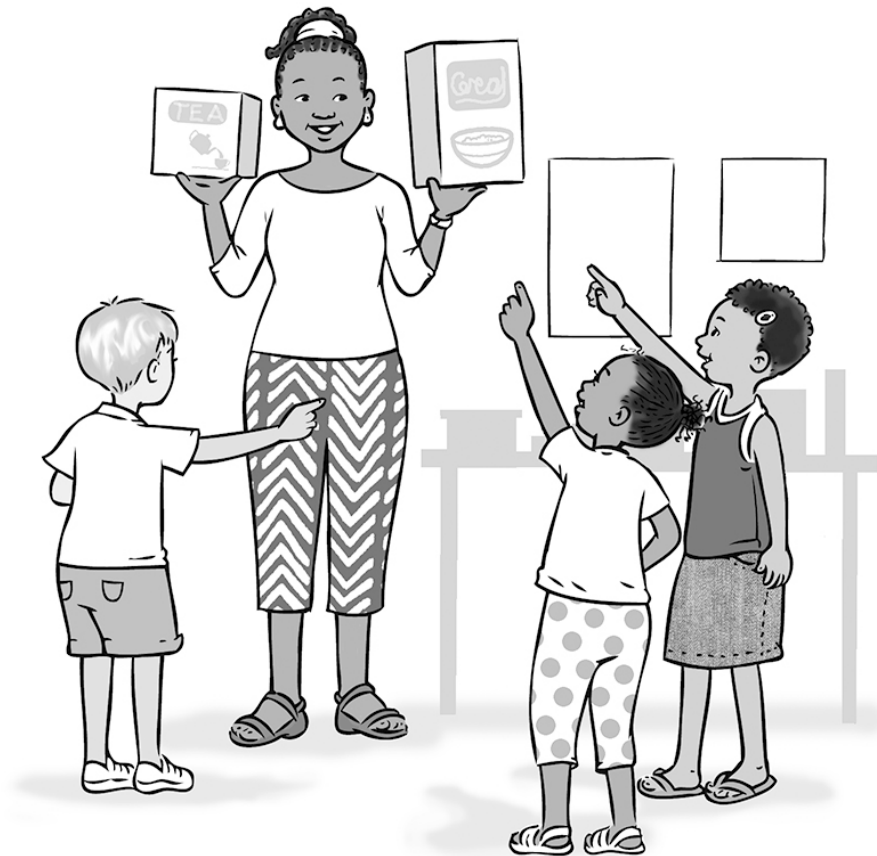


Luhlelo Lwekwenta Kancono Tibalo TeLibanga R Grade R Mathematics Improvement Programme



Umhlanganosikolo 5 • Workshop 5
Incwadzi Yekusebentela Yemhlanganyeli • Participant's Workbook

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

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

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Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Translation co-ordination (Nguni languages): Pumeza Ngobozana

Translation: Bukiwe Malangwane

Editing (Siswati): Thobile Mbatha

Illustrations: Jiggs Snaddon-Wood

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Kufaka luhlelo kungcikitsisimo nekuphatsa: Cally Kuhne naTholisa Matheza
Kuphatsa umklamo wekuhumusha nekushicilela: Arabella Koopman
Kuchumanisa tekuhumusha (tilwimi tesiNguni): Pumeza Ngobozana
Kuhumusha Siswati: Bukiwe Malangwane
Kuhlela nekulungisa emaphutsa eSiswati: Thobile Mbatha
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Overview

Purpose

This is the fifth 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 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)

Sibutsetelo

Inhloso

Lona ngumhlanganosikolo wesihlanu walelishumi nakubili weLuhlelo Lwekwenta Kancono Tibalo TeLibanga R, loyincenye yeLitiko Letemfundvo laseGauteng (Gauteng Department of Education (GDE) Umklamo Wetibalo TeLibanga R Nekwenta Kancono Lulwimi.

Inhloso yalomhlanganosikolo kusita bothishela kutsi bafezekise Luhlelo Lwetibalo emaklasini abo, kucinisa kuvisisa kwabo kufundzisa nekufundza kuMikhakha Walokucuketfwe lokwentiwe kuThemu 2 Emaviki 4–7 kanye nekubuyeketa kutsi bayisebentisa kanjani imitsetfosimiso yalengkombandlela emaklasini abo.

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

Imiphumela yekufundza

- ◆ Kubuyeketa kufezekiswa kweThemu 1 Liviki 10 neThemu 2 Emaviki 1–3
- ◆ Kwehlwaya emasubuciko ekwesekela kufundzisa tibalo kuLibanga R
- ◆ Kubuyeketa imitsetfomgomo lecondzisako yekufundzisa yeLuhlelo Lwetibalo
- ◆ Kusebenta ngalokucuketfwe Luhlelo Lwetibalo kweThemu 2 Emaviki 4–7 (Sikhala naBunjwa (Ijomethri); Tinombolo, Ema-ophareshini neBudlelwane; Emaphethini, Emafangshini ne-Aljebhra; neKusebenta ngeDatha)
- ◆ Kukhulumisana ngekubukisisa lokufanele neluhlolo kuLibanga R

Lokucuketfwe kwemhlanganosikolo

- ◆ Kuvula nekubuyeketa (1 li-awa)
 - ◆ Iseshini 1: Sikhala naBunjwa (Ijomethri) (1 li-awa)
- LITIYA
- ◆ Iseshini 2: Tinombolo, Ema-ophareshini neBudlelwane (1 li-awa)
 - ◆ Iseshini 3: Emaphethini, Emafangshini ne-Aljebhra (1 li-awa)
- KUDLA KWASEMINI
- ◆ Iseshini 4: Kusebenta Ngedatha (1 li-awa)
 - ◆ Imisebenti yekuvala (1 li-awa)

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*?

Umtsetfosimiso wekufaka wonkhewonkhe ekhatsi: Bonkhe bafundzi bafanele kutsi bative bemukelekile, bafakwa ekhatsi futsi bakujabulela kuhlanyanya. Khumbula kuphatsa kahle bafundzi ngalokulungile nangenhlonipho.

Cabanga ubuyekete ngekufezekisa kwakho Luhlelo Lwetibalo kuluhlelo lwakho lwemalanga onkhe bese wenta ucedze lomsebenti lolandzelako.



Umsebenti 1

Khuluma ngenchubekembili yakho ekufezekiseni uMsebenti wekubuyisela emuva esikolweni lowentiwe kuMhlanganosikolo 4.

1. Nguyiphi inchubekembili yetibalo loyibonile kumfundzi wakho ngemuva kwekufezekisa Ithemu 1?

2. Lwatiso lwaloku 'Hola kutsi bafundzi bayakhona ku' kuNkhombandlela Yemsebenti: Themu 1 lususite kanjani ekuhloleni inchubekembili yemfundzi ngamunye kuThemu 1?

3. Uphumelele yini kurekhoda inchubekembili yemfundzi ngamunye kuThemu 1: Sibonelo Selirekhodi Leluhlolo Loluchubekako' emakhasini 190–193 eNkhombandlela Yemsebenti: 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 yathishela akhuluma ngekubukisisa nekuhlola eklasini lakhe leLibanga R.

Ucabanga kutsi yini inhloso yalomsebenti? Nakisisa kutsi thishela ubagcugcutela kanjani bafundzi ngemibuto nekutsi umfundzi ngamunye umbukisisa kanjani.



Umsebenti 2

Emacenjini enu lamancane, khulumisanani:

1. Uluphatsa kanjani luhlolo eklasini lakho.
2. Uwasebentise kanjani emarubhrikhi kunchubo yakho yekuhlola.
3. Ulufaka kanjani luhlelo Lwekuhlola Lwesikolo (i-SBA) kanye nenchubo ye-SA-SAMS yaku-inthanethi njengcenyene yenchubo yakho yekuhlola.

Bhala phasi emaphuzu labalulekile engcogco yakho kute kutsi wabelane nelicembu lonkhe. Cabanga ngalokusebenta kahle kakhulu kanye nalapho unetinsayeya khona mayelana neluhlolo.

Umtsetfosimiso welizinga: Labanye bafundzi bangadzinga kutetayeta nekwesekelwa lokunyenti kunalabanye bafundzi. Yenta siciniseko sekwenta bafundzi babe nesikhatsi nekwesekelwa lokwanele kute kutsi bakhone kwenta bacedze imisebenti, kucabanga kanye nekuphendvula imibuto.

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: Sikhala naBunjwa (Ijomethri)

1 li-awa

Ithemu 2 Sibutsetelo salokucuketfwe: Sikhala naBunjwa (Ijomethri)

Leseshini lena igcile ekufundziseni lokucuketfwe kuThemu 2 Liviki 4– Sikhala naBunjwa (Ijomethri) Khumbula kutsi Sikhala naBunjwa (Ijomethri) nako bekukugcila kweLiviki 3 lokwentiwe kuMhlanganosikolo 4.

Fundza sibutsetelo seSikhala naBunjwa (Ijomethri) kumakhasi 126–131 ku*Nkhombandlela Yemcondvo* bese uyenta ucedza Umsebenti 3.



Umsebenti 3

Nguyiphi imicondvo yeSikhala naBunjwa lekukhulunywa ngayo ku-3.1 naku-3.2 wesibutsetelo salokucuketfwe?

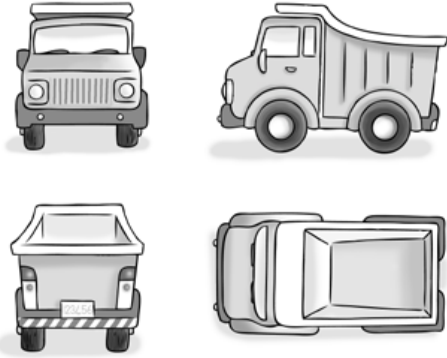
KuLibanga R bafundzi bayachaza, bayahlunga baphindze futsi bacatsanise ema-objekthi labo-3-D baphindze futsi bagcile kulokufananako nemehluko lesemkhatsi wabo. KuThemu 2 Liviki 4 bafundzi bayahlunga, bacatsanise baphindze bachaze ema-objekthi labo-3-D ngekuya kwesayizi, umbala kanye nabunjwa. Baphindze futsi babuke bese bachaza ema-objekthi malungana nawo balelinye kulelinye futsi ngasetinhlangothini tesikhundla letehlukene (kuma nekubukeka). Lokunye kugcila kuLiviki 4 kukuletindlela letilandzelako kanye nekusebentisa silulumagama lesiphatselene nako.



Umsebenti 4

1. Khuluma ngekutsi ungawasebentisa kanjani ema-objekthi eklasini lakho kukhutsata bafundzi kutsi bakhulume ngesikhundla sabo malungana nema-objekthi labawabukako.

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*.

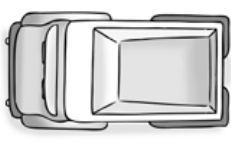


Activity 5

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 letitfombe. Chaza kutsi ungema kuphi kute kutsi ukhone kubona kubukeka ngakunye kwaleloli.



Ithemu 2 Liviki 4

Buka umsebenti loholwa nguthishela kumakhasi 80–83 eNkhombandlela Yemsebenti: *Ithemu 2.*



Umsebenti 5

1. Ngumuphi umcondvo weSikhala naBunjwa lofundziswako?

2. Niketa tibonelo temibuto lekhombindlela lebutwa kumisebenti leholwa nguthishela. Lemibuto itawubakhutsata yini bafundzi kutsi bakhulume ngalomcondvo lokumsebenti 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?

Bafundzi badzinga ematfuba lamanyenti ekudlala nekuhlunga emagcogco ema-objekthi abo-3-D. Bothishela bafanele kutsi bavisise imicondvo lefihlakele kuSikhala naBunjwa (Ijomethri) baphindze futsi bakhulume ngalokusebentisa lulwimi lwetibalo lolufanele.

Lamaphuzu lalandzelako afanele kutsi akhunjulwe.

- ◆ I-objekthi ithree-dimensional (3-D). Ungayibuka ngetulu, ngaphasi kanye nasemaceleni. I-objekthi lengu-3-D ine budze, kujula (bubanti) nebudzekuphakama.
- ◆ Bunjwa u two-dimensional (2-D). Bobunjwa bafaka ekhatsi tindingilizi, bocalantsatfu, tikwele nabocalandze. Banebudzekuphakama nekujula (bubanti).
- ◆ Ngesikhatsi bafundzi behlwaya emaphrophathi ema-objekthi labo-3-D batawukhomba ema-objekthi 'labukeka njengabo-' bunjwa longu 2-D, sib. umnyango ubukeka njengacalandze, luphawu lwemgwaco lubukeka njengacalantsatfu, lipuleti libukeka njengendingilizi. Batawucala kuvisisa kutsi tindzawo letingetulu te-objekthi leyi 3-D tibukeka njengabobunjwa lababo-2-D.

Umtsetfosimiso wekusebentisana: Kufundza kufaka ekhatsi kuchumana nekwabelana imibono. Kuphendvula ngendlela lefanele entfweni letsite kuyincenye lebaluleke kakhulu yekuchumana kanye neyekufundzisa nekufundza. Ngaso sonkhe sikhatsi lalela bafundzi uma babelana imibono yabo noma baphendvula imibuto.

Sibutsetelo Salokucuketfwe SeThemu 2 (Liviki 4)



Umsebenti 6

Buka Sengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7). Fundza sibutsetelo salokucuketfwe seLiviki 4: Sikhala naBunjwa (Ijomethri) kulikhasi 10 leNkhombandlela Yemcondvo: Ithemu 2.

1. Ngutiphi tihloko teLiviki 4

2. Nguluphi lwatiso lolusha lolwetfuliwe kuleliviki?

3. Ngumaphi emakhono emaviki lengcile lentiwako?

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: Tinombolo, Ema-ophareshini neBudlelwane

1 li-awa

Kugcila kuThemu 2 Liviki 5 Tinombolo, Ema-ophareshini neBudlelwane.

Ithemu 2 Sibutsetelo salokucuketfwe: Tinombolo, Ema-ophareshini neBudlelwane

Imihlanganosikolo leyendlulile yetfule Kugcila Kwenkhundla Yalokucuketfwe: Tinombolo, Ema-ophareshini neBudlelwane. Kuleseshini sibuka sibutsetelo salokucuketfwe seThemu1–4 (emakhasi e*Nkhombandlela Yemcondvo*, emakhasi 114–123) futsi.



Umsebenti 7

Ngutiphi tinombolo letinsha letetfulwe kuThemu 2?

Ithemu 2 Liviki 5: Inombolo lefundvwako

Inombolo 'sihlanu' yetfulwe kuThemu 2 Liviki 5. LoLuhlelo Lwetibalo lukhutsata kusetjentiswa kwetinombolo etimeni letehlukene kanye nekusetjentiswa kwekukhombisa lokunyenti, sib. luphawu, ligama, sitfombe, emakhadi emacashati, tibali, kushaya tandla. Inhlalayenta lesetjentiswa kungenisa inombolo ngayinye yenta bafundzi kutsi bente inhlalayenta leyetayelekile, lecombelekako, lejabulisako futsi ikhombisa lenombolo ngetindlela letinyenti letehlukene.



Umsebenti 8

Buka Liviki 5 imisebenti yeliklasi lonkhe ku*Nkhombandlela Yemsebenti: Ithemu 2* (emakhasi 90–99). Chaza inhlalayenta lesetjentiswa kufundzisa inombolo '5'.

Lilanga 1

Lilanga 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*.

Lilanga 3

Lilanga 4

Lilanga 5

Lilayini lekweneka letinombolo

Tinombolo 1 kuya ku-5 tenekwa tafaswa ngemaphekisi kulilayini lekweneka letinombolo kundzawo yetibalo ngesikhatsi tetfulwa kuThemu 1. KuLiviki 5 lapho khona bafundzi basebenta ngemdlandla ngalolayini wekweneka wetinombolo. Bothishela labanyenti benta bolayini betinombolo kucala ku-0 kuye ku-10 noma ngisho ku-20 eklasini ngembi kwekutsi bafundzi bakwati kubala noma-ke kubona letinombolo. Ekucaleni kugcila kwaloLuhlelo Lwetibalo kulayini wekweneka wetibalo bekukufundza ungakucapheli. Kusukela kuLiviki 5 kusetjentiselwa kugcila kukulandzelanisa (kuhlelebisa) tinombolo kanye nekukhuluma ngebudlelwane emkhatsini wetinombolo.

Sebentisa lolaini wekweneka ku:

- ◆ hlelebisa nekucatsanisa tinombolo sib:
 - Nguyiphi inombolo leta ngembi kwa-3?
 - Nguyiphi inombolo lesemkhatsini wa-3 ne-5?
 - Nguyiphi inombolo lelandzela-4?
- ◆ hlwaya kutsi tinombolo tikhula kanjani kusuka ngasencele uye ngasekudla, tiphindze futsi tinciphe kusuka ngasekudla tiye ngasencele.
- ◆ sebentisa lulwimi lwetibalo njengangembi, ngemuva, emkhatsini.

Kuvidiyo umfundzisi ukhombisa umsebenti walayini wekweneka lowesekela kufundziswa kwenombolo.

Fundza umsebenti longenisa layini wekweneka kubafundzi kulikhasi 95 leNkhombandlela Yemsebenti: 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

Bukela ividiyo yathishela asebentisa layini wekweneka wetinombolo kuhlelembisa letinombolo 1 kuya ku-5. Caphela kutsi uwukhulisa kanjani lomsebenti ucapehele futsi nemibuto layibutako kuchubela bafundzi.

Khuluma ngebuhle bekusebentisa lolayini wekweneka wetinombolo kuLibanga R.

Kulandzelanisa tinombolo: Bafundzi babeka tinombolo ngekuleka lokungiko. Bafundzi babona umugcanombolo onkhe emalanga futsi nangesikhatsi setincumo letitsatfwa ngengoti bakhuluma ngenombolo ngayinye.

Kuhleleka: Bafundzi bakhuluma ngekuhlobana kwaletinombolo lenye nalenye. Thishela ubuta kutsi nguyiphi inombolo leta ngembali, ngemuva noma emkhatsini waletinye tinombolo. Bafundzi basebentisa lulwimi lwetibalo lolungilo kuchaza sikhundla setinombolo ngekuhlobana kwato lenye nalenye.

Buhlalusakhiwo

Buhlalusakhiwo *kuKhithi Yetinsita* takho budze ngebuhlalu lobu-10 lobuhleleke ngemacembu alokusihlanu, ngekuya kwemibala (lobusihlanu bubovu bese kutsi lobu lobunye lobusihlanu bube mtfubi).

Buhlalusakhiwo busita bafundzi kutsi ba:

- ◆ vele-nje babone linani lebhuhlalu ecenjini ngaphandle kwekububala, sib. '4'.
- ◆ visise kutsi inombolo yinye ingaba yinhlanganisela yaletinye tinombolo letimbili noma ngetulu, sib. '4' bakhiwe nga-2 na-2 noma nga-1 na-3.
- ◆ tfutfukise emakhono ekubala basuka enombolweni labayinikiwe, sib, kucala ku-3 bese bayabala baya ku-5.
- ◆ cale kusebenta ngekuhlanganisa nekususa.
- ◆ cala kusebenta ngemabhondi elishumi.

Kulomsebenti lolandzelako, sebentisa buhlalusakhiwo bakho lobu-10 kwehlwaya tinhlanganisela tetinombolo letehlukene. Landzela kuhola kwemfundzisi wakho bese uphendvula imibuto lebekwe kuMsebenti 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.



Umsebenti 9

1. Ngikhombise buhlalu lobubili.
2. Ngikhombise bunye buhlalu.
3. Ngikhombise buhlalu lobumbalwa kakhudlwana kunalobunye
4. Ngikhombise buhlalu lobune. Manje ngikhombise lobungetulu kwabune ngabunye. Unabungaki?
5. Wenteni kute kutsi bube bunyenti ngabunye?
6. Ngikhombise lobumbalwa kakhudlwana kunesihlanu. Unabungaki?
7. Wenteni kute kutsi bube mbalwa?
8. Manje susa bunye. Unabungaki?
9. Ngeta uhlanganise bunye. Unabungaki?

Fundza umsebenti lowetfula buhlalusakhiwo kubafundzi kulikhasi 101
le*Nkhombandlela Yemsebenti: Ithemu 2*, sinyatselo 3. Ngemacembu, khulumisanani
ngalomsebenti.



Umsebenti 10

Lomsebenti webuhlalusakhiwo usita kanjani kutfutukisa umcondvo webafundzi
wetinombolo?

Umtsetfosimiso wekutetayeta kwenta: Bafundzi kufanele kutsi babe nesikhatsi
lesinyenti sekutetayeta emakhono nelwati lolusha. Uma bafundzi batfola kutetayeta
njalo-nje loko lasebakufundzile, babancono kakhulu kuko bese bayatitsemba kakhulu.
Bayakujabulela kuphindzaphindza nekutetayeta.

Term 2 Content Summary (Week 5)



Activity 11

Refer to Appendix A: Sibutsetelo Salokucuketfwe Seliviki SeThemu 2 (Emaviki 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.

Sibutsetelo Salokucuketfwe NguThemu 2 (Liviki 5)



Umsebenti 11

Buka Sengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7). Fundza sibutsetelo salokucuketfwe seLiviki 5: Tinombolo, Ema-ophareshini neBudlelwane kulikhasi 19 le*Nkhombandlela Yemsebenti: Ithemu 2*.

1. Ngutiphi tihloko teLiviki 5?

2. Nguluphi lwati lolusha lolwetfuliwe kuleliviki?

3. Ngumaphi emakhono emaviki lengcile lentiwako?

4. Matanisa imisebenti lekuSengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7) netifundvo kuliviki 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: Emaphethini, Emafangshini ne-Aljebhra

1 li-awa

Kugcila kwaThemu 2 Liviki 6 kukuMaphethini, Emafangshini ne-Aljebhra.

Ithemu 2 Sibutsetelo salokucuketfwe: Emaphethini, Emafangshini ne-Aljebhra

Buka Emaphethini, Emafangshini ne-Aljebhra kusibutsetelo salokucuketfwe (*Inkhombandlela Yemcondvo*, likhasi 125).



Umsebenti 12

1. Nguyiphi imicondvo lefundziswe kuThemu 2?

2. Yini umehluko emkhatsini walokucuketfwe Luhlelo Lwetibalo nalokucuketfwe yi-CAPS?

Ithemu 2 Liviki 6: Chaza, kopa bese welula emaphethini

KuMhlanganosikolo 3, kugcila kweMaphethini, Emafangshini ne-Aljebhra bekukubona/kukhomba kuphindzaphindza kuphethini. Siphindze futsi sakhuluma ngekulandzelanisa nephethini. Ithemu 2 Liviki 6 kwakhelwe kulokucuketfwe lokwetfulwe kuThemu 1 Liviki 6.

KuThemu 2 Liviki 6 bafundzi:

- ◆ bachaza kuphindza lokukumaphethini basebentisa ema-objekthi, titfombe nemisindvo.
- ◆ bakopa emaphethini lakhiwe ngulabanye ngema-objekthi, titfombe nemisindvo.
- ◆ belula emaphethini lakhiwe ngulabanye.
- ◆ batakhela abo emaphethini emazingeni lehlukene ebumatima njenge:
 - indingilizi, sikwele; indingilizi, sikwele
 - indingilizi, sikwele, calantsatfu; sikwele, calantsatfu
 - indingilizi, indingilizi, sikwele; indingilizi, sikwele
 - indingilizi lebovu, indilizi leluhlata sasibhakabhaka, sikwele lesimtfubi; indingilizi lebovu, indingilizi leluhlata sasibhakabhaka, sikwele lesimtfubi.
- ◆ shano kutsi yini leshodako uma ngabe iphethini ibhacile.



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.



Umsebenti 13

Buka Liviki 6 ku*Nkhombandlela Yemsebenti: Ithemu 2* (emakhasi 104–119).

1. Khuluma ngekutsi imisebenti yeliklasi lonkhe iyikhombisa kanjani imisebenti kuphethini.

2. Fundza sinyatselo se-5 nese-6 semsebenti loholwa nguthishela kulikhasi le-117. Thishela uwukhulisa kanjani lomsebenti aphindze futsi akhombe bafundzi indlela ngemibuto?

Sibutsetelo Salokucuketfwe SeThemu 2 (Liviki 6)



Umsebenti 14

Buka Sengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7). Fundza sibutsetelo salokucuketfwe seLiviki 6: Emaphethini, Emafangshini ne-Aljebra kulikhasi 21 le*Nkhombandlela Yemsebenti: Ithemu 2*.

1. Ngutiphi tihloko teLiviki 6?

2. Nguluphi lwati lolusha lolwetfuliwe kuleliviki?

3. Ngumaphi emakhono emaviki lengcile lentiwako?

4. Matanisa imisebenti lekuSengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7) netifundvo kuliviki 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).



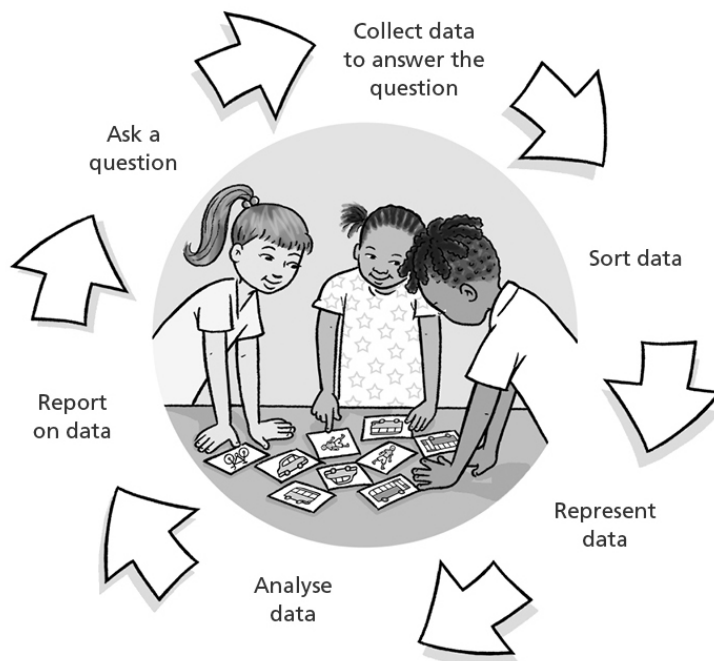
Activity 15

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: Kusebenta Ngedatha

1 li-awa

Kugcila kweThemu 2 Liviki 7 Kusebenta ngeDatha.

Ithemu 2 Sibutsetelo salokucuketfwe: Kusebenta Ngedatha

Buka Kusebenta Ngedatha kusibutsetelo salokucuketfwe (*Inkhombandlela Yemcondvo*, likhasi 137).



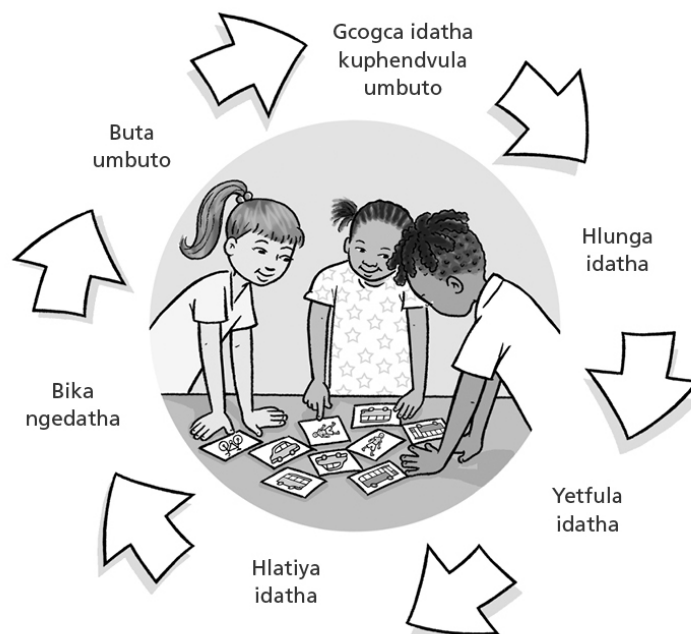
Umsebenti 15

1. Nguyiphi imicondvo lefundziswe kuThemu 2?

2. Yini umehluko emkhatsini walokucuketfwe Luhlelo Lwetibalo nalokucuketfwe yi-CAPS?

Kusebenta Ngedatha

Umkhakha Walokucuketfwe weKusebenta Ngedatha ugcila kunhloso nenchubo yekusebenta ngedatha. Kufaka ekhatsi kusombulula tinkinga noma kuphendvula imibuto ngekugcogca, kuhlunga, kukhombisa nekuhumusha idatha.



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?'

KuLibanga R bafundzi bafanele kutsi babe nematfuba lamanyenti ekuhlunga ema-objekthi ngekuya kwe-athribhuyithi yinye noma ngetulu kwayinye, njengembala, isayizi noma bunjwa. Kuhlunga kuyincenye yeKusebenta ngeDatha, kepha loko akusiko kugcila kukunye kuphela. Kubalulekile kuvama kubuyisela bafundzi emuva kumbuto lobutiwe nesizatfu sekutsi kungani bagcogca, bahlunga futsi bacabanga nangetindlela tekukhombisa idatha.

Imibuto ibalulekile kuKusebenta Ngedatha, sib.:

- ◆ Ngifisa kwati kutsi ngusiphi sinatfo lesibandzako lesitsandvwa bafundzi labanyenti?
- ◆ Sifanele kutsi siyigcogce kanjani idatha?
- ◆ Sifanele kutsi siyihlunga kanjani idatha?
- ◆ Sifanele kutsi siyikhombise kanjani idatha?



Umsebenti 16

Khuluma ngekutsi ungangahlela uphindze futsi uwufezekise kanjani umsebenti weKusebenta ngeDatha ngekususela kulemibuto lengetulu. Bhala imibono yakho ephepheni lefliphushadi.

Khombisa idatha

Bafundzi beLibanga R bakhombisa tindlela letehlukene nekukhombisa nekukhangisa lwatiso labalugcogcile. **Umdvwebonkhulumo** yindlela yekukhombisa idatha ngekusebentisa titfombe. Kumsebenti weliklasi lonkhe kuLilanga 3 leLiviki 7, bafundzi bakhuluma ngekutsi bahamba uma beta esikolweni. Umfundzi ngamunye unikwa buso lobumamatsekako **ekhasini leliphapha lesayizi yinye**. Bakhombise idatha ngekubeka titfombe tabo tibe ngemakholomu kukhombisa tinhlobo letine letehlukene tetitfutsi. Kubalulekile kubeka idatha ngemakholomu, **kungasali tikhala** emkhatsini walamaphepha. Idatha ikhonjiswa ngalokucacile futsi kulula kuyihumusha kute kutsi ukwati kuphendvula umbuto: 'Bafundzi labanyenti bahamba ngani uma beta esikolweni'.

◆

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.

Sibutsetelo Salokucuketfwe SeThemu 2 (Liviki 7)



Umsebenti 17

Buka Sengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7). Fundza sibutsetelo salokucuketfwe seLiviki 7: Kusebenta ngeDatha kulikhasi 21 leNkhombandela Yemsebenti: Ithemu 2.

1. Ngutiphi tihloko teLiviki 7?

2. Nguluphi lwatiso lolusha lolwetfuliwe kuleliviki?

3. Ngumaphi emakhono emaviki lengcile lentiwako?

4. Matanisa imisebenti kuSengeto A: Ithemu 2 Sibutsetelo Salokucuketfwe Seliviki (Emaviki 4–7) netifundvo liviki ngalinye.

5. Buka umsebenti loholwa nguthishela kuLiviki 7 (*Inkhombandela Yemsebenti: Ithemu 2*, likhasi 133). Khuluma ngekutsi thishela ubakhombindlela kanjani bafundzi kuhlunga tilwane bese bakhombisa idatha kugridi.

Closing activities

1 hour



Umsebenti 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.

Imisebenti yekuvala

1 li-awa



Umsebenti 18

Sifundvo lesifundziwe: Cabanga ngaloko lokufundzile kumhlanganosikolo bese ugcwalisa lelithebula.

Tintfo lesengivele ngitenta letisebenta kahle	Imibono lemisha lengitayetama



Umsebenti wekubuyela emuva esikolweni

1. Sebentisa Lirekhodi leLuhlolo Loluchubekako leliku *Nkhombandlela Yemsebenti: Ithemu 2* kuhlola bafundzi bakho. Sebentisa emanotsi akho ekubukisisa lokuchubekako kute wakhe bufakazi balokuvisiswa bafundzi nalabangakhona kukwenta.
2. Tfolana nanoma ngukuphi kukhatsateka mayelana nanoma ngukuphi kubamba kwemfundzi ngemicondvo yetibalo angacapheli lokuvelako.
3. Wota nemakhophi emarubhrikhi lasetjentiswe kuhlola tibalo kumhlanganosikolo lolandzelako.
4. Wota nelirekhodi lekuhlola leliphelile lemfundzi munye kumhlanganosikolo lolandzelako.
5. Sebentisa *Inkhombandlela Yemsebenti: Ithemu 2* kuhlela nekufezekisa Emaviki 4–7 eLuhlelo Lwetibalo, kufaka ekhatsi kwakha indzawo yetibalo ngekugcila kumcondvo weliviki ngalinye.
6. Bhala emanotsi ngaloko lokuhambe kahle kakhulu, naloko lokungakahambi kahle kakhulu kanye naloko longakwenta ngalokwehlukile kwenta kancono kufundzisa nekufundza.

Kuhlolisisa

Gcwalisa leLifomu Lekuhlolisisa.

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).			

SENGETO A: ITHEMU 2 SIBUTSETELO SALOKUCUKETFWE SELIVIKI (EMAVIKI 4-7)

Ithemu 2: Luhlelolisu Lwemsebenti

Liviki 4				
INKHUNDLA YALOKUCUKETFWE: SIKHALA NABUNJWA (IJOMETHRI)				
SIHLOKO: Sikhundla, kuma nekubukeka ; kuchaza, kuhlunga nekucatsanisa i-objekthi lengu-3-D				
YETFULA LWATI LOLUSHA: Hlunga ema-objekthi ngekuya kwekufanana nemehluko yawo, kunyenti ngakunye, kuncane ngakunye				
TETAYETE: Kubala ngemlomo 1-15, na-5-1, kubala ema-objekthi 1-7, umcondvo wetinombolo 1-4, kugcizelela umcondvo wabo bonkhe bobunjwa				
Umsebenti weliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela	
Lilanga 1	Gcizelela bonkhe bobunjwa/kufunwa kwabobunjwa.	Tetayete 1-4. Chaza i-objekthi ngasetikhundleni letehlukile. Kutetayeta bobunjwa netikhundla.	Umsebenti 1	Indingilizi/sikwele/calantsatfu angaphindze futsi abe ... (yakha sitfombe).
Lilanga 2	sikhwama sekufaka – vani bobunjwa labehlukene bese uyabachaza.		Umsebenti 2	Yakha bobunjwa usebentisa kwekusika emakukisi kanye nenhlama yekudlala.
Lilanga 3	Tfola bobunjwa eklasini usebentisa emagama esikhundla.		Umsebenti 3	Kwakhe ngemabhlokhi – sebentisa emabhlokhi/emabhlokhi eYunifiksi.
Lilanga 4	Baphenyi babobunjwa. Kunyenti ngakunye, kuncane ngakunye.		Umsebenti 4	Emaphazili (tincenye buncane bato bube li-12).
Lilanga 5	Indlela nesikhundla. Sihibe.			
Liviki 5				
INKHUNDLA YALOKUCUKETFWE: TINOMBOLO, EMA-OPHARESHINI NEBUDLELWANE				
SIHLOKO: Ubona timphawu tetinombolo nemagama etinombolo; uyachaza, uyahlembisa aphindze acatsanise tinombolo				
YETFULA LWATI LOLUSHA: Yetfula inombolo 5				
KUTETAYETA: Kubala ngemlomo 1-15, kubala ema-objekthi 1-7, kubala uye emuva kusuka ku-5 (tilandzelo), gcizelela umcondvo wetinombolo 1-4, kulandzelanisa tinombolo 1-4, kunyenti/kumbalwa kakhudlwana				
Imisebenti yeliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela	
Lilanga 1	Yetfula 5 (5 wetingobiyane endlini yesihlanu).	Matanisa timphawu tetinombolo, emagama etimphawu nemakhasi emacashati (4 ne-5). Kubala 1-7. Linganisela bese uyabala. Buhlalusakhiwo Imibono leyehlukene yenombolo yinye.	Umsebenti 1	Limethi lenhlama yekudlala 5.
Lilanga 2	Gcizelela 4 na-5 (timphawu tetinombolo nemagama etinombolo).		Umsebenti 2	Tinombolo telibhunganemacashati (goca linani lenombolo yemaphepha lelenele).
Lilanga 3	Kubala uye embili nasemuva. Umugcanombolo.		Umsebenti 3	Emapheksi – lamatana nenombolo.
Lilanga 4	Gcizelela 4 na-5.		Umsebenti 4	Emaphazili etinombolo 5 (usebentisa emagama etinombolo).
Lilanga 5	Gcizelela tinombolo 1-5 (emakhadi emadothi, timphawu tetinombolo, emagama etinombolo kutibona).			

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	Imisebenti yenzawo yekusebentela	
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	Imisebenti yenzawo yekusebentela	
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.			

Liviki 6				
INKHUNDLA YALOKUCUKETFWE: EMAPHETHINI, EMAFANGSHINI NE-ALJEBHRA				
SIHLOKO: Uyakopa aphindze elule emaphethini laphindzako lalula; utakhela akhe emaphethini; uchaza lamaphethini laphindzako				
YETFULA LWATI LOLUSHA: Kopa bese welula emaphethini lalula, uyakha futsi achaze emaphethini akhe, ubala ngemlomo 1–20, ubala aye emuva kusuka ku-7				
KUTETAYETA: Kulandzelanisa tinombolo 1–5, kubala ema-objekthi 1–7, kwakha ema-objekthi 1–7, kwenta emacembu afanane				
Imisebenti yeliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela	
Lilanga 1	Emaphethini laphatsekako.	Kugcila kumcondvo wetinombolo 1–5. Khuhlutisa uphindze wehlukanise. Kwakha emacembu lalinganako. Emaphethini nantsanga. Emabhlokhi eYunifiksi.	Umsebenti 1 Umsebenti 2 Umsebenti 3 Umsebenti 4	Kwelulwa kwephethini – dvweba bese ufaka umbala. Emaphethini enyoka – kusebetisa bobunjwa. Emakhadi emaphethini – kusebentisa emabhlokhi eYunifiksi. Kuphotsela emaphethini ngebuhlalu.
Lilanga 2	Kukhomba emaphethini kuma-objekthi emalanga onkhe.			
Lilanga 3	Kusombulula tinkinga ngekusebentisa emaphethini.			
Lilanga 4	Kwakha emaphethini kuma-objekthi emalanga onkhe.			
Lilanga 5	Emaphethini emsindvo.			
Liviki 7				
INKHUNDLA YALOKUCUKETFWE: KUSEBENTA NGEDATHA				
SIHLOKO: Kugcoga nekuhlunga ema-objekthi; ukhombisa emagcogo ema-objekthi lahlungiwe; ukhuluma aphindze abike ngemagcogo ema-objekthi lahlungiwe				
YETFULA LWATI LOLUSHA: Dvweba sitfombe sema-objekthi lagcogiwe, phendvula imibuto lengesitfombe sakho				
KUTETAYETA: Kubala ngemlomo 1–20 nekubala uye emuva kusuka ku-7, Kubala ema-objekthi 1–7, kunyenti kuna/kuncane kuna/kuyalingana na, umcondvo wetinombolo 1–5, kuhlunga nekuhlembisa				
Imisebenti yeliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela	
Lilanga 1	Kugcoga nekuhlunga ema-objekthi (layimbulunga noma sikwele).	Kulinganisela. Kubala. Kuhlunga emagcogo etilwane. Umdvwebonkhulumo: kunyenti/kuncane. Kubuta.	Umsebenti 1 Umsebenti 2 Umsebenti 3 Umsebenti 4	Kusika nekuhlunga titfombe tetitfutsi. Kuhlunga tintfo lesetingenamsebenti. Igrafu yabobunjwa (sebentisa bobunjwa labasikwe bakhishwa). Kuhlunga imibala.
Lilanga 2	Umdlalo wekuhlunga. Iphosta 8.			
Lilanga 3	Umdvwebonkhulumo: Uhamba ngani uma uya esikolweni?			
Lilanga 4	Khuluma ngemiphumela yeLilanga 3 (kubuta imibuto).			
Lilanga 5	Gcoga ema-objekthi aseklasini bese uyahlunga.			

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?

Lifomu Lekuhlolisisa Umhlanganosikolo 5

1. Lomhlanganosikolo ufinyelele yini ezingeni lebewulilindzele?

2. Yini lokufundzile kulomhlanganosikolo lokubalulekile lokukusite kakhulu?

3. Kukhona yini longakakutsandzi noma lokutfole kulukhuni?

4. Utakusebentisa kanjani eklasini leLibanga R loku lokufundzile?

5. Ikhona yini imibono lonayo yekwenta kancono imihlanganosikolo lechubekako?
