

Maths concept:

Refers to the formally descriptive system according which we work with numbers / figures.

Branches of maths:

- **Arithmetic** – Manipulation of numbers.
- **Algebra** – Ratio, quantities, dimensions.
- **Geometry** – Measurements & characteristics of figures.

Math readiness:

Learners who have difficulties in mastering concepts because they have not yet attained the level of readiness.

Includes:

1. **Content ready** – learners should have mastered the basic math skills that preschool learners usually acquire informally.
2. **Educational ready** – Learners have to be able to understand & solve math problems.
3. **Developmental ready** – Should have acquired the intellectual level for dealing maths concepts.
4. **Emotional ready** – Reached emotionally stability that will help with maths concepts.
5. **Contextual ready** – Be aware how maths concepts impacts daily lives.

SUPPORT AID:

General considerations such as adequate planning, attitudes, motivation, early identification.

Specific considerations:

- Explain the concepts clearly.
- Use concrete teaching aids.
- Show the physical closeness of numbers when teaching rounding off.
- Align the learners' real work with mathematical problems.
- Plan thoroughly.
- Help learners asap.
- Provide opportunities for practice.
- Help learners monitor progress.
- Group work.

Manifestations of language problems:

- Auditory receptive problems.
- Spoken language.
- 2nd language.
- Lack of emergent literacy.

SUPPORT AID:

- Take learners limitation into account.
- Speak directly to the learner in an interested / friendly manner.
- Avoid the use of pet names.
- Don't use idiomatic expressions that may confuse the learner.
- Speak in a normal / natural tone of voice.
- Speak to learners on their level and make eye contact.
- Pay attention when a learner is speaking – facial expressions.

WHAT IS READING?

The process of constructing meaning from written text. It is a complex skill requiring the coordination of various sources of information.

COMPONENTS OF READING:

- **Decoding:** when written words are translated into spoken words.
- **Reading comprehension:** the main goal of reading. To understand.

AID FOR READING:

1. Analyse situation.
2. Determine long & short plan.
3. Choose reading material.
4. Apply / choose strategies.
5. Choose where & when aid will take place.
6. Decide who will be involved.
7. When will re-evaluation occur?

Choice of reading material:

- Determines whether learner will read / not.
- Should suit learners age level.
- The content should be familiar to the learner and fit in their world of experiences.
- The degree of difficulty of the reading material.

Main components of writing:

- Essay.
- Spelling.
- Handwriting.

Components of essay writing:

- ❖ **Cognitive:** The ability to write logically, coherently and sequentially.
- ❖ **Linguistic:** The use of appropriate grammatical and meaning dimensions, nl. Words, plural, & subject verbs.
- ❖ **Stylistic:** Involve the use of capital letters & punctuation.

SPELLING PROBLEMS:

- ✓ Nasal sounds M & N in front of a plosive – **hand written as had.**
- ✓ Letters which are not pronounced are left out – **knee as nee.**
- ✓ The neutral vowel E is often omitted – **paper as papr.**
- ✓ The neutral vowel E is added because learners have been taught to pronounce it when they pronounce the plosive – **kind as keind.**