

**Luhlelo Lwekwenta Kancono
Tibalo TeLibanga R
Grade R Mathematics
Improvement Programme**



**Umhlanganosikolo 8 • Workshop 8
Incwadzi Yekusebentela Yemhlanganyeli • Participant's Workbook**

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

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Overview

Purpose

This is the eighth of twelve Grade R Mathematics Improvement Programme 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)

Opening and reflection

1 hour

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.

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.

Nawu *Umsebenti wekubuyisela emuva eklasini* 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. Ecenjini lakho, yabelana ngetimphumelelo netinsayeya takho mayelana nekufezekisa Luhlelo Lwetibalo kuThemu 3 Emaviki 1–3.

2. Coca ngekusebentisa kwakho luhlu lwekubukisisa '**Hlola kutsi bafundzi bayakhona ku'** (kulibhokisi leliso) ngesikhatsi sangamunye wemisebenti leholwa nguthishela.

3. Yabelana ngemasubuciko ekwenta kancono kufundzisa nekufundza kwetinsayeya lohlangabetene nato.

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



Video 1

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.



Ividiyo 1

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'**.

Session 1: Measurement

1 hour

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.



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?

Iseshini 1: Kulinganisa

1 li-awa

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

Kulinganisa kumayelana nekutfolela 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 batfutfukisa emakhono abo kulinganisela ngesikhatsi semisebenti yekulinganisa lokungakahleleki. Lokulinganisela kutsi bacabanga kutsi intfo yindze kangakanani noma isindza kangakanani bese basebentisa intfo yekulinganisa lengekho ezingeni kutfolela kutsi kulinganisela kwabo kunemba kangakanani.



Umsebenti 2

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

Budze

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

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?			

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?			

Tfola 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?			

Umtsamo nevolumu

Fundza emakhasi 211 e*Nkhombandlela Yemcondvo*. Usebentise siphilululumagama 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 lelijeke?			
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?			

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?			

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?			

Sisindvo

Fundza emakhasi 211 e*Nkhombandlela Yemcondvo*. Usebentise siphilulungama 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?			

Sikhatsi

Fundza emakhasi 211 e*Nkhombandlela Yemcondvo*. Usebentise siphilulungama 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?			

Session 3: Revisiting Grade R maths topics

1 hour

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

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).

Utawutfola 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.

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.



Activity 5

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

Iseshini 4: 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 ngekucopehelela, 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.



Umsebenti 5

1. Ecenjini 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 leflyphushadi. 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



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.
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.



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 inchubekembili 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. 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?
