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GROWING GAUTENG TOGETHER

IsiNdebele/English

Ihlelo lokuThuthukisa iimBalo zeGreyidi R Grade R Mathematics Improvement Programme



**Isifundobandulo 8 • Workshop 8
Umhlahandlela womKghonakalisi • 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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Programme conceptualisation and management: Cally Kuhne and Tholisa Matheza

Translation and publishing project management: Arabella Koopman

Translation co-ordination (Nguni languages): Pumeza Ngobozana

Translation: Nomsa Mtsweni

Editing (isiNdebele): Nomvula Masimula

Illustrations: Jiggs Snaddon-Wood

IPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R imuzamo womNyango wezeFundo weGauteng (Gauteng Department of Education) nombambisani wayo oqakathekileko, i-Gauteng Education Development Trust.

Ukwenziwa nokukhiqizwa kweensetjenziswa zebandulo nezetlasi zePhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R kukhona ngomusa wokusekelwa ngemali yephrojekthi ebuya ku-United States Agency for International Development kunye ne-Zenex Foundation.

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ISchools Development Unit (SDU) ye-University of Cape Town (UCT) imbambisani kezobuqharhaqharha beembalo kuPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R. I-SDU iyiyunithi ngaphakathi kwe-School of Education ye-UCT eqalene nokuthuthukiswa kobukhqwari babotitjhere beemBalo, iSayensi, ilwazi lokuTlola nokuFunda/iLimi namaKghono wePilo ukusukela kwaGreyidi R ukuya kwaGreyidi 12. I-SDU inikela abotitjhere iziqu zokufundisa neemfundo ze-UCT ezifitjhani eziphasisiweko, umsebenzi onzinze esikolweni, ukwenziwa kwemethiriyeli nerhubhululo ukusekela ukufundisa nokufunda kibo boke ubujamo beSewula Afrika.

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Ukuthokoza okukhethekileko:

- Iinkhulu zePhiko labaNgophisi leKharikhyulamu, iPhiko labaNgophisi laboTitjhere bezeFundo nePhiko labaNgophisi leFundo eKhethekileko yomNyango wezeFundo weGauteng, ekutjhugululweni kwemethiriyali yethu.
- Abasebenzi nabotitjhere be-Western Cape Education Department (WCED) ngokufaka kwabo isandla epumelweni yokusetjenziswa kwe-Grade R Mathematics Programme (R-Maths) eTjhingalanga Kapa phakathi komnyaka we-2016 nowe-2019.
- Isiqhema sokutlola se-R-Maths: Abasebenzi nabathintanisi be-SDU.



Ihlelo lokuThuthukisa iimBalo zeGreyidi R lisuselwe ku-R-Maths, eyakhutjwa kokuthoma yi-Schools Development Unit, University of Cape Town ngo-2017. Ilungelo lokukhuphela le-R-Maths liphethwe yi-University of Cape Town.

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Ukulawulwa nokutlanywa kwehlelo: Cally Kuhne noTholisa Matheza
Ukulawulwa kwephrojekthi yokutjhugulula nokukhutjwa: Arabella Koopman
Ukuthintanisa okutjhugululwako (amalimi wesiNguni): Pumeza Ngobozana
Ukutjhugululela: Nomsa Mtsweni
Ukulungisa (isiNdebele): Nomvula Masimula
Inthombe: Jiggs Snaddon-Wood

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Overview

Purpose

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

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

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

Learning outcomes

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

Workshop content

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

Isirhunyezo

Umnqopho

Lesi sifundobandulo sobunane kezilitjumi nambili zeHlelo lokuThuthukisa iimBalo zeGreyidi R (IHlelo leemBalo), eliyingcenywe yomNyango wezeFundo weGauteng (Gauteng Department of Education (GDE)) iPhrojekthi yokuThuthukiswa kweemBalo namaLimi kwaGreyidi R.

Umnqopho wesifundobandulwesi kusiza abotitjhere ukusebenzisa iHlelo leemBalo ngematlasinabo. Abahlanganyeli bazakuba nethuba lokuzindla ngalokho abakutjhejileko. Bazakuhlola bonyana imithethokambiso yokuhlala ukufundisa iimbalo kwaGreyidi R kufanele ikulawule njani ukuhlela, ukufundisa nokuhlola kwabo. Godu bazakuyelela iragelophambili lomfundi, neendingo zokuthuthuka nokufunda komfundi ngamunye. Isifundobandulo lesi sihlola okumumethweko kweThemu 3 limveke 4–6 nokwenziwa komsebenzi ngetlasini.

Iintjengisi zeenGaba zokuMumethweko zeemBalo zakwaGreyidi R zithethwe kusiTatimende somGomo weKharikhyulamu nokuHlola (*i-CAPS*): *IimBalo zakwaGreyidi R (Umtlamo wokugcina)*, 2011, UmNyango wezeFundo esiSekelo, eSewula Afrika.

Imiphumela yokufunda

- ◆ Ukuzindla ngokusetjenziswa kweThemu 3 limveke 1–3
- ◆ Ukuhlola amano anzinze ekudlaleni ukusekela ukufundisa iimbalo kwaGreyidi R
- ◆ Ukuqinisa ukuzwisisa iinhloko zeHlelo leemBalo
- ◆ Ukuzindla ngeentjhijilo nokuthola iinsombululo zokuphumelelisa iHlelo leemBalo
- ◆ Ukuhlela okumumethweko kweHlelo leemBalo okuzakufundiswa ngeThemu 3 limveke 4–6

Okumumethweko kwesifundobandulo

- ◆ Ukuvula nokuzindla (I-iri 1)
- ◆ Isetjhini 1: Ukumeda (I-iri 1)

ITIYE

- ◆ Isetjhini 2: Ukumeda (kuyaraga) (I-iri 1)
- ◆ Isetjhini 3: Ukubuyelela iinhloko zeemBalo zeGreyidi R (I-iri 1)

ISIDLO SEMINI

- ◆ Isetjhini 4: Ukuhlelela ukufundisa (Ama-iri 1½)
- ◆ Imisebenzi yokuvala (Imizuzu 30)

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)

Amalungiselelo

- ◆ PPT ukwamukelwa nemiphumela
- ◆ Zijayeze ngawo woke ama-*PowerPoints* namavidiyo
- ◆ Funda:
 - UmHlahlandlela womQondo*, amakhasi 16–25, 28–31, 58–69 newe-114–219
 - UmHlahlandlela womQondo: Ithemu 3*, amakhasi 19 newama-70–119
- ◆ Letha ibhoksi leposi
- ◆ Khumbuza abahlanganyeli balethe:
 - UmHlahlandlela womQondo*
 - UmHlahlandlela wemiSebenzi: Ithemu 2*
 - UmHlahlandlela wemiSebenzi: Ithemu 3*
 - INcwadi yamaPhosta*

Imatheriyali

- ◆ Iphepha letjhadi eliphendlekako, amakhokhi
- ◆ Iphrestiki
- ◆ *IKhidi yeenSetjenziswa* yesiqhema ngasinye
- ◆ Umsebenzi 2: intambo, iimpensela, iingojuana, ijege, ivasi yamathuthumbo, amakopi, amabhodlelo neemphathi zobukhulu obuhlukileko (ukufaka hlangana iimphathi ezimbili zamabumbeko ahlukileko, kodwana zomthamo olinganako), ithunga lamanzi, isikala sokudzimelela, iinthelo zemihlobo emibili nofana ngaphezulu, iincwadi zobudisi obuhlukileko, ibhodlelo linye leplastiki nebhodlelo linye lerhalasi wobudisi obuhlukileko, amakhandlela, iimbali sikhathi ezimaqanda, isitobhuwatjhi (kufunjathwako)

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 womkghonakalisi

- ◆ PPT: Imiphumela yokufunda yesifundobandulo lesi.
- ◆ Khulumisanani ngemibono neembiko ebuyako yebhoksi leposi yesifundobandulo esidlulileko. Khumbuza abahlanganyeli 'bapose' nofana ngimiphi iibono neembiko ebuyako emitjha ngesikhathi sesifundobandulo.
- ◆ Khumbuza abahlanganyeli *ngomSebenzi obuyiselwa esikolweni* osekupheleni kwesiFundobandulo 7.
- ◆ Layela abahlanganyeli **Umsebenzi 1** bese ufunda imilayelo yoke. Abahlanganyeli benza umsebenzi eenqhemeni zabo. Iinqhema zabo zabelana ngamaphuzu aqakathekileko esiqhemeni esikhulu.
- ◆ Ngemva kwemikhulumiswano yesiqhema esincani, thatha imibono esiqhemeni ngasinye. Rhunyeza okuphumeleleko neentjhijilo bese nikhulumisana ngemithintela yokwenziwa komsebenzi ngetlasini.

Naku *Umsebenzi obuyiselwa esikolweni* wesiFundobandulo 7.



Umsebenzi obuyiselwa esikolweni (Isifundobandulo 7)

1. Sebenzisa umFuziselo wokuHlela waqobe yiVeke weThemu 3 Isithasiselo A ukuhlela nokwenza Ithemu 3 Iimveke 1–3 zeHlelo leemBalo.
2. Tlola bonyana ulisebenzise njani irhelo lokutjheja '**Tjheja bonyana abafundi bayakwazi uku**' (ngebhoksini lelihlo) ngesikhathi semisebenzi ehlahlwa ngutitjhere.
3. Hlunga ngokutlola lokho okusebenze kuhle, lokho okungakasebenzi kuhle nalokho ongakwenza ngokuhlukileko ukuthuthukisa ukufundisa nokufunda.
4. Yiza neforomo lakho lokuhlunga ngesifundobandulo esilandelako.



Umsebenzi 1

1. Esiqhemeni sakho, yabelanani ngokuphumeleleko neentjhijilo zokwenza iHlelo leemBalo ngeThemu 3 Iimveke 1–3.
-
-
-

2. Khulumisanani ngokusebenzisa kwakho irhelo lokutjheja '**Tjheja bonyana abafundi bayakwazi uku**' (ngebhoksini lelihlo) ngesikhathi semisebenzi ehlahlwa ngutitjhere.
-
-
-

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

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



Video 1

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

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

Observe how the teacher:

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

Facilitator’s notes

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

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

3. Yabelanani ngamano wokuthuthukisa ukufundisa nokufunda ngeentjhijilo ozibonileko.

4. Tlolani amaphuzu aqakathekileko wemikhulumiswano yenu etjhadini lephepha eliphendlekako. Bikani ngemikhulumiswano yenu esiqhemeni esikhulu.



Ividiyo 1

UmHlahlandlela wemiSebenzi: Ithemu 3, Iveke 3, umsebenzi ohlahlwa ngutitjhere (amakhasi 64–67)

Bukelani ividiyo katitjhere osebenza nesiqhema esincani sabafundi ngesikhathi somsebenzi ohlahlwa ngutitjhere ngeThemu 3 Iveke 3.

Tjhejani bonyana utitjhere:

- ◆ uwulungise njani umsebenzi wesiqhema esincani
 - ◆ ulawula njani ukutjhuguluka phakathi kwemisebenzi ebunane
 - ◆ uyisebenzisa njani imibuzo ukuhlahla abafundi
 - ◆ ukurekhoda njani lokho akutjhejileko okufundiweko nakasebenzisa irhelo lokutjheja **‘Tjheja bonyana abafundi bayakwazi uku’**
-
-
-
-

Amanothi womkghonakalisi

Khombisa ividiyo bese udosa phambili imikhulumiswano esekelwe eenkhuthazini ezine zokutjheja. Nangabe abahlanganyeli abawatjho amaphuzu alandelako, afake emikhulumiswaneni.

- ◆ Kuqakathekile ukufunda iingaba *Ukuzilungiselela* neengaba *Okudingako zomHlahlandlela wemiSebenzi*.
- ◆ Kuqakathekile bonyana uzilungiselele **ngaphambi** kobana iveke/ilanga lithome begodu zoke iinsetjenziswa zibekhona ngesikhathi somsebenzi.
- ◆ Abotitjhere kufanele bafunde imisebenzi ngaphambili begodu bakwazi ukuzibandakanya nabafundi ngaphandle kokufunda umutjho nomutjho *womHlahlandlela wemiSebenzi*.
- ◆ Lawula isikhathi esabelwe umsebenzi. Ungathathi isikhathi eside khulu kunofana ngiwuphi umsebenzi bekubangele bonyana eminye yeqiwe. (Khumbula abafundi bakwaGreyidi R kufanele bathathe imizuzu eli-10–15 kwaphela emsebenzini.)
- ◆ Sebenzisa imibuzo evalekileko ukuhlola ilemuko/amaqiniso begodu usebenzise imibuzo evulekileko ukuhlola imicabango yabafundi nokuthola bonyana bayirarulula njani imiraro.
- ◆ Ukulalela nokutjheja umfundi **ngamunye** kunikela ukuzwisisa ukuthuthuka kwabo. Kukusiza ukubona amakghono neenkhalo emakghonweni wabo begodu/nofana ukuzwisisa.

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.

Amanothi womkghonakalisi

- ◆ Khumbuza abahlanganyeli bonyana abafundi kwaGreyidi R bameda ngokungakahleleki, ukuthola bonyana 'Ubungako bento' obukhona, ngokumadanisa bunqopha nangokusebenzisa amayunithi angakavami wokumeda. Umnqopho kwaGreyidi R usekumadaniseni bonyana mangaki amayunithi angakavami amide into. Khulumisanani ngokobana abafundi bangawathuthukisa njani amakghono wabo wokulinganisa ngesikhathi somsebenzi wokumeda.

KuThemu 1 ne-2, isikhathi nobude bekungizo umnqopho ngaphasi kwesihloko Ukumeda. Isetjhini le izakubuyelela iinhlokezi begodu inabise imikhulumiswano yokuMeda ukufaka hlangana ubungako, umthamo nevolomu.

Ukumeda kuphathelele nokuthola 'ubungako' obukhona bento. KwaGreyidi R, umnqopho wokumeda uphezu kwalokhu:

- ◆ isikhathi
- ◆ ubude
- ◆ imasi
- ◆ umthamo nevolomu.

Emsebenzini olandelako, uzakuhlola imiqondo le yokumeda ngamunye.

Abafundi kwaGreyidi R bameda ngokungakahleleki, ngokumadanisa bunqopha nangokusebenzisa amayunithi angakavami wokumeda. Abafundi bathuthukisa amakghono wabo wokulinganisa ngesikhathi semisebenzi yokumeda okungakahleleki. Balinganisa bonyana bacabanga bona into yide kangangani nofana ibudisi kangangani bese basebenzisa isisetjenziswa esingakavami sokumeda ukuthola bonyana ukulinganisa kwabo bekunemba kangangani.

Amanothi womkghonakalisi

- ◆ **Umsebenzi 2**, hlela imethiriyali emedwe eentetjhini zokusebenzela zokumeda bese ulebula ngokubonakalako isitetjhi sokusebenzela ngasinye ngokuya ngokomqondo:
 - **Ubude:** intambo, iimpensela, iingojuwana
 - **Umthamo nevolomu:** ijege, ivasi yamathuthumbo, amakopi, amabhodlelo neemphathi zobukhulu obuhlukileko (ukufaka hlangana iimphathi zamabumbeko ahlukileko, kodwana umthamo ofanako, ithunga lamanzi
 - **Ubudisi/imasi:** isikala sokudzimelela, iinthelo zemihlobo emibili nofana ngaphezulu, iincwadi zobudisi obuhlukileko, ibhodlelo linye leplastiki nebhodlelo linye lerhalasi wobudisi obuhlukileko
 - **Isikhathi:** amakhandlela, iimbali sikhathi zamaqanda, nesitobhuwatjhi (kufunjathwako).
- ◆ Hlukanisa abahlanganyeli ngeenqhema ezine bese unikela isiqhema ngasinye isitetjhi sokusebenzela esihlukileko sokumeda. Hlathulula bonyana iinqhema zizakudlhegana. Abahlanganyeli kufanele baphendule imibuzo eseencwadini zabo *iNcwadi yokuSebenzela yomHlanganyeli* yesitetjhi sokusebenzela ngasinye. Bazokuthatha imizuzu elinganiselwa kelitjumi isitetjhi 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?			

- ◆ Ngemva komsebenzi, khulumisanani ngesitetjhi sokusebenzela ngasinye. Khulumisanani ngokobana iinlinganiso bezinemba kangangani nokobana ngiziphi iinlinganiso ezingakakghonakali bonyana zihlolwe ngokumeda ngamathulusi anikelweko, isib., umuntu ophakeme khulu, ukobana kuzakuthatha isikhathi eside ukudla isidlo semini nofana ukutjhayela uye esikolweni.
- ◆ Veza bonyana abafundi bawadinga kangangani amathuba amanengi wokuthuthukisa amakghono wabo wokumadanisa nokulinganisa ngaphambi kobana basebenzise amayunithi wokumeda avamileko.



Umsebenzi 2

Ninesiqhema sakho, tjhidani niye esitetjhini sokusebenzela sokumeda eninikelwe sona bese niphendula imibuzo eseencwadini zenu *INcwadi yokuSebenzela yomHlanganyeli*. Tjhidelani esitetjhini sokusebenzela esilandelako lokha nanithola isitjengisi.

Ubude

Qalani ekhasini 211 lomHlahlandlela womQondo. Ngiliphi ilwazimagama enilisebenzisileko ngesikhathi somsebenzi lo?

Tholani ipendulo yokulandelako ngakunye bese nifanisa iyunithi engakavami yokumeda esetjenzisiweko.

	Isilinganiso (ukufunisela)	Iyunithi yokumeda engakavami	Ubude
1. Ngubani onenyathelo elide khulu?			
2. Ngubani omfitjhani khulu?			
3. Yide kangangani <i>INcwadi yokuSebenzela yomHlanganyeli</i> yakho?			
4. Ngubani onomkhono omude khulu?			
5. Itafula yakho ibanzi kangangani?			
6. Ukuphakama komnyango kuzizandla ezingaki?			

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 nevolomu

Qalani ikhasi 211 lomHlahlandlela womQondo. Ngiliphi ilwazimagama enilisebenzisileko ngesikhathi somsebenzi lo?

Tholani ipendulo yokulandelako ngakunye bese nifanisa iyunithi engakavami yokumeda esetjenzisiweko.

	Isilinganiso (ukufunisela)	Iyunithi yokumeda engakavami	Umthamo nofana ivolomu
1. Ngiziphi iimphathi zamanzi ezimbili ezizakuzalisa ijege?			
2. Ngiliphi ibhodlelo eliphatha amakopi amanengi wamanzi?			
3. Makopi wamanzi amangaki ocabanga bonyana angazalisa ivasi yamathuthumbo?			
4. Kuzakuthatha amakopi wamanzi amangaki ukuzalisa ihafu yevasi yamathuthumbo?			
5. Ngisiphi isiphathi esisetafuleni esinamanzi amancani khulu ngaphakathi?			
6. Ngiziphi iimphathi ezimbili ezinobungako bamanzi obulinganako?			

Umthamo

Qalani ikhasi 211 lomHlahlandlela womQondo. Ngiliphi ilwazimagama enilisebenzisileko ngesikhathi somsebenzi lo?

Tholani ipendulo yokulandelako ngakunye bese nifanisa iyunithi engakavami yokumeda esetjenzisiweko.

	Isilinganiso (ukufunisela)	Iyunithi yokumeda engakavami	Ubudisi
1. Yibhege kabani esiqhemeni sakho ebudisi khulu?			
2. Ngiyiphi incwadi esiqhemeni sakho ebulula khulu?			
3. Ngubani obudisi khulu esiqhemeni sakho? Ngubani obulula khulu?			
4. Ngisiphi isithelo esibudisi khulu?			
5. Ngiliphi ibhodlelo ilikala ngokungaphezulu?			

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

Qalani ikhasi 211 lom*Hlahlandlela womQondo*. Ngiliphi ilwazimagama enilisebenzisileko ngesikhathi somsebenzi lo?

Tholani ipendulo yokulandelako ngakunye bese nifanisa iyunithi engakavami yokumeda esetjenzisiweko.

	Isilinganiso (ukufunisela)	Iyunithi yokumeda engakavami	Isikhathi
1. Ngubani ofike ekuseni khulu namhlanje?			
2. Ngubani ofike lada khulu?			
3. Kuthatha isikhathi esingangani ukukhamba usuke esitulweni sakho ukuya ekoloyini?			
4. Ngubani okhambe msinya khulu ukusuka esitulweni sakhe ukuya ekoloyini?			
5. Kuzakuthatha isikhathi eside ukudla isidlo semini nofana ukukhamba ngekoloyi ukuya esikolweni?			

Amanothi womkghonakalisi

- ◆ Songa Isetjhini 1 ngemikhulumiswano yokobana abahlanganyeli bangakwazi njani ukuhlela imisebenzi efana nale ngematlasini wabo. Khuthaza imikhulumiswano mayelana nemiraro yendawo, iinsetjenziswa nefundiso.

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?

Isetjhini 2: Ukumeda (kuyaraga)

I-iri 1



Umsebenzi 3

Yeleda imisebenzi yokumeda oyenze kuMsebenzi 2. Itlasi yakho ihlelwe njani kobana ikwazi ukunikela ilemuko elifanako lokufundisa?

KwaGreyidi R, Ukumeda kunqophene nokulinganisa, ukukala, ukumadanisa nokurhemisa izinto ngokuya ngokobana zibudisi nofana zibulula kangangani.

Abafundi bangakuthola kubudisi ukuzwisisa bonyana izinto ezincani zingaba budisana kunezinto ezikudlwana. Badinga amathuba amanengi wokuhlola izinto ezincani ezibudisi, izinto ezincani ezibulula, izinto ezikulu ezibudisi nezinto ezikulu ezilula.

Amanothi womkghonakalisi

- ◆ Khombisa Ividiyo 2. Ngemva kwevidiyo, khulumisanani ngalokho okubonwe bahlanganyeli.
- ◆ Veza bonyana ubudisi mqondo ongaphathekiko. Abafundi angekhe babone bonyana into ibudisi nofana ilula. Abotitjhere bakwaGreyidi R bavame ukwethula umqondo wobudisi ngesikala sokudzimelela kobana abafundi bakwazi ukubona bonyana kwenzekani lokha into nayibekwe ngakelinye lamahlangothi waso.
- ◆ Thola bonyana bangaki abahlanganyeli abakhe basebenzisa isikala sokudzimelela ngematlasini wabo.
- ◆ Ngovuvamileko abafundi bayelela bonyana ihlangothi elilodwa lesikala sokudzimelela liyaphakama elinye ihlangothi lehlela phasi, kodwana bacabanga bonyana lokhu kubangelwa kukobana ihlangothi lesikala eliphezulu libudisana. Abotitjhere bangasiza ngokutjho bonyana ihlangothi elinento ebudisana lihlala lehlela phasi.



Ividiyo 2

UmHlahlandlela wemiSebenzi: Ithemu 3, Iveke 5, Ilanga 1 #4 (amakhasi 88-91); Ilanga 2 #4 nele-5 (amakhasi 90-93); Ilanga 3 #4 (amakhasi 92-95); Ilanga 4 #4 (amakhasi 94-95); Ilanga 5 #4 (amakhasi 96-97)

Bukela ividiyo yokumadanisa ubudisi bento eyodwa emadaniswa neny.

Khulumisanani ngemibuzo le:

- ◆ Khuyini okubona kwenzeka?
- ◆ Ngimiphi imiqondo efundiswako nefundwako?
- ◆ Ngiwaphi amakghono ajayezwako?
- ◆ Benzani begodu bathini abafundi?
- ◆ Utitjhere ufundisa njani?

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.

Isetjhini 3: Ukubuyelela iinhloko zeembalo zeGreyidi R

I-iri 1

Amanothi womkghonakalisi

- ◆ Isiqhema ngasinye sidinga iphephandaba, amakhokhi, iphrestiki ne*Khidi yeenSetjenziswa*.
- ◆ Nikela isiqhema ngasinye esincani isihloko esisodwa.
- ◆ Iinqhema ezincani zikhulumisana ngesihloko ebanikelwe sona begodu balungise ikulumo ebazoyethula esiqhemi soke.
- ◆ Lokha iinqhema nazisebenzako, hlanganyela emikhulumiswaneni yazo bese unikela imibono mayelana nokumumethweko abazakudingela izethulo zabo.
- ◆ Ukusekela imikhulumiswano yabahlanganyeli, balaye eengabeni ezifaneleko emakhasini 138–219 *womHlahandlela womQondo*.

Njengombana wazi, iHlelo leemBalo litlanyelwe ukwethula ilwazi elitjha bese kwakhelwa phezu kwalokhu ngokuragela phambili iimveke namathemu woke. Ngesikhathi sesetjhini le, sizakubuyelela iinGaba zokuMumethweko neenhloko ekhe sazenza kumfundobandulo ezidlulileko begodu sizakukhulumisana ngokobana iinhlokwezi zethulwe njani kuHlelo leemBalo.



Umsebenzi 4

Umkghonakalisi uzakunikela isiqhema ngasinye isihloko ekungakhulunyiswana ngaso.

Kufanele nilungiselele isethulo ngendlela enizwisisa ngayo isihloko nokobana iHlelo leemBalo liqalana njani nokuthuthukiswa kwemiqondo namakghono akhambelana nalo. Fundani ilwazi elifaneleko elikhambisana nesihloko senu *kumHlahandlela womQondo* (amakhasi 138–219).

Nizakuthola SINYE seenhloko ezilandelako:

1. Amabumbeko athulwa abe ahlanganiswe njani neHlelo leemBalo? Qala Ithemu 3, Iveke 4, Amalanga 1, 2 nele-3 ukusekela imikhulumiswano yenu.
2. Isikhundla nekombatjhuba miqondo ebudisi ebantwaneni ukuyibamba. IHlelo leemBalo lizethula njani iinhloko lezi ngamaThemu 1, 2 neye-3? Qala kuThemu 3, Iveke 4, Amalanga 4 ne-5 ukusekela imikhulumiswano yenu.
3. Ithemu 3, Iveke 4, Ilanga 5 iqalana nesihloko isimethri. Hlathulula isihloko lesi ngendlela osizwisisa ngayo. Yabelana ngelemuko lakho lokufundisa isimethri nokobana abafundi bakho bakhombise njani ukuyizwisisa.
4. Amakarada wamaqatjhazi asetjenziswe kilo loke iHlelo leemBalo. Khulumisanani ngokuqakatheka kokusebenzisa isisetjenziswa lesi nokobana kusiza njani ekwakheni umqondo wenomboro. Qalani Ithemu 3, Iimveke 4 neye-6 ukusekela imikhulumiswano yenu.
5. Khulumisanani ngekambiso esetjenzisiweko ukwethula inomboro etja kuHlelo leemBalo. Hlathulula bonyana ikambiso le yakhela njani nokobana ihlanganisa njani ukuthuthukisa umqondo wenomboro. Qalani Ithemu 3, Iveke 6 ukusekela imikhulumiswano yenu.

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. Hlathulula bonyana imiraro yamagama isetjenziswa njani ekufundiseni ukuhlanganisa, ukukhupha, ukwenza iinqhema (ukubuyabuyelela) nokwabelana ngokulinganako (ukuhlukanisa). Khulumisanani ngokuqakatheka kokusetjenziswa kwelimi nesakhiwo somraro wegama. Faka hlangana ukusekela ukusetjenziswa kwemino neensetjenziswa eziphathekako ngesikhathi semisebenzi yokurarulula imiraro. Qala Iveke 6, Ilanga 5 nemisebenzi ehlahlwa ngutitjhere ukunikela iimbonelo.
7. IHlelo leemBalo likghonakalisa njani ukufunda ukulandelanisa/ukurhemisa iinomboro zokubala (ukubala ngomlomo)? Yelalani isisetjenziswa ngasinye kezingenzasi ukusekela imikhulumiswano yenu:
 - ◆ iingoma nemilolozelo
 - ◆ idrada yokweneka yeenomboro
 - ◆ imizila yokweqa
 - ◆ amakarada wetshwayo lenomboro.
 Imisebenzi le ihlangana njani nomqondo weenomborosikhundla? Qala iimbonelo kuThemu 3, Iveke 6 ukusekela imikhulumiswano yenu.
8. Ukuzwisisa kwamambala kokubala kuba yipumelelo lokha abafundi bakghona ukubala into ngayinye ebuthelweni bese bazi bonyana ukubala kokugcina kujamela inani elipheleleko lebuthelelo. Lokhu kumqondo obudisi kobana abafundi bangawubamba. IHlelo leemBalo liwanikela njani amathuba wokobana abafundi bathuthukise umqondo wobukhadinali?

Amanothi womkghonakalisi

- ◆ Lokha isiqhema ngasinye nasethula ikulumo, hlahla imikhulumiswano bese uqinisekisa bonyana izinto ezikhambisana nokumumethweko sezenziwe.

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?

Isetjhini 4: Ukuhlelela ukufundisa

Ama-iri 1½

Kuqakathekile ukuhlelela nokuzilungiselela ngokutjhejisisa iveke ngayinye. Lokhu kuzakuvumela bonyana uzizwe uzethemba ngalokho okwenzako begodu kuzakusiza ngokuqalana nokufundisa nokusebenza nabafundi. Njengombana sele ulemukile kuThemu 1 naku-2, iHlelo leemBalo lakhiwe ngokuyelela okukhulu, begodu okumumethweko kweembalo kuthulwe ngelandelano leragelophambili elithuthukako. Litlanyelwe ukuqinisekisa bonyana koke okumumethweko namakghono weHlelo leemBalo zakwaGreyidi R kuyenziwa begodu nabafundi balungiselelwa kuhle uGreyidi 1. Abotitjhere kufanele batjhejisise ukukhetha imisebenzi yeemveke ezihlukileko nokulisa eminye imisebenzi.

Amanothi womkghonakalisi

- ◆ Khambakhamba phakathi kweenqhema lokha abahlanganyeli nabakhulumisana ngokuhlela nokulungiselela ukufundisa kuThemu 3 Iimveke 4–6 **Umsebenzi 5**. Basize ngokuveza imibono mayelana nokuhlula iintjhijilo.
- ◆ Isiqhema ngasinye sithula amaphuzu aqakathekileko wemikhulumiswano yabo esiqhemeni esipheleleko.



Umsebenzi 5

1. Esiqhemeni senu, yenzani iimfuziselo yokuhlela yeThemu 3 Iimveke 4–6 (Isithasiselo A).
2. Isiqhema senu sizakwethula kezinye iinqhema isirhunyezo semikhulumiswano yenu yokuhlela. Tlolani amaphuzu aqakathekileko wemikhulumiswano yenu kutjhadi lephepha eliphendlekako. Fakani hlangana iimpendulo zemibuzo elandelako:
 - ◆ Ungasebenza njani nomsebenzisani wakho ukulungiselela iveke ngayinye?
 - ◆ Iveke yakheke njani?
 - ◆ Iinhloko zakhela njani phezu kweemfundo ezidlulileko?
 - ◆ Ingabe imisebenzi yetlasi loke iyakwazi ukuvula indlela yemikhulumiswano nokuhlola ilwazi elitjha ngepumelelo?
 - ◆ Umsebenzi ohlahlwa ngutitjhere uwanikela njani amathuba wokobana utitjhere ahlole abe asekele abafundi?
 - ◆ Ingabe imisebenzi yesiqhema esincani esizijameleko ivumela ngokwaneleko ukuzijayeza ilwazi namakghono amatjha?

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 womkghonakalisi

- ◆ **Ukuzindla ngesifundobandulo:** Bawa abahlanganyeli bathathe imizuzu embalwa bazindle ngelanga bese baphendla *INcwadi yokuSebenzela yomHlanganyeli*. Babawe batlole phasi nofana ngimuphi umbuzo nofana umbono wokwabelana nesiqhema soke. Bawa umhlanganyeli ngamunye bonyana anikele ngokuthanda iimpendulo zokulandelako:
 - Ngifunde ...
 - Akhenge ngithande ...
 - Ngizithabisile ...
 - Sengiyezwisisa kwanje ...
 - Ngisengakacacelwa mayelana ne ...
 - Ngingathanda ilwazi elingaphezulu mayelana ...
- ◆ Khuthaza abahlanganyeli bafake nofana ngiwuphi umbono nombiko obuyako ekungakabelwana ngebhoksini leposi.
- ◆ **Umsebenzi obuyiselwa esikolweni:** Funda umsebenzi lo woke. Buza nangabe kukhona ongakuzwisisi kuhle nokufuna ihlathululo enabileko.
- ◆ **Ukuhlunga:** Phakisa amakhophi weForomo lokuHlunga lesiFundobandulo bese unikela abahlanganyeli bawazalise.
- ◆ **Isifundobandulo esilandelako:** Nikela amalanga wesifundobandulo esilandelako bese uvala isifundobandulo.



Umsebenzi 6

Ukuzindla ngesifundobandulo: Thatha imizuzu embalwa uzindle ngelanga leli. Phendla *INcwadi yokuSebenzela yomHlanganyeli* ukuzikhumbuza ngalokho esele kwenziwe. Tlola phasi imicabango yakho.

Yabelana ngokuzindla kwakho nesiqhema esikhulu.



Umsebenzi obuyiselwa esikolweni

1. Sebenzisa *UmHlahlandlela wemiSebenzi: Ithemu 3* ukuhlela nokwenza Ithemu 3 limveke 4–6 zeHlelo leemBalo.
2. Tlola imibono ngenzwadini oyisebenzisela ukubulunga ilandelelo leragelophambili lomfundi ngamunye (incwadi yokutjheja abafundi). Sebenzisa irhelo lokutjheja ‘**Tjheja bonyana abafundi bayakwazi uku**’ (ngebhoksini lelihlo) ngesikhathi somunye nomunye umsebenzi ohlahlwa ngutitjhere ukuhlahla okutjheja nemibono yakho.

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. Tlola amanothi ngalokho okusebenze kuhle, lokho okungakasebenzi kuhle nokobana uzirarulule njani iintjhijilo nofana ngezinjani ngesikhathi sokwenza Ithemu 3 limveke 4–6.
4. Yiza nencwadi yakho yokutjheja abafundi namanothi owenzileko lokha nawuzindla ngelanga lokufundisa ngalinye kusifundobandulo esilandelako.

Ukuhlunga

Zalisa iForomo lokuHlunga.

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 UMFUZISELO WOKUHLELA WAQOBE YIVEKE

Ithemu 3: Ihlelo Lomsebenzi: Iveke _____

ISIGABA SOKUMUMETHWEKO:				
ISIHLOKO:				
YETHULA ILWAZI ELITJHA:				
UKUJAYEZA:				
Imisebenzi yetlasi loke		Umsebenzi ohlahlwa ngutitjhere	Imisebenzi yesitetjhi sokusebenzela (imisebenzi yesiqhema esincani esizijameleko)	
Ilanga 1			Umsebenzi 1	
Ilanga 2			Umsebenzi 2	
Ilanga 3			Umsebenzi 3	
Ilanga 4			Umsebenzi 4	
Ilanga 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: Ihlelo Lomsebenzi: Iveke ____

ISIGABA SOKUMUMETHWEKO:				
ISIHLOKO:				
YETHULA ILWAZI ELITJHA:				
UKUJAYEZA:				
Imisebenzi yetlasi loke		Umsebenzi ohlahlwa ngutitjhere	Imisebenzi yesitetjhi sokusebenzela (imisebenzi yesiqhema esincani esizijameleko)	
Ilanga 1			Umsebenzi 1	
Ilanga 2			Umsebenzi 2	
Ilanga 3			Umsebenzi 3	
Ilanga 4			Umsebenzi 4	
Ilanga 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: Ihlelo Lomsebenzi: Iveke ____

ISIGABA SOKUMUMETHWEKO:				
ISIHLOKO:				
YETHULA ILWAZI ELITJHA:				
UKUJAYEZA:				
Imisebenzi yetlasi loke		Umsebenzi ohlahlwa ngutitjhere	Imisebenzi yesitetjhi sokusebenzela (imisebenzi yesiqhema esincani esizijameleko)	
Ilanga 1			Umsebenzi 1	
Ilanga 2			Umsebenzi 2	
Ilanga 3			Umsebenzi 3	
Ilanga 4			Umsebenzi 4	
Ilanga 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?

Isifundobandulo 8 Iforomo lokuHlunga

1. Ingabe isifundobandulo sibe ngilokho ebegade ukulindele?

2. Khuyini okufundileko kilesisifundobandulo okukusize khulu?

3. Ikhona into nofana khuyini ongakhange uyithande nofana obenobudisi ukuyizwisisa?

4. Uzokusebenzisa njani lokho okufundileko ngetlasini yakho yakwa-Greyidi R?

5. Kukhona imibono onayo emayelana nokwenza iimfundobandulo ezizako zibe ngcono?
