

TMU PILOT
Teaching Mathematics for Understanding
FOUNDATION PHASE TRAINING
TERM 3 2019
TRAINING HANDOUTS
21-23 June 2019
July 2019

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Materials Distribution Form

Please take time to:

- check off each item as you receive it.
- write your name on each item that you are given.
- keep all your materials together.

Remember to look after these resources. e.g.

- a. Try to stick flashcards on cardboard, and laminate them.
- b. Store lesson plans carefully, so they do not fall apart and get ruined.

If you leave the school or change grades, please pass the relevant resources on to the next teacher.

TERM	GRADE	ITEM	CHECK
3 2019	Gr 1-3	LESSON PLAN	
3 2019	Gr 1-3	TRACKER	
3 2019	Gr 1-3	TEACHER RESOURCE PACK	
3 2019	Gr 1-3	LEARNER ACTIVITY BOOK (LAB)	
3 2019	Grade 1	Double decker ten frame	
3 2019	Grade 2	(Base ten kit from Term 1 and 2)	
3 2019	Grade 3	(Base ten kit from Term 1 and 2)	
3 2019	Grade 1	TEACHER TRAINING GUIDE	
3 2019	Grade 2	TEACHER TRAINING GUIDE	
3 2019	Grade 3	TEACHER TRAINING GUIDE	

Lesson Demonstrations

- Take note of the lesson that has been assigned to you for demonstration.
- Read the lesson plan and the core methodology to help you prepare your lesson.
- Remember to pay close attention to your time management and incorporate good classroom management strategies.
- Do not do too much speaking – give concise, clear instructions and explanations.
- Take care to use the concrete materials in the appropriate way and give time to learners to manipulate the materials as well. Allow the learners time to explain what they are doing.
- **General training – specified activities from concept development.**
- **Field training – all concept development activities for specified lessons.**

Grade	Lesson	Time Allocation	Presenters
Grade 1			
1	Lesson 17 (Master training)	45 minutes	
1	Lesson 2, 17 and 32 (Field training)	45 minutes	
Grade 2			
2	<i>Lesson 7 and 27</i> (Go over for field training)	45 minutes	
2	Lesson 7 and 27 (Field training)	45 minutes	
Grade 3			
3	Lesson 21 and 24 (Master training)	45 minutes	
3	Lesson 21, 24 and 27 (Field training)	45 minutes	

Reflection on Term 2 implementation - Issues

Mental mathematics

How should it be done? How can it be most effectively used?

Classwork activities

Where should the classwork activities be written? When? Why? How should corrections be done and when?

Homework activities

When should homework activities be done? If learners do not take home their books should they do the homework?

Assessment and assessment activities

Should teachers use written assessments to do error analysis? How should teachers address common errors? When should oral and practical assessment be done?

Bilingual approach

What does it mean that the TMU supports a bilingual approach? How does it affect the way you teach maths?

2. How could any issues that arose be addressed in Term 3 training? Your suggestions:

3. Were there questions asked about the framework in Term 2? What questions and how did you answer them?

4. Do you still have questions about the framework and the TMU PILOT? What are they?

5. Have you got any comments you would like to note about the training guide for Term 2 and the training hand-out?

6. Have you got any further comments about the toolkit materials - Lesson Plans, LAB, TR, and tracker?

7. Any other comments of questions that arose in relation to the Term 2 training?

8. Have you visited schools to observe lessons? If yes, what is your observation? If no, why? What is your plan for monitoring TMU?