



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

IsiXhosa/English

INkqubo yeMathematika yokuPhucula yeBanga R Grade R Mathematics Improvement Programme



**INdibano yoCweyo 8 • Workshop 8
IsiKhokelo somBhexeshi • Facilitator's Guide**

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

The development and production of the training and classroom resources for the Grade R Mathematics and Language Improvement Project were made possible by generous project funding from the **United States Agency for International Development** and the **Zenex Foundation**.

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

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

ACKNOWLEDGEMENTS

Special thanks to:

- The Gauteng Department of Education Curriculum, Teacher Education and Special Education Directorate officials for their contribution to the adaptation of our materials.
- The Western Cape Education Department (WCED) officials and teachers for their contribution to the successful implementation of the Grade R Mathematics Programme (R-Maths) in the Western Cape between 2016 and 2019.
- The R-Maths writing team: SDU staff and consultants.



The Grade R Mathematics Improvement Programme is adapted from *R-Maths*, first published in 2017 by the Schools Development Unit, University of Cape Town. Copyright of *R-Maths* is held by the University of Cape Town.

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IProjekthi yeBanga R yokuPhucula yeMathematika noLwimi lilinge **leSebe leMfundo laseGauteng (Gauteng Department of Education)** kunye neqabane layo eliphambili, i**Gauteng Education Development Trust**.

Ukwenziwa nokuveliswa kwezixhobo zoqeqesho nezegumbi lokufundela kwenziwe kwayimpumelelo ngezibele zenkxasomali ye**United States Agency for International Development** kwakunye ne**Zenex Foundation**.

IProjekthi yeBanga R yokuPhucula yeMathematika noLwimi ilawulwa yi**JET Education Services** ne**Schools Development Unit** yase**UCT** kunye no**Wordworks** njengamaqabane ezobugcisa.

Schools Development Unit (SDU) kwi**Yunivesithi yaseKapa (UCT)** liqabane lezobugcisa kwimathematika kwiProjekthi yeBanga R yokuPhucula yeMathematika noLwimi. ISDU yiyunithi ngaphakathi kwiSchool of Education kwiYunivesithi yaseKapa egxile kuphuhliso lobungcali bootitshala kwiMathematika, izifundo zeNzululwazi, iLitherasi/uLwimi kunye neZakhono zoBomi ukusuka kwiBanga R ukuya kwiBanga le-12. ISDU inikezela ngezinqinisekiso zootitshala kunye nezifundo ezifutshane ezivunyiweyo zeUCT, umsebenzi osekwe esikolweni, uphuhliso lweemathiriyeli kunye nophando lokuxhasa ukufundisa nokufunda kuzo zonke iimeko eMzantsi Afrika.

IMIBULELO

Senza umbulelo ongazenzisiyo:

- KwiCandelo leKharithyulam kwiSebe leMfundo laseGauteng, Izifundo zootitshala kunye namagosa eCandelo elikhethekileyo leMfundo ngenkxaso yabo ekuvelisweni kwale mathiriyeli.
- Kumagosa eSebe leMfundo laseNtshona Koloni (WCED) kunye nootitshala ngegalelo labo kwimpumelelo yokuphuyezwa kweGrade R Mathematics Programme (R-Maths) eNtshona Koloni phakathi kweminyaka ka2016 no2019.
- Iqela lababhali beR-Maths: Abasebenzi kwiSDU.



INkqubo yeMathematika yokuPhucula yeBanga R ilungiselelwe kwi**R-Maths**, yapapashwa okokuqala ngowama2017 yiSchools Development Unit, kwiYunivesithi yaseKapa. Ilungelo loshicilelo leR-Maths ligcinwe yiYunivesithi yaseKapa.

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Overview

Purpose

This is the eighth 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 continue assisting teachers to implement the Maths Programme in their classrooms. Participants will have the opportunity to reflect on their observations. They will explore how the guiding principles of teaching maths in Grade R should inform their planning, teaching and assessment. They will also consider learner progress, and individual developmental and learning needs. The workshop explores the content for Term 3 Weeks 4–6 and its classroom implementation.

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

Learning outcomes

- ◆ To reflect on the implementation of Term 3 Weeks 1–3
- ◆ To explore play-based strategies to support teaching maths in Grade R
- ◆ To deepen the understanding of the Maths Programme's topics
- ◆ To reflect on challenges and find solutions to implementing the Maths Programme
- ◆ To map out the Maths Programme content to be taught in Term 3 Weeks 4–6

Workshop content

- ◆ Opening and reflection (1 hour)
 - ◆ Session 1: Measurement (1 hour)
- TEA
- ◆ Session 2: Measurement (continued) (1 hour)
 - ◆ Session 3: Revisiting Grade R maths topics (1 hour)
- LUNCH
- ◆ Session 4: Planning for teaching (1½ hours)
 - ◆ Closing activities (30 minutes)

Amagqabantshintshi

Injongo

Le yeyesibhozo kwezilishumi elinambini iindibano zocweyo zeNkqubo yeMathematika yokuPhucula yeBanga R (iNkqubo yeMathematika), eziyinxalenye yeProjekthi yeBanga R yokuPhucula yeMathematika noLwimi yeSebe leMfundo laseGauteng (Gauteng Department of Education (GDE)).

Injongo yale ndibano yocweyo kukuncedisa ootitshala ukuba baphumeze iNkqubo yeMathematika eziklasini zabo. Abathathinxaxheba bazakuba nethuba lokucinga nzulu ngoko bakuqwalaseleyo. Baza kuhlola indlela imigaqo ekhokelayo yokufundisa imathematika kwiBanga R elufuthela ngayo ucwangciso, ukufundisa kwanokuhlolwa kwabo. Bazakuphinda baqwalasele nenkqubela yabafundi, ukukhula komfundi ngamnye kunye neemfuno zokufunda. Indibano yocweyo iphonononga umxholo weKota 3 iiVeki 4–6 kunye nokuphunyezwa kwawo eklasini.

Ubhekiso kwiiNkalo zomXholo weMathematika weBanga R luthathwe *kwiNkcazelo yePolisi yeKharityhulam nokuHlola (CAPS): IBanga R iMathematika (idrafti yokugqibela)*, 2011, iSebe leMfundo esiSiseko, yaseMzantsi Afrika.

Iziphumo zokufunda

- ◆ Ukuthetha ngokuphunyezwa kweKota 3 iiVeki 1–3
- ◆ Ukuphonononga amacebo asekwemidlalweni ukuxhasa ukufundisa imathematika kwiBanga R
- ◆ Ukuzikisa ukuqonda kwizihloko zeNkqubo yeMathematika
- ◆ Ukucamngca ngeengxaki nokufumana izisombululo zokuphumeza iNkqubo yeMathematika
- ◆ Ukuceba umxholo weNkqubo yeMathematika oza kufundiswa kwiKota 3 iiVeki 4–6

Umxholo wendibano yocweyo

- ◆ Ukuvula nocamngco (1 iyure)
 - ◆ Iseshoni 1: Umlinganiselo (1 iyure)
- ITI
- ◆ Iseshoni 2: Umlinganiselo (uyaqhutywa) (1 iyure)
 - ◆ Iseshoni 3: Ukubuyela umva kwizihloko zeMathematika zeBanga R (1 iyure)
- ISIDLO SASEMINI
- ◆ Iseshoni 4: Ukucwangcisa ukufundisa (1½ iiyure)
 - ◆ Imisebenzi yokuqokumbela (30 imizuzu)

Preparation

- ◆ PPT welcome and outcomes
- ◆ Familiarise yourself with all the PowerPoints and videos
- ◆ Read:
Concept Guide, pages 16–25, 28–31, 58–69 and 114–219
Activity Guide: Term 3, pages 18 and 70–119
- ◆ Bring the post box
- ◆ Remind participants to bring their:
Concept Guide
Activity Guide: Term 2
Activity Guide: Term 3
Poster Book

Materials

- ◆ Flipchart paper, kokis
- ◆ Prestik
- ◆ *A Resource Kit* for each group
- ◆ For Activity 2: string, pencils, sticks, jug, vase, cups, bottles and containers of different sizes (including two containers with different shapes, but the same capacity), bucket of water, balance scale, two or more kinds of fruit, books of different masses, one plastic bottle and one glass bottle of different masses, candles, egg timers, stopwatch (on a cellphone)

Ulungiselelo

- ◆ PPT ulwamkelo neziphumo
- ◆ Ziqhelanise nazo zonke iiPowerPoints neevidiyo
- ◆ Funda:
IsiKhokelo seeKhonsepthi, amaphepha 16–25, 28–31, 58–69 nawe114–219
IsiKhokelo semiSebenzi: Ikota 3, amaphepha 19 nawe70–119
- ◆ Yiza nebhokisi yeposi
- ◆ Khumbuza abathathinxaxheba ukuba beze nesabo:
IsiKhokelo seeKhonsepthi
IsiKhokelo semiSebenzi: Ikota 2
IsiKhokelo semiSebenzi: Ikota 3
INcwadi yeePowusta

Iimathiriyeli

- ◆ Iphepha lefliptshathi, iikhoki
- ◆ Iprestiki
- ◆ *IKiti yeziXhobo* yeqela ngalinye
- ◆ EyoMsebenzi 2: umsondo, iipensile, izinti, ijagi, ivazi, iikomityi, iibhotile nezikhongozeli ezingalinganiyo ngobukhulu (kuquka izikhongozeli ezimbini ezineemilo ezahlukileyo, kodwa zilingane ngomthamo), ibhakethe lamanzi, isikali, iindidi ezimbini zeziqhamo nangaphezulu, izinto ezahlukileyo ngobunzima, iibhotile enye yeplastiki nebhottle enye yeglasi, amakhandlela, izibali-xesha zamaqanda, *istopwatch* (kwiselfowuni)

Opening and reflection

1 hour

Facilitator's notes

- ◆ PPT: Learning outcomes of the workshop.
- ◆ Discuss the post box comments and feedback from the previous workshop. Remind participants to 'post' any new comments and feedback during the workshop.
- ◆ Remind participants of the *Take back to school task* from the end of Workshop 7.
- ◆ Refer participants to **Activity 1** and read through the instructions. Participants complete the activity in their groups. Groups then share key points with the large group.
- ◆ After the small group discussions, take comments from each group. Summarise the successes and challenges and discuss the implications for classroom implementation.

Here is the *Take back to school task* from Workshop 7.



Take back to school task (Workshop 7)

1. Use the Term 3 Weekly Planning Template in Appendix A to plan and implement Term 3 Weeks 1–3 of the Maths Programme.
2. Document how you used the '**Check that learners are able to**' observation list (in the eye box) during each of the teacher-guided activities.
3. Write an evaluation of what worked well, what did not work so well and what you could do differently to improve teaching and learning.
4. Bring your evaluation to the next workshop.



Activity 1

1. In your group, share your successes and challenges with implementing the Maths Programme in Term 3 Weeks 1–3.

2. Discuss your use of the '**Check that learners are able to**' observation list (in the eye box) during each of the teacher-guided activities.

Amanqaku ombhexeshi

- ◆ PPT: Iziphumo zokufunda zendibano yocweyo.
- ◆ Xoxani ngezimvo ngebhokisi yeposi nengxelo yendibano yocweyo edlulileyo. Khumbuza abathathinxaxheba ukuba 'bapose' naziphi izimvo ezintsha nengxelo ngexesha lendibano yocweyo.
- ◆ Khumbuza abathathinxaxheba ngo*Msebenzi ekubuyelwa nawo esikolweni* osekupheleni kweNdibano yoCweyo 7.
- ◆ Bhekisa abathathinxaxheba ku*Msebenzi 1* uze ufunde nemiyalelo. Abathathinxaxheba benza umsebenzi kumaqela abo. Emva koko amaqela abelana ngamanqaku awo angundoqo kwiqela elikhulu.
- ◆ Emva kweengxoxo zamaqela amancinci, thatha iimbono kwiqela ngalinye. Shwankathelani izinto ezithe zaphumelela kwanemingeni nize nixoxe ngoko kuya kuba nzima kukuphumeza eklasini.

Nanku *Umsebenzi ekubuyelwa nawo esikolweni* othathwe kwiNdibano yoCweyo 7.



Umsebenzi ekuzakubuyelwa nawo esikolweni (INdibano yoCweyo 7)

1. Sebenzisa iThempleyithi yeSicwangciso seVeki neVeki seKota ekwiSingeniso A ukucwangcisa uze uphumeze iKota 3 iiVeki 1–3 of seNkqubo yeMathematika.
2. Bhala indlela olusebenzise ngayo uluhlu lokuqwalasela oluthi '**Qwalasela ukuba abafundi bayakwazi uku-**' (kwibhokisi eneliso) ngexesha lomsebenzi ngamnye okhokelwa ngutitshala.
3. Bhala uhlobo loko kusebenze kakuhle, noko kungasebenzanga kakuhle kwanoko usenokwenza ngcono ukuphucula ukufundisa nokufunda.
4. Yiza nohlolo lwakho kwindibano yocweyo elandelayo.



Umsebenzi 1

1. Kwiqela lakho, yabelanani ngezinto enithe naphumelela kuzo kwanemingeni yokuphumeza iNkqubo yeMathematika iKota 3 iiVeki 1–3.
-
-
-

2. Xoxani ngendlela olusebenzise ngayo uluhlu loqwalaselo ku'**Qwalasela ukuba abafundi bayakwazi uku-**' (kwibhokisi eneliso) ngexesha layo ngaminye imisebenzi ekhokelwa ngutitshala.
-
-
-

3. Share strategies for improving teaching and learning for the challenges you identified.

4. Write the main points of your discussion on flipchart paper. Report back on your discussion to the large group.

 **Video 1**

Activity Guide: Term 3, Week 3, Teacher-guided activity (pages 64–67)

Watch the video of a teacher working with a small group of learners during the teacher-guided activity in Term 3 Week 3.

Observe how the teacher:

- ◆ has prepared the small group activity
- ◆ manages the transitions between the eight tasks
- ◆ uses questions to guide the learners
- ◆ records her observations of what has been learnt using the ‘**Check that learners are able to**’ observation list.

Facilitator’s notes

Show the video and lead a discussion based on the four observation prompts. If participants do not mention the following points, add them to the discussion.

- ◆ It is essential to read the *Getting ready* and *What you need* sections of the *Activity Guide*.
- ◆ It is important to be prepared **before** the week/day begins and to have all the resources available during an activity.
- ◆ Teachers must have read the activities and be able to engage with the learners without reading the *Activity Guide* line by line.
- ◆ Manage the time allocated to an activity. Do not spend too long on any task so that others have to be omitted. (Remember learners in Grade R should only spend 10–15 minutes on an activity.)
- ◆ Use closed questions to determine knowledge/facts and use open-ended questions to probe learner’s reasoning and to find out how they solve problems.
- ◆ Listening to and observing **each** learner provides insight into their progress. It helps you to identify their abilities and the gaps in their skill and/or understanding.

3. Yabelanani ngamacebo okuphucula ukufundisa nokufunda kulo mingeni ethe yachongwa.

4. Bhalani amanqaku angundoqo engxoxo yenu kwiphepha lefliptshathi. Nikani ingxelo ngengxoxo yenu kwiqela elikhulu.



Ividiyo 1

IsiKhokelo semiSebenzi: Ikota 3, iVeki 3, Umsebenzi okhokelwa ngutitshala (amaphepha 64–67)

Bukelani ividiyo katitshala esebenza neqela elincinci labafundi ngexesha lomsebenzi okhokelwa ngutitshala kwiKota3 iVeki 3.

Qwalasela indlela utitshala:

- ◆ awulungiselele ngayo umsebenzi weqela elincinci
 - ◆ alawula ngayo iinguqu phakathi kwemisebenzi esibhozo
 - ◆ asebenzisa ngayo imibuzo ukukhokela abafundi
 - ◆ abhala ngayo phantsi oko akuqwalaseleyo koko kufundiweyo esebenzisa **'Qwalasela ukuba abafundi bayakwazi uku-'** kuluhlu loqwalselo.
-
-
-
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Amanqaku ombhexeshi

Bonisa iklasi ividiyo eya kukholela kwingxoxo esusela kwizikhokelo ezine abaziqapheleyo. Ukuba abathathinxaxheba abawakhankanyi la manqaku mane alandelayo, wafake kwingxoxo.

- ◆ Kubalulekile ukufunda amacandelo *Ukulungela* nelithi *Okudingayo* kwisiKhokelo semiSebenzi.
- ◆ Kubalulekile ukwenza amalungiselelo **ngaphambi** kokuba iveki/usuku luqale nokuba nazo zonke izixhobo ezifunekayo ngexesha lomsebenzi.
- ◆ Ootitshala kufuneka babe bayifundile imisebenzi bakwazi ukusebenza ngabafundi ngaphandle kwisiKhokelo semiSebenzi umgca nomgca.
- ◆ Ukulawula ixesha elimiselelwe ukwenza umsebenzi. Ungachithi xesha lide kakhulu kuwo nawuphi na umsebenzi ngokokude abanye bashiywe. (Khumbula ukuba abafundi beBanga R bamele ukuchitha imizuzu eli 10–15 ukwenza umsebenzi.)
- ◆ Sebenzisa imibuzo evalekileyo ukukhangela ulwazi/izinto eziyinyani uze usebenzise imibuzo evulekileyo ukuqondisisa ingqiqo yomfundi nokukhangela indlela azisombulula ngayo iingxaki.
- ◆ Ukumamela nokuqwalasela **umfundi** ngamnye kwenza uyiqonde inkqubela yabo. Kukunceda ukuba ukwazi ukubona oko banokukwenza kwanezikhewu kwizakhono zabo/okanye ekuqondeni kwabo.

Session 1: Measurement

1 hour

Facilitator's notes

- ◆ Remind participants that the learners in Grade R measure informally, to find out 'How much of something' there is, by direct comparison and by using non-standard units of measurement. The focus in Grade R is on comparing how many non-standard units something measured. Discuss how learners can develop their estimation skills during measurement activities.

In Terms 1 and 2, time and length were the focus of Measurement. This session will revisit these topics and expand the discussion of Measurement to include mass, and capacity and volume.

Measurement is about finding out 'how much' there is of something. In Grade R, the focus of measurement is on:

- ◆ time
- ◆ length
- ◆ mass
- ◆ capacity and volume.

In the next activity, you will explore each of these measurement concepts.

Learners in Grade R measure informally, by direct comparison and by using non-standard units of measurement. Learners develop their estimation skills during informal measurement activities. They estimate how long or how heavy they think something is and then use a non-standard measuring instrument to find out how accurate their estimation was.

Facilitator's notes

- ◆ For **Activity 2**, set out the materials at different measurement workstations and clearly label each workstation according to the concept:
 - **Length:** string, pencils, sticks
 - **Capacity and volume:** jug, vase, cups, bottles and containers of different sizes (including two containers with different shapes, but the same capacity), bucket of water
 - **Mass:** balance scale, two or more kinds of fruit, books of different masses, one plastic bottle and one glass bottle of different masses
 - **Time:** candles, egg timers, stopwatch (on a cellphone).
- ◆ Divide participants into four groups and assign each group to a different measurement workstation. Explain that the groups will rotate. Participants should answer the questions in their *Participant's Workbook* for each workstation. They will spend about ten minutes at each workstation.

Ishoni 1: Umlinganiselo

1 iyure

Amanqaku ombhexeshi

- ◆ Khumbuza abathathinxaxheba ukuba abafundi kwiBanga R benza umlinganiselo ngokungamiselwanga, ukukhangela 'Ubungakanani bento' obukhoyo, ngokuthelekisa ngqo besebenzisa iiyunithi ezingekho sikweni zomlinganiselo. KwiBanga R kugxilwa ekuthelekiseni ukuba zingaphi na iiyunithi ezingekho sikweni zomlinganiselo zento ezilinganisiweyo. Xoxa ngendlela abafundi abangazikhulisa ngayo izakhono zothethekelelo ngexesha lemisebenzi yokwenza imilinganiselo.

KwiKota 1 neye 2, bekugxilwe kuMlinganiselo ngokwexesha nangokobude. Le seshoni iza kuphinda ibuyele umva kwezi zihloko ize yandise ingxoxo yoMlinganiselo ukuquka ubunzima, ubungakanani nevolumu.

Umlinganiselo umalunga nokufumana 'ubungakanani' bento. KwiBanga R, umlinganiselo ekugxilwa ngowe-:

- ◆ xesha
- ◆ ubude
- ◆ ubunzima
- ◆ ubungakanani nevolumu.

Kumsebenzi olandelayo, uza kuphonononga ikhonsepthi yomlinganiselo nganye kwezi.

Abafundi kwiBanga R benza umlinganiselo ngokungamiselwanga, ngokuthelekisa ngokuthe ngqo besebenzisa iiyunithi ezingekho sikweni zomlinganiselo. Izakhono zothethekelelo zabafundi ziyakhula ngexesha lemisebenzi yokwenza umlinganiselo ngokungamiselwanga. Bathekelela ukuba inde okange inzima kangakanani na into baze basebenzise iiyunithi engekho sikweni yomlinganiselo ukukhangela ukuchaneka kothethekelelo lwabo.

Amanqaku ombhexeshi

- ◆ Ku**Msebenzi 2**, yenza iimathiriyeli zezitishi zokusebenzela zemilinganiselo eyahlukahlukileyo ibhalwe ngokucacileyo ngokwekhonsepthi kwisitishi ngasinye:
 - **Ubude:** umsonto, iipensile, izinti
 - **Umthamo nevolumu:** ijagi, ivazi, iikomityi, iibhotile nezikhongozeli ezingalinganiyo ngobukhulu (kuqukwa izikhongozeli ezimbini ezineemilo ezahlukileyo, kodwa zilingane ngomthamo), ibhakethe lamanzi
 - **Ubunzima:** isikali, iindidi ezimbini nangaphezulu zeziqhamo, iincwadi ezinobunzima obahlukileyo, iibhotile enye yeplastiki kunye nebhottle enye yeglasi ezahlukileyo ngobunzima.
 - **Ixesha:** amakhandlela, izibali-xesha zamaqanda, *istopwatch* (kwiselfowuni).
- ◆ Yahlulahlula abathathinxaxheba babe ngamaqela amane uze unike iqela ngalinye isitishi sokusebenzela imilinganiselo eyahlukahlukileyo. Cacisa ukuba amaqela aza kumana etshintshana. Abathathinxaxheba baza kuphendula imibuzo kwi**Ncwadi yokuSebenzela yoMthathinxaxheba** kwisitishi ngasinye. Baza kuchitha imizuzu elishumi kwisitishi ngasinye.

- ◆ After the activity, discuss each workstation. Discuss how accurate the estimations were and which of the estimations could not be checked by measuring with the tools provided, e.g., the tallest person, whether it would take longer to eat lunch or drive to school.
- ◆ Highlight how learners need many opportunities to develop their comparison and estimation skills before they can use standard units of measurement.



Activity 2

With your group, move to the measurement workstation you have been assigned to and answer the questions in your *Participant's Workbook*. Rotate to the next workstation when you receive the signal.

Length

Refer to page 210 of the *Concept Guide*. What vocabulary did you use during this activity?

Find the answer to each of the following and identify the non-standard unit of measurement you used.

	Estimate (guess)	Non-standard unit of measurement	Length
1. Who has the longest shoe?			
2. Who is the shortest?			
3. How long is your <i>Participant's Workbook</i> ?			
4. Who has the longest arm?			
5. How wide is your table?			
6. How many hand spans is the height of the door?			

- ◆ Emva komsebenzi, xoxani ngesitishi sokusebenzela ngasinye. Xoxani ngendlela ebezichaneke ngayo iintekelelo nangokuba zeziphi iintekelelo ezingena kujongwa ngokwenza umlinganiselo wezixhobo ezinikiweyo, umz., oyena mntu mde, nangokuba kuthatha ixesha elide kangakanani ukutya isidlo sasemini okanye ukuya esikolweni.
- ◆ Gxininisa kwindlela ekufuneka abafundi bewafumene ngayo amathuba amaninzi okuphuhlisa izakhono zabo zokuthelekisa nezothekelelo ngaphambi kokuba basebenzise iyunithi esikweni yomlinganiselo.



Umsebenzi 2

Neqela lakho, yiyani kwisitishi sokusebenzela somlinganiselo obekwe kuso nize niphendule imibuzo kwi*Ncwadi yokuSebenzela yoMthathinxaxheba*. Tshintsha uye kwesinye isitishi sokusebenzela xa ufumene umqondiso.

Ubude

Bhekisa kwiphepha 211 lesi*Khokelo seeKhonsepthi*. Sesiphi isigama osisebenzisileyo kulo msebenzi?

Khangela impendulo yento nganye kwezi zilandelayo walathe iyunithi engekho sikweni yomlinganiselo oyisebenzisileyo.

	Thekelela (qashela)	Iyunithi engekho sikweni yomlinganiselo	Ubude
1. Ngubani onesona sihlangu side?			
2. Ngubani oyena mfutshane?			
3. Inde kangakani i <i>Ncwadi yokuSebenzela yoMthathinxaxheba</i> ?			
4. Ngubani uneyona ngalo inde?			
5. Inobubanzi obungakanani itafile yakho?			
6. Zingaphi izandla ezenza umlinganiselo womphakamo wocango?			

Capacity and volume

Refer to page 210 of the *Concept Guide*. What vocabulary did you use during this activity?

Find the answer to each of the following and identify the non-standard unit of measurement you used.

	Estimate (guess)	Non-standard unit of measurement	Capacity or volume
1. Which two containers of water will fill the jug?			
2. Which bottle holds the most cups of water?			
3. How many cups of water do you think it will take to fill the vase?			
4. How many cups of water will it take to half-fill the vase?			
5. Which container on the table has the least amount of water in it?			
6. Which two containers have the same amount of water?			

Mass

Refer to page 210 of the *Concept Guide*. What vocabulary did you use during this activity?

Find the answer to each of the following and identify the non-standard unit of measurement you used.

	Estimate (guess)	Non-standard unit of measurement	Mass
1. Whose handbag in your group is the heaviest?			
2. Which book in your group is the lightest?			
3. Who is the heaviest in your group? Who is the lightest?			
4. Which fruit is the heaviest?			
5. Which bottle weighs the most?			

Umthamo nevolumu

Bhekisa kwiphepha 211 lesi*Khokelo seeKhonsepthe*. Sesiphi isigama osisebenzisileyo kulo msebenzi?

Khangela impendulo yento nganye kwezi zilandelayo uze walathe iyunithi engekho sikweni yomlinganiselo oyisebenzisileyo.

	Thekelela (qashisela)	Iyunithi engekho sikweni yomlinganiselo	Umthamo nevolumu
1. Zeziphi izikhongozeli zamanzi eziza kugcwalisa ijagi?			
2. Yeyiphi ibhotile eyanela ezona komityi zamanzi zininzi?			
3. Zingaphi iikomityi zamanzi ocinga ukuba ziza kugcwalisa ivazi?			
4. Zingaphi iikomityi zamanzi eziza kugcwalisa ivazi?			
5. Sesiphi isikhongozeli esisetafileni esinawona manzi mancinci?			
6. Zeziphi izikhongozeli ezimbini ezinamanzi alinganayo?			

Ubunzima

Bhekisa kwiphepha 211 lesi*Khokelo seeKhonsepthe*. Sesiphi isigama osisebenzisileyo kulo msebenzi?

Khangela impendulo yento nganye kwezi zilandelayo walathe iyunithi engekho sikweni yomlinganiselo oyisebenzisileyo.

	Thekelela (qashela)	Iyunithi engekho sikweni yomlinganiselo	Ubunzima
1. Yekabani eyona bhegi inzima kwiqela lakho?			
2. Yeyiphi eyona ncwadi ilula kwiqela lakho?			
3. Ngubani oyena usindayo kwiqela lakho? Ngubani oyena ulula?			
4. Sesiphi esona siqhamo sinzima?			
5. Yeyiphi eyona bhotile inobunzima obukhulu?			

Time

Refer to page 210 of the *Concept Guide*. What vocabulary did you use during this activity?

Find the answer to each of the following and identify the non-standard unit of measurement you used.

	Estimate (guess)	Non-standard unit of measurement	Time
1. Who arrived the earliest this morning?			
2. Who arrived the latest?			
3. How long does it take to walk from your chair to the car?			
4. Who walked the fastest from their chair to the car?			
5. Would it take longer to eat lunch or drive to school?			

Facilitator's notes

- ◆ Wrap up Session 1 with a discussion about how participants would be able to set up similar activities in their classrooms. Encourage discussion about issues of space, resources and discipline.

Ixesha

Bhekisa kwiphepha 211 lesi*Khokelo seeKhonsepithi*. Sesiphi isigama osisebenzisileyo kulo msebenzi?

Khangela impendulo yento nganye kwezi zilandelayo walathe iyunithi engekho sikweni yomlinganiselo oyisebenzisileyo.

	Thekelela (qashela)	Iyunithi engekho sikweni yomlinganiselo	Ixesha
1. Ngubani oyena ufike kwangoko ngale ntsasa?			
2. Ngubani oyena ufike kade?			
3. Lixesha elingakanani olihambayo ukusuka esitulweni sakho ukuya emotweni?			
4. Ngubani oyena uhambe ngokukhawuleza ukusuka esitulweni sakhe ukuya emotweni?			
5. Ingaba kuthatha ixesha elide ukutya isidlo sasemini okanye ukuqhuba uze esikolweni?			

Amanqaku ombhexeshi

- ◆ Qoshelisa Iseshoni 1 ngengxoxo yeklasini emalunga nendlela abathathinxaxheba abaya kukwazi ukwenza ngayo imisebenzi eziklasini zabo. Khuthaza ingxoxo ngemiba yesithuba, izixhobo kunye nesihloko.

Session 2: Measurement (continued)

1 hour



Activity 3

Consider the measurement activities that you have just experienced in Activity 2. How is your classroom set up to provide similar learning experiences?

In Grade R, Measurement focuses on estimating, weighing, comparing and ordering objects according to how heavy or light they are.

Learners may find it difficult to understand that a small object can be heavier than a larger object. They need many opportunities to explore small heavy objects, small light objects, big heavy objects and big light objects.

Facilitator's notes

- ◆ Show Video 2. After the video, discuss what participants observed.
- ◆ Point out that mass is an abstract concept. Learners cannot see whether something is heavy or light. Teachers in Grade R often introduce the concept of mass with a balance scale so that learners can see what happens when an object is placed on each of its sides.
- ◆ Find out how participants have used a balance scale in their classrooms.
- ◆ Often learners notice that one side of the balance scale goes up and one side goes down, but they think that this is because the side of the scale that is higher is heavier. Teachers can help by pointing out that the side with the heavier object always goes down.



Video 2

Activity Guide: Term 3, Week 5, Day 1 #4 (pages 88–91); Day 2 #4 and 5 (pages 90–93); Day 3 #4 (pages 92–95); Day 4 #4 (pages 94–95); Day 5 #4 (pages 96–97)

Watch the video of comparing the mass of one object against another.

Discuss these questions.

- ◆ What do you see happening?
- ◆ What concepts are being taught and learnt?
- ◆ What skills are being practised?
- ◆ What are the learners doing and saying?
- ◆ How is the teacher mediating learning?

Ishoni 2: Umlinganiselo (uyaqhutywa)

1 iyure



Umsebenzi 3

Nika ingqalelo imisebenzi yomilinganiselo othe wayibona kuMsebenzi 2. Ingaba imi njani iklasi yakho ukuze ukwazi ukuyinika oko ukufundileyo?

KwiBanga R, Umlinganiselo ugxila kukuthekelela, ekuveyisheni, ekuthelekiseni nasekulandelelaniseni izinto ngokobunzima okanye ubulula bazo.

Abafundi basenokufumana kunzima ukuqonda ukuba into encinci inganzima kunenkulu. Bafuna amathuba okuphonononga izinto ezincinci ezinzima, izinto ezincinci ezilula, izinto ezinkulu ezinzima nezinto ezinkulu ezilula.

Amanqaku ombhexeshi

- ◆ Bonisa Ividiyo 2. Emva kwevidiyo, xoxani ngoko bakuqapheleyo abathathinxaxheba.
- ◆ Chaza ukuba ubunzima yikhonsepthe engaphathekiyo. Abafundi abakwazi ukuyibona into ukuba inzima okanye ilula. Ootitshala kwiBanga R badla ngokwazisa ikhonsepthe yobunzima ngesikali ukuze abafundi babone ukuba kwenzeka ntoni xa into ibekwe kumacala aso omabini.
- ◆ Khangela indlela abathathinxaxheba abasisebenzise ngayo isikalo eziklasini zabo.
- ◆ Abafundi badla ngokuqaphela ukuba elinye icala lesikali liyenyuka lize elinye lihle, kodwa bacinge ukuba oku kwenzeka ngenxa yokuba icala lesikali eliphezulu linzima. Ootitshala baya kunceda ngokubonisa ukuba icala elinento enzima lisoloko lisihla.



Ividiyo 2

IsiKholelo semiSebenzi: Ikota 3, iVeki 5, Usuku 1 #4 (amaphepha 88-91); Usuku 2 #4 no5 (amaphepha 90-93); Usuku 3 #4 (amaphepha 92-95); Usuku 4 #4 (amaphepha 94-95); Usuku 5 #4 (amaphepha 96-97)

Bukelani ividiyo yokuthelekisa ubunzima bento enye kunye nenyene.

Xoxani ngale mibuzo.

- ◆ Ubona kusenzeka ntoni?
- ◆ Zeziphi iikhonsepthe ezifundiswayo nezifundwayo?
- ◆ Zeziphi izakhono eziqheliswayo?
- ◆ Benza kwaye babona ntoni abafundi?
- ◆ Ingaba ungenelela njani utitshala ekufundeni?

Session 3: Revisiting Grade R maths topics

1 hour

Facilitator's notes

- ◆ Each group needs newsprint, kokis, Prestik and a *Resource Kit*.
- ◆ Allocate one topic to each small group.
- ◆ Small groups discuss the topic they are given and prepare a presentation for the whole group.
- ◆ As the groups are working, join their discussions and provide input on the content where they need this for their presentations.
- ◆ To support the participants' discussions, refer them to the relevant sections on pages 138–219 of the *Concept Guide*.

As you know, the Maths Programme is designed to introduce new knowledge and build on this progressively across the weeks and terms. During this session, we will revisit Content Areas and topics that we have dealt with in previous workshops and we will discuss how these topics have been presented in the Maths Programme.



Activity 4

The facilitator will give a topic to each group to discuss.

You are required to prepare a presentation on your understanding of the topic and how the Maths Programme deals with the development of the concepts and skills related to it. Read the relevant information associated with your topic in the *Concept Guide* (pages 138–219).

You will receive ONE of the following topics:

1. How are shapes introduced and consolidated in the Maths Programme? Refer to Term 3, Week 4, Days 1, 2 and 3 to support your discussion.
2. Position and direction are difficult concepts for young children to grasp. How does the Maths Programme present these topics in Terms 1, 2 and 3? Refer to Term 3, Week 4, Days 4 and 5 to support your discussion.
3. Term 3, Week 4, Day 5 deals with the topic of symmetry. Explain your understanding of this topic. Share your experiences of teaching symmetry and how your learners have demonstrated their understanding of it.
4. Dot cards are used throughout the Maths Programme. Discuss the value of using this resource and if/how it contributes to building number concept. Refer to Term 3, Weeks 4 and 6 to support your discussion.
5. Discuss the routine that is used to introduce a new number in the Maths Programme. Explain how this routine builds on and consolidates the development of number concept. Refer to Term 3, Week 6 to support your discussion.

Iseshoni 3: Ukubuyela umva kwizihloko zeMathematika zeBanga R

1 iyure

Amanqaku ombhexeshi

- ◆ Iqela ngalinye malibe nephephandaba, iikhoki, iPrestiki ne*Kiti yeziXhobo*.
- ◆ Nika isihloko esinye kwiqela ngalinye elincinci.
- ◆ Amaqela amancinci axoxa ngesihloko asinikiweyo alungiselele ukubonisa iklasi yonke.
- ◆ Ngeli xesha amaqela esebenza, ngenelela kwiingxoxo zawo unike elakho igalelo kumxholo wawo kuloo ndawo bafuna ukuncedwa kuyo xa bebonisa ngomsebenzi wabo.
- ◆ Ukuxhasa ingxoxo yabathathinxaxheba, babhekise kumacandelo ahambelana noku kumaphepha 138–219 kwisi*Khokelo seeKhonsepthi*.

Njengoko usazi, iNkqubo yeMathematika iyilwe ngendlela yokwazisa ulwazi olutsha kwaye yakhele kulo ngokuqhubela phambili ngokweeveki neekota. Ngexesha lale seshoni, siza kubuyela umva kwiiNkalo zomXholo nezihloko esele sisebenzile ngazo kwiindibano zocweyo ezidlulileyo yaye siza kuxoxa ngendlela ezithe zaboniswa ngazo ezi zihloko kwiNkqubo yeMathematika.



Umsebenzi 4

Umbhexeshi uza kunika iqela ngalinye isihloko lixoxe ngaso.

Kulindleke ukuba wenze amalungiselelo okubonisa indlela osiqonda ngayo isihloko nangendlela esebenza ngayo iNkqubo yeMathematika ukukhulisa iikhonsepthi nezakhono eziphathelelene naso. Funda ulwazi olufanelekileyo oluhambelana nesihloko kwisi*Khokelo seeKhonsepthi* (amaphepha 138–219).

Uza kufumana isihloko ESINYE kwezi zilandelayo:

1. Zingaphi iimilo ezazisiweyo nezidityaniswe kwiNkqubo yeMathematika? Bhekisa kwiKota 3, iVeki 4, iiNtsuku 1, 2 no3 ukuxhasa ingxoxo yakho.
2. Indawo neSalathiso ziikhonsepthi ezinzima kubantwana abancinci ukuba bazibambe. Ingaba iNkqubo yeMathematika izibonisa njani ezi zihloko kwiKota 1, 2 neye3? Bhekisa kwiKota 3, iVeki 4, iiNtsuku 4 no5 ukuxhasa ingxoxo yakho.
3. IKota 3, iVeki 4, uSuku 5 yenza isihloko sesimetri. Cacisa ngendlela osiqonda ngayo esi sihloko. Yabelana nabanye ngamava okufundisa isimetri nendlela abafundi ababonise ngayo indlela abayiqonda ngayo abafundi.
4. Amakhadi anamachokoza asetyenziswa kuyo yonke iNkqubo yeMathematika. Xoxa ngexabiso lokusebenzisa esi sixhobo nokuba/indlela enegalelo ngayo ekwakheni ingqikelelomanani. Khangela kwiKota 3, iiVeki 4 no6 ukuxhobisa ingxelo yakho.
5. Xoxani ngenkqubo yesiqhelo esetyenziswe ukwazisa inani elitsha kwiNkqubo yeMathematika. Cacisa indlela esebenza ngayo le nkqubo yesiqhelo ukwakhela kwamanye nokuwadibanisa ukwenza ingqikelelomanani. Khangela kwiKota 3, iVeki 6 ukuxhasa ingxoxo yakho.

6. Explain how word problems are used to teach addition, subtraction, grouping (multiplication) and equal sharing (division). Discuss the importance of the use of language and the structure of the word problem. Also included a motivation for the use of fingers and concrete apparatus during problem-solving activities. Refer to Week 6, Day 5 and the teacher-guided activities to provide examples.
7. How does the Maths Programme facilitate learning how to sequence/order the counting numbers (oral counting)? Consider each of the resources below to support your discussion:
 - ◆ songs and rhymes
 - ◆ number washing line
 - ◆ jumping tracks
 - ◆ number symbol cards.

How do these activities link to the concept of ordinal numbers? Refer to Term 3, Week 6 for examples to support your discussion.

8. A real understanding of counting is achieved when learners are able to count each object in a collection and know that the last count represents the total number of the collection. This is a difficult concept for learners to grasp. How does the Maths Programme provide opportunities for learners to develop the concept of cardinality?

Facilitator's notes

- ◆ While each group is presenting, guide the discussion and ensure that the issues linked to the content have been dealt with.

6. Cacisa indlela iingxaki zamagama ezisetyenziswa ngayo ukufundisa ukudibanisa, ukuthabatha, ukubekwamaqela (uphindaphindo) nokwaba ngokulinganayo (ukwahlulahlula). Xoxa ngokubaluleka kokusetyenziswa kolwimi nokwakhiwa kwengxaki yamagama. Kukwabandakanywe nokusetyenziswa kweminwe nezixhobo zokubala eziphathekayo ngexesha lemisebenzi yokusombulula ingxaki. Bhekisa kwiVeki 6, uSuku 5 nemisebenzi ekhokelwa ngutitshala ukunika imizekelo.
7. Ingaba ikuqhuba njani iNkqubo yeMathematika ukufunda indlela yokulandelelanisa/ukudwelisa amanani okubala (ukubala ngomlomo)? Qaphela isixhobo ngasinye kwezingasezantsi ukuxhasa ingxoxo yakho:
- ◆ iingoma nezicengcelezo
 - ◆ ucingo lokoneka amanani
 - ◆ umzila wokuxhuma
 - ◆ amakhadi eesimboli zamanani.
- Ingaba inxulumene njani le misebenzi kwikhonsepthe yamanani olandelelwano? Bhekisa kwiKota 3, iVeki 6 imizekelo yokuxhasa ingxoxo yakho.
8. Ukuqonda ngokukuko ukubala kuphunyeziwe xa abafundi besazi ukubala into nganye ekwingqokelela bazi nokuba ukubala kokugqibela kubonisa inani elipheleleyo lengqokelela. Le yikhonsepthe enzima ukuba bakwazi ukuyibamba abafundi. Ingaba iNkqubo yeMathematika iwanika njani amathuba kumfundi ngamnye ukukhulisa ikhonsepthe yeekhadinali?

Amanqaku ombhexeshi

- ◆ Ngeli xesha iqela ngalinye libonisa, khokela ingxoxo uqinisekise ukuba imiba enxulunyaniswa nomxholo yenziwe.

Session 4: Planning for teaching

1½ hours

It is important to plan and prepare thoroughly for each week. This will allow you to feel confident about what you are doing and help you to focus on teaching and working with the learners. As you have already experienced in Terms 1 and 2, the Maths Programme is carefully structured, and the maths content is presented in a progressive developmental sequence. It has been designed to ensure that all the Grade R Mathematics content and skills are covered and learners are well prepared for Grade 1. Teachers need to be cautious about selecting activities from different weeks and leaving other activities out.

Facilitator's notes

- ◆ Move between the groups as participants discuss the planning and preparation for teaching Term 3 Weeks 4–6 in **Activity 5**. Assist by making suggestions on overcoming challenges.
- ◆ Each group presents their main discussion points to the whole group.



Activity 5

1. In your group, complete the planning templates for Term 3 Weeks 4–6 (Appendix A).
2. Your group will present an overview of your planning discussion to the other groups. Note the main points of your discussion on flipchart paper. Include answers to the following questions:
 - ◆ How could you work with a colleague to prepare for each week?
 - ◆ How is the week structured?
 - ◆ How do the topics build on previous lessons?
 - ◆ Do the whole class activities successfully open the way for discussion and exploration of new knowledge?
 - ◆ How does the teacher-guided activity provide opportunities for the teacher to assess and support the learners?
 - ◆ Do the independent small group activities allow for adequate practice of new knowledge and skills?

Ishoni 4: Ukucwangcisa ukufundisa

1½ iiyure

Kubalulekile ukucwangcisa nokulungiselela kakuhle iveki neveki. Oku kuza kukwenza uzive uzithemba koko ukwenzayo kuze kukuncede ugxile ekufundiseni nasekusebenzeni nabafundi. Njengoko sele ubonile kwiiKota 1 no2, iNkqubo yeMathematika ihlelwe ngobunono, kwaye umxholo wemathematika unikelwa ngendlela yophuhliso oluqhubekayo. Ihlelwe ngendlela eqinisekisa ukuba wonke umxholo nezakhono zeMathematika yeBanga R uyenziwa kwanokuba abafundi balilungele iBanga 1. Ootitshala kufuneka bakulumkele ukukhetha imisebenzi kwiiveki ezahlukeyo babe beyishiya eminye.

Amanqaku ombhexeshi

- ◆ Hambahamba phakathi kwamaqela njengokuba abathathinxaxheba bexoxa ngokucwangcisa kwanokulungiselela ukufundisa kwiKota 3 iiVeki 4–6 ku**Msebenzi 5**. Bancedise ngokunika iingcebiso ngokuhlangabezana nemingeni.
- ◆ Iqela ngalinye labelana ngamanqaku alo engxoxo angundoqo neqela lonke.



Umsebenzi 5

1. Kwiqela lakho, gcwalisani iithempleyithi zesicwangciso zeKota 3 iiVeki 4–6 (Isingeniso A).
2. Iqela lakho liza kubonisa amanye amaqela isishwankathelo sengxoxo yesicwangciso salo. Qaphela ukuba amanqaku angundoqo engxoxo yenu kufuneka abhalwe kwiphepha lefliptshathi. Quka iimpendulo zale mibuzo ilandelayo:
 - ◆ Ungasebenza kanjani nogxa wakho ukwenza amalungiselelo eveki nganye?
 - ◆ Ingaba iveki ihlelwe njani?
 - ◆ Zakheleka njani izihloko kwizifundo ezidlulileyo?
 - ◆ Ingaba imisebenzi yeklassi yonke iyivule ngempumelelo indlela yengxoxo nophononongo lolwazi olutsha?
 - ◆ Ingaba umsebenzi okhokelwa ngutitshala umnika njani utitshala amathuba okuhlola nokuxhasa abafundi?
 - ◆ Ingaba imisebenzi ezimeleyo yamaqela amancinci iyalinika ithuba elaneleyo lokuziqhelisa ulwazi olutsha nezakhono?

Closing activities

30 minutes

Facilitator's notes

- ◆ **Workshop reflection:** Ask participants to take a few minutes to reflect on the day and to page through their *Participant's Workbook*. Ask them to jot down any questions or comments to share with the whole group.
Ask individual participants to volunteer responses to the following:
 - I learnt ...
 - I did not like ...
 - I enjoyed ...
 - I now understand ...
 - I'm still not clear about ...
 - I would like more information on ...
- ◆ Encourage participants to add any comments and feedback not yet shared to the post box.
- ◆ **Take back to school task:** Read through this task. Ask if there is anything that is not clear and that requires more explanation.
- ◆ **Evaluation:** Hand out copies of the Workshop Evaluation Form and have participants complete the form.
- ◆ **Next workshop:** Give dates for the next workshop and close the workshop.



Activity 6

Workshop reflection: Take a few minutes to reflect on the day. Page through your *Participant's Workbook* to remind yourself of what was covered. Write down your thoughts.

Share your reflections with the large group.



Take back to school task

1. Use *Activity Guide: Term 3* to plan and implement Term 3 Weeks 4–6 of the Maths Programme.
2. Write comments in the book that you use to keep track of each learner's progress (learner observation book). Use the '**Check that learners are able to**' observation list (eye box) during each of the teacher-guided activities to guide your observations and comments.

Amanqaku ombhexeshi

- ◆ **Ucamngco ngendibano yocweyo:** Cela abathathinxaxheba ukuba bathathe imizuzu embalwa ukucamngca ngomhla baze batyhile kwi*Ncwadi yokuSebenzela yoMthathinxaxheba*. Bacele ukuba babhale phantsi nayiphi na imibuzo okanye iimbono abaza kwabalana ngazo neqela lonke. Cela abathathinxaxheba ngabanye ukuba bavoluntiye ekuphenduleni le mibuzo ilandelayo:
 - Ndifunde ...
 - Andiyithandanga ...
 - Ndikonwabele ...
 - Ngoku ndiyaqonda ...
 - Andikacacelwa yi-...
 - Ndingaluvuyela ulwazi olongezelelekileyo nge-...
- ◆ Khuthaza abathathinxaxheba ukuba bongeze ezinye izimvo nengxelo ekungekabelwana ngayo kwibhokisi yeposi.
- ◆ **Umsebenzi ekubuyelwa nawo esikolweni:** Fundisisa lo msebenzi. Buza ukuba ikhona na into engacacanga efuna ukucaciswa banzi.
- ◆ **Uhlolo:** Gqithisa iikopi zeFomu yokuHlola yeNdibano yoCweyo uze ucele abathathinxaxheba ukuba bayigcwalise.
- ◆ **Indibano yocweyo elandelayo:** Chaza imihla yendibano yocweyo elandelayo uze uyivale indibano yocweyo.



Umsebenzi 6

Ucamngco ngendibano yocweyo: Thatha imizuzu embalwa ucamngce ngomhla. Tyhila kwi*Ncwadi yokuSebenzela yoMthathinxaxheba* uzikhumbuze ngoko kwenziweyo. Bhala phantsi iingcamango zakho.

Yabelana neqela elikhulu ngeengcamngco zakho.



Umsebenzi ekubuyelwa nawo esikolweni

1. Sebenzisa *isiKhokelo semiSebenzi: Ikota 3* ukucwangcisa nokusebenza kwiKota 3 iiVeki 4–6 zeNkqubo zeMathematika.
2. Bhala izimvo zakho encwadini oyisebenzisela ukugcina inkqubela yomfundi ngamnye (incwadi yoqwalaselo lomfundi). Sebenzisa uluhlu lokuqwalasela luka-**'Qwalasela ukuba abafundi bayakwazi uku-'** (ibhokisi eneliso) ngexesha lemisebenzi ekhokelwa ngutitshala ukukhokela uqwalaselo nezimvo zakho.

3. Make notes of what worked well, what did not work well and how you resolved any challenges during your implementation of Term 3 Weeks 4–6.
4. Bring your learner observation book and the notes you made when reflecting on each day's teaching to the next workshop.

Evaluation

Complete the Evaluation Form.

3. Yenza amanqaku ngoko kusebenze kakuhle, okungasebenzanga kakuhle nendlela ohlangabezane ngayo nemingeni ngethuba lakho lokuphumeza uKota 3 iiVeki 4–6.
4. Kwindibano yocweyo elandelayo yiza nencwadi yakho yoqwalaselo lomfundi namanqaku owenzileyo xa ucamngca ngosuku ngalunye lokufundisa.

Uhlolo

Gcwalisa iFomu yoHlolo.

APPENDIX A: TERM 3 WEEKLY PLANNING TEMPLATE

Term 3: Activity Plan: Week ____

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

ISINGENISO A: ITHEMPLEYITHI YESICWANGCISO SEVEKI NEVEKI KWIKOTA 3

Ikota 3: Isicwangciso somSebenzi: Iveki _____

INKALO YOMXHOLO:				
ISIHLOKO:				
YAZISA ULWAZI OLUTSHA:				
ZIQHELISE:				
Imisebenzi yeklasi yonke		Umsebenzi okhokelwa ngutitshala	Imisebenzi yesitishi sokusebenzela (imisebenzi ezimeleyo yamaqela amancinci)	
Usuku 1			Umsebenzi 1	
Usuku 2			Umsebenzi 2	
Usuku 3			Umsebenzi 3	
Usuku 4			Umsebenzi 4	
Usuku 5				

Term 3: Activity Plan: Week ____

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

Ikota 3: Isicwangciso somSebenzi: Iveki _____

INKALO YOMXHOLO:				
ISIHLOKO:				
YAZISA ULWAZI OLUTSHA:				
ZIQHELISE:				
Imisebenzi yeklasi yonke		Umsebenzi okhokelwa ngutitshala	Imisebenzi yesitishi sokusebenzela (imisebenzi ezimeleyo yamaqela amancinci)	
Usuku 1			Umsebenzi 1	
Usuku 2			Umsebenzi 2	
Usuku 3			Umsebenzi 3	
Usuku 4			Umsebenzi 4	
Usuku 5				

Term 3: Activity Plan: Week ____

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

Ikota 3: Isicwangciso somSebenzi: Iveki _____

INKALO YOMXHOLO:				
ISIHLOKO:				
YAZISA ULWAZI OLUTSHA:				
ZIQHELISE:				
Imisebenzi yeklasi yonke		Umsebenzi okhokelwa ngutitshala	Imisebenzi yesitishi sokusebenzela (imisebenzi ezimeleyo yamaqela amancinci)	
Usuku 1			Umsebenzi 1	
Usuku 2			Umsebenzi 2	
Usuku 3			Umsebenzi 3	
Usuku 4			Umsebenzi 4	
Usuku 5				

Workshop 8 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 yokuHlola yeNdibano yoCweyo 8

1. Ingaba indibano yocweyo ifikelele koko ubukulindele?

2. Ufunde ntoni kule ndibano yocweyo ekuncede kakhulu?

3. Ingaba ikhona into ongakhange uyithande okanye obenobunzima bokuyiqonda?

4. Uzakukusebenzisa njani oko ukufundileyo apha kwiklasi yakho yeBanga R?

5. Ingaba unazo iingcebiso zokuphucula nangakumbi iindibano zocweyo?
