

Luhlelo Lwekwenta Kancono Tibalo TeLibanga R Grade R Mathematics Improvement Programme



Umhlanganosikolo 8 • Workshop 8
Inkhombandlela Yemfundzisi • 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**.

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

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

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Contents

Overview

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

Workshop content

Opening and reflection	page 10
Session 1:	page 14
Session 2: Measurement (continued)	page 22
Session 3: Revisiting Grade R maths topics	page 26
Session 4: Planning for teaching	page 30
Closing activities	page 32
Appendix A: Term 3 Weekly Planning Template	page 36
Workshop 8 Evaluation Form	page 42

Lokucuketfwe

Sibutsetelo

Inhloso	likhasi 7
Imiphumela yekufundza	likhasi 7
Lokucuketfwe kwemhlanganosikolo	likhasi 7
Kulungiselela	likhasi 9
Emamethiriyeli	likhasi 9

Lokucuketfwe kwemhlanganosikolo

Kuvula nekubuyeketa	likhasi 11
Iseshini 1: Kulinganisa	likhasi 15
Iseshini 2: Kulinganisa (kuyachutjekiswa)	likhasi 23
Iseshini 3: Kubuyela emuva etihlokweni tetibalo teLibanga R	likhasi 27
Iseshini 4: Kuhlelela kufundzisa.....	likhasi 31
Imisebenti yekuvala	likhasi 33
Sengeto A: Ithemplethi Yekuhlelela Liviki leThemu 3.....	likhasi 37
Lifomu Lekuhlolisisa Umhlanganosikolo 8	likhasi 43

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)

Sibutsetelo

Inhloso

Lona ngumhlanganosikolo wesiphohlongo walelishumi nakubili yeLuhlelo Lwekwenta Kancono Tibalo TeLibanga R (Luhlelo Lwetibalo), loyincenye yeLitiko Letemfundvo laseGauteng (Gauteng Department of Education (GDE) Umklamo weTibalo teLibanga R Nekwenta Kancono Lulwimi.

Inhloso yalomhlanganosikolo kusita bothishela kutsi bafezekise Luhlelo Lwetibalo emaklasini abo. Bahlanganyeli batawuba nelitfuba lekubuyeketa kubukisisa kwabo. Batawehlwaya kutsi imitsetfomgomo yekufundzisa letikhombandlela tetibalo kuLibanga R ifanele kutsi ikwesekela kanjani kuhlela, kufundzisa kanye nekuhlola. Batawuphindze futsi bacabange ngenchubekelembili yemfundzi, kanye nekutfufuka kwangamunye netidzingo tekufundza. Lomhlanganosikolo wehlwaya lokucuketfwe kweThemu 3 Emaviki 4–6 nekufezekiswa kwawo eklasini.

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

Imiphumela yekufundza

- ◆ Kubuyeketa kufezekiswa kweThemu 3 Emaviki 1–3
- ◆ Kwehlwaya emasubuciko lamiselwe ekudlaleni kwesekela kufundzisa tibalo teLibanga R
- ◆ Kujulisa kuvisisa tihloko teLuhlelo Lwetibalo
- ◆ Kubuyeketa tinsayeya tetisombululo tekufezekisa Luhlelo Lwetibalo
- ◆ Kuhlela lokucuketfwe kweLuhlelo Lwetibalo lokutawufundziswa kuThemu 3 Emaviki 4–6

Lokucuketfwe kwemhlanganosikolo

- ◆ Kuvula nekubuyeketa (1 li-awa)
- ◆ Iseshini 1: Kulinganisa (1 li-awa)

LITIYA

- ◆ Iseshini 2: Kulinganisa (kuyachutjwa) (1 li-awa)
- ◆ Iseshini 3: Kubuyela emuva etihlokweni tetibalo teLibanga R (1 li-awa)

KUDLA KWASEMINI

- ◆ Iseshini 4: Kuhlelela kufundzisa (1½ ema-awa)
- ◆ Imisebenti yekuvala (30 emaminitisi)

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
- ◆ 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)

Kulungiselela

- ◆ PPT kwemukela nemiphumela
- ◆ Tetayete onkhe ema-PowerPoints nemavidiyo
- ◆ Fundza:
 - Inkhombandlela Yemcondvo*, emakhasi 16–25, 28–31, 58–69 newe-114–219
 - Inkhombandlela Yemsebenti: Ithemu 3*, emakhasi 19 newe-70–119
- ◆ Libhokisi leliposi
- ◆ Khumbuta bahlanganyeli kutsi bete naloku:
 - Inkhombandlela Yemcondvo*
 - Inkhombandlela Yemsebenti: Ithemu 2*
 - Inkhombandlela Yemsebenti: Ithemu 3*
 - Incwadzi Yemaphosta*

Emamethiriyeli

- ◆ Liphepha lefliphushadi, emakoki
- ◆ Iphrestikhi
- ◆ *Ikhithi Yetinsita* yelicembu ngalinye
- ◆ KweMsebenti 2: intsambo, emepeniseleli, tindvuku, libhodlela, ivasi, tinkomishi, emabhodlela naletinye timumatsi temasayizi lehlukene (letifaka ekhatsi timumatsi letimbili letibunjwa ngalokwehlukene, kepha letinemtsamo lolinganako), libhakede lemanti, sikali sekulinganisa, tinhlobo tetitselo letimbili noma ngetulu kwaletimbili, emabhuku lanesisindvo lesehlukene, libhodlela linye leplastiki nelibhodlela linye lelifako lanetisindvo letehlukene, emakhandlela, tigadzasikhatsi temacandza, liwashi lekubala sikhatsi (sitobhuwashi kumakhalekhukhwini)

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.

Emanotsi emfundzisi

- ◆ PPT: Imiphumela yekufundza yemhlanganosikolo.
- ◆ Coca ngetiphakamiso kulibhokisi leliposi kanye nembiko wemhlanganosikolo lowendlulile. Khumbuta bahlanganyeli kutsi 'bapose' nanoma ngukuphi kuphawula lokusha nembiko ngesikhatsi umhlanganosikolo uchubeka.
- ◆ Khumbuta bahlanganyeli nge*Msebenti wekubuyisela emuva esikolweni* lowentiwe kuMhlanganosikolo 7.
- ◆ Tjela bahlanganyeli bafundze tonkhe ticondziso letiku**Msebenti 1**. Bahlanganyeli abente bacedze lomsebenti emacenjini abo. Emacembu abelane emaphuzu labalulekile nelicembu lelikhulu.
- ◆ Ngemuva kwetingcogco temacembu lamancane, tsatsa tiphakamiso telicembu ngalinye. Butsetela tonkhe timphumelelo netinsayeya bese uoca ngemitselela yekufezekisa eklasini.

Nawu *Umsebenti wekubuyisela emuva esikolweni* lowentiwe kuMhlanganosikolo 7.



Umsebenti wekubuyisela emuva esikolweni (Umhlanganosikolo 7)

1. Sebentisa Ithemplethi Yekuhlelela Liviki LeThemu 3 kuSengeto A kuhlela nekufezekisa Ithemu 3 Emaviki 1–3 kuLuhlelo Lwetibalo.
2. Bhala phasi eluhlwini lwekubukisisa kutsi ukusebentise kanjani ku'**Hlola kutsi bafundzi bayakhona ku'** (ebhokisini lelineliso) ngesikhatsi semisebenti leholwa nguthishela ngamunye.
3. Bhala phasi silinganiso sekutsi ngukuphi lokusebente kahle kakhulu, ngukuphi lokungakasebenti kahle kakhulu nekutsi ngukuphi longakwenta ngalokwehlukile kute kutsi wente kancono kufundzisa nekufundza.
4. Wota nekulinganisa kwakho kumhlanganosikolo lolandzelako.



Umsebenti 1

1. Ecejini lakho, yabelana ngetimphumelelo netinsayeya takho mayelana nekufezekisa Luhlelo Lwetibalo kuThemu 3 Emaviki 1–3.
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2. Coca ngekusebentisa kwakho luhlu lwekubukisisa '**Hlola kutsi bafundzi bayakhona ku'** (kulibhokisi leliso) ngesikhatsi sangamunye wemisebenti leholwa nguthishela.
-
-
-

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 ngemasubuciko ekwenta kancono kufundzisa nekufundza kwetinsayeya lohlangabetene nato.

4. Bhala phasi emaphuzu labalulekile engcogco yakho ephepheni lefliphushadi. Bika ngengcogco yakho ecenjini lelikhulu.



Ividiyo 1

Inkhombandlela Yemsebenti: Ithemu 3, Liviki 3, Umsebenti loholwa nguthishela (likhasi 64–67)

Bukela levidiyo yathishela asebenta nelicembu lelincane lebafundzi ngesikhatsi semsebenti loholwa nguthishela lokuThemu 3 Liviki 3.

Bukisisa kutsi thishela:

- ◆ uwulungiselele kanjani umsebenti welicembu lelincane
 - ◆ ukulawula kanjani kuhamba emkhatsini walemisebenti lesiphohlongo
 - ◆ uyisebentisa kanjani lemisebenti kucondzisa bafundzi
 - ◆ ukurekhoda njani loko lakubukisisile lakufundzile asebentisa luhlu lwekubukisisa **'Hlola kutsi bafundzi bayakhona ku'**.
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Emanotsi emfundzisi

Khombisa ividiyo bese uholwa ingcogco lemiselwe kulokugcugcutelwa lokune. Uma ngabe bahlanganyeli abawasho lamaphuzu lalandzelako, wafake kulengcogco.

- ◆ Kubalulekile kufundza tigaba talo*Kulungela* kanye na*Lokudzingako* kwe*Nkhombandlela Yemsebenti*.
- ◆ Kubalulekile kutsi utilungiselele **ngembi** kwekutsi kucale liviki/lilanga kanye nekuba nayo yonkhe imitfombolusito lekhona ngesikhatsi semsebenti.
- ◆ Bothishela bafanele kutsi babe sebayifundzile imisebenti futsi bakwati kufundzisa bafundzi ngaphandle kwekufundza *Inkhombandlela Yemsebenti* umugca ngemugca.
- ◆ Lawula sikhatsi lesabelwe umsebenti. Ungacitsi sikhatsi lesinyenti kangangobe bese kweciwa leminywe imisebenti. (Khumbula kutsi bafundzi kuLibanga R bafanele kutsi bacitse emaminitisi la-10–15 kumsebenti ngamunye.)
- ◆ Sebentisa imibuto levalekile kutfole lwati/emaciniso bese usebentisa imibuto levulekile kwenta bafundzi bacabange kanye nekutfole kutsi tinkinga batisebentisa kanjani.
- ◆ Kulalela nekubukisisa umfundzi **ngamunye** aniketa lwati ngenchubekelembili. Kutakusita kutfole loko labangakwenta kumakhono kanye namagebe abo kanye/noma kuvisisa.

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: Kulinganisa

1 li-awa

Emanotsi emfundzisi

- ◆ Khumbuta bahlanganyeli kutsi bafundzi beLibanga R basebentise emayunithi ekulinganisa langekho ezingeni, kutfo kutsi 'Intfo letsite ingakanani', ngekucatsanisa-ngco ngekusebentisa emayunithi ekulinganisa langekho ezingeni. Kugcila kuLibanga R kusekucatsaniseni kutsi intfo ikalwe yaba ngemayunithi ekulinganisa langekho ezingeni. Coca ngekutsi bafundzi bangawatfutukisa kanjani emakhono abo ekulinganisa ngesikhatsi semisebenti.

Kuthemu 1 ne-2, sikhatsi nebudze bekugcile kukweKulinganisa. Leseshini lena itawubuketa lethloko leti bese yenabisa lengcogco yeKulinganisa kute kutsi ifake ekhatsi sisindvo, umtsamo kanye nevolumu.

Kulinganisa kumayelana nekutfo kutsi 'kungakanani' kwalokutsite. KuLibanga R, kugcila kukwekulinganisa ku:

- ◆ sikhatsi
- ◆ budze
- ◆ sisindvo
- ◆ umtsamo nevolumu.

Kulomsebenti lolandzelako, utawujula kumcondvo wekulinganisa ngamunye.

Bafundzi kuLibanga R balinganisa ngalokungekho ezingeni, ngekucatsanisa-ngco kanye nekusebentisa emayunithi ekulinganisa langekho ezingeni. Bafundzi batfutukisa emakhono abo kulinganisela ngesikhatsi semisebenti yekulinganisa lokungakahleleki. Lokulinganisela kutsi bacabanga kutsi intfo yindze kangakanani noma isindza kangakanani bese basebentisa intfo yekulinganisa lengekho ezingeni kutfo kutsi kulinganisela kwabo kunemba kangakanani.

Emanotsi emfundzisi

- ◆ Ku**Msebenti 2**, beka imethiriyeli etindzaweni tekusebentela tekulinganisa letehlukene bese ubhala ngalokucacile indzawo yekusebentela ngayinye kuye ngekwemcondvo:
 - **Budze:** intsambo, emapeniseli, tindvuku/tintsi
 - **Umtsamo nevolumu:** lijeke, ivasi, tinkomishi, emabhodlela netimumatsi letinemasayizi lehlukene (kufaka ekhatsi timumatsi letibobunjwa labehhlukene, kepha letinemitsamo lefananako), libhakede lemanti
 - **Sisindvo:** sikali, tinhlobo tetitseto letimbili noma ngetulu, emabhuku lanetisindvo letehlukene, libhodlela leplastiki linye nelibhodlela lengilazi linye lanetisindvo letehlukene
 - **Sikhatsi:** emakhandlela, tigadzatikhatsi temacandza, liwashi lekucipha sikhatsi (kumakhalekhukhwini).
- ◆ Yehlukanisa bahlanganyeli babe ngemacembu lamane bese ucondzisa licembu linye endzaweni yekusebentela. Chaza kutsi lamacembu atawujikeleta. Bahlanganyeli bafanele kutsi baphendvule imibuto leku*Tincwadzi Yekusebentela Yemhlanganyeli*
- ◆ tendzawo yekusebentela ngayinye. Batawucitsa cishe emaminitsi lalishumi endzaweni yesekusebentela ngayinye.

- ◆ 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 211 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?			

- ◆ Ngemuva kwalomsebenti, cocani ngendzawo yekusebentela ngayinye. Cocani ngekutsi lokulinganisela bekunemba kangakanani nekutsi ngukuphi kulinganisela lebekungeke kuhlolwe ngekulinganisa ngemathulusi lebawaniketive, sib. umuntfu lomudze kakhulu, kutsi mhlawumbe kutawutsatsa sikhatsi lesidze kudla kwasemini noma kushayela uye esikolweni.
- ◆ Gcamisa kutsi bafundzi badzinga ematfuba lamanyenti kangakanani kute kutsi batfutukise emakhono abo ekucatsanisa nekulinganisela ngembi kwekutsi basebentise emayunithi ekulinganisa.



Umsebenti 2

Ukanye nelicembu lakho, yanini endzaweni yekusebentela yekulinganisa lonikwe yona bese uphendvula lemibuto *Kuncwadzi Yekusebentela Yemhlanganyeli*. Jikeleta uye kulenye indzawo yekusebentela nawutfole inkhomba.

Budze

Fundza emakhasi 211 e*Nkhombandlela Yemcondvo*. Usebentise siphilulumagama ngesikhatsi wenta lomsebenti?

Tfole imphendvulo yangakunye kwaloku lokulandzelako uphindze futsi utfole emayunithi ekulinganisa langekho ezingeni lowasebentisile.

	Linganisela (combela)	Emayunithi ekulinganisa langekho ezingeni	Budze
1. Ngubani lonesicatfulo lesidze kakhulu?			
2. Ngubani lomfishane kakhulu?			
3. Yindze kangakanani <i>Incwadzi Yekusebentela Yemhlanganyeli</i> yakho?			
4. Ngubani lonemkhono lomudze kakhulu?			
5. Litafula lakho libanti kangakanani?			
6. Budzekuphakama bemnyango butandla letingaki?			

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?			

Umtsamo nevolumu

Fundza emakhasi 211 e*Nkhombandlela Yemcondvo*. Usebentise siphilulumagama ngesikhatsi wenta lomsebenti?

Tfola imphendvulo yangakunye kwaloku lokulandzelako uphindze futsi utfole emayunithi ekulinganisa langekho ezingeni lowasebentisile.

	Linganisela (combela)	Emayunithi ekulinganisa langekho ezingeni	Umtsamo noma ivolumu
1. Ngutiphi timumatsi temanti letimbili letingagcwalisa lelikeje?			
2. Nguliphi libhodlela lelifaka tinkomishi temanti letinyenti?			
3. Ucabanga kutsi levasi itawugcwaliswa tinkomishi letingaki?			
4. Levasi itawugcwalisa tinkomishi temanti letingaki?			
5. Ngusiphi simumatsi lesilapha etafuleni lesitawuba nemanti lamancane?			
6. Ngutiphi timumatsi letinemanti lalinganako?			

Sisindvo

Fundza emakhasi 211 e*Nkhombandlela Yemcondvo*. Usebentise siphilulumagama ngesikhatsi wenta lomsebenti?

Tfola imphendvulo yangakunye kwaloku lokulandzelako uphindze futsi utfole emayunithi ekulinganisa langekho ezingeni lowasebentisile.

	Linganisela (combela)	Emayunithi ekulinganisa langekho ezingeni	Sisindvo
1. Sabani sikhwama lesisindza kakhulu ecenjini lakho?			
2. Yabani incwadzi lelula kakhulu ecenjini lakho?			
3. Ngubani losindza kakhulu ecenjini lakho? Ngubani lolula kakhulu?			
4. Ngusiphi sitselo lesisindza kakhulu?			
5. Nguliphi libhodlela lelisindza kakhulu?			

Time

Refer to page 211 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.

Sikhatsi

Fundza emakhasi 211 eNkhombandlela Yemcondvo. Usebentise siphilulumgama ngesikhatsi wenta lomsebenti?

Tfola imphendvulo yangakunye kwaloku lokulandzelako uphindze futsi utfole emayunithi ekulinganisa langekho ezingeni lowasebentisile.

	Linganisela (combela)	Emayunithi ekulinganisa langekho ezingeni	Sikhatsi
1. Ngubani lofike ngembi kwesikhatsi kakhulu lamuhla ekuseni?			
2. Ngubani lofike ngemuva kwesikhatsi kakhulu?			
3. Kutsatsa sikhatsi lesingakanani kuhamba usuke esitulweni sakho uye emotweni?			
4. Bobani labahambe ngekushesha kakhulu kusuka etitulweni tabo baye emotweni?			
5. Kutawutsatsa sikhatsi lesidze yini kudla kudla kwasemini noma kuhamba ngemoto uye esikolweni?			

Emanotsi emfundzisi

- ◆ Phetsa iseshini 1 ngengcogco ngekutsi bahlanganyeli batawukhona kanjani kwenta imisebenti lefanana nalena emakhasini abo. Khutsata ingcogco ngetindzaba tendzawo, imitfombolusito kanye nekujezisa.

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.
- ◆ Tfola kutsi bahlanganyeli basisebentisile yini sikali sekulinganisa.
- ◆ 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: Kulinganisa (kuyachutjekiswa)

1 li-awa



Umsebenti 3

Cabanga ngemisebenti yekulinganisa losandza kuyenta kuMsebenti 2. Liklasi lakho lihlelwe kanjani kute kutsi ukhone kwenta imisebenti lefana nalena?

KuLibanga R Kulinganisa kugcila ekulinganiseleni, kulinganisa sisindvo, kucatsanisa kanye nekuhlelebisa ema-objekthi ngekuya ngekutsi asindza kangakanani noma alula kangakanani.

Bafundzi bangakutfolela kumatima kuvisisa kutsi i-objekthi lencane ingasindza kakhulu kune-objekthi lenkhulu. Badzinga ematfuba lamanyenti ekwehlwaya ema-objekthi lamancane lasindzako, ema-objekthi lalula, ema-objekthi lamakhulu lasindzako nema-objekthi lamakhulu lalula.

Emanotsi emfundzisi

- ◆ Khombisa Ividiyo 2. Ngemuva kwalevidiyo, cocani ngekutsi bahlanganyeli babukisise ini.
- ◆ Veta kutsi sisindvo singumcondvo longaphatseki. Bafundzi abakhoni kubona kutsi intfo iyesindza noma ilula. Bothishela kulibanga R bavamise kwetfula umcondvo wesisindvo ngesikali sekulinganisa kute kutsi bafundzi bakhone kubona kutsi kwentekani uma ngabe i-objekthi ibekwe ngakulunye lwetinhlangotsi tayo.
- ◆ Tfolela kutsi bahlanganyeli basisebentisile yini sikali sekulinganisa.
- ◆ Imvamisa bafundzi bayabona kutsi sikali sekulinganisa siyaphakama ngakulunye luhlangotsi bese siyehla ngakulolu lolunye, kepha bacabanga kutsi loluhlangotsi lwesikali loluphakeme luyasindza. Bothishela bangasita ngekuveta kutsi loluhlangotsi lwe-objekthi lolusindzako luyaphakama.



Ividiyo 2

Inkhombandlela Yemsebenti: Ithemu 3, Liviki 5, Lilanga 1 #4 (emakhasi 88–91); Lilanga 2 #4 nele-5 (emakhasi 90–93); Lilanga 3 #4 (emakhasi 92–95); Lilanga 4 #4 (emakhasi 94–95); Lilanga 5 #4 (emakhasi 96–97)

Bukela ividiyo yekucatsanisa sisindvo se-objekthi yinye nalenye.

Coca ngalemibuto.

- ◆ Ubona kwentekani?
- ◆ Nguyiphi imicondvo lefundziswa nalefundvwako?
- ◆ Nguwaphi emakhono lentiwako?
- ◆ Labafundzi bentani futsi batsini?
- ◆ Thishela ukungenelela kanjani kufundza?

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: Kubuyela emuva etihlokweni tetibalo teLibanga R

1 li-awa

Emanotsi emfundzisi

- ◆ Licembu ngalinye lidzinga liphephandzaba, emakoki, Iphrestiki kanye ne*Khithi Yetinsita*.
- ◆ Nika licembu ngalinye sihloko.
- ◆ Emacembu lamancane acoca ngalesihloko labanikwe sona bese balungiselela setfulo seliklasi lonkhe.
- ◆ Ngesikhatsi lamacembu asebenta, ngenela tingcogco tawo bese ufaka ligalelo kuloko lokukhulunywa ngako lapho khona loku bakudzingela setfulo sabo.
- ◆ Kwesekela tingcogco tebahlanganyeli, batjele bafundze tigaba letifanele kumakhasi 138–219 e*Nkhombandlela Yemcondvo*.

Njengobe wati, Luhlelo Lwetibalo lwentelwe kwetfula lwati lolusha bese lwakhela etukwalo lukhule kuwo onkhe emaviki nemathemu. Ngesikhatsi seseshini, sitawubuyeketa Umkhakha Walokucuketfwe kanye netihloko lesitibukile kulemihlanganosikolo leyendlulile futsi sitawukhuluma ngekutsi letihloko tetfulwe kanjani kuLuhlelo Lwetibalo.



Umsebenti 4

Umfundzisi utawunika licembu ngalinye sihloko selicembu kutsi licoce ngaso.

Udzingeka kutsi ulungiselele setfulo ngekuvisisa kwakho sihloko nekutsi luhlelo Lwetibalo lubukana kanjani nekutfufuka kwemcondvo nemakhono laphatselene nako. Fundza lwatiso lolufanele loluphatselene nalesihloko ku*Nkhomabndlela Yemcondvo* (emakhasi 138–219).

Utawutfofa SINYE saletihloko letilandzelako:

1. Bobunjwa bangeniswa kanjani baphindze futsi bafakwe kuloLuhlelo Lwetibalo? Fundza Ithemu 3, Liviki 4, Emalanga 1, 2 na-3 kwesekela ingcogco yakho.
2. Sikhundla nendlela yimicondvo lelukhuni kutsi bantfwana labancane bayibambe. Luhlelo Lwetibalo lutetfula njani letihloko kuThemu 1, 2 naku-3? Fundza Ithemu 3, Liviki 4, Emalanga 4 ne-5 kwesekela ingcogco yakho.
3. Ithemu 3, Liviki 4, Lilanga 5 ikhuluma ngalesihloko isimethri. Chaza kuvisisa kwakho lesihloko. Yabelana ngalohlangabetene nako uma ufundzisa ngesimethri nekutsi bafundzi bakho bakukhombise kanjani kuvisisa.
4. Emakhadi emacashati asetjentiswa kulo lonkhe Luhlelo Lwetibalo. Khuluma ngebuhle bekusebentisa umtfombolusito uma ngabe/kutsi lilifaka njani ligalelo ekwakheni umcondvo. Fundza Ithemu 3, Liviki 4 na-6 kwesekela ingcogco yakho.
5. Coca ngenhlalayenta lesetjentiswako nakwetfulwa inombolo lensha kuLuhlelo Lwetibalo. Chaza kutsi lenhlalayenta lena yakhela kanjani iphindze futsi ihlanganise umcondvo wetinombolo. Fundza Ithemu 3, Liviki 6 kwesekela ingcogco 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 kutsi tibalo temagama tisetjentiswa kanjani kufundzisa kuhlanganisa, kususa, kubeka ngemacembu (kuphindzaphindza) kanye nekwaba ngalokulinganako (kwehlukhanisa). Coca ngebumcoka bekusebentisa lulwimi kanye neluhlaka lwaletibalomagama. Faka futsi nesikhutsato sekusebentisa iminwe nema-apharethasi laphatsekako ngesikhatsi semisebenti yekusombulula tinkinga. Fundza Liviki 6, Lilanga 5 kanye nemisebenti leholwa nguthishela kuniketa tibonelo.
7. Luhlelo Lwetibalo lukuchuba njani kufundza kutsi utilandzelanisa/hlelebisa njani tinombolo tekubala (kubala ngemlomo)? Cabanga ngensita ngayinye kwesekela ingcogco yakho:
 - ◆ tingoma netilandzelo
 - ◆ lilayini lekweneka letinombolo
 - ◆ indlela yekuzuba
 - ◆ emakhadi etimphawu tetinombolo.
 Lemisebenti lena ichumana njani nemcondvo wetinombolondzawo? Fundza Ithemu 3, Liviki 6 kwesekela ingcogco yakho.
8. Kuvisisa mbamba kubala kuzuzwa uma bafundzi bakhona kubala i-objekthi ngayinye kuligcogco futsi bati kutsi lokubala kwekugcina kumelela inombolosamba yaleligcogco. Lona ngumcondvo lolukhuni kutsi bafundzi bawubambe kutfutukisa umcondvo webundzawo. Luhlelo Lwetibalo luwaniketa kanjani emafuba ekutsi bafundzi batfutukise bundzawo?

Emanotsi emfundzisi

◆ Ngesikhatsi licembu ngalinye litfutukisa, hola lengcogco uphindze futsi ucinisekise kutsi letindzaba letichumene naloku lokucuketfwe sekukhulunyiwe ngako.

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?

Isheshini 4: Kuhlelela kufundzisa

1½ ema-awa

Kubalulekile kuhlelela nekulungiselela kahle liviki ngalinye. Loku kutawenta kutsi utetsembe ngaloko lokwentako kuphindze futsi kukusite kutsi ugcile ekufundziseni nasekusebenteni nebafundzi. Njengobe sewuvele uhlangabetene nako kuThemu 1 na-2, Luhlelo Lwetibalo luhlelwe ngekucephelela, futsi nalokucuketfwe tibalo kwetfulwa ngekulandzelana lokutfufukako. Lwentiwe ngendlela yekucinisekisa kutsi konkhe lokucuketfwe Tibalo teLibanga R kanye nemakhono kuyafundziswa nekutsi futsi bafundzi bakulungele kahle kakhulu kuya kuLibanga 1. Bothishela bafanele kutsi bakucaphele uma bakhetsa imisebenti emavikini lehlukene nekungashiya leminyane imisebenti ngaphandle.

Emanotsi emfundzisi

- ◆ Hamba emkhatsini wemacembu ngesikhatsi bahlanganyeli bacocisana ngekuhlelela nekulungiselela kufundzisa Ithemu 3 Emaviki 4–3 ku**Msebenti 5**. Sita ngekubeka imibono mayelana nekuncoba tinsayeya.
- ◆ Licembu ngalinye litakwetfula emaphuzu labalulekile engcogco yalo ecenjini lonkhe.



Umsebenti 5

1. Ecejini lakho, yenta ucedze emathemplethi eThemu 3 Emaviki 4–6 (Sengeto A).
2. Licembu lakho litawetfula sibutsetelo sengcogco yenu yekuhlelela kulamanye emacembu. Bhala phasi emaphuzu labalulekile engcogco yakho ephepheni lefiphushadi. Faka timphendvulo talemibuto lelandzelako:
 - ◆ Ungasebenta kanjani nalomunye umlingani ngekwemsebenti kuhlelela liviki ngalinye?
 - ◆ Liviki lihlelwe kanjani?
 - ◆ Lesihloko sakhela kanjani etukwetifundvo taphambilini?
 - ◆ Ngabe imisebenti yeliklasi lonkhe iyivula ngemphumelelo indlela yengcogco nekwehlwaya lwati lolusha?
 - ◆ Imisebenti leholwa nguthishela iwaveta njani ematfuba ekutsi thishela ahlole ngemphumelelo aphindze asekele bafundzi ngemphumelelo?
 - ◆ Imisebenti yemacembu lamancane latimele iniketa kutetayeta lokwenele lwati nemakhono lamasha?

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.

Emanotsi emfundzisi

- ◆ **Lubuyeketo lwemhlanganosikolo:** Cela bahlanganyeli kutsi batsatse emaminitsi lambalwa babuyekete lusuku nekutsi bavule babuke yonkhe *Incwadzi Yekusebentela Yemhlanganyeli*. Bacele kutsi babhale phasi nanoma nguyiphi imibuto noma tiphakamiso kwabelana nelicembu lonkhe. Cela bahlanganyeli ngabanye kutsi bavalontyiye baphendvule lemibuto lelandzeko:
 - Ngifundze ...
 - Angikatsandzi ...
 - Ngitsandze ...
 - Manje sengiyavisisa ...
 - Solo angicaciseleki nge ...
 - Ngingatsandza kutfolala lwatiso lolunyenti nge ...
- ◆ Khutsata bahlanganyeli kutsi bangete tiphakamiso nekwetfula umbiko lokusengakafakwa kulelibhokisi leliposi.
- ◆ **Umsebenti wekubuyisela emuva esikolweni:** Fundza wonkhe lomsebenti. Babute kutsi kukhona yini lokungacaci futsi lokudzinga kuchazwa kabanti.
- ◆ **Kuhlolisisa:** Banike emakhophi eLifomu Lekuhlolisisa Umhlanganosikolo futsi yenta bahlanganyeli baligcwalise lelifomu.
- ◆ **Umhlanganosikolo lolandzelako:** Niketa tinsuku temhlanganosikolo lolandzelako bese uyawuvala lomhlanganosikolo.



Umsebenti 6

Lubuyeketo lwemhlanganosikolo: Tsatsa emaminitsi lambalwa ucabange ngalolusuku. Buka yonkhe *Incwadzi Yekusebentela Yemhlanganyeli* utikhumbute ngaloko lokufundziwe. Bhala phasi imicabango yakho.

Yabelana ngelubuyeketo lwakho nelicembu lelikhulu.



Umsebenti wekubuyisela emuva esikolweni

1. Sebentisa *Inkhombandlela Yemsebenti: Ithemu 3* kuhlela nekufezekisa Ithemu 3 Emaviki 4–6 eLuhlelo LweTibalo.
2. Bhala kuphawula encwadzini lobhalela kuyo inchubekelembili yemfundzi ngamuye (incwadzi yekubukisisa bafundzi) Sebentisa luhlu lweku **'Hlola kutsi bafundzi bayakhona ku'** (libhokisi leliso) ngesikhatsi semsebenti loholwa nguthishela ngamunye kukhombindlela kuphawula nekubukisisa kwakho.

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 emanotsi ngaloko lokusebente kahle kakhulu nekutsi utisombulule kanjani tinsayeya takho ngesikhatsi sekufezekisa Ithemu 3 Emaviki 4–6.
4. Wota kumhlanganosikolo lolandzelako nencwadzi yakho yekubukisisa nemanotsi lowentile ngesikhatsi ubuyeketa kufundzisa kwelilanga ngalinye.

Kuhlolisisa

Gwalisa leLifomu Lekuhlolisisa.

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				

SENGETO A: ITHEMPLETHI YEKUHLELELA LIVIKI LETHEMU 3

Ithemu 3: Luhlelolisu Lwemsebenti: Liviki _____

UMKHAKHA WALOKUCUKETFWE:				
SIHLOKO:				
YETFULA LWATI LOLUSHA:				
TETAYETE:				
Imisebenti yeliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela (imisebenti letimele yemacembu lamancane)	
Lilanga 1			Umsebenti 1	
Lilanga 2			Umsebenti 2	
Lilanga 3			Umsebenti 3	
Lilanga 4			Umsebenti 4	
Lilanga 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: Luhlelolisu Lwemsebenti: Liviki _____

UMKHAKHA WALOKUCUKETFWE:				
SIHLOKO:				
YETFULA LWATI LOLUSHA:				
TETAYETE:				
Imisebenti yeliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela (imisebenti letimele yemacembu lamancane)	
Lilanga 1			Umsebenti 1	
Lilanga 2			Umsebenti 2	
Lilanga 3			Umsebenti 3	
Lilanga 4			Umsebenti 4	
Lilanga 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: Luhlelolisu Lwemsebenti: Liviki _____

UMKHAKHA WALOKUCUKETFWE:				
SIHLOKO:				
YETFULA LWATI LOLUSHA:				
TETAYETE:				
Imisebenti yeliklasi lonkhe		Umsebenti loholwa nguthishela	Imisebenti yenzawo yekusebentela (imisebenti letimele yemacembu lamancane)	
Lilanga 1			Umsebenti 1	
Lilanga 2			Umsebenti 2	
Lilanga 3			Umsebenti 3	
Lilanga 4			Umsebenti 4	
Lilanga 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?

Lifomu Lekuhlolisisa Umhlanganosikolo 8

1. Lomhlanganosikolo ufinyelele yini ezingeni lebewulilindzele?

2. Yini lokufundzile kulomhlanganosikolo lokubalulekile lokukusite kakhulu?

3. Kukhona yini longakakutsandzi noma lokutfole kulukhuni?

4. Utakusebentisa kanjani eklasini leLibanga R loku lokufundzile?

5. Ikhona yini imibono lonayo yekwenta kancono imihlanganosikolo lechubekako?
