



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

IsiXhosa/English

# **INkqubo yeMathematika yokuPhucula yeBanga R Grade R Mathematics Improvement Programme**



## **INdibano yoCweyo 8 • Workshop 8**

**Incwadi yokuSebenzela yoMthathinxaxheba • Participant's Workbook**

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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# Overview

## Purpose

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

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

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

## Learning outcomes

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

## Workshop content

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

# Amagqabantshintshi

## Injongo

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

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

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

## Iziphumo zokufunda

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

## Umxholo wendibano yocweyo

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

# 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.

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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.

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

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



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



## Umsebenzi ekubuyelwa nawo esikolweni (INdibano yoCweyo 7)

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



## Umsebenzi 1

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

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

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

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



### 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.

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## Ividiyo 1

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

Qwalasela indlela utitshala:

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

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

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# Ishoni 1: Umlinganiselo

1 iyure

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

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

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

Kumsebenzi olandelayo, uza kuphonononga ikhonsepthe yomlinganiselo nganye kwezi.

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



## Umsebenzi 2

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

### **Ubude**

Bhekisa kwiphepha 211 lesiKhokelo seeKhonsepthe. Sesiphi isigama osisebenzisileyo kulo msebenzi?

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

	<b>Estimate (guess)</b>	<b>Non-standard unit of measurement</b>	<b>Length</b>
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?

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

	<b>Estimate (guess)</b>	<b>Non-standard unit of measurement</b>	<b>Capacity or volume</b>
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?			

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

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

### **Umthamo nevolumu**

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

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

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

**Mass**

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

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

	<b>Estimate (guess)</b>	<b>Non-standard unit of measurement</b>	<b>Mass</b>
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 210 of the *Concept Guide*. What vocabulary did you use during this activity?

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

	<b>Estimate (guess)</b>	<b>Non-standard unit of measurement</b>	<b>Time</b>
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?			



## **Ubunzima**

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

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

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

## **Ixesha**

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

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

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

# 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?

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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.



### Video 2

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?

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# Isheshoni 2: Umlinganiselo (uyaqhutywa)

1 iyure



## Umsebenzi 3

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

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

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



## Ividiyo 2

Bukelani ividiyo yokuthelekisa ubunzima bento enye kunye nenye.

Xoxani ngale mibuzo.

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

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## 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.

# Iseshoni 3: Ukubuyela umva kwizihloko zeMathematika zeBanga R

1 iyure

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



## Umsebenzi 4

Umbhexeshi uza kunika iqela ngalinye isihloko lixoxe ngaso.

Kulindleke ukuba wenze amalungiselelo okubonisa indlela osiqonda ngayo isihloko nangendlela esebenza ngayo iNkqubo yeMathematika ukukhulisa iikhonsepthe nezakhono eziphatelelene naso. Funda ulwazi olufanelekileyo oluhambelana nesihloko kwisiKhokelo *seeKhonsepthe* (amaphepha 138-219).

Uza kufumana isihloko ESINYE kwezi zilandelayo:

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

6. Explain how word problems are used to teach addition, subtraction, grouping (multiplication) and equal sharing (division). Discuss the importance of the use of language and the structure of the word problem. Also included a motivation for the use of fingers and concrete apparatus during problem-solving activities. Refer to Week 6, Day 5 and the teacher-guided activities to provide examples.

7. How does the Maths Programme facilitate learning how to sequence/order the counting numbers (oral counting)? Consider each of the resources below to support your discussion:

- ◆ songs and rhymes
- ◆ number washing line
- ◆ jumping tracks
- ◆ number symbol cards.

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

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

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

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## 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?



## Ishoni 4: Ukucwangcisa ukufundisa

1½ iiyure

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



### Umsebenzi 5

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

# Closing activities

30 minutes



## 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.

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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.

# Imisebenzi yokuqukumbela

30 imizuzu



## Umsebenzi 6

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

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Yabelana neqela elikhulu ngeengcamngco zakho.



### Umsebenzi ekubuyelwa nawo esikolweni

1. Sebenzisa *isiKhokelo semiSebenzi: Ikota 3* ukucwangcisa nokusebenza kwiKota 3 iiVeki 4–6 zeNkqubo zeMathematika.
2. Bhala izimvo zakho encwadini oyisebenzisela ukugcina inkqubela yomfundi ngamnye (incwadi yoqwalaselo lomfundi). Sebenzisa uluhlu lokuqwalasela luka- **'Qwalasela ukuba abafundi bayakwazi uku-'** (ibhokisi eneliso) ngexesha lemisebenzi ekhokelwa ngutitshala ukukhokela uqwalaselo nezimvo zakho.
3. Yenza amanqaku ngoko kusebenze kakuhle, okungasebenzanga kakuhle nendlela ohlangabezane ngayo neningeni ngethuba lakho lokuphumeza uKota 3 iiVeki 4–6.
4. Kwindibano yocweyo elandelayo yiza nencwadi yakho yoqwalaselo lomfundi namanqaku owenzileyo xa ucamngca ngosuku ngalunye lokufundisa.

### Uhlolo

Gcwalisa iFomu yoHlolo.

**APPENDIX A: TERM 3 WEEKLY PLANNING TEMPLATE**

**Term 3: Activity Plan: Week \_\_\_\_**

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

**ISINGENISO A: ITHEMPLEYITHI YESICWANGCISO SEVEKI NEVEKI KWIKOTA 3**

**Ikota 3: Isicwangciso somSebenzi: Iveki \_\_\_\_\_**

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

**Term 3: Activity Plan: Week \_\_\_\_**

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

**Ikota 3: Isicwangciso somSebenzi: Iveki \_\_\_\_\_**

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

**Term 3: Activity Plan: Week \_\_\_\_**

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



**Ikota 3: Isicwangciso somSebenzi: Iveki \_\_\_\_\_**

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

# Workshop 8 Evaluation Form

1. Did the workshop meet your expectations?

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2. What did you learn in this workshop that helped you the most?

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3. Was there anything that you did not like or had difficulty understanding?

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4. How will you apply what you have learnt in your Grade R classroom?

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5. Do you have any suggestions for improving further workshops?

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## **IFomu yokuHlola yeNdibano yoCweyo 8**

1. Ingaba indibano yocweyo ifikelele koko ubukulindele?

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2. Ufunde ntoni kule ndibano yocweyo ekuncede kakhulu?

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3. Ingaba ikhona into ongakhange uyithande okanye obenobunzima bokuyiqonda?

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

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5. Ingaba unazo iingcebiso zokuphucula nangakumbi iindibano zocweyo?

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