuqinisa ukuqonda kwabo ukufundisa nokufunda eziNgxenyeni zoLwazi okwenziwe kuThemu 2 Amasonto 4–7 kanye nokucabanga ukuthi bayibeka kanjani imigomo elawula ukufundiswa kwezibalo ukuthi yenzeke emakilasini abo.

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

Imiphumela yokufunda

- ◆ Ukucabanga ngokusetshenziswa kweThemu 1 Isonto 10 kanye neThemu 2 Amasonto 1–3
- ◆ Ukuhlola amasu okuxhasa ukufundisa izibalo kuBanga R
- ◆ Ukucabanga ngemigomo elawula ukufundiswa koHlelo Lwezibalo
- ◆ Ukuzibandakanya nokuqokethwe koHlelo Lwezibalo kukaThemu 2 Amasonto 4–7 (Indawo Nesimo (Ijijomethri); Izinombolo, Izimpawu kanye Nobudlelwane Bazo; Amaphethini, Amafankshini kanye ne-Aljebhra; kanye Nokusetshenziswa Kolwazi)
- ◆ Ukuxoxa ngokuqaphela nokuhlola okufanele kulo iBanga R.

Okuqokethwe komhlangano wokucobelelana ngolwazi

- ◆ Ukuvula nokudlinza (1 ihora)
- ◆ Iseshini 1: Indawo Nesimo (Ijijomethri) (1 ihora)
- ITIYE
- ◆ Iseshini 2: Izinombolo, Izimpawu kanye Nobudlelwane Bazo (1 ihora)
- ◆ Iseshini 3: Amaphethini, Amafankshini kanye ne-Aljebhra (1 ihora)
- ISIDLO SASEMINI
- ◆ Iseshini 4: Ukusetshenziswa Kolwazi (1 ihora)
- ◆ Imisebenzi yokuvala (1 ihora)

Opening and reflection

1 hour

The **inclusivity principle**: All learners should feel welcome, included and happy to participate. Remember to treat all learners fairly and with respect.

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



Activity 1

Discuss your progress in implementing the *Take back to school* task from Workshop 4.

1. What progress in maths did you observe in your learners after implementing Term 1?

2. How did the information in the 'Check that learners are able to' in *Activity Guide: Term 1* assist you in assessing each learner's progress in Term 1?

3. Did you successfully record each learner's progress using 'Term 1: Exemplar Record of Continuous Assessments' on pages 190–193 of *Activity Guide: Term 1*?

Ukuvula nokudlinza

1 ihora

Umgomo wokumbandakanya: Bonke abafundi kumele bazizwe bamukelekile, bambandakanywe futhi bajabulele ukuhlanganyela. Khumbula ukuphatha kahle abafundi ngokufanele nangenhlonipho.

Cabanga ngokwenza kwakho Uhlelo Lwezibalo ohlelweni lwakho lwansukuzonke, bese ugcwalisa umsebenzi olandelayo.



Umsebenzi 1

Xoxa ngenqubekela-phambili ekwenzeni Umsebenzi *obuyela nawo esikoleni* osuka eMhlanganweni Wokucobelelana Ngolwazi 4.

1. Iyiphi inqubekela-phambili ezibalweni owayiqaphela kubafundi bakho emva kokwenza Ithemu 1?

2. Lukusize kanjani ulwazi olusengxenyeni ethi- 'Hlola ukuthi abafundi bayakwazi uku-' kuMhlahlandlela *Wemisebenzi: Ithemu 1* ekuhloleni inqubekela-phambili yomfundi ngamunye?

3. Wakwazi ukubhala ngempumelelo inqubekela-phambili yomfundi ngamunye usebenzisa Ithemu 1: Isibonelo seRekhodi Lokuhlola Okuqhubekayo emakhasini 190–193 kuMhlahlandlela *Wemisebenzi: Ithemu 1*?



Video 1

Watch the video of the teacher discussing observation and assessment in her Grade R classroom.

What do you think the intention of the activity is? Pay special attention to how the teacher prompts the learners with questions and how she observes each learner.



Activity 2

In your small groups, discuss:

1. How you are managing assessment in your classroom.
2. How you use rubrics in your assessment process.
3. How you incorporate the School Based Assessments (SBA) and SA-SAMS online system as part of your assessment process.

Write down the main points of your discussion to share with the whole group. Consider what works well and where you have challenges with assessment.

The **level principle**: Some learners may need more practice and support than other learners. Be sure to allow learners enough time and support to complete activities, to think and to answer questions.



Ividiyo 1

Bukela ividiyo kathisha exoxa ngokuqaphela nokuhlola ekilasini lakhe leBanga R.

Ucabanga ukuthi iyini inhloso yomsebenzi? Nakisisa indlela agumba ngayo abafundi ngemibuzo nendlela aqaphela ngayo umfundi ngamunye.



Umsebenzi 2

Emaqenjini enu amancane, xoxani ngokuthi:

1. Nikuphatha kanjani ukuhlola ekilasini lenu.
2. Uwasebenzisa kanjani amarubhrikhi kwinqubo yakho yokuhlola.
3. Uyihlanganisa kanjani *iSchool Based Assessments (SBA)* ne-SA-SAMS ku-inthanethi njengengxenye yenqubo yakho yokuhlola.

Bhala amaphuzu asemqoka engxoxo yenu enizokwabelana ngawo neqembu lonke. Cabanga ukuthi yini esebenza kahle nalapho unezinselelo ngokuhlola.

Ungomo wamazinga: Abanye abafundi kungenzeka badinge ukuzejwayeza kanye nokwesekwa kakhudlwana kunabanye abafundi. Qiniseka ukunika abafundi isikhathi esanele ubaseke futhi ukuthi baqede imisebenzi, bacabange baphendule nemibuzo.

Session 1: Space and Shape (Geometry)

1 hour

Term 2 Content overview: Space and Shape (Geometry)

This session focuses on teaching the content of Term 2 Week 4 – Space and Shape (Geometry). Remember that Space and Shape (Geometry) was also the focus of Week 3 which we covered in Workshop 4.

Read the content overview for Space and Shape (Geometry) on pages 126–131 of the *Concept Guide* and complete Activity 3.



Activity 3

What Space and Shape concepts are presented in 3.1 and 3.2 of the content overview?

In Grade R learners describe, sort and compare 3-D objects and focus on the similarities and differences between them. In Term 2 Week 4 learners sort, compare and describe 3-D objects according to size, colour and shape. They also look at and describe objects in relation to themselves and each other and from different positions (orientation and views). Another focus in Week 4 is on following directions and using vocabulary associated with position.



Activity 4

1. Discuss how you could use objects in your classroom to encourage learners to talk about their position in relation to the objects they are looking at.

Iseshini 1: Indawo Nesimo (Ijijomethri)

1 ihora

Ithemu 2 Ukubuka ulwazi ngelibanzi: Indawo Nesimo (Ijijomethri)

Le seshini igxile ekufundiseni okuqukethwe kukaThemu 2 Isonto 4- Indawo Nesimo (Ijijomethri) Khumbula ukuthi Indawo Nesimo (Ijijomethri) bekugxilwe kukona ngeSonto 3 okwenziwe eMhlanganweni Wokucobelelana Ngolwazi 4.

Funda ukubuka ngelibanzi ulwazi lwendawo Nesimo (Ijijomethri) emakhasini 126-131 ku*Mhlahlandlela Wokuqonda Isifundo* bese uqedela Umsebenzi 3.



Umsebenzi 3

Yiluphi ulwazi lweNdawo Nesimo olwethulwe ku-3.1 no-3.2 wokubuka ulwazi ngelibanzi?

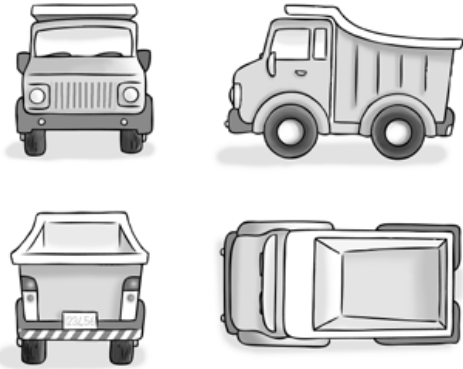
Ebangeni R abafundi bachaza, bahlele, baqhathanise izinto ezingu-3-D, bese begxila kokufanayo nokuhlukile phakathi kwazo. KuThemu 2 Isonto 4 abafundi bahlele, baqhathanise, bese bechaza izinto ezingu-3-D ngobungako, umbala nesimo. Babuye babuke, bese bechaza izinto ngokuqondene nabo, nabanye kanye nasezikhundleni ezihlukene (ukuma nokubuka). Okunye okugxilwe kukho eSontweni 4 ukulandela izinkomba nokusebenzisa ulwazimagama oluphathelele nesikhundla.



Umsebenzi 4

1. Xoxa ukuthi ungazisebenzisa kanjani izinto ekilasini lakho ukugquzela abafundi ukuthi bakhulume ngezikhundla zabo ngokuphathelele nezinto abazibukayo.

2. Look at the pictures. Describe where you would stand in order to see each of the views of the truck.



Term 2 Week 4

Refer to the teacher-guided activity on pages 80–83 of *Activity Guide: Term 2*.

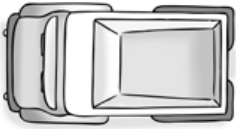


Activity 5

1. Which Space and Shape concepts are presented?

2. Give examples of guiding questions that are asked in the teacher-guided activities. Will these questions encourage learners to talk about the concepts in question 1?

2. Buka izithombe. Chaza ukuthi ungama kuphi ukuze ubone ukubukeka kweloli ngakunye.



Ithemu 2 Isonto 4

Bhekisa kumsebenzi oholwa uthisha emakhasini 80-83 oMhlahlandlela Wemisebenzi: *Ithemu 2.*



Umsebenzi 5

1. Yiluphi ulwazi lweNdawo neSimo olwethuliwe?

2. Nika izibonelo zemibuzo ekuholayo ebuzwa uthisha emisebenzini eholwa uthisha. Ngabe le mibuzo izobagqugquzela yini abafundi ukuthi baxoxe ngolwazi kumbuzo 1?

Learners need many opportunities to play with and sort collections of 3-D objects. Teachers need to understand the underlying concepts in Space and Shape (Geometry) and communicate these using the correct maths language.

The following points should be remembered.

- ◆ An object is three-dimensional (3-D). You can look at it from the top, the bottom and the sides. 3-D objects have length, breadth (width) and height.
- ◆ A shape is two-dimensional (2-D). Shapes include circles, triangles, squares and rectangles. They have length and breadth (width).
- ◆ As learners explore the properties of 3-D objects they will identify objects that 'look like' 2-D shapes, e.g. the door looks like a rectangle, the road sign looks like a triangle, the plate looks like a circle. They will start to understand that the surfaces of 3-D objects look like 2-D shapes.

The **interaction principle**: Learning involves communication and the sharing of ideas. Responding in an appropriate way to something is a very important part of communication and of teaching and learning. Always listen to learners when they share their ideas or respond to your questions.

Term 2 Content Summary (Week 4)



Activity 6

Refer to Appendix A: Term 2 Weekly Content Summary (Weeks 4–7). Read the content overview for Week 4: Space and Shape (Geometry) on page 10 of *Activity Guide: Term 2*.

1. What are the topics for Week 4?

2. What new knowledge is introduced in this week?

3. What skills from previous weeks are practised?

Abafundi badinga amathuba amaningi ukuthi badlale futhi bahlele amaqoqo ezinto ezingu-3D. Othisha badinga ukuqonda ulwazi oluyisisekelo kuyo indawo nesimo (Ijyomethri), bese bezixoxa lezi besebenzisa ulimi olufanele lwezibalo.

Amaphuzu alandelayo kumele akhunjulwe.

- ◆ Into inezinhlangothi ezintathu (3-D). Ungayibuka ngaphezulu, ngaphansi kanye nasemaceleni. Izinto ezingu-3-D zinobude kanye nobubanzi.
- ◆ Izimo zinezinhlangothi ezimbili (2-D). Izimo zimbandakanya izindilinga, onxantathu, izikwele kanye nonxande. Zinobude kanye nobubanzi.
- ◆ Ngesikhathi abafundi behlola izimpawu zezinto ezingu-3-D, bazohlolona izinto 'ezibukeka njenge'zimo ezingu-2-D, isibonelo, isicabha sibukeka njengonxande, uphawu lomgwaqo lubukeka ngengonxantathu, ipuleti libukeka njengendilinga. Bazoqala ukuqonda ukuthi ingaphandle lezinto ezingu-3-D lifana nezimo ezingu-2-D.

Umgomo wokuxhumana: Ukufunda kuhlenganisa ukuxoxisana kanye nokwabelana ngemibono. Ukuphendula ngendlela efanele entweni kuyingxenye ebaluleke kakhulu yokuxoxisana kanye nokufundisa nokufunda. Lalela njalo abafundi uma babelana ngemibono noma bephendula imibuzo yakho.

Ithemu 2 Iqoqa Lolwazi (Isonto 4)



Umsebenzi 6

Bhekisa kuSithasiselo A: Itthemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4–7). Funda ukubuka ngelibanzi ulwazi lweSonto 4: Indawo Nesimo (Ijyomethri) ekhasini le-10 loMhlahlandlela Wemisebenzi: Itthemu 2.

1. Yiziphi izihloko zeSonto 4?

2. Yiluphi ulwazi olusha olwethulwayo kuleli sonto?

3. Yimaphi amakhono asuka emasontweni adlule ajwayezwayo?

Session 2: Numbers, Operations and Relationships

1 hour

The focus of Term 2 Week 5 is Numbers, Operations and Relationships.

Term 2 Content overview: Numbers, Operations and Relationships

Previous workshops have presented the Content Area Focus: Numbers, Operations and Relationships. In this session we look at the Term 1–4 content overview (*Concept Guide*, pages 114–123) again.



Activity 7

What new numbers are introduced in Term 2?

Term 2 Week 5: Teaching number

The number ‘five’ is introduced in Term 2 Week 5. The Maths Programme encourages the use of numbers in different situations and the use of multiple representations, e.g. a symbol, a word, a picture, dot cards, counters, claps. The routine used for introducing each number engages learners in a routine that is familiar, predictable, fun and presents the number in different ways.



Activity 8

Refer to the Week 5 whole class activities in *Activity Guide: Term 2* (pages 90–99). Describe the routine that is used to teach the number ‘5’.

Day 1

Day 2

Iseshini 2: Izinombolo, Izimpawu kanye Nobudlelwane Bazo

1 ihora

Okugxilwe kukho kuThemu 2 Isonto 5 Izinombolo, Izimpawu kanye Nobudlelwane Bazo.

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

Imihlangano Yokucobelelana Ngolwazi edlule yethula Ingxenye Yolwazi Okugxilwe Kuyo: Izinombolo, Izimpawu Nobudlelwano Bazo. Kule seshini sizobheka Ithemu 1-4 Ukubuka ulwazi ngelibanzi (*Umhlahlandlela Wemisebenzi*, amakhasi 114–123) futhi.



Umsebenzi 7

Yiziphi izinombolo ezintsha ezethulwayo kuThemu 2?

Ithemu 2 Isonto 5: Ukufundisa inombolo

Inombolo 'kuhlanu' yethulwa kuThemu 2 Isonto 5. Uhlelo Lwezibalo lugqugquzela ukusetshenziswa kwezinyombolo ezimeni ezehlukene kanye nokusetshenziswa kokumelwa okuningi, isibonelo: uphawu, igama, isithombe, ichashazi izibalisi, ukushaya izandla. Inqubo esetshenziswa ukwethula inombolo ngayinye ibandakanya abafundi kwinqubo eyejwayelekile, eqagelekayo, nemnandi, futhi iveza inombolo ngezindlela ezihlukene.



Umsebenzi 8

Bhekisa emisebenzini yekilasi lonke yeSonto 5 ku*Mhlahlandlela Wemisebenzi: Ithemu 2* (amakhasi angama-90–99). Chaza inqubo esetshenziswa ukufundisa inombolo '5'.

Usuku 1

Usuku 2

Day 3

Day 4

Day 5

The number washing line

The numbers 1 to 5 were pegged onto the number washing line in the maths area as they were introduced in Term 1. It is only in Week 5 that learners actively engage with the number washing line. Many teachers put up number lines from 0 to 10 or even to 20 in the classroom before learners are able to count or recognise these numbers.

Initially the Maths Programme's focus on the number washing line is incidental. From Week 5 it is used to focus on sequencing (ordering) numbers and talking about the relationship between numbers.

Use the number washing line to:

- ◆ order and compare numbers e.g.:
 - What number comes before 3?
 - What number is between 3 and 5?
 - What number comes after 4?
- ◆ explore how numbers increase from left to right, and decrease from right to left.
- ◆ use maths language such as *before*, *after*, *between*.

In the video the facilitator demonstrates a washing line activity that supports the teaching of number.

Read the activity that introduces the washing line to learners on page 94 of *Activity Guide: Term 2*.

Usuku 3

Usuku 4

Usuku 5

Ulayini wokweneka wezinombolo

Izinombolo 1 kuya kweyesi-5 zifakwe kulayini wokweneka wezinombolo endaweni yezibalo njengoba zazethulwe kuThemu 1. KuseSontweni 5 kuphela lapho abafundi bezibandakanya khona ngomfutho nolayini wokweneka wezinombolo. Othisha abanengi babeka umugqa wezinombolo kusuka koku-0 kuya kokuyi-10 noma kuze kufike kokungama-20 ekilasini ngaphambi kokuba abafundi bakwazi ukubala noma bazibone lezi zinombolo.

Ekuqaleni ukugxila kulayini wokweneka wezinombolo koHlelo Lwezibalo kwenzeka unganakile. Kusuka eSontweni 5 kusetshenziselwa ukugxila ekulandelaniseni (ekuhleleni) izinombolo kanye nasekuxoxeni ngobudlelwano phakathi kwezinombolo.

Sebenzisa ulayini wokweneka wezinombolo:

- ◆ ukuhlela nokuqhathanisa izinombolo, isibonelo:
 - Iyiphi inombolo eza ngaphambi koku-3?
 - Iyiphi inombolo ephakathi koku-3 nokuyisihlanu?
 - Iyiphi inombolo eza ngemuva koku-4?
- ◆ ukuhlola ukuthi izinombolo zikhula kanjani kusuka kwesobunxele kuya kwesokudla, futhi zincipha kanjani kusuka kwesokudla kuya kwesobunxele.
- ◆ ukusebenzisa ulimi lwezibalo njenga-*phambili, emuva, phakathi*.

Kuvidiyo umdidiyeli ukhombisa umsebenzi kalayini wokuneka oweseka ukufundiswa kwenombolo.

Funda umsebenzi owethula ulayini wokweneka wezinombolo kubafundi ekhasini lama-95 loMhlahlandlela Wemisebenzi: Ithemu 2.

 **Video 2**

Watch the video of the teacher using the number washing line to order the numbers 1 to 5. Notice how she scaffolds the activity and note the questions that she asks to prompt the learners.

Discuss the value of using a number washing line in Grade R.

Sequencing numbers: Learners place the numbers in the correct counting order. Learners see the number line each day and during incidental discussions talk about each number.

Order: Learners discuss the numbers in relation to each other. The teachers asks which number comes before, after or between other numbers. Learners use correct maths language to describe the position of the numbers in relation to each other.

Structure beads

The structure beads in your *Resource Kit* come in lengths of 10 beads grouped in fives, according to colour (five red beads and five yellow beads).

Structure beads help learners to:

- ◆ automatically recognise the number of beads in a group without counting, e.g. '4'.
- ◆ understand that one number may be a combination of two or more other numbers, e.g. '4' is made up of 2 and 2 or 1 and 3.
- ◆ develop skills in counting on from a given number, e.g. start at 3 and count on to 5.
- ◆ begin to work with addition and subtraction.
- ◆ begin to work with bonds of ten.

In this next activity, use your 10 structure beads to explore different number combinations. Follow your facilitator's lead and respond to the questions as set out in Activity 9.



Ividiyo 2

Buka ividiyo kathisha esebenzisa ulayini wokweneka wezinombolo ukuhlela izinombolo ku-1 kuya koku-5. Qaphela ukuthi uyehlukanisa kanjani imisebenzi ngokukhula kwayo futhi uqaphele imibuzo ayibuzayo ukugumba abafundi.

Xoxa ngokubaluleka kokusetshenziswa kukalayini wokweneka wezinombolo kulo futhi iBanga R.

Ukulandelanisa izinombolo: Abafundi babeka izinombolo ngendlela yokubala eyiyo. Abafundi babona umugqa wezinombolo ngosuku ngalunye nangesikhathi sezingxoxo ezingahleliwe bakhulume ngenombolo ngayinye.

Hlela: Abafundi baxoxa ngezinombolo nobudlelwano bazo. Othisha babuza ukuthi iyiphi inombolo eza kuqala, ngemuva noma ephakathi kwezinye izinombolo. Abafundi basebenzise ulimi lwezibalo oluyilo ukuchaza isikhundla sezinombolo nobudlelwano bazo.

Ubuhlalu bokuhlela

Ubuhlalu bokuhlela *obukuKhithi Yezinsiza* buza bunobude bobuhlalu obuyishumi bungamaqoqo angamahlanu, buhlelwe ngokombala (ubuhlalu obuyisihlanu obubomvu kanye nobuhlalu obuyisihlanu obuphuzi).

Ubuhlalu bokuhlela busiza abafundi uku-:

- ◆ bona ngokuzenzekelayo inani lobuhlalu obuseqoqweni ngaphandle kokubala, isib. '4'
- ◆ qonda ukuthi inombolo eyodwa ingaba yinhlanganisela yezinombolo ezimbili noma ngaphezulu, isib. Oku-'4' kwakhiwe ngoku-'2' noku-'2' noma oku-1 noku-3.
- ◆ thuthukisa amakhono okubala uqhubeke usukela enombolweni enikiwe, isb. Qala koku-3 bese ubala uqhubeke uye koku-5.
- ◆ qala ukusebenza ngokuhlanganisa nokususa.
- ◆ qala ukusebenza ngamabhondi eshumi.

Kulo msebenzi olandelayo, sebenzisa obakho ubuhlalu bokuhlela beshumi ukuhlola inhlanganisela yezinombolo ezihlukahlukene. Landela umdidiyeli bese uphendula imibuzo njengoba ihleliwe kuMsebenzi 9.



Activity 9

1. Show me two beads.
2. Show me one more bead.
3. Show me one fewer than four beads.
4. Show me four beads. Now show me one more than four. How many do you have?
5. What did you do to make it one more?
6. Show me one fewer than five. How many do you have?
7. What did you do to make it one less?
8. Now take one away. How many do you have?
9. Add one. How many do you have?

Read the activity that introduces the structure beads to learners on page 100 of *Activity Guide: Term 2*, step 3. In groups, discuss this activity.



Activity 10

How does this structure bead activity help to develop the learners' number sense?

The **practice principle**: Learners should have plenty of time to practise new skills and knowledge. When learners get regular practice in what they have already learnt, they get better at it and become more confident. They enjoy repetition and practice.

Term 2 Content Summary (Week 5)



Activity 11

Refer to Appendix A: Term 2 Weekly Content Summary (Weeks 4–7). Read the content overview for Week 5: Numbers, Operations and Relationships on page 18 of *Activity Guide: Term 2*.

1. What are the topics for Week 5?

2. What new knowledge is introduced in this week?

3. What skills from previous weeks are practised?

4. Match the activities in Appendix A: Term 2 Weekly Content Summary (Weeks 4–7) with the lessons in each week.

Ithemu 2 Iqoqa Lolwazi (Isonto 5)



Umsebenzi 11

Bhekisa engxenyeni ethi Isithasiselo A: Ithemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4–7) Funda ukubuka ulwazi ngelibanzi kweSonto 5: Izinombolo, Izimpawu kanye Nobudlelwane Bazo ekhasini le-19 ku*Mhlahlandlela Wemisebenzi: Ithemu 2*.

1. Yiziphi izihloko zeSonto 5?

2. Yiluphi ulwazi olusha olwethulwayo kuleli sonto?

3. Yimaphi amakhono asuka emasontweni adlule ajwayezwayo?

4. Qondanisa imisebenzi kuSithathiselo A: Ithemu 2 Ithemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4–7) nezifundo zesonto ngalinye.

Session 3: Patterns, Functions and Algebra 1 hour

The focus of Term 2 Week 6 is Patterns, Functions and Algebra.

Term 2 Content overview: Patterns, Functions and Algebra

Refer to Patterns, Functions and Algebra in the content overview (*Concept Guide*, page 124).



Activity 12

1. What concepts are covered in Term 2?

2. What are the differences between the Maths Programme content and the CAPS content?

Term 2 Week 6: Describe, copy and extend patterns

In Workshop 3, the focus of Patterns, Functions and Algebra was on recognising/identifying the repeat in a pattern. We also discussed the difference between a sequence and a pattern. Term 2 Week 6 builds on the content introduced in Term 1 Week 6.

In Term 2 Week 6 learners:

- ◆ describe the repeat in patterns using objects, pictures and sounds.
- ◆ copy patterns that others have made with objects, pictures and sounds.
- ◆ extend patterns that others have made.
- ◆ create their own patterns at various levels of difficulty such as:
 - circle, square; circle, square
 - circle, square, triangle; circle, square, triangle
 - circle, circle, square; circle, circle, square
 - red circle, blue circle, yellow square; red circle, blue circle, yellow square.tell what is missing when part of a pattern is hidden.

Iseshini 3: Amaphethini, Amafankshini kanye ne-Aljebhra

1 ihora

Okugxilwe kukho kuThemu 2 Isonto 6 Amaphethini, Amafankshini kanye ne-Aljebhra.

Ithemu 2 Ukubuka ulwazi ngelibanzi: Amaphethini, Amafankshini kanye ne-Aljebhra

Bhekisa kuMaphethini, Amafankshini kanye ne-Aljebhra ekubukeni ulwazi ngelibanzi (Umhlahlandlela Wokuqonda Isifundo, ikhasi le-125).



Umsebenzi 12

1. Yiluphi ulwazi olwenziwe kuThemu 2?

2. Yimuphi umehluko phakathi kolwazi lohlelo LweziBalo kanye nolwazi luka-CAPS?

Ithemu 2 Isonto 6: Chaza, kopisha ubuye unwebe amaphethini

Emhlanganweni Wokucobelelana Ngolwazi 3, kwakugxilwe kuMaphethini, Amafankshini kanye ne-Aljebhra ukubona/ukuhlonza ukuphindaphinda iphethini. Saxoxa futhi ngomehluko phakathi kokulandelana kanye nephethini. Itemu 2 Isonto 6 yakhela kulwazi olwethulwe kuThemu 1 Isonto 6.

KuThemu 2 Isonto 6 abafundi:

- ◆ bachaza okuphindiwe kuphethini besebenzisa izinto, izithombe kanye nemisindo.
- ◆ bakopisha amaphethini enziwe abanye ngezinto, ngezithombe kanye nangemisindo.
- ◆ banweba amaphethini enziwe abanye.
- ◆ bazakhela amaphethini abo esemazingeni obulukhuni obuhlukene njengalokhu:
 - indilinga, isikwele, indilinga, isikwele
 - indilinga, isikwele, unxantathu, indilinga, isikwele, unxantathu
 - indilinga, indilinga, isikwele; indilinga, indilinga, isikwele
 - indilinga ebomvu, indilinga eluhlaza okwesibhakabhaka, isikwele esiphuzi, basho ukuthi yini engekho lapho ingxenye yephethini ifihliwe.



Activity 13

Refer to Week 6 in *Activity Guide: Term 2* (pages 104–119).

1. Discuss how the whole class activities present lessons on pattern.

2. Read steps 5 and 6 of the teacher-guided activity on page 116. How does the teacher scaffold the activities and guide the learners with questions?

Term 2 Content Summary (Week 6)



Activity 14

Refer to Appendix A: Term 2 Weekly Content Summary (Weeks 4–7). Read the content overview for Week 6: Patterns, Functions and Algebra on page 20 of *Activity Guide: Term 2*.

1. What are the topics for Week 6?

2. What new knowledge is introduced in this week?

3. What skills from previous weeks are practised?

4. Match the activities in Appendix A: Term 2 Weekly Content Summary (Weeks 4–7) with the lessons in each week.



Umsebenzi 13

Bhekisa engxenyeni ethi iSonto 6 kuMhlahlandlela Wemisebenzi: Ithemu 2 (amakhasi 104–119).

1. Xoxa ukuthi imisebenzi yekilasi lonke izethula kanjani izifundo zamaphethini.

2. Funda isinyathelo 5 no-6 kumsebenzi oholwa uthisha ekhasini le-117. Uthisha uyehlukanisa kanjani imisebenzi ngokukhula kwayo, abahole kanjani futhi abafundi ngemibuzo?

Ithemu 2 Iqoqa Lolwazi (Isonto 6)



Umsebenzi 14

Bhekisa kuSithasiselo A: Ithemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4–7) Funda Ukubukwa ngelibanzi kolwazi lweSonto 6: Amaphethini, AmaFankshini kanye ne-Aljebhra ekhasini lama-21 Umhlahlandlela Wemisebenzi: Ithemu 2

1. Yiziphi izihloko zeSonto 6?

2. Yiluphi ulwazi olusha olwethulwayo kuleli onto?

3. Yimaphi amakhono amasonto edlule ajwayezwayo?

4. Qondanisa imisebenzi kusiThasiselo A: Ithemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4–7) nezifundo esontweni ngalinye.

Session 4: Data Handling

1 hour

The focus of Term 2 Week 7 is Data Handling.

Term 2 Content overview: Data Handling

Refer to Data Handling in the content overview (*Concept Guide*, page 136).



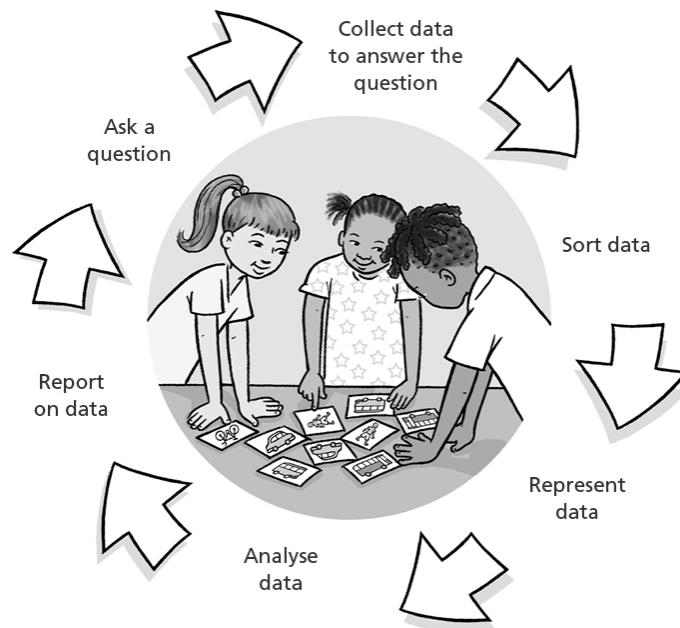
Activity 15

1. What concepts are covered in Term 2?

2. What are the differences between the Maths Programme content and the CAPS content?

Data Handling

The Data Handling Content Area focuses on the purpose and process of handling data. It involves solving a problem or answering a question by collecting, sorting, representing and interpreting data.



Iseshini 4: Ukusetshenziswa Kolwazi

1 ihora

Okugxilwe kukho kuThemu 2 Isonto 7 Ukusetshenziswa Kolwazi.

Ithemu 2 Ukubuka ulwazi ngelibanzi: Ukusetshenziswa Kolwazi

Bhekisa engxenyeni ethi Ukusetshenziswa Kolwazi ekubukeni ulwazi ngelibanzi (Umhlahlandlela Wokuqonda Isifundo, ekhasini le-137).



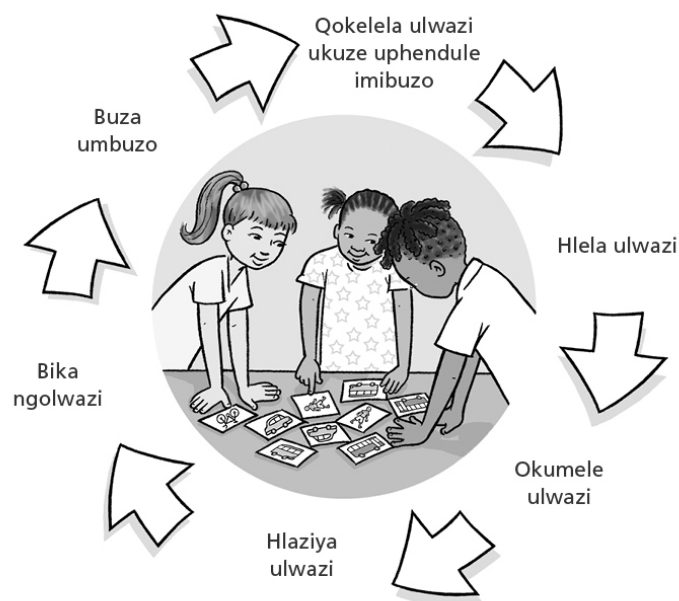
Umsebenzi 15

1. Yiluphi ulwazi olwenziwe kuThemu 2?

2. Yimuphi umehluko okhona phakathi kokuqukethwe kohlelo lweziBalo kanye nokuqukethwe kuka-CAPS?

Ukusetshenziswa Kolwazi

Ingxenye Yolwazi Yokusetshenziswa Kolwazi igxila kwinhloso kanye nenqubo yokusetshenziswa kolwazi. Ihlanganisa ukuxazulula izinkinga noma ukuphendula umbuzo ngokuqoqa, ukuhlela, ukumela kanye nokuhumusha ulwazi.



In Grade R learners should have many opportunities to sort objects according to one or more attributes, such as colour, size or shape. Sorting is part of Data Handling, but it is not the only focus. It is important to always bring the learners back to the question that has been posed and the reason why they are collecting, sorting and thinking of ways to represent the data.

Questions are key to Data Handling, e.g.:

- ◆ I wonder which coldrink most learners like?
- ◆ How should we collect our data?
- ◆ How should we sort the data?
- ◆ How should we represent the data?



Activity 16

Discuss how you could plan and implement a Data Handling activity based on the above questions. Record your ideas on flipchart paper.

Representing data

Grade R learners explore different ways of showing or displaying the information they have collected. A **pictograph** is a way of representing data using pictures. In the whole class activity on Day 3 of Week 7, learners discuss how they come to school. Each learner is given a smiley face on **exactly the same size piece of paper**. They display the data by putting their picture in a column to represent four different means of transport. It is important to place the data in the columns, **without spaces** between the pieces of paper. The data is clearly represented and easy to interpret in order to answer the question: 'How do most learners come to school?'.
◆

Kulo futhi iBanga R abafundi kufanele babe namathuba amaningi okuhlela izinto ngendlela ye-athribhuthi eyodwa noma ngaphezulu, njengombala, ubungako noma isimo. Ukuhlela kuyingxenye yokuSetshenziswa Kolwazi, kodwa akugxiliwe kuyona kuphela. Kubalulekile ukuhlala njalo kubuyiselwa abafundi emuva embuzweni obuziwe kanye nakuso isizathu sokuthi kungani beqoqa, behlela futhi becabanga ngezindlela zokumela ulwazi.

Imibuzo yoKusetshenziswa Kolwazi ibalulekile, isib.:

- ◆ Ngiyamangala ukuthi abafundi abanengi bathanda siphisiphuzo?
- ◆ Singaluqoqa kanjani ulwazi lwethu?
- ◆ Singaluhlela kanjani ulwazi olutholakele?
- ◆ Singenzanjeni ukumela ulwazi olutholakele?



Umsebenzi 16

Xoxa ukuthi ungawulungiselela kanjani, uwenze kanjani umsebenzi wokuSetshenziswa Kolwazi kusukela emibuzweni engenhla. Qophani imibono yenu ephepheni eliphenywayo leshadi.

Ukumela ulwazi olutholakele

Abafundi beBanga R bahlola izindlela ezehlukene zokukhombisa noma zokubukisa ulwazi abaluloqile. Igrafu yezithombe iyindlela yokumela ulwazi olutholakele kusetshenziswa izithombe. Emsebenzini wekilasi lonke ngoSuku 3 lweSonto7, abafundi baxoxa ngokuthi beza kanjani esikoleni. Umfundi ngamunye unikwa ubuso obumamathekayo **esiqeshini sephepha esilingana ngokuphelele**. Babukisa ulwazi ngokubeka kukhalamu izithombe ezine zezithuthi ezimele izindlela. Kubalulekile ukubeka ulwazi kumakhalamu, **kungabikhona zikhala** phakathi kweziqephu zephepha. Ulwazi lumeleka kahle kube lula nokuluhumusha ukuze kuphendulwe umbuzo: “Ngabe iningi lezingane liza kanjani esikoleni?”

Term 2 Content Summary (Week 7)



Activity 17

Refer to Appendix A: Term 2 Weekly Content Summary (Weeks 4–7). Read the content overview for Week 7: Data Handling on page 20 of *Activity Guide: Term 2*.

1. What are the topics for Week 7?

2. What new knowledge is introduced in this week?

3. What skills from previous weeks are practised?

4. Match the activities in Appendix A: Term 2 Weekly Content Summary (Weeks 4–7) with the lessons in each week.

5. Refer to the teacher-guided activity in Week 7 (*Activity Guide: Term 2*, page 132). Discuss how the teacher guides the learners to sort the animals and then represent the data on a grid.

Ithemu 2 Iqoqa Lolwazi (Isonto 7)



Umsebenzi 17

Bhekisa kuSithathiselo A: Itemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4–7).
Funda Ukubuka Ngelibanzi Ulwazi lweSonto 7: Ukusetshenziswa Kolwazi ekhasini
lama-21 loMhlahlandlela Wemisebenzi: Itemu 2

1. Yiziphi izihloko zeSonto 7?

2. Yiluphi ulwazi olusha olwethulwa kuleli sonto?

3. Yimaphi amakhono asemasontweni adlule ajwayezwayo?

4. Qondanisa imisebenzi ekusiThasiselo A: Itemu 2 Iqoqa Lolwazi Lwesonto Ngalinye (Amasonto 4-7) nezifundo zesonto ngalinye.

5. Bhekisa emsebenzini oholwa uthisha weSonto 7 (*Umhlahlandlela Wemisebenzi: Itemu 2*, ikhasi le-133). Xoxa ukuthi uthisha ubahola kanjani abafundi ukuhlela izilwane bese uveza ulwazi olutholakele kugridi.

Closing activities

1 hour



Activity 18

Lessons learnt: Think about what you learnt during the workshop and complete the table.

Things I am already doing that work well	New ideas that I would like to try



Take back to school task

1. Continue to use the Record of Continuous Assessments in *Activity Guide: Term 2* to assess your learners. Make use of your ongoing observation notes to build up evidence of what learners understand and can do.
2. Identify any concerns you have about individual learner's emerging grasp of maths concepts.
3. Bring copies of rubrics that you have used for maths assessment to the next workshop.
4. Bring a completed assessment record for one learner to the next workshop.
5. Use *Activity Guide: Term 2* to plan and implement Weeks 4–7 of the Maths Programme, including creating a maths area with a focus on the concept for each week.
6. Make notes on what worked well, what did not work so well and what you could do differently to improve teaching and learning.

Evaluation

Complete the Evaluation Form.

Imisebenzi yokuvala

1 ihora



Umsebenzi 18

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

Izinto esengivele ngizenza ezisebenza kahle	Ulwazi olusha engingathanda ukuluzama



Umsebenzi obuyela nawo esikoleni

1. Qhubeka ukusebenzisa iRekhodi lokuHlola okuqhubekayo *kuMhlahlandlela Wemisebenzi: Ithemu 2* ukuhlola abafundi bakho. Sebenzisa amanothi akho okuqaphela okuqhubekayo ukwakha ubufakazi balokho okuqondwa ngabafundi kanye nabakwazi ukukwenza.
2. Hlonza noma yikuphi ukukhathazeka komfundi ngamunye onakho ngokuqala kwabo ukubamba ulwazi lweziBalo.
3. Phatha amakhophi amarubhrikhi owasebenzisele ukuhlola iziBalo emhlanganweni wokucobelelana ngolwazi olandelayo.
4. Phatha emhlanganweni wokucobelelana ngolwazi olandelayo irekhodi eliphelele lokuhlola umfundi oyedwa.
5. Sebenzisa *Umhlahlandlela Wemisebenzi: Ithemu 2* Ukulungiselela kanye nokwenza amaSonto 4–7 oHlelo LweziBalo, ubandakanya nokwenza indawo yezibalo egxile olwazini lwesonto ngalinye.
6. Yenza amanothi alokho okusebenze kahle, okungasebenzanga kahle kanye nalokho ongakwenza ngokuhlukile ukwenza ngcono ukufunda nokufundisa.

Ukuhlola

Gcwalisa iFomu Lokuhlola.

APPENDIX A: TERM 2 WEEKLY CONTENT SUMMARY (WEEKS 4-7)

Term 2: Activity Plan

Week 4				
CONTENT AREA: SPACE AND SHAPE (GEOMETRY)				
TOPIC: Position, orientation and views; describes, sorts and compares 3-D objects				
INTRODUCE NEW KNOWLEDGE: Sort 3-D objects according to similarities and differences, one more, one less				
PRACTISE: Oral counting 1-15 and 5-1, counting objects 1-7, number concept 1-4, reinforce all shapes				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Reinforce all shapes/shape hunt.	Practise 1-4.	Activity 1	A circle/square/triangle can also be a ... (create a picture).
Day 2	Feely bag – feel different shapes and describe them.	Describing an object from different positions.	Activity 2	Make shapes using cookie cutters and playdough.
Day 3	Find shapes in class using position words.	Practising shapes and positions.	Activity 3	Block construction – use blocks/Unifix blocks.
Day 4	Shape detectives. One more, one less.		Activity 4	Puzzles (minimum of 12 pieces).
Day 5	Direction and position. Obstacle course.			
Week 5				
CONTENT AREA: NUMBERS, OPERATIONS AND RELATIONSHIPS				
TOPIC: Recognise number symbols and number words; describes, orders and compares numbers				
INTRODUCE NEW KNOWLEDGE: Introduce number 5				
PRACTISE: Oral counting 1-15, counting objects 1-7, count backwards from 5 (rhymes), reinforce number concept 1-4, sequencing numbers 1-4, more/fewer				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Introduce 5 (5 monkeys in the fifth house).	Match number symbols, number words and dot cards (4 and 5).	Activity 1	Playdough mat 5.
Day 2	Reinforce 4 and 5 (number symbols and number words).	Counting 1-7.	Activity 2	Ladybird numbers (roll correct number of paper balls).
Day 3	Counting forward and backwards. Number line.	Estimate and count. Structure beads.	Activity 3	Number matching – pegs.
Day 4	Reinforce 4 and 5.	Different configurations of the same number.	Activity 4	Number puzzles to 5 (using number words).
Day 5	Reinforce numbers 1-5 (dot cards, number symbols, number words to recognise).			

ISITHASISELO A: ITHEMU 2 IQOQA LOLWAZI LWESONTO NGALINYE (AMASONTO 4-7)

Ithemu 1: Uhlelo Lomsebenzi

Isonto 4				
INGXENYE YOLWAZI: INDAWO NESIMO (IJIYOMETHRI)				
ISIHLOKO: Isikhundla, isimo nokubuka; chaza, hlela uqhathanise izinto ezingu -3-D				
YETHULA ULWAZI OLUSHA: Hlela izinto ezingu 3-D ngokufana nangokwehluka kwazo okwengezwe ngokukodwa, okuncishiswe ngokukodwa				
ZEJWAYEZE: Ukubala ngomlomo 1-15, ukubala izinto 1-7, ulwazi lwezinombolo 1-4, Ukugxilisa zonke izimo				
Imisebenzi yekilasi lonke		Umsebenzi oholwa uthisha	Imisebenzi yesiteshi sokusebenzela	
Usuku 1	Gxilisa zonke izimo/ukuthungatha izimo	Zejwayeze 1-4. Ukuchaza into ezikhundleni ezihlukahlukene. Ukuzejwayeze izimo kanye nezikhundla.	Umsebenzi 1	Indilinga/isikwele/unxantathu kungaba futhi... (yakha isithombe). Akha izimo usebenzise izisikamakhekhe kanye nenhlama yokudlala. Ukwakha ngamabhulokhi – sebenzisa amabhulokhi/Amabhulokhi axhumekayo. Amaphazili (angaqala enanini eliyizingcezu eziyi-12).
Usuku 2	Isikhwama sokuzwa - thinta izimo ezehlukene bese uzichaza.			
Usuku 3	Thola izimo ekilasini usebenzisa amagama esikhundla.			
Usuku 4	Umphenyi wesimo. okwengezwe ngokukodwa, okuncishiswe ngokukodwa.			
Usuku 5	Inkombandlela nesikhundla. Indlela eneziphazamiso.			
Isonto 5				
INGXENYE YOLWAZI: IZINOMBOLO, IZIMPAWU KANYE NOBUDLELWANE BAZO				
ISIHLOKO: Ukubona izimpawu zezinombolo namagama ezinombolo; uchaza, ahlele aqhathanise izinombolo				
YETHULA ULWAZI OLUSHA: Yethula inombolo 5				
ZEJWAYEZE: Ukubala ngomlomo 1-15, ubala izinto 1-7, bala uye emuva usukela koku-5 (imilozelo), gxilisa ulwazi lwezinombolo 1-4, ukulandelanisa izinombolo 1-4, ukwengeza/ukunciphisa				
Imisebenzi yekilasi lonke		Umsebenzi oholwa uthisha	Imisebenzi yesiteshi sokusebenzela	
Usuku 1	Yethula inombolo 5 (izinkawu ezi-5 endlini yesihlanu).	Qondanisa izimpawu zezinombolo, amagama ezinombolo kanye namakhadi anamachashazi (4 no-5). Ukubala 1-7. Linganisela bese ubala. Ubuhlalu bokuhlala. Ukumiswa okuhlukene kwenombolo efanayo.	Umsebenzi 1	Inhlamayokudlala umata 5. Izinombolo zenyosikazi (goqa amaphepha ayibhola ayinombolo eyiyo). Ukuqondanisa izinombolo - amaphekisi. Iphazili yezinombolo kufike koku-5 (sebenzisa izinombolo zamagama).
Usuku 2	Gxilisa ku-4 no-5 (izimpawu zezinombolo kanye namagama ezinombolo).			
Usuku 3	Ukubala uye phambili ubuye uye emuva. Umugqa wezinombolo.			
Usuku 4	Gxilisa ku-4 no-5.			
Usuku 5	Gxilisa izinombolo 1-5 (ukubona amakhadi anamachashazi, izimpawu zezinombolo, amagama ezinombolo adinga ukuhlonzwa).			

Week 6				
CONTENT AREA: PATTERNS, FUNCTIONS AND ALGEBRA				
TOPIC: Copies and extends simple repeating patterns; creates own patterns; describes the repeat in patterns				
INTRODUCE NEW KNOWLEDGE: Copy and extend simple patterns, create and explain own pattern, oral counting 1–20, count backwards from 7				
PRACTISE: Sequencing numbers 1–5, counting objects 1–7, making groups the same				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Physical patterns.	Focus on number concept 1–5. Shake and break. Make equal groups. Patterns with a partner. Unifix blocks.	Activity 1 Activity 2 Activity 3 Activity 4	Extension of a pattern – drawing and colouring in. Snake patterns – using shapes. Pattern cards – using Unifix blocks. Threading patterns with beads.
Day 2	Identifying patterns in everyday objects.			
Day 3	Problem solving using patterns.			
Day 4	Making patterns using everyday objects.			
Day 5	Sound patterns.			
Week 7				
CONTENT AREA: DATA HANDLING				
TOPIC: Collects and sort objects; represents sorted collections of objects; discusses and reports on sorted collections of objects				
INTRODUCE NEW KNOWLEDGE: Draw a picture of collected objects, answer questions on own picture				
PRACTISE: Oral counting 1–20 and backwards from 7, counting objects 1–7, more than/less than/equal to, number concept 1–5, sorting and classifying				
Whole class activities		Teacher-guided activity	Workstation activities	
Day 1	Collects and sort objects (round or square).	Estimating. Counting. Sorting collections of animals. Pictograph: more/less. Questioning.	Activity 1 Activity 2 Activity 3 Activity 4	Cutting and sorting transport pictures. Sorting waste objects. Shape graph (use cut out shapes). Sorting by colour.
Day 2	Sorting game. Poster 8.			
Day 3	Pictograph: How do you get to school?			
Day 4	Discuss Day 3 results (asking questions).			
Day 5	Collect and sort classroom objects.			

Isonto 6				
INGXENYE YOLWAZI: AMAPHETHINI, AMAFANKSHINI KANYE NE-ALJEBRA				
ISIHLOKO: Kopisha ubuye unwebe amaphethini alula aphindaphindayo; uzakhela amaphethini akhe; uchaza ukuphindaphinda emaphethinini				
YETHULA ULWAZI OLUSHA: Akopishe bese enweba amaphethini alula, ukwakha bese achaze amaphethini akhe, ukubala ngomlomo 1–20, bala uye emuva kusuka kokuyisi-7				
ZEJWAYEZE: Ukulandelanisa izinombolo 1–5, ukubala izinto 1–7, ukwenza amaqoqo afane				
Imisebenzi yekilasi lonke		Umsebenzi oholwa uthisha	Imisebenzi yesiteshi sokusebenzela	
Usuku 1	Amaphethini ezinto eziphathekayo.	Gxila kulwazi lwenombolo 1–5. Xukuza uhlephule. Yakha amaqoqo alinganayo. Wakha amaphethini nophathina. Amabhulokhi axhumekayo.	Umsebenzi 1	Ukunwetshwa kwephethini- ukudweba kanye nokufaka umbala. Amaphethini ezinyoka – usebenzisa izimo. Amakhadi amaphethini – usebenzisa amabhulokhi axhumekayo. Ukutshutsha amaphethini ngobuhlalu.
Usuku 2	Ukuhlonza amaphethini ezintweni zansuku zonke.			
Usuku 3	Ukuxazulula izinkinga usebenzisa amaphethini.			
Usuku 4	Ukwakha amaphethini usebenzisa izinto zansuku zonke.			
Usuku 5	Amaphethini omsindo.			
Isonto 7				
ZEJWAYEZE: UKUSETSHENZISWA KOLWAZI				
ISIHLOKO: Uqoqa ahlele izinto; umela amaqoqo ezinto ezihleliwe; xoxa bese ubika ngamaqoqo ezinto ezihleliwe				
YETHULA ULWAZI OLUSHA: Dweba isithombe sezinto eziqoqiwe, uphendula imibuzo ngesithombe sakhe				
ZEJWAYEZE: Ukubala ngomlomo 1–20 nokuhlehla usuka kokuyisi-7, Ukubala izinto 1–7, okuningi kunokunye/okumbalwa kunokunye/okulingana noku-, ulwazi lwenombolo 1–5, ukuhlela nokuhlukanisa				
Imisebenzi yekilasi lonke		Umsebenzi oholwa uthisha	Imisebenzi yesiteshi sokusebenzela	
Usuku 1	Qoqa bese uhlela izinto (indilinga noma isikwele).	Ukulinganisela. Ukubala. Ukuhlela amaqoqo ezilwane. Igrafu yezithombe: okwengeziwe/okuncishisiwe. Ukubuza imibuzo.	Umsebenzi 1	Ukusika kanye nokuhlela izithombe zezithuthi. Ukuhlela izinto ezilahliwe. Igrafu yesimo (sebenzisa izimo ezisikiwe). Ukuhlela ngokombala.
Usuku 2	Umdlalo wokuhlela. IPhosta 8.			
Usuku 3	Igrafu yezithombe: Ufika kanjani esikoleni?			
Usuku 4	Xoxa ngemiphumela yoSuku 3 (ukubuza imibuzo).			
Usuku 5	Qoqa bese uhlela izinto zasekilasini.			

Workshop 5 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 5

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?
