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Department:
Education
PROVINCE OF KWAZULU-NATAL

Foundation phase
Just-in-Time Training Workshop
2019: No.3

Pre/Post - workshop activity MEMO

MATHEMATICS

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what I do matters

Endorsed by:

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FP Maths: JIT Workshop 3 of 2019

Pre and Post-workshop activity Marking Guidelines

Answer the following questions in the spaces provided. Provide illustrations where necessary as part of your answers. **15 marks total**

In several questions answers may vary – look for logic and meaning in the given answers and mark accordingly.

1. When is a rectangle a square? Always/Sometimes/Never. (1)
   *A rectangle is **sometimes** a square.*

   Why? (1)
   *It is a square when it has four right angles **and** four sides of equal length. (if the four sides are not all equal in length, it is just an ordinary rectangle, with 4 right angles.)*

2. Draw the following objects:

a pyramid. (2)	a prism (2)
Any correct pyramid (any base, all other faces triangular and meeting at the apex). e.g. 	Any correct prism (any base, lateral faces all rectangles). e.g. 

3. Lesson activities on space and shape call on learners to compare shapes.

   a. In what ways can learners compare shapes?
   According to size, type of shape, colour, orientation, lengths of sides, sizes of angles, etc. (name any two). (2)

   b. What do learners learn about when they compare shapes?
   They learn about the shape names, properties, characteristics and relationships between different kinds of shapes (give any one). (1)

4. How would you explain to a learner what it means to extend a pattern (***give two ways***)? (2)

   a. A gesture.
   "between" – You could hold out your hands and put one on either side of a desk.
   "extend" – You could put one hand down in a certain place and gesture using the other hand to show steps moving away from the stationary hand and then sweep it up to show the steps being "extended" further along.

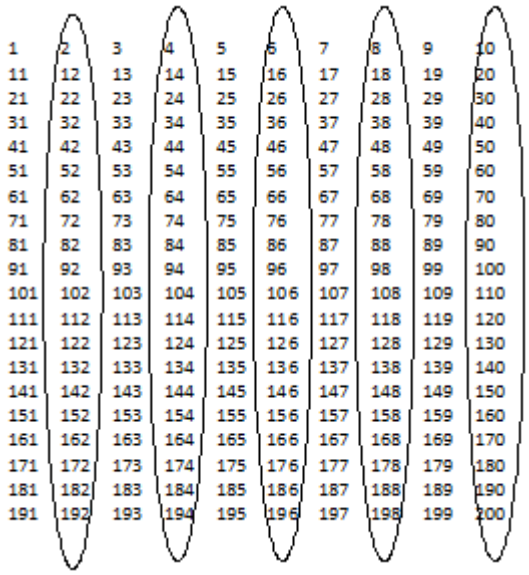
   b. Real object(s).
   "between" – you could lay down three objects and talk about which one is between the other two.
   "extend" – you could lay out objects to make a pattern – book, pen, book, pen, book, pen, … and ask what shapes you need to add to extend the pattern.

   c. A drawing.
   "between" – make a drawing of one thing between two others.
   "extend" – draw a length of string and then draw to show adding more to the length – making it longer, extending the length.

   d. A verbal explanation.
   "between" – explain that between means when something is in the middle, for example 4 is between 3 and 5 in the sequence 3, 4, 5.
   "extend" – if I add to or to make longer, for example the sequence 3, 4, 5, … can be extended by adding the numbers 6, 7, 8.

   e. A written explanation. *Write up the verbal explanation. Diagrams could be added.*

5. This diagram shows a 1-200 table with certain numbers circled.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

   a. What numbers have been circled? *The multiples of 2.* (1)

   b. Explain three patterns you notice in the numbers that have been circled. (3)
   (give any three valid different observations)

- *All of the numbers in the second, fourth, sixth, eighth and tenth columns have been circled.*
- *The second column has all of the multiples of 2 that end in a 2.*
- *The fourth column has all of the multiples of 2 that end in a 4.*
- *The sixth column has all of the multiples of 2 that end in a 6.*
- *All multiples of 2 end in a 2, 4, 6, 8 or 0.*