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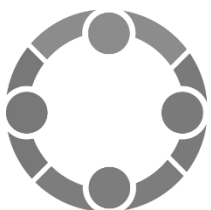
**PROVINCE OF KWAZULU-NATAL**

**Foundation phase  
Just-in-Time Training Workshop  
2020: No.1**

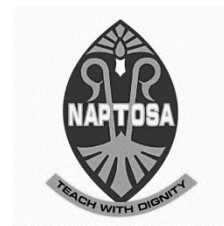
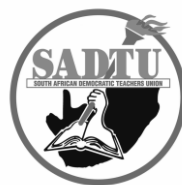
**Pre/Post - workshop  
activity MEMO**

**MATHEMATICS**

Endorsed by:



**Jika iMfundo**  
what I do matters





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PROVINCE OF KWAZULU-NATAL

**FP Maths: JIT Workshop 1 of 2020**

**Pre/Post -workshop activity marking guidelines**

Name: \_\_\_\_\_

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

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

1. Why might a learner think that 9 sweets is more than 11 sweets? (1)  
*The face value of the digits in the number 11 might confuse them – they are “smaller” than the face value of 9.*

How could you explain to him that it is not? (1)  
*Show the learner a concrete display that shows it. (A drawing may be accepted as the correct answer.)*

2. Set out 79 using a concrete representation. Add 1

79 + 1 first display (show the sum) (1)	79 + 1 second display (show answer) (1)
<i>Any correct drawing – of unifix, Dienes or other.</i>	Again, any correct drawing, related to the first one.
<i>7 tens and 9 ones + 1</i>	<i>8 tens</i>

3. What property of our number system is illustrated by working with bottle tops in this way?  
*Regrouping according to the base (of ten) is the property that is illustrated in this way.*

4. Complete the following number exchanges:

- a. 60 ones = 6 tens (1)  
b. 40 tens = 4 hundreds (1)  
c. 42 tens = 420 ones (1)  
d. 7 hundreds = 70 tens (1)

5. Write 639 using expanded notation in three different ways (3)

$$\begin{aligned} 639 &= \\ &= 6 \times 100 + 3 \times 10 + 9 \times 1 \\ &= 6 \text{ hundreds plus } 3 \text{ tens plus } 9 \text{ ones} \\ &= 600 + 30 + 9 \end{aligned}$$

6. What is the meaning of the word subitise and why is it an important FP maths skill? (2)

*Subitising is 'an instant cognition of the number of objects'. When you subitise a number of objects, you can say how many there are without counting them.*

*This is one of the most important skills that learners should acquire in the Foundation Phase. If learners start to subitise numbers rather than count in ones all the time, they will be well prepared for the Intermediate Phase.*

*(2 marks – assign marks as appropriate to any 2 correct points made)*