

**Analysing Scaffolding from Not Knowing to Knowing
Numbers and Counting: Classroom Conversations in the
Teaching of Numeracy****Wendy N. Setlaleto**

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ABSTRACT Teaching a Grade R class to comprehend Mathematical concepts though perceived to be easy by others can be daunting to educators. This requires employment of effective teaching strategies as well as a hands-on approach to teaching since this will assist with memory retention and also to keep learners interested in the lesson. A grade R class of a Motheo Education District rural public school comprising 38 learners and their educator was used in this ethnographic study through focus group discussions and observations. The aim was to see how educators encourage learners to problem solve and use reasoning to understand quantities and how counting works rather than simply providing them with counting procedures. The use of manipulatives, that is, items used as concrete representatives of a concept, worked very well in assisting learners to comprehend the concept of counting. Also, knowledge of number processing by learners can help an educator with the early identification of at-risk learners. This information can guide appropriate educational interventions at school and teacher training levels.