

Every child is a National Asset

FOUNDATION PHASE GRADE 3

GUIDELINES FOR EDUCATOR ASSISTANTS



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

The Foundation Phase learner

- The kind of early teaching and learning received from parents, Gr R

to 3 Educator Assistants (EAs) and Teachers in the Foundation Phase determine how a learner learns and relates in school and life in general.

- A Foundation Phase learner up to Grade develops all the key elements of emotional intelligence namely: confidence, curiosity, purposefulness, self-control, connectedness, capacity to communicate and co-cooperativeness.



TAs Guidelines Maths: Foundation Phase






- Grade 3 is the exit grade in Foundation Phase.
- Learners require solid knowledge, skills, values and attitudes for in preparation for transitioning to the Intermediate phase. e.g., Multiplication tables.
- If learners fail to understand the value of knowing their tables and how these link with other Maths topics, they will not appreciate and learn about the relevance and the relatedness of these number patterns in totality.
- Good Reading and Comprehension skills are vital for successful learning in the IP.
- Learners build confidence if they have the conceptual understanding, know the procedures, can reason and solve problems.
- Good practise opportunities will yield results.

How can you help in the classroom?

- Maths is about patterns, symbols, shapes, etc.
- Read well and **understand** what you read so that you can **transfer** the knowledge to the learner, otherwise you are deluding the whole process.
- Know that all learners have the ability to learn.
- Help to make the learning experience beautiful.
- Support with a purposeful intent to impact learning.
- Know **that there are no magic or tricks** in teaching Maths.

Learners have different...

Learning Styles

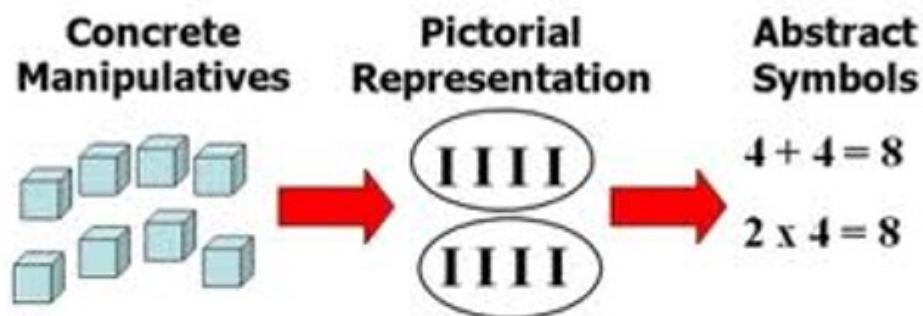
<p><u>Visual</u></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><u>Musical/Auditory</u></p>  <p>* You prefer using sound and music.</p>	<p><u>Verbal</u></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><u>Physical/Kinesthetic</u></p>  <p>* You prefer using your body, hands and sense of touch.</p>
<p><u>Logical/Mathematical</u></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><u>Social</u></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><u>Solitary</u></p>  <p>* You prefer to work alone and use self-study.</p>	<p>What is your learning style?</p>

The CPA methodology ensures a process...

Concrete - Pictorial – to the Abstract

Apparatus/ manipulatives - Pictures Representing the concrete – Symbolic Representations of the pictures

If this process is not well taught, we leave huge learning gaps. Be mindful.



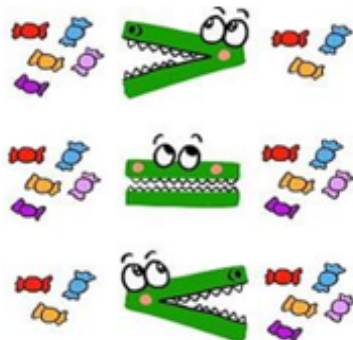
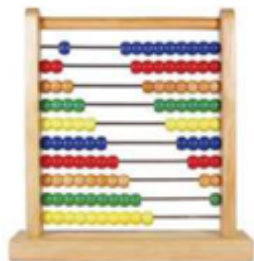
"Children must hold Maths in their hands before they can hold it in their head". Anonymous

LEARNING STYLE :

can also be described as a set of factors, behaviours, and attitudes that facilitate learning for an individual in a given situation.

Tactile/Kinesthetics (CONCRETE)

Tactile learners should be using their hands and bodies whenever possible. Having them physically sort objects or act out a story problem helps them solidify new math concepts.



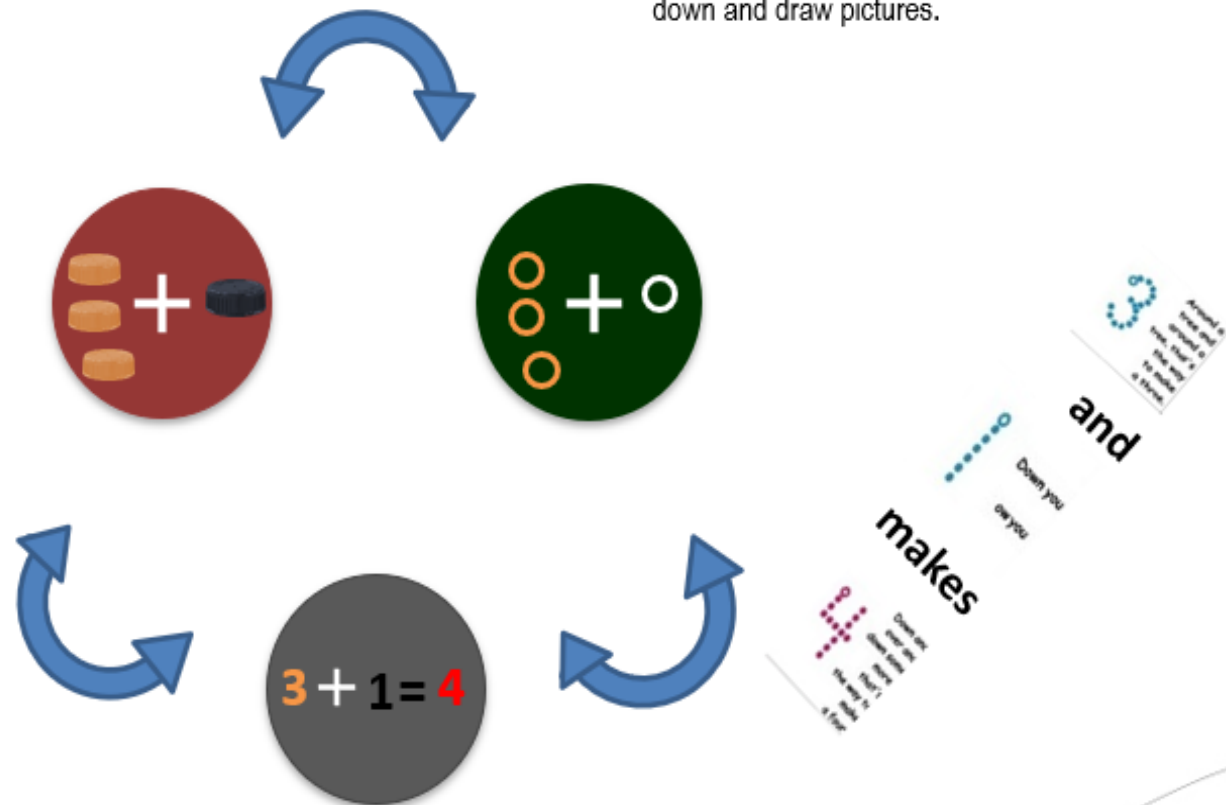
CONCRETE PICTORIAL

ABSTRACT (CPA) APPROACH:

is a of learning approach that uses physical and visual aids to build a child's understanding of abstract topics.

Visual (PICTORIAL)

Visual learners think in pictures and like math instruction with pictures and graphs. To solidify a new math concept in their brain, it helps them to write it down and draw pictures.



Auditory (ABSTRACT)

Auditory learners listen carefully, speak slow and respond to music and rhythm. To solidify : new math concept in their brain, it helps them to explain it to others or create rhymes and mnemonic devices.



How can you help?

National Curriculum Statement (NCS)

Curriculum and Assessment
Policy Statement



Foundation Phase
Grades 1-3

Remember to work at developing/ solidifying NOT A BIG NUMBER RANGE. Once learners build confidence they will continue with bigger numbers and enjoy the number patterns.

See Section C pg. 264
and the relationships...

As a teaching assistant, Section C of the CAPS deals with the methodology and it will be good to consult this section should you be required to support a group of Grade 3 learners with e.g. the multiplication tables.

You can support by checking on the 2 times tables.

Link it to the fact that learners enjoy counting in 2s
Question: do they fully understand and see the connections: **2, 4, 6, 8, 10, 12, 14, 16, 18, 20**

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12 \text{ etc.}$$

Perhaps you can do this with multiplying by 3, 4, 5, etc.

Number of boys	1	2	3	4	5
Number of eyes	2	4	6	8	10

Number of 	1	2	3	4	5
Number of angles	3	6	9	12	15

Maths require good practise...



From + to \times (addition to multiplication)
Complete the number sentences.

Example:

$$10 + 10 + 10 + 10 = 40 \Rightarrow 4 \text{ groups of } 10 = 40 \Rightarrow 4 \times 10 = 40$$



a. $10 + 10 + 10 = \underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}}$ groups of 10 = $\underline{\hspace{2cm}}$ \Rightarrow $\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



b. $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = \underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}}$ groups of 10 = $\underline{\hspace{2cm}}$ \Rightarrow $\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Hands and fingers



How many hands? $\underline{\hspace{2cm}}$ How many fingers? $\underline{\hspace{2cm}}$

Write your answer in 2 ways.

$\underline{\hspace{2cm}}$ groups of 10 = $\underline{\hspace{2cm}}$ and $\underline{\hspace{2cm}} \times 10 = \underline{\hspace{2cm}}$



$$2 + 2 + 2 = 6$$

3 groups of 2 $3 \times 2 = 6$



$$3 + 3 + 3 + 3 = 12$$

4 groups of 3 $4 \times 3 = 12$

Practise, practise and more practise are required to solidify this process.

Strengthen Multiplication

Term 3

Multiplication: 2s and 5s up to 75

How fast can you answer the following?

$1 \times 2 =$ ___	$2 \times 5 =$ ___	$10 \times 2 =$ ___	$7 \times 2 =$ ___
$8 \times 2 =$ ___	$5 \times 2 =$ ___	$8 \times 5 =$ ___	$4 \times 5 =$ ___
$5 \times 5 =$ ___	$6 \times 5 =$ ___	$3 \times 2 =$ ___	$7 \times 5 =$ ___
$6 \times 2 =$ ___	$9 \times 5 =$ ___	$3 \times 5 =$ ___	$4 \times 2 =$ ___
$10 \times 5 =$ ___	$5 \times 2 =$ ___	$1 \times 5 =$ ___	$9 \times 5 =$ ___



Look at what my friend did.

Discuss it.

$4 \times 2 = 8$

My friend showed 4×2 as follows:

Skip counting	Equal groups	Repeated addition	Arrays	Facts
2, 4, 6, 8		$2 + 2 + 2 + 2$	xx xx xx xx	$2 \times 4 = 8$ $4 \times 2 = 8$ $8 \div 4 = 2$ $8 \div 2 = 4$

Now do the same with $4 \times 5 = 20$.

Skip counting	Equal groups	Repeated addition	Arrays	Facts



2 in a pair

$4 + 4 = 8$

$4 \times 2 = 8$

$2 + 2 + 2 + 2 = 8$

$2 \times 4 = 8$

Make connects with money and use the number line.

R2

	1	2	3	4
x2				

R2 coins	1	2	3	4
Total amount				

Consult the DBE workbook for further methodology

Revised and CAPS aligned

MATHEMATICS IN ENGLISH - Grade 3 Book 1

Grade 3

MATHEMATICS IN ENGLISH

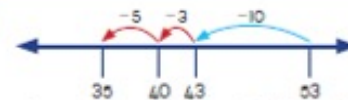
Book 1
Terms 1 & 2

Name: _____ Class: _____

Concrete Manipulatives	Pictorial Representation	Abstract Symbols
		$4 + 4 = 8$ $2 \times 4 = 8$

Study this workbook and learn how to use the number line optimally.

The ultimate is for all learners to have a **MENTAL** picture of a number line for calculation work.



Subtraction means to find the difference between 53 and 35.

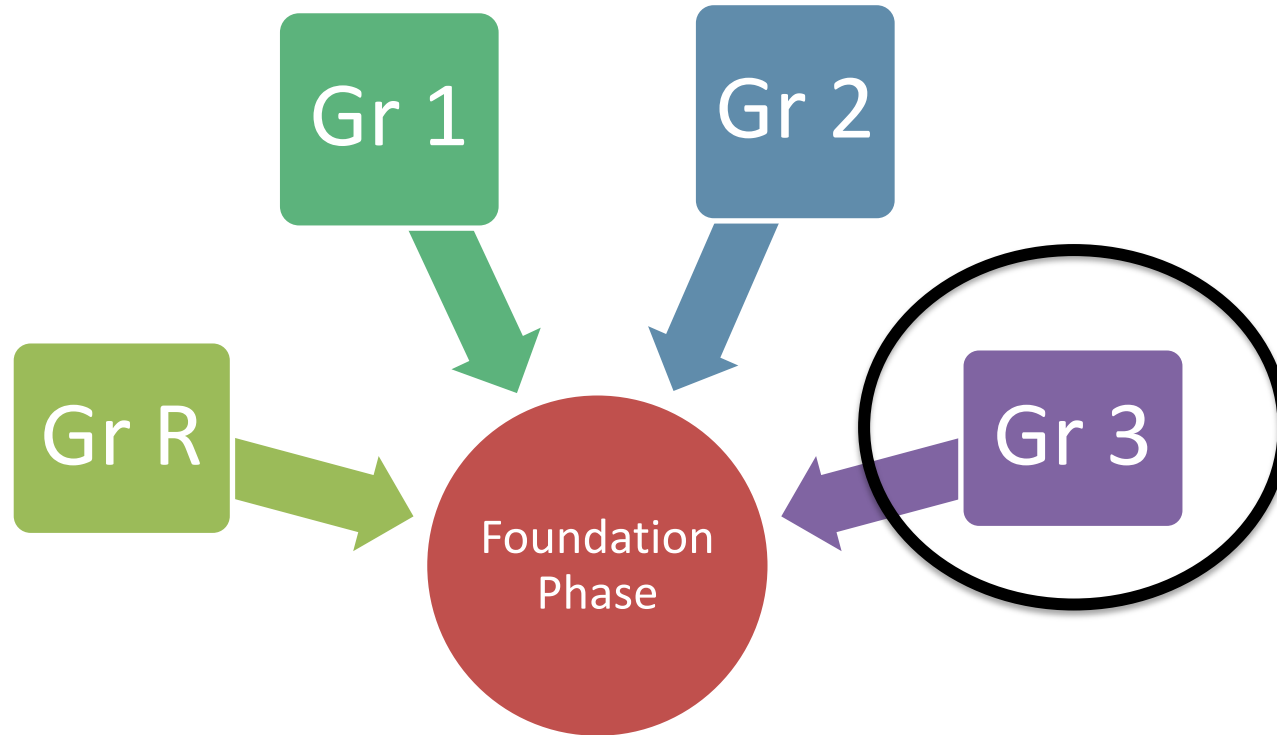
I'll start at 53 and count down to 35 to find the difference. If I count back by 10, I get to 43. I can count back 3 more to get to 40. Then I count down 5 more to get to 35.
10 plus 3 plus five is 18. So we need 18 more rulers.



WHY ARE YOU APPOINTED?

- It is envisaged that the Educator Assistants will:
 - ✓ Help increase school attendance
 - ✓ Improve school retention
 - ✓ Provide an opportunity to make learning fun and inclusive
 - ✓ Enable learners to engage in smaller groups and build a relationship with a caring adult.

IN WHICH GRADE WILL YOU BE WORKING?



MPUMALANGA
PROVINCIAL
GOVERNMENT



THE GRADE 3 EDUCATOR ASSISTANT IS A VERY SPECIAL PERSON

A Grade 3 EA characteristics are as follows:

- Loves the younger learners and is a caring person.
- Energetic and builds learners' confidence.
- Provides security and gives individual attention and emotional support.
- Asks for help if needed.
- Watches the learners all the time.
- Assists the teacher to make some resources.

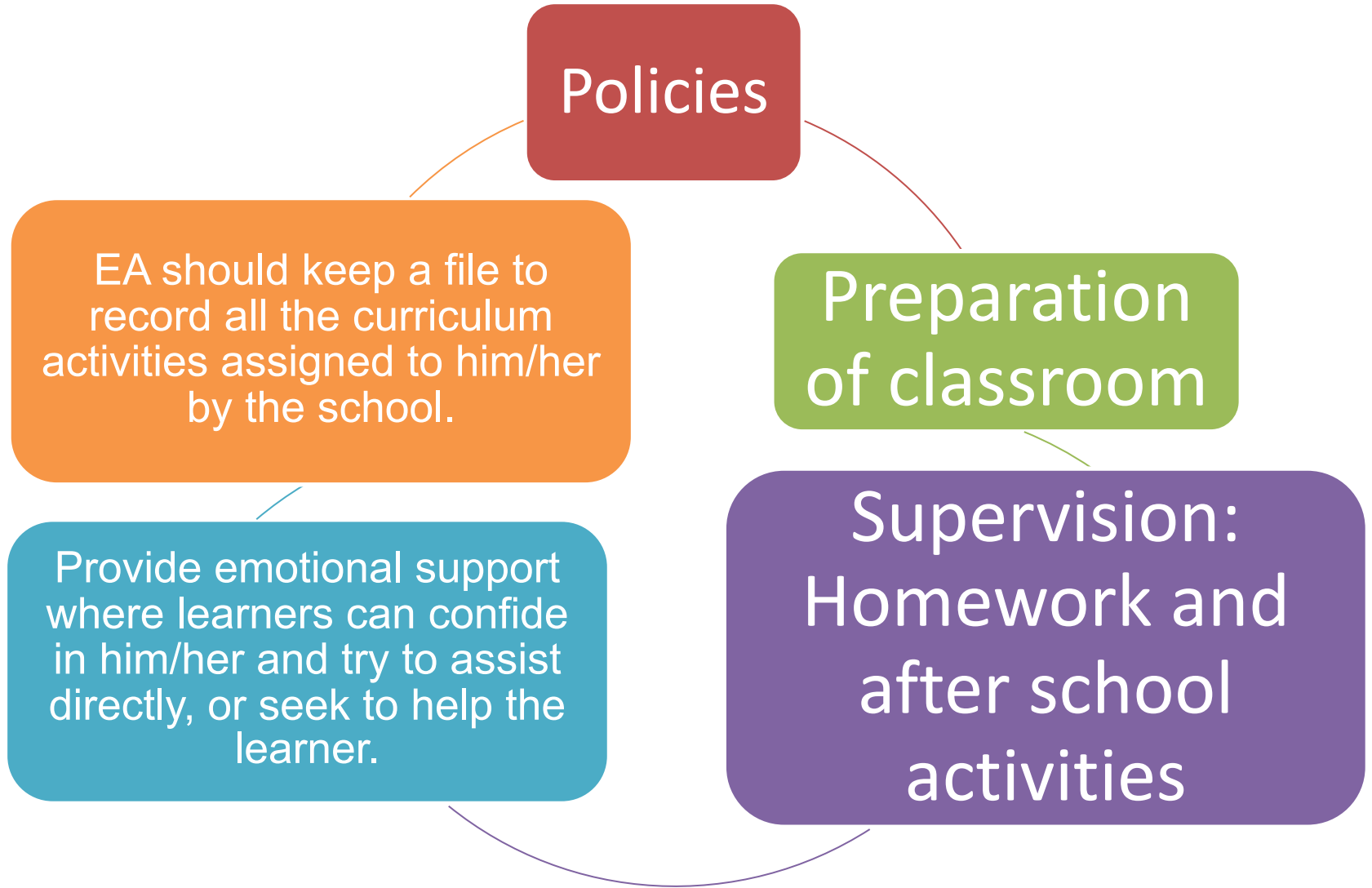
An inspired and informed EA will be one of the most important factors influencing learning improvement and achievements in the Grade 3 class



Why do I as an Assistant need to know the Grade 3 curriculum?

- Although it will not be expected from you to do the teaching, it is important for you to have a knowledge of what learners are taught and how assessment is administered.
- This will enable you to assist learners with homework, or to complete classroom activities.

IN A NUTSHELL....



The Teaching Approach of Grade 3

- The Languages programme is integrated into all other subject areas.
- Language is used across the curriculum in all oral work, reading and writing.
- Many of the Listening and Speaking Language skills will be developed within Mathematics and Life Skills, which is made up of many subjects such as Creative Arts and Beginning Knowledge including Personal and Social Well-being, Natural Sciences and Technology and the Social Sciences.
- Themes and topics can be selected from these subject areas to provide contexts for the teaching of language skills.

The LoLT of Schools

- Language(s) of learning and teaching (LoLT) can be selected from any of the 11 official languages, including South African Sign language in Primary Schools.
- Presently, African languages are mostly used as LoLT in the Foundation Phase where learners learn critical Literacy and Numeracy skills.
- With the implementation of CAPS, EFAL is offered as a subject from Grade 1 in schools, where LoLT changes to English in Grade 4.
- In the majority of schools in South Africa, the LoLT is not the mother tongue of the learners and has hence served as a barrier to learning performance.
- If the LoLT is strengthened, then it will be easier for learners to translate content knowledge and thus improve learners' Literacy and Numeracy competencies.

DOCUMENTS THAT COULD BE HANDY

- Curriculum and Assessment Policy Statement (CAPS):
 - Home Language;
 - First Additional Language; and
 - Mathematics
- Annual Teaching Plan
- Workbooks
- English Across the Curriculum; and
- The Language in Education Policy;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statements Grades R-12; and
- The Policy on Screening, Identification, Assessment and Support (SIAS).



To access these documents go to :
<https://www.education.gov.za/Home/>

CLASSROOM MANAGEMENT

- The EA could assist the teacher in the following ways:

Before the lesson

- o Marks the **register**
- o Distributes texts or **resources** for use
- o **Distributes marked learner books** or collects books to control homework/assignments
- o Apprises the teacher of absence or any matter that warrants the teacher's attention

CLASSROOM MANAGEMENT cont.

During the lesson

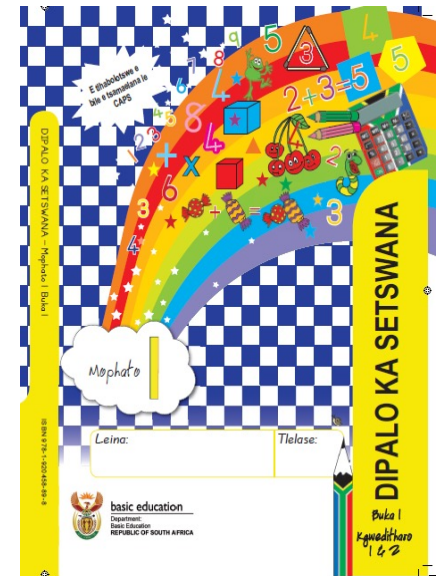
- o Ensures that learners follow the teacher's instructions.
- o Distribute worksheets or any other resources to be used during the lesson.
- o Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
- o To observe and note those learners that might be struggling during the lesson and bring them to the attention of the teacher.
- o Assist to monitor and support group activities.
- o Assist learners during class discussions and group work by providing clarification where necessary.
- o To assist learners with reading activities.
- o To assist learners with skills of writing – words, sentences and paragraphs.
- o To assist learners with oral skills, i.e. pronunciation, etc.
- o To assist learners with dictionary usage.



CLASSROOM MANAGEMENT cont.

- **After the lesson**

- Collect resource materials or learner books if applicable.
- Provide learners with notes to help summarise the lesson where necessary.
- Identify the learners with content gaps for assistance during intervention classes.
- Provide informal tasks/ remedial work/ home work/ for reinforcement.



SEATING ARRANGEMENT

- Seating arrangement in multi-grade classrooms:
- In multi-grade classrooms, EAs should take note of the following seating arrangements:



- Learners could be seated in **small groups of not more than 12**.
- The number of grades in the class and ability groups, example each grade can form a group- if the number of learners in a grade is not very big to form a group
- A grade can further be sub divided **to form two or more groups** if they are too big to form one group.
- A space should be provided where **groups can sit on the carpet** and do the work.
- Below is a graphic presentation of seating arrangement in multi-grade classrooms:

EXAMPLE OF SEATING ARRANGEMENT



**Drawing a Classroom
to Scale**

Graphical Modelling

Use the caliper tool to enable you to draw a classroom to scale.



SUPERVISION OF CURRICULUM ACTIVITIES

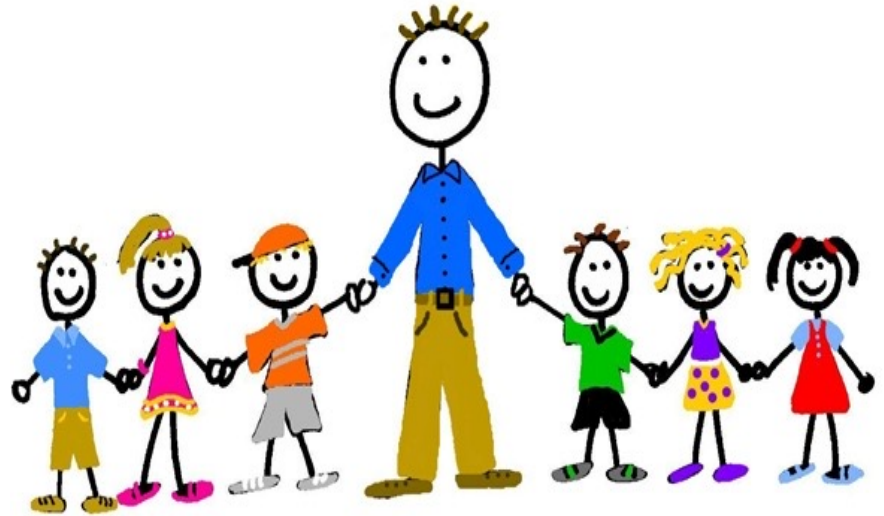
- EAs should keep a **file to record all the curriculum activities** assigned to him/her by the school.
- They should help **with the development of lesson plans and resources** such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for Grade 3.
- They should help **prepare the relevant material** that will be needed for teaching and learning, e.g. interesting video clips or texts from social media that can be used to enhance learning.
- EAs can also enhance Language Across the Curriculum (**LAC**) **through using texts from Life Skills** to enhance understanding of the content taught during the day. Learners could be encouraged to bring own examples from newspapers and magazines practical experiences or stories they have heard or read.
- They can also **provide emotional support** where learners can confide in him/her and try to assist directly, or seek to help the learner.
- EAs can also be responsible **for supervising learners when they complete homework**, encourage learners to borrow books for reading, guide learners to keep track of their reading activities through a diary.



GROUNDS DUTY

EAs should supervise:

- Classes in the absence of a teachers
- Homework
- Detention sessions
- Learners during feeding

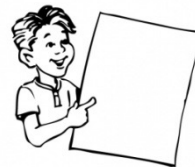




FEEDBACK TO LEARNERS



- EAs should help with the monitoring and supervision of **informal assessment** of learners in the subject, especially when **done as homework**. The EA may source additional resources to enhance performance in formal assessment activities. For example, the EA may guide learners through ‘how to answer’ specific questions.
- They should **assist with the marking and recording** of assessment activities.
- The EA should assist by doing a diagnostic analysis of assessment to identify content gaps and misconceptions by learners and **provide feedback to learners on the findings**.
- They should help **identify learners with barriers** and design intervention strategies for extra support and remedial work in the subject.



PARENTAL SUPPORT



Parental support to assist their children:

- The Grade 3 teacher should **work in collaboration** with the EA to provide feedback on learner performance to parents during parents' evening.
- They can also **assist by putting together the subject records** necessary for such meetings, e.g. printed mark sheets, learners' books, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.
- The EA could provide parents with a brief, written report that details how learners have performed in the term and how parents can further assist learners at home.
- The **EA could also provide a written report to the teacher and Departmental/ Foundation Phase Head** about the general performance of learners in Languages and Mathematics.



WHAT THE ASSISTANT SHOULD NOT DO!

Educator Assistants may not be involved in:

- Doing the lesson plans of teachers
- Teaching
- Marking of books/work
- Set assessment tasks
- Write comments on reports
- Educator Assistants must not be involved in the discipline of learners



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Thank you!

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