

Selection and Use of Textbooks in Lesson Planning of Mathematics for Grade 4 Learners in East London Education District

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ABSTRACT This paper examines the selection and the use of textbooks in lesson planning of mathematics for grade four learners. The study used a qualitative approach and adopted a phenomenological research design. Six educators and three heads of department were purposively selected and a thematic approach used to analyse the data gathered. The findings among others revealed that textbooks were selected from the prescribed textbooks by the department, which was written clearly according to the Curriculum and Assessment Policy Statement (CAPS). For mathematics textbooks to be useful for lesson planning, such textbooks must be written in sequential order to align properly with the curriculum. The language used and the types of illustrations, diagrams, and activities written in the prescribed textbooks influence their final decision on the use of a textbook. However, teachers should plan far ahead and check errors in the textbook and workbook, rather than discovering the errors during the class activities.