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IsiZulu/English

Uhlelo Lokuthuthukisa Izibalo Zebanga R Grade R Mathematics Improvement Programme



**Umhlangano Wokucobelelana Ngolwazi 8 • Workshop 8
Umhlahlandlela Wabadidiyeli • Facilitator's Guide**

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

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Overview

Purpose

This is the eighth of twelve Grade R Mathematics Improvement Programme (Maths Programme) workshops, which form part of the Gauteng Department of Education (GDE) Grade R Mathematics and Language Improvement Project.

The purpose of this workshop is to 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)

Ukubuka ngelibanzi

Inhloso

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

Inhloso yalo mhlango wokucobelelana ngolwazi ukusiza othisha ukuthi basebenzise Uhlelo Lwezibalo emakilasini abo. Ababambiqhaza bazoba nethuba lokudlinza ngalokho abaye bakuqaphela. Bazothola ukuthi imigomo elawulayo yokufundisa izibalo eBangeni R ikwazisa kanjani ukhlela, ukufundisa kanye nokuhlola kwabo. Bazobheka nenqubekelaphambili yomfundi futhi, izidingo zokuthuthuka komuntu ngamunye kanye nezokufunda nje-ke. Umhlangano wokucobelelana ngolwazi uhlola ulwazi lukaThemu 3 Amasonto 4–6 kanye nokusetshenziswa kwalo ekilasini.

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

Imiphumela yokufunda

- ◆ Ukucabanga ngokusetshenziswa kweThemu 3 Amasonto 1–3
- ◆ Ukuhlola amasu asekelwe ekudlaleni ukweseka ukufundisa izibalo zeBanga R
- ◆ Ukujulisa ukuqondwa kwezihloko zoHlelo Lwezibalo
- ◆ Ukudlinza ngezinsalelo nokuthola izixazululo ekusebenziseni uHlelo Lwezibalo
- ◆ Ukuklama ulwazi loHlelo Lwezibalo oluzofundiswa kuThemu 3 Amasonto 4–6

Okuqokethwe komhlangano wokucobelelana ngolwazi

- ◆ Ukuvula nokudlinza (1 ihora)
 - ◆ Iseshini 1: Isilinganiso (1 ihora)
- ITIYE
- ◆ Iseshini 2: Isilinganiso (kuyaqhutshwa) (1 ihora)
 - ◆ Iseshini 3: Ukubuyela ezihlokweni zezibalo zeBanga R (1 ihora)
- ISIDLO SASEMINI
- ◆ Iseshini 4: Ukuhlelela ukufundisa (1½ amahora)
 - ◆ Imisebenzi yokuvala (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)

Ukulungiselela

- ◆ PPT ukwemukela nemiphumela
- ◆ Zejwayeze nawo wonke ama-*PowerPoints* kanye namavidiyo
- ◆ Funda:
 - Umhlahlandlela Wokuqonda Isifundo*, amakhasi e-16–25, 28–31, 58–69 kanye ne-114–219
 - Umhlahlandlela Wemisebenzi: Ithemu 3*, amakhasi 19 kanye nama-70–119
- ◆ Letha ibhokisi leposi
- ◆ Khumbuza ababambiqhaza ukuthi balethe:
 - Umhlahlandlela Wokuqonda Isifundo*
 - Umhlahlandlela Wemisebenzi: Ithemu 2*
 - Umhlahlandlela Wemisebenzi: Ithemu 3*
 - Ibhuku Lamaphosta*

Izinto zokusetshenziswa

- ◆ Iphepha leshadi eliphenywayo, amakhokhi
- ◆ Iphrestikhi
- ◆ *Ikhithi Yezinsiza* yeqembu ngalinye
- ◆ Okomsebenzi 2: intambo, amapensela, izinduku, ujeke, amavasi, izinkomishi, amabhodlela kanye nezitsha ezinobungako obuhlukene (kubandakanya izitsha ezimbili ezinezimo ezingafani, kodwa ezinomthamo ofanayo), ibhakede lamanzi, isikali sokulinganisa, izithelo ezimbili noma ngaphezulu, izincwadi zesisindo esingafani, ibhodlela elilodwa lepulasitiki kanye nebhodlela lengilazi elilodwa okunesisindo esingafani, amakhandlela, isibalisikhathi seqanda, isitophuwashi (esikumakhalekhukhwini)

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.

Amanothi omdidiyeli

- ◆ PPT: Imiphumela yokufunda yomhlangano wokucobelelana ngolwazi.
- ◆ Xoxa ngemibono yebhokisi leposi kanye nembuyisambiko yomhlangano wokucobelelana ngolwazi odlule. Khumbuza ababambiqhaza 'ukuposa' noma iyiphi imibono kanye nembuyisambiko ngesikhathi somhlangano wokucobelelana ngolwazi.
- ◆ Khumbuza ababambiqhaza ngo*Msebenzi obuyela nawo esikoleni* osuka emhlanganweni 7 odlule wokucobelelana ngolwazi.
- ◆ Bhekisa ababambiqhaza ku*Msebenzi 1* bese ufunda imiyalelo. Ababambiqhaza baqedela umsebenzi emaqenjini abo. Amaqembu abe esabelana neqembu elikhulu ngamaphuzu asemqoka.
- ◆ Thatha imibono eqenjini ngalinye ngemva kwezingxoxo zamaqembu amancane. Fingqa impumelelo kanye nezinselelo, bese nixoxa ngomthelela walokho okwenziwa ekilasini.

Nanku *Umsebenzi obuyela nawo esikoleni* othathwe emhlanganweni Wokucobelelana Ngolwazi 7.



Umsebenzi obuyela nawo esikoleni (Umhlangano Wokucobelelana Ngolwazi 7)

1. Sebenzisa Ithempulethi Yokuhlela Yamasonto Onke yeThemu 3 Isithasiselo A ukuhlela nokusebenza kweThemu 3 Amasonto 1–3 oHlelo Lwezibalo.
2. Bhala ukuthi walusebenzisa kanjani uhlu lokubheka (ebhokisini leso) '**Ukuhlola ukuthi abafundi bayakwazi uku-**' ngesikhathi ngasinye semisebenzi eholwa nguthisha.
3. Bhala usho ukuthi yini esebenze kahle, yini engasebenzanga kahle, nokuthi yini ongayenza ngendlela ehlukelele ukuze uthuthukise ukufundisa nokufunda.
4. Letha lokho okubhalile emhlanganweni olandelayo wokucobelelana ngolwazi.



Umsebenzi 1

1. Eqenjini lakho, yabelana nabanye ngempumelelo kanye nangezinsalelo zakho ekusebenziseni uHlelo Lwezibalo kuThemu 3 Amasonto 1–3.

2. Xoxa ngokusebenzisa kwakho ingxenye ethi '**Hlola ukuthi abafundi bayakwazi uku-**' yohla lokuqaphela (ebhokisini lehlo) ngesikhathi somsebenzi ngamunye kweholwa nguthisha.

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. Yabelana nabanye ngamasu okuthuthukisa ukufundisa nokufunda ngezinsalelo ozihlonzile.

4. Bhala ephepheni leshadi eliphenywayo amaphuzu asemqoka engxoxo yenu. Bikela iqembu elikhulu ngengxoxo yenu.



Ividiyo 1

Umhlahlandlela Wemisebenzi: Ithemu 3, Isonto 3, Umsebenzi oholwa uthisha (amakhasi 64–67)

Bukela ividiyo kathisha osebenza neqenjana labafundi ngesikhathi somsebenzi oholwa uthisha kuThemu 3 Isonto 3.

Qaphela ukuthi uthisha:

- ◆ Uwulungise kanjani umsebenzi weqembu elincane
 - ◆ Ukuphatha kanjani ukuguquka phakathi kwemisebenzi eyisishiyagalombili
 - ◆ uyisebenzisa kanjani imibuzo ukuhola abafundi
 - ◆ uyakuqopha ukuqaphela kwakhe ngokufundiwe esebenzisa uhla lokuqaphela oluthi **'Hlola ukuthi abafundi bayakwazi uku-'**
-
-
-
-
-

Amanothi omdidiyeli

Khombisa ividiyo bese uhola ingxoxo esekelwe yimiyalelo yokuqaphela emine. Uma ababambiqhaza bengawasho lawa maphuzu alandelayo, wanezezele engxoxweni.

- ◆ Kubalulekile ukufunda izigaba *Ukulungiselela* kanye *Nokudingayo kuMhlahlandlela Wemisebenzi*.
- ◆ Kubalulekile ukuthi uzilungiselele **ngaphambi** kokuqala kwesonto/kosuku, ube nazo zonke izinsiza ngesikhathi semisebenzi yokwenziwa.
- ◆ Othisha kufanele ngabe bafunde imisebenzi futhi bakwazi ukusebenzisana nabafundi ngaphandle kokufunda *Umhlahlandlela Wemisebenzi* umugqa nomugqa.
- ◆ Lawula isikhathi esabelwe umsebenzi. Ungabi khona umsebenzi ohlala kakhulu kuwo ukuze neminye ingeqeki. (Khumbula ukuthi abafundi beBanga R kumele bachithe imizuzu eyi-10 kuya kweyi-15 emsebenzini umunye.)
- ◆ Sebenzisa imibuzo evalekile ukuthola ukuthi ulwazi/amaqiniso abawaziyo angakanani, usebenzise imibuzo evulekile ukugumba ukuqonda kwabafundi kanye nokuthola ukuthi bazixazulula kanjani izinkinga.
- ◆ Ukulalela nokuqaphela umfundi **ngamunye** kusiza ukuqinisekisa inqubekela phambili kanye nokuqonda abanakho. Kukusiza ukuthi uhlonze amakhono abo, ubone nezikhala emakhonweni nasekuqondeni kwabo izinto.

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.

Iseshini 1: Isilinganiso

1 ihora

Amanothi omdidiyeli

- ◆ Khumbuza ababambiqhaza ukuthi abafundi beBanga R bavame ukulinganisa ngaphandle kokulandela imigomo esemthethweni ukuthola ukuthi 'ingakanani into' ekhona, ngokuqhathanisa ngqo noma ngokusebenzisa amayunithi angenasilinganiso sokulinganisa. Okugxilwa kukho eBangeni R isekuqhathaniseni ukuthi mangaki amayunithi angenasilinganiso akhona entweni elinganiswayo. Xoxa ngokuthi abafundi bangawathuthukisa kanjani amakhono abo okuhlawumbisela ngesikhathi sokwenza imisebenzi yokulinganisa.

KuThemu 1 no-2, bekugxilwe ekulinganiseni ngokusebenzisa isikhathi nobude. Le seshini izobuyela kuzo lezi zihloko bese ikhulisa ingxoxo yeSilinganiso ngokubandakanya isisindo, umthamo kanye nevolumu.

Isilinganiso sichaza ukuthola ukuthi 'ingakanani' into esesiqukathini esithile. Ebangeni R, isilinganiso sigxile kulokhu:

- ◆ isikhathi
- ◆ ubude
- ◆ isisindo
- ◆ umthamo kanye nevolumu.

Emsebenzini olandelayo, uzocwaninga ulwazi lwesilinganiso usebenzisa lokhu okubaliwe ngakunye.

Abafundi beBanga R balinganisa ngokungahlelekile, baqhathanisa ngqo besebenzisa amayunithi angenaso isilinganiso. Nokho ngesikhathi semisebenzi yokulinganisa okungahlelekile ayathuthuka amakhono abo okulinganisa. Baqala ngokuhlawumbisela ukuthi into yinde noma isinda kangakanani, bese besebenzisa into engenaso isilinganiso esisemthethweni ukuthola ukuthi kunemba kangakanani ukulinganisa kwabo.

Amanothi omdidiyeli

- ◆ Ngesikhathi so**Msebenzi 2**, beka izimpahla eziteshini ezihlukene zokuzilolongela ukulinganisa, bese ufaka ilebuli ecacile esiteshini ngasinye sokusebenzela ulandela lokhu okulandelayo:
 - **Ubude:** intambo, amapensela, izinduku
 - **Umthamo kanye nevolumu:** ujeke, ivasi, izinkomishi, amabhodlela nezitsha ezinobungako obuhlukene (kubandakanya nezitsha ezinezimo ezingafani, kodwa ezinomthamo ofanayo), ibhakede lamanzi
 - **Isisindo:** isikali sokulinganisa, izinhlobo ezimbili noma ezintathu zezithelo, izincwadi ezinesisindo esingafani, ibhodlela elilodwa lepulasitiki kanye nelilodwa lengilazi, kube nesisindo esingafani
 - **Isikhathi:** amakhandlela, isibalisikhathi seqanda, isitophuwashi (esikumakhalekhukhwini).
- ◆ Hlukanisa ababambiqhaza babe amaqembu amane, bese wabela iqembu ngalinye isiteshi sokusebenzela sokulinganisa esihlukile. Chaza ukuthi amaqembu azodedelana. Ababambiqhaza kumele baphendule imibuzo eku**Ncwadi Yokusebenzela Yababambiqhaza** esiteshini sokusebenzela. Bazochitha imizuzu eyishumi esiteshini sokusebenzela 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 ngesiteshi sokusebenzela ngasinye. Xoxani ukuthi ukulinganisela kunemba kangakanani futhi yikuphi ukulinganisela okungazange kuhlolwe ngamathuluzi anikeziwe, isib. Umuntu omude kunabo bonke, noma kungathatha isikhathi esijana yini ukudla isidlo sasemini kunokuya esikoleni ngemoto.
- ◆ Gcizelela ukuthi abafundi bawadinga kanjani amathuba aminingi okuthuthukisa amakhono abo okuqhathanisa nawokulinganisela ngaphambi kokuthi basebenzise isikali sokulinganisa esisemthethweni.



Umsebenzi 2

Wena neqembu lakho hambani niye esiteshini sokwenzela izilinganiso enabelwe sona nifike niphendule imibuzo *eNcwadini Yokusebenzela Yababambiqhaza*. Dlulela esiteshini esilandelayo sokusebenzela uma kuvela isidingo.

Ubude

Bhekisa ekhasini lama-211 loMhlahlandlela Wokuqonda Isifundo. Yiluphi ulwazimagama olusebenzise ngesikhathi salo msebenzi?

Thola impendulo kulokhu okulandelayo ngakunye, bese uhlonza isikali esingekho emthethweni sokulinganisa osisebenzisile ukulinganisa.

	Linganisela (qagela)	Isikali esingekho emthethweni sokulinganisa	Ubude
1. Ubani onesicathulo eside kunazo zonke?			
2. Ubani omfushane kunabo bonke?			
3. Yinde kangakanani eyakho <i>Incwadi Yokusebenzela Yababambiqhaza</i> ?			
4. Ubani onengalo ende kunazo zonke?			
5. Libanzi kangakanani itafula lakho?			
6. Kuyizandla ezingaki ukuphakama kwesicabha?			

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 ekhasini lama-211 lo*Mhlahlandlela Wokuqonda Isifundo*. Yiluphi ulwazimagama olusebenzise ngesikhathi salo msebenzi?

Thola impendulo kulokhu okulandelayo ngakunye, bese uhlonza isikali esingekho emthethweni sokulinganisa osisebenzise ukulinganisa.

	Linganisela (qagela)	Isikali esingekho emthethweni sokulinganisa	Umthamo noma ivolumu
1. Yiziphi izitsha ezimbili zamanzi ezizogcwalisa ujeke?			
2. Yiliphi ibhodlela elimumatha izinkomishi zamanzi eziningi kunawo wonke?			
3. Ucabanga ukuthi zingaki izinkomishi zamanzi ezingagcwalisa ivasi?			
4. Zingaki izinkomishi zamanzi ezingagcwalisa ingxenye yevasi?			
5. Yisiphi isitsha etafuleni esinamanzi amancane kakhulu kusona?			
6. Yiziphi izitsha ezimbili ezinamanzi ayisilinganiso esifanayo?			

Isisindo

Bhekisa ekhasini lama-211 lo*Mhlahlandlela Wokuqonda Isifundo*. Yiluphi ulwazimagama olusebenzisile ngesikhathi salo msebenzi?

Thola impendulo yalokhu okulandelayo ngakunye bese uhlonza isikali esingekho emthethweni sokulinganisa osisebenzisile ukulinganisa.

	Linganisela (qagela)	Isikali esingekho emthethweni sokulinganisa	Isisindo
1. Esikabani isikhwama esisinda kunazo zonke eqenjini lakho?			
2. Iyiphi incwadi elula kunazo zonke eqenjini lakho?			
3. Ubani osinda kunabo bonke eqenjini lakho? Ubani olula kunabo bonke?			
4. Yisiphi isithelo esisinda kunazo zonke?			
5. Yiliphi ibhodlela elisinda kunawo wonke?			

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.

Isikhathi

Bhekisa ekhasini lama-211 loMhlahlandlela Wokuqonda Isifundo. Yiluphi ulwazimagama olusebenzisile ngesikhathi salo msebenzi?

Thola impendulo yalokhu okulandelayo ngakunye, bese uhlonza isikali esingekho emthethweni sokulinganisa osisebenzisile ukulinganisa.

	Linganisela (qagela)	Isikali esingekho emthethweni sokulinganisa	Isikhathi
1. Ubani ofike kuqala kunabo bonke namhlanje ekuseni?			
2. Ubani ofike kamuva kunabo bonke?			
3. Kukuthatha isikhathi esingakanani ukuhamba usuka esihlalweni sakho uya emotweni?			
4. Ubani ohambe washesha kakhulu ukuya emotweni?			
5. Yikuphi okungathatha isikhathi eside phakathi kokudla isidlo sasemini nokuya esikoleni ngemoto?			

Amanothi omdidiyeli

- ◆ Songa Iseshini 1 ngengxoxo ngokuthi ababambiqhaza bangayenza kanjani imisebenzi efana nalena emakilasini abo. Gququzela ingxoxo emayelana nendaba yendawo, izinsiza kanye nokuziphatha.

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?

Iseshini 2: Isilinganiso (kuyaqhutshwa)

1 ihora



Umsebenzi 3

Cabanga ngemisebenzi yesilinganiso osanda kuyenza kuMsebenzi 2. Lihleleke kanjani ikilasi lakho ukunikeza okucishe kufane nalokhu?

KuBangeni R, Isilinganiso sigxile ekuhlawumbiseleni, esisindweni, ekuqhathaniseni kanye nasekulandelaniseni izinto ngokuthi zisinda kangakanani noma zilula kangakanani.

Abafundi bangakuthola kunzima ukuqonda ukuthi izinto ezincane zingasinda kunezinto ezinkulu. Badinga amathuba amaningi okuhlola izinto ezincane ezisindayo, izinto ezincane ezilula, izinto ezinkulu ezisindayo kanye nezinto ezinkulu ezilula.

Amanothi omdidiyeli

- ◆ Khombisa ividiyo 2. Emva kwevidiyo, xoxani ngokuthi ababambiqhaza baqapheleni.
- ◆ Khombisa ukuthi isisindo siwulwazi olungabonakali. Abafundi ngeke bakwazi ukubona ukuthi into iyasinda noma ilula. Othisha eBangeni R bavame ukwethula ulwazi lwesisindo ngesikali sokulinganisa ukuze abafundi bakwazi ukubona ukuthi kwenzekani uma into ibekwe kwicala ngalinye.
- ◆ Thola ukuthi ababambiqhaza basisebenzise kanjani isikali sokulinganisa emakilasini abo.
- ◆ Njalo abafundi bayaqaphela ukuthi icala elilodwa lesikali sokulinganisa siya phezulu bese elinye icala lehle liye phansi, kodwa bacabanga ukuthi lokhu kungoba icala elilodwa lesikali sokulinganisa eliphezulu liba nesisindo esikhudlwana. Othisha bangasiza ngokukhombisa ukuthi icala elinesisindo esikhudlwana sezinto njalo lona liya phansi.



Ividiyo 2

Umhlahlandlela Wemisebenzi: Ithemu 3, Isonto 5, Usuku 1 #4 (amakhasi 88–91); Usuku 2 #4 no-5 (amakhasi 90–93); Usuku 3 #4 (amakhasi 92–95); Usuku 4 #4 (amakhasi 94–95); Usuku 5 #4 (amakhasi 96–97)

Buka ividiyo emayelana nokuqhathanisa isisindo sento nenye.

Xoxani ngale mibuzo.

- ◆ Yini oyibona yenzeka?
- ◆ Yiluphi ulwazi olufundiswayo nolufundiwe?
- ◆ Yimaphi amakhono alolongwayo?
- ◆ Benzani abafundi, futhi bathini?
- ◆ Uthisha ufundisa kanjani?

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.

Iseshini 3: Ukubuyela ezihlokweni zezibalo zeBanga R

1 ihora

Amanothi omdidiyeli

- ◆ Iqembu ngalinye lidinga iphephandaba amakoki, iphrestikhi kanye *neKhithi Yezinsiza*.
- ◆ Yiba nesihloko esisodwa ozosinika iqembu elincane ngalinye.
- ◆ Amaqembu amancane axoxa ngesihloko anikwe sona, bese elungiselela ukwethulela iqembu lonke.
- ◆ Ngesikhathi amaqembu esebenza, joyina ingxoxo yawo, unikeze ulwazi uma bengaludinga lapho sebeyokwethula.
- ◆ Ukulekelela ingxoxo yababambiqhaza, bathumele ezingxenyeni ezifanele emakhasini 138-219 ku*Mhlahlandlela Wokuqonda Isifundo*.

Njengoba wazi, uHlelo lwezibalo lwakhelwe ukwethula ulwazi olusha ngokuqhubekayo masonto wonke nakuwo wonke amathemu. Ngale seshini, sizobuyela kuzo Izingxenywe Zolwazi kanye nezihloko esizenze emhlanganweni owedlule wokucobelelana ngolwazi, bese sixoxa ngokuthi lezi zihloko zethulwe kanjani oHlelweni lwezibalo.



Umsebenzi 4

Umdidiyeli uzonikeza isihloko okuzoxoxwa ngaso eqenjini ngalinye.

Ulindeleke ukwethula lokho okuqondayo ngesihloko kanye nokuthi uHlelo lwezibalo, ukuthuthukiswa kolwazi namakhono, okuhlobene nalo kwenzeka kanjani. Funda ulwazi oluyilo oluhlobene nesihloko sakho esiku*Mhlahlandlela Wokuqonda Isifundo* (amakhasi 138-219).

Uzothola ESISODWA salezi zihloko:

1. Zethulwe futhi zahlanganiswa kanjani izimo kuHlelo lwezibalo? Bhekisa kuThemu 3, 4, Usuku 1, 2 kanye nelesi-3 ukweseka ingxoxo yakho.
2. Isikhundla kanye nenkomba wulwazi olunzima ukuba abantwana balubambe. UHlelo lwezibalo luzethula kanjani lezi zihloko kuThemu 1, 2 no-3? Bhekisa kuThemu 3 Isonto 4 Usuku 4 no-5 ukweseka ingxoxo yakho.
3. IThemu 3, iSonto 4, Usuku 5 liphathelene nesihloko sokuvumelanisa. Chaza indlela oqonda ngayo lesi sihloko. Yabelana nabanye ngolwazi lwakho lokufundisa ukuvumelanisa kanye nokuthi abafundi bakho bakukhombise kanjani ukuqonda kwabo lezi zinto.
4. Amakhadi anamachashazi asetshenziswa kulo lonke uHlelo lwezibalo. Xoxa ngokubaluleka kokusebenzisa le nsiza kanye/nokuthi inikela kangakanani.
5. Xoxa ngenqubo esetshenziswa ukwethula inombolo entsha oHlelweni lwezibalo. Chaza ukuthi le nqubo yakhela futhi ihlanganise kanjani ukwakhiwa kolwazi lwezinombolo. Bhekisa kuThemu 3, Isonto 4 no-6 ukweseka 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. Chaza ukuthi izinkinga zamagama zisetshenziswa kanjani ukufundisa ukuhlanganisa, ukususa, amaqoqo, (ukuphindaphinda) kanye nokwabelana ngokulinganayo (ukuhlukanisa). Xoxa ngokubaluleka kokusetshenziswa kolimi kanye nokwakhiwa kwezinkinga zezinombolo. Kubuye kwafakwa nokugqugquzelwa kokusetshenziswa kweminwe kanye nezinto ezibambekayo ngesikhathi sezinkinga zezinombolo.

7. Lwenzakanjani uHlelo Lwezibalo ukwenza lula ukufundisa ukulandelanisa/ukuhlela izinombolo zokubala (ukubala ngomlomo)? Cabanga ngezinsiza ezingezansi ngayinye ukweseka ingxoxo yakho:

- ◆ amaculo nemilolozelo
- ◆ ulayini wokweneka wezinombolo
- ◆ imigudu yokugxuma
- ◆ amakhadi ezimpawu zezinombolo.

Ixhumana kanjani le misebenzi nolwazi lwezinombolo ezisho isikhundla. Bhekisa kwizibonelo zeThemu 3, Isonto 6 ukweseka ingxoxo yakho.

8. Ukuqonda okuyikho kokubala kutholakala uma abafundi sebekwazi ukubala into ngayinye eqoqweni, kanye nokwazi ukuthi ukubala okokugcina eqoqweni kanye nokwazi ukuthi okokugcina ukubala kumele inani lenombolo yokuqoqiwe. Lolu ulwazi olulukhuni ukuba abafundi balubambe. Luwakha kanjani lolu Hlelo Lwezibalo amathuba omfundi okukhulisa umqondo wokubala okokugcina?

Amanothi omdidiyeli

- ◆ Ngesikhathi iqembu ngalinye lethula, hola ingxoxo, bese uqinisekisa ukuthi izinkinga ezixhumene nolwazi zibhekelelwe.

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?

Iseshini 4: Ukuhlelela ukufundisa

1½ amahora

Kubalulekile ukuhlelela nokulungiselela kahle isonto ngalinye. Lokhu kuzokwenza uzizwe uqiniseka ngokwenzayo, futhi kukusize ukuthi ugxile ekufundiseni nasekusebenzeni kahle nabafundi. Njengoba usuvele uhlangabezane nalo kuThemu 1 no-2 Uhlelo Lwezibalo, uzobona ukuthi luhlelwe ngokucophelela, nolwazi lwezibalo lwavezwa ngokulandelana ekuthuthukeni ngokuqhubekayo. Kuklanyelwe ukuqinisekisa ukuthi konke okuqukethwe, namakhono ezibalo zeBanga R kuhlangukisiwe, kanti abafundi balilungele kahle Ibanga 1. Othisha kudingeka baqaphele uma bekhetha imisebenzi emasontweni ahlukene beshiya eminye ngaphandle.

Amanothi omdidiyeli

- ◆ Hambisa phakathi kwamaqembu njengoba abahlanganyeli bexoxa ngokuhlelela nokulungiselela ukufundisa Isikhathi 3 Amasonto 4–6 ku**Msebenzi 5**. Basize kulokhu ngokwenza iziphakamiso zokunqoba izinselele.
- ◆ Iqembu ngalinye liletha amaphuzu alo engxoxo abalulekile eqenjini lonke.



Umsebenzi 5

1. Qedelani ithemplethi yokuhlelela yeThemu 3 Amasonto 4–6 (Isithasiselo A) eqenjini lenu.
2. Iqembu lenu lizokwethulela elinye iqembu imibono yokubuka ngelibanzi. Bhala ephepheni leshadi eliphenywayo amaphuzu asemqoka engxoxo yakho. Ufake nezimpendulo zale mibuzo elandelayo: Uzosebenza kanjani nozakwenu ukulungiselela isonto ngalinye?
 - ◆ Ungasebenza kanjani nomlingani wakho ukulungiselela isonto ngalinye?
 - ◆ Lihleleke kanjani isonto?
 - ◆ Sakhela kanjani isihloko esifundweni esedlule?
 - ◆ Ngabe imisebenzi yekilasi lonke iyivula ngempumelelo indlela yengxoxo kanye nokuhlolwa kolwazi olusha?
 - ◆ Ngabe umsebenzi oholwa uthisha unikeza kanjani amathuba okuhlola kothisha kanye nokweseka kwabo abafundi?
 - ◆ Ngabe imisebenzi yokuzimela yamaqembu amancane yethula amathuba enele ukulolonga ulwazi olusha kanye namakhono?

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.

Amanothi omdidiyeli

- ◆ **Ukudlinza ngomhlangano wokucobelelana ngolwazi:** Cela ababambiqhaza ukuba bathathe imizuzu embalwa badlinze ngosuku lolo, bese bepheqa amakhasi *eNcwadi Yokusebenzela Yababambiqhaza*. Bacele babhale phansi imibuzo abazokwabelana ngayo neqembu lonke. Cela ababambiqhaza ngamunye ukuthi banike izimpendulo kulokhu okulandelayo:
 - Ngifunde ...
 - Azange ngikuthande ...
 - Ngiyijabulele ...
 - Manje sengiyaqonda ...
 - Angikaqondi kahle mayelana ...
 - Ngingathanda ukuthola ulwazi oluthe xaxa mayelana ...
- ◆ Gquguzela ababambiqhaza ukunezezela ngemibono kanye nembuyisambiko okungakabelwana ngako ebhokisini leposi.
- ◆ **Umsebenzi obuyela nawo esikoleni:** Funda lo msebenzi. Buza ukuthi kukhona yini okungacacile futhi okudinga incazelo eyengeziwe.
- ◆ **Ukuhlola:** Nikeza amakhophi eFomu Lokuhlola Lomhlangano Wokucobelelana Ngolwazi bese ucela ababambiqhaza ukuthi bagcwalise leli fomu.
- ◆ **Umhlangano wokucobelelana ngolwazi olandelayo:** Nikeza izinsuku zomhlangano olandelayo wokucobelelana ngolwazi, bese uwuvala umhlangano wokucobelelana ngolwazi.



Umsebenzi 6

Ukudlinza ngomhlangano wokucobelelana ngolwazi: Thatha imizuzu embalwa udlinze ngosuku lolo. Phenya amakhasi *eNcwadi Yokusebenzela Yababambiqhaza* ukuzikhumbuza ngokwenziwa. Bhala phansi noma iyiphi imibuzo noma imibono ukuze wabelane neqembu.

Yabela iqembu elikhulu imidlinzo yakho.



Umsebenzi obuyela nawo esikoleni

1. Sebenzisa *Umhlahandlela Wemisebenzi: Ithemu 3* ukuhlela nokwenza Ithemu 3 Amasonto 4–6 yoHlelo LweziBalo.
2. Bhala imibono ebhukwini olisebenzisela ukulandelela inqubekela phambili yomfundi ngamunye (ibhuku lokuqaphela abafundi). Sebenzisa uhlu lokuqaphela ingxenye ethi '**Hlola ukuthi abafundi bayakwazi uku-**' (ibhokisi lehlo) ngesikhathi semisebenzi eholwa uthisha ukuhola okuqaphelile kanye nemibono.

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. Bhala amanothi ezinto ezisebenzeke kahle, ezingasebenzanga kahle kanye nokuthi uzixazulule kanjani izinkinga ngesikhathi sokwenza okunqunywe kuThemu 3 Amasonto 4–6.
4. Letha ibhuku lokuqaphela labafundi bakho kanye namanothi owenze ngesikhathi udlinza ngokufundisiwe kosuku ngalunye emhlanganweni olandelayo wokucobelelana ngolwazi.

Ukuhlola

Gcwalisa Ifomu Lokuhlola.

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				

ISITHASISELO A: ITHEMU 3 ITHEMPULETHI YOKUHLELA KWAMASONTO ONKE

Ithemu 3: Uhlelo Lomsebenzi: Isonto _____

INGXENYE YOLWAZI:				
ISIHLOKO:				
YETHULA ULWAZI OLUSHA:				
ZEJWAYEZE:				
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela (imisebenzi yokuzimela yeqembu elincane)	
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				

Ithemu 3: Uhlelo Lomsebenzi: Isonto ____

INGXENYE YOLWAZI:				
ISIHLOKO:				
YETHULA ULWAZI OLUSHA:				
ZEJWAYEZE:				
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela (imisebenzi yokuzimela yegembu elincane)	
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				

Ithemu 3: Uhlelo Lomsebenzi: Isonto ____

INGXENYE YOLWAZI:				
ISIHLOKO:				
YETHULA ULWAZI OLUSHA:				
ZEJWAYEZE:				
Imisebenzi yekilasi lonke		Umsebenzi oholwa nguthisha	Imisebenzi yesiteshi sokusebenzela (imisebenzi yokuzimela yegembu elincane)	
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 Lokuhlola Lomhlangano Wokucobelelana Ngolwazi 8

1. Ngabe umhlangano wokucobelelana ngolwazi uhlangabezene nalokho obukulindele?

2. Yini oyifundile kulo mhlangano wokucobelelana ngolwazi ekusize kakhulu?

3. Ngabe kukhona ongakuthandanga noma okuthola kunzima ukukuqonda?

4. Uzokusebenzisa kanjani lokho okufundile ekilasini lakho leBanga R?

5. Ngabe unazo iziphakamiso zokuthuthukisa eminye imihlangano yokucobelelana ngolwazi?
