

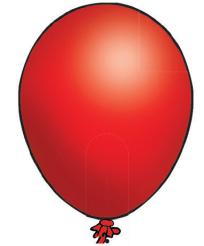
# Grade R TEACHER'S GUIDE



ENGLISH VERSION



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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Dear Grade R teacher

Your Grade R Resource Kit 2015 contains:

- 20 themed POSTERS;
- Two Big Book STORYBOOKS containing 12 theme-linked stories;
- This TEACHER'S GUIDE, packed with practical classroom ideas and more;
- Weekly CAPS-aligned LESSON PLANS plus ASSESSMENT ACTIVITIES for the year;
- A DVD consisting of supporting audio lessons, songs and videos demonstrating how to use these materials in your classroom plus tips for teaching numeracy, literacy and life-skill concepts to your Grade R learners.



#### HOW TO USE THIS GRADE R RESOURCE KIT 2015

The Grade R programme for Terms 1 to 4 is organised into 20 themes, each of which contain enough work for two weeks. In other words, there is 40 weeks' worth of work here. You should aim to cover five themes per term (a term being roughly ten weeks long).

For each theme there is a poster and a Big Book story. Supporting worksheets and flashcards can be found in the Rainbow Learners' Workbooks Term one, Term two, Term three and Term four.

There are also weekly lesson plans for each two-week theme. These lesson plans will guide you on how to use the poster, storybook, worksheets and flashcards. At the end of the lesson plans for each theme, you will find two or more assessment tasks that you can use to evaluate your learners' progress. A recording sheet, in the form of a checklist or rubric, is included for you to copy to record your observations.

By working through this 40-week programme, it will be possible for your Grade R learners to achieve all the expected Curriculum Assessment Policy (CAPS) learning goals for the year.

Please note: The daily lesson planner has been designed so that you can use it as it is. If you only want to use certain aspects of it, or if you want to plan your daily lessons yourself, we encourage you to do so.



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# Organising your Grade R classroom

A well-organised and well-stocked classroom is important for effective learning to take place. The classroom should also be stimulating to encourage discovery and creativity.

## LEARNING AREAS

The Grade R classroom should be divided into clear Learning Areas. Learners will work at these areas so you need to provide seating and working space.

Learning Areas allow learners to develop skills including:

- Working independently
- Working with others
- Decision making
- Responsibility



Do not place all your equipment in the learning areas. Rather minimise equipment and change it on a weekly basis. This will ensure that learners practise different skills and that they don't get bored. The lists below suggest the types of items that you can put into the different Learning Areas.

**The construction area (building numeracy):**

- Threading beads
- Blocks
- Puzzles
- Logi shapes
- Buttons
- Pegboards

**The literacy area:**

- Wax crayons
- Pencils
- Papers (a variety)
- Chalk and chalkboards
- Tracing pattern cards
- Puppets
- Story tapes
- Tape recorder
- Old telephone

**The creative/art area:**

- Crayons
- Pastels
- Paint
- Modelling clay
- Sponges
- Mopping-up cloths (for spills)
- Play dough
- Glue
- Wool
- Fabric scraps
- Papers

**The imaginative play (fantasy) area:**

- Old clothes, shoes and hats
- Household items such as a telephone, old computer, pots and pans
- Dolls

### The science table

This table is aimed at encouraging learners to explore, experiment and discover. It should be well suited to science, maths and technology concepts and phenomena.

### The library corner

The library corner should be welcoming and comfortable. If possible, place a small carpet in this area. Oversized bean bags or cushions make good seating. A bookshelf is needed. Have a variety of reading materials e.g. picture, pop-up, story, poetry reference books, magazines and newspapers. Change the books regularly to reflect the theme you are teaching.

### The theme table

This table is very important as it reflects the theme you are teaching. It should be against a wall and close to the where you and the learners sit for group work. The wall should be used for posters, pictures and flash cards related to the theme. Your learners will enjoy preparing and contributing to the table with you.

### Preparing a theme table

Place a coloured table cloth on the table. The colour of the table cloth should relate to the theme, e.g. blue for an ocean theme or brown for a game-reserve theme. Create a backdrop by displaying posters and pictures that relate to the theme on the wall. Make a theme label, e.g. 'What spring brings'. Place artefacts, models and books on the table. Use neatly printed flash cards to label the items on the table.



# Equipping your Grade R classroom

## MAKE YOUR OWN EQUIPMENT

Stocking your classroom with good quality equipment need not cost a lot of money. On these pages, we show you how to do it.

### Soft no-cook play dough

- 2 cups self-raising flour
- 2 tablespoons alum (available at chemists)
- 2 tablespoons salt
- 2 tablespoons cooking oil
- 1 cup and 2 tablespoons boiling water
- 1 bottle food colouring

Mix and knead.

Store in plastic containers

### Iridescent soap bubbles

- 1 cup water
- 2 tablespoons liquid detergent
- 1 tablespoon glycerine
- $\frac{1}{2}$  teaspoon sugar

Mix together.

### Chunky rainbow crayons

Little fingers benefit from using chunky crayons. Don't throw away old crayons. Remove the paper from the crayons and melt them slowly over a low heat. Pour into metal or silicone cookie trays or into ice cube trays. When the wax sets pop them out of the trays.

### Puff paint

- 2 parts shaving cream
- 1 part wood (white) glue
- Food colouring

Mix together and place in squeeze bottles.



### Finger paint

- $\frac{2}{3}$  cup dry starch
- 1 cup cold water
- 3 cups boiling water
- 1 cup soap flakes (grated Sunlight™ soap)
- a few drops of oil of cloves (available at chemists)
- food colouring

Dissolve the starch in cold water. Smooth out lumps and add the boiling water. Keep stirring until the mixture thickens (do not allow to boil).

### Glitter paint

- 1 cup mixed paint
- 8 teaspoons salt

Mix well.

### Glue

- 1 teaspoon flour
- 2 teaspoons cornstarch (Maizena)
- $\frac{1}{2}$  teaspoon alum (available at chemists)
- $\frac{1}{3}$  cup water

Mix the dry ingredients and add the water slowly while stirring out the lumps. Cook in a double boiler over a low heat. Remove from heat when the paste thickens and store in a jar. Thin with water as and when you use it.

### Flannel board

- 1 large strong cardboard box
- Staples, split pins or glue
- Felt

Cut the top and bottom flaps from the box. Cut the box along one side seam to open it up. Overlap the two ends to form a triangle as shown. Staple, glue or fasten the overlapping sides with split pins. Cover the three sides with felt. You can magnetise one side of the flannel board by inserting a piece of chicken wire between the cardboard and the felt.

### Elastic board

Hammer 121 small nails at 2 cm intervals in an 11 x 11 grid onto a 21 cm x 21 cm piece of wood. Give learners elastic bands and let them recreate shape patterns.

### Pegboard

Cut packing Styrofoam into squares measuring 21 cm x 21 cm. Make 121 small holes at 2 cm intervals in an 11 x 11 grid using a long nail. Use golf tees or similar as pegs.

### Counters

Bottle tops, buttons, cotton reels, acorns and pasta shapes make good counters.

### Book holders

These book holders can be used to display books in the library corner and on the theme table. Take a wire hanger and squeeze the wire ends so that the bottom centre pops up.



# Equipping your Grade R classroom

## Threading games

A couple of packets of macaroni, spray painted in four or five different colours, will provide enough 'beads' to complete colour sequencing activities. Use shoelaces or pieces of string cut to length.

## Feely alphabet letters

Cut out the alphabet letter templates. Use them to make cut-out felt, sandpaper and plastic letters. Learners trace around these with their fingers.



## MUSICAL INSTRUMENTS

### Shakers

Fill plastic or tin containers with sand, rice or small stones. Seal the lid securely and decorate the outside.

### Bells

Make small holes using a nail through tin bottle tops. Thread these onto pieces of firm wire. Loop the wire to form a circle and join the ends by twisting. Wind electrical tape over the joint to protect little hands from rough edges.

### Tambourines

Glue two or three paper plates together and decorate. Punch holes around the outer edge of the plates at regular intervals. Thread tin bottle tops onto round curtain rings and thread these through the punched holes.

## STORING EQUIPMENT

Have a system for storing equipment. Not only will you be able to locate materials quickly, but it will also protect them and ensure that they last for many years.

Store your equipment in clear plastic containers. Square or rectangular containers such as those that ice-cream come in are easier to stack and will save space.



Equipment that is used regularly, such as scissors, crayons and magazines should be in easy reach of learners.

Label each piece of equipment. Make sure that the labels are printed neatly and that each one is accompanied by a clear matching picture.

## SOME STORAGE IDEAS

### Milk bottle containers

Wash 2 L plastic milk bottles. Draw a cutting line on the bottle. Use a pair of scissors to cut off the top and front of the bottle. Store the containers on a shelf. These are great space savers and ideal for storing beads, bottle tops and small building blocks.

### Lockers

Each child will need a small space to store their personal items such as coats, jackets and bags. Stacked vegetable trays make good storage as do cup hooks screwed into a piece of skirting board drilled into the wall. Label lockers with your learners' names.

### Storing learners' artwork

A simple washing line attached across two opposite corners of the classroom is a good way to store and display artwork. Attach artwork using pegs.

### Storing posters

Space-saving trouser hangers are great for storing posters that are not being used. Use clothes pegs to attach the posters to each rung of the hanger.

### Storing scissors

Make small 2 cm slits into the lid of a shoebox. Place the lid back onto the box and slide the scissors into each slit. Place it where learners can reach it.

### Storing cleaning materials for tidy-up time

Have a range of cleaning materials in an area where learners can use them. A broom, dustpan, feather duster, rags and sponges should always be on hand.



### Waste disposal

You will also need a dustbin for waste and a cardboard box for paper recycling. A plastic laundry basket is good to store lost items of clothing in.

# The outdoor classroom

The outdoor area is as important as the indoor area. It provides opportunities for:

- Gross motor skills, e.g. running, skipping
- Social skills, e.g. playing cooperatively, conflict resolution, sharing
- Exercise for good health

Have designated areas for different types of activities:

- A space for running
- A space for climbing, hanging and swinging
- An area for pretend play
- A resting area
- A water play area
- A sand area

A list of outdoor equipment:

- Climbing apparatus: jungle gym, nets, ladders
- Swinging: swings, monkey ropes, tyre swings
- Sliding: slide, ramps, flattened cardboard boxes
- Play house, large boxes, tunnels (cement pipes or large drums)
- Sand and water play: sand pit or sand tray, bath or basin, tins, plastic containers, mugs, cake pans, funnels, sieves, colanders, spoons, jugs, plastic bottles, squeeze bottles, sponges, containers with holes, straws, egg whisks
- Small plastic tables and chairs
- Jumping: skipping ropes, tyres, tubes, old mattress
- Pulling, pushing and riding: boxes, plastic crates with a rope to pull it along, tyres, tricycles, wheelbarrows and prams
- Balancing: balance beam, planks supported by bricks, tyres, see-saw and stilts (rope and tins)
- Pretend play: traffic signs and tracks, steering wheels of old cars, hats, helmets, adult-sized clothes, bags, empty boxes (cereal, food, etc), tins, plastic containers, sunglasses, old binoculars
- Catching, throwing, kicking and hitting: balls, bats, beanbags
- Building: blocks, boxes
- Gardening play: watering cans, small garden forks and spades, seeds



## EQUIPMENT YOU CAN MAKE FOR YOUR OUTDOOR CLASSROOM

### Sand and water scoops

Plastic bottles make great scoops. The narrowed neck of the bottle will form the handle. Cut around the base of the bottle to remove it. Cut a U-shape shape beginning and ending at the cut edge.



### Balls

Crumple sheets of newspaper into a ball. Place it in a plastic bag and secure the opening with an elastic band. Wind packing tape around the bag.



### Bats

Roll a whole newspaper into a tube. Secure the ends with elastic bands. Wind packing tape along the length of the roll.

### Bean bags

Glue three to four sheets of newsprint together. Cut into squares and staple three sides closed. Fill the bags with tiny dried beans and staple the open ends closed. Paint the bags.

### Balancing beam

Suspend a sturdy plank between two bricks.

### Shape hopscotch

Cut large shapes from newsprint. Set them on the ground and let learners jump from one shape to the next, naming the shapes as they land on them.

"Play is the work of children." – Grade R Practical Ideas Department of Education

# The daily planner

The daily planner helps you plan your learning activities and organise your time with your learners. It ensures that the school day is varied and stimulating and also creates a sense of predictability which makes learners feel secure in the school environment.

Activity	What the children do	What the teacher does
Arrival at school	Learners arrive and pack away their bags. They gather together on a carpet or on chairs set in a circle.	Welcome learners.
Health check Birthdays Register Weather chart News (30 minutes)	Learners answer questions about any health problems – e.g. they show you their scrapes, bruises and cuts.	Run a quick head-to-toe check of each child. Keep a health record of any signs of illness observed or medication given. Refer cases that need attention.
Morning circle (30 minutes)	Learners participate in the activity you present.	Introduce new materials, ideas, songs or rhymes, announcements, concepts or skills.
Work time (40 minutes to run concurrently with Small group time)	Learners choose what to do, interacting with the materials in the learning area of their choice.	Provide stimulating materials and challenging activities. Observe, interact, join in, support and assist your learners.
Small group time (40 minutes to run concurrently with Work time)	While the class is engaged in their work-time activities, meet with each group of 6–8 learners at a time to engage in a particular activity you have planned. (You should work on the carpet or at a table.)	Present a special activity – e.g. working with numbers, experimenting with materials or using materials and objects to solve problems.
Tidy-up time (10 minutes)	Learners pack away all the materials and equipment.	Help learners pack away.
Hand washing (10 minutes)	Learners wash their hands.	Provide clean water, soap and towels.
Snack time (20 minutes)	Learners eat their morning snack.	Talk to learners about what they did in work time and prepare the classroom for the next activity.
Music and movement (30 minutes)	Learners participate in music and movement activities.	Present music and movement activities.
Outdoor play and Tidy-up (30 minutes)	Learners enjoy energetic, noisy, physical play.	Observe and supervise learners at play.
Hand washing and toilet time (10 minutes)	Learners go to the toilet then wash their hands.	Supervise the routine.
Story time (30 minutes)	Learners listen to and participate in storytelling. They also share their own stories or talk about the work they completed during work time.	Engage learners with a story. Ask questions that encourage the learners to respond. Allow them to be actively involved in the story.
Rest/quiet time and departure		

Make sure you arrive at school before your learners do. Prepare the Learning Area tables with the relevant materials and activities you have planned for the day.

## ARRIVAL TIME (15 - 30 minutes)

Greet learners as they arrive. Make sure that they neatly pack away their bags, jackets, jerseys and coats in their lockers.

Allow learners to quietly complete puzzles and games, read books and draw pictures at their tables while they wait for their friends to arrive.

### VOCABULARY OPPORTUNITIES:

Good morning!  
Hello!  
How are you?

## HEALTH CHECK (10 minutes)

The Grade R teacher is charged with the education of his/her learners. He/She is also responsible for their emotional and physical well-being while they are in his/her care. Spend some time asking learners how they are. Let them show you their scrapes, bruises and plasters. Ask them what caused the injury.

Run a head-to-toe health check of each learner and record any signs of illness and neglect.

Recording this information is vitally important. Neglect and abuse are very often repeated against children and a pattern emerges. Accurate recordings of your observations could make a big difference to the welfare of the learner.

Signs to watch out for	What it may indicate	What to do
<ul style="list-style-type: none"> <li>Injuries over a period of time</li> <li>Injuries at various stages of healing</li> <li>Cuts, bruises, burn marks, abrasions and fractures which cannot be explained</li> <li>Obvious pain, often</li> </ul>	Physical abuse	Apply the following procedure if you suspect some form of child abuse: <ol style="list-style-type: none"> <li>Gather information about your suspicion without implicating any person.</li> <li>Document your information in a file (e.g. information from the learner, information from other learners and/or parents, and reports from parents and educators).</li> <li>Treat this information as highly confidential (all information gathered must be placed in a separate file and stored in a strong-room or safe. This information must not be discussed with other teachers, learners, or parents).</li> <li>Report your suspicions to your school principal who will contact the relevant role players.</li> </ol>
<ul style="list-style-type: none"> <li>The child does not grow</li> <li>Weight loss</li> <li>Pale and emaciated</li> <li>Constant vomiting and/or diarrhoea</li> <li>Does not reach developmental milestones within normal age-range</li> </ul>	Neglect	
<ul style="list-style-type: none"> <li>Pain</li> <li>Unusual itching of genitals or anal area</li> <li>Sexually transmitted diseases</li> <li>Difficulty sitting or walking</li> <li>Regular urinary infection</li> <li>Continual irritation and/or mouth sores (the result of forced oral sex)</li> </ul>	Sexual abuse	
<ul style="list-style-type: none"> <li>Bedwetting</li> <li>Soiling</li> <li>Continual complaints of headaches, nausea, and/or stomach pain for which there is no physical cause</li> </ul>	Emotional abuse	

Adapted from WCED online



# The Grade R Day

## MORNING CIRCLE

This happens at the beginning of the school day. All the learners gather on the carpet. There are various greeting songs that you can sing at this time. This will settle and focus the learners for the day.

### The weather poster

At this time you will work with the weather poster (see poster 10). Because you'll be using this poster daily, display it near the carpet at the reading level (height) of the learners.

Ask the following kinds of questions:

- What are you wearing? Why?
- What does the sky look like? What colour is it? What do you see in the sky?
- Can you find a picture to match today's weather?
- Can you find the word that says hot/cold/etc.?
- What day is it? What day was it yesterday? What day will it be tomorrow?
- Can you find the word that says Monday/Tuesday/etc.?



Choose a learner to be the weatherman/lady and complete the weather poster using the flash cards. Give the learner a pointer (stick or ruler) and let him/her 'read' the weather poster.

Use emergent sentence reading strips and flash cards to make sentences:

- What is the weather like?
- It is ...
- Today is ...

### VOCABULARY OPPORTUNITIES:

Weather	Air	Before
Climate	Heat	After
Wind	Humid	Next

### The calendar

The morning circle is also a time to look at the calendar. A simple desktop calendar hanging on the wall will work well. Let learners find the day on the calendar and let one of them make a cross through the block.

The calendar provides great numeracy learning opportunities. Ask learners to:

- Look at the date (the numeral) and read it.
- Count the days that are crossed off.
- Say how many days have passed this month.
- Count the open days.
- Say how many days are left in the month.
- Count how many days to the weekend.

### WORK TIME

Before learners arrive at school, set up your Learning Areas for the day. (See page 2 of this Teacher's Guide for ideas.) Carefully plan the activities you set out. Make sure they relate to the theme and that they fulfil the Assessment Standards and Expected Levels of Development that you are working towards.

Plan this time so that there is one teacher-directed activity for you to do (work with small groups of six to eight learners at a time) while the rest of the class has a choice of four or five independent activities to do on their own.

Begin this session with an activity that introduces, builds on or extends concepts and skills within the context of the theme you are working with. You could use a poster, story, discussion, rhyme or song.

### VOCABULARY OPPORTUNITIES:

Date	Weekend
Day	Month
Week	Calendar



Next, explain the different activities you have set up at each of the Learning Areas.

Make cards with 'direction words' for each Learning Area. These words will help learners remember what they are meant to do at each table. The cards can be placed on a sentence strip holder in the order in which the learners need to complete the activity. (A document binder works well as a sentence strip holder.) Make sure that learners know how many of them can work at an area at any one time. Let learners choose the activity they want to start at. They can then rotate between the tables in their own time.

### Be an active facilitator:

- Observe
- Ask open-ended questions
- Support learners (especially those with barriers to learning)
- Help them resolve conflicts

# The Grade R Day

## TIDY-UP TIME

Sing a tidy-up song to focus the learners on the jobs at hand. Discuss why it is important to keep the classroom clean and tidy. Assign jobs to learners. Explain where equipment is stored and let them pack it away. Make sure learners throw cuttings and other waste into the bin.

## TIDY UP SONGS AND RHYMES

Clean up  
Clean up,  
Clean up,  
Everybody, everywhere.  
Clean up,  
Clean up,  
Everybody do their share.

Let's all help  
(Sung to the tune of 'Frère Jacques')  
Let's all help.  
Let's all help.  
Pick up the toys.  
Pick up the toys.  
Then when we are done  
We'll have lots of fun.  
Let's all help  
Pick up the toys.  
(Traditional)

It's time to clean up  
(Sung to the tune of 'The Farmer in the Dell')  
It's time to clean up now.  
It's time to clean up now.  
Heigh-ho, just watch us go.  
It's time to clean up now.  
We'll put our things away,  
Ready for another day.  
Heigh-ho, just watch us go.  
We'll put our things away.  
(By Jean Warren)





## SNACK TIME

Learners should eat in a relaxed and quiet environment. They should sit and talk quietly. Observe learners' eating habits as this could alert you to the onset of illness. Encourage them to share their food and practice good manners.

## MUSIC AND MOVEMENT RING

This is a fun time that encourages group participation but it should still be carefully planned! Include free and structured activities. For instance, on some days learners can move freely to music while on others you can teach them a dance.

Include a box of instruments so that learners can accompany the music or let them make their own. (See page 6 of this Teacher's Guide for ideas.)

These activities can be included during this time:

- Walking, running, skipping, marching, hopping
- Dancing
- Singing
- Body percussion – clapping, stamping, finger clicking, etc.
- Listening for appreciation
- Instrument work



# The Grade R Day

## STORY TIME

Introduce the story with an activity that helps learners calm down and prepare for the story. Learners can sit on the carpet and if you have small cushions, allow them to bring these to the floor. Do some stretches or say a rhyme.

Begin the story. If the story has pictures, ask learners to look at the cover picture and predict the story. Read or tell the story. Stop at regular intervals to ask questions. Get learners to predict what will happen or make their own conclusions. Use your voice to keep learners interested. Use props like puppets and toys to dramatise the story.

Conclude by asking questions and planning an activity. Learners could dramatise, role-play, draw pictures, make their own books or sequence cards that relate to the story.

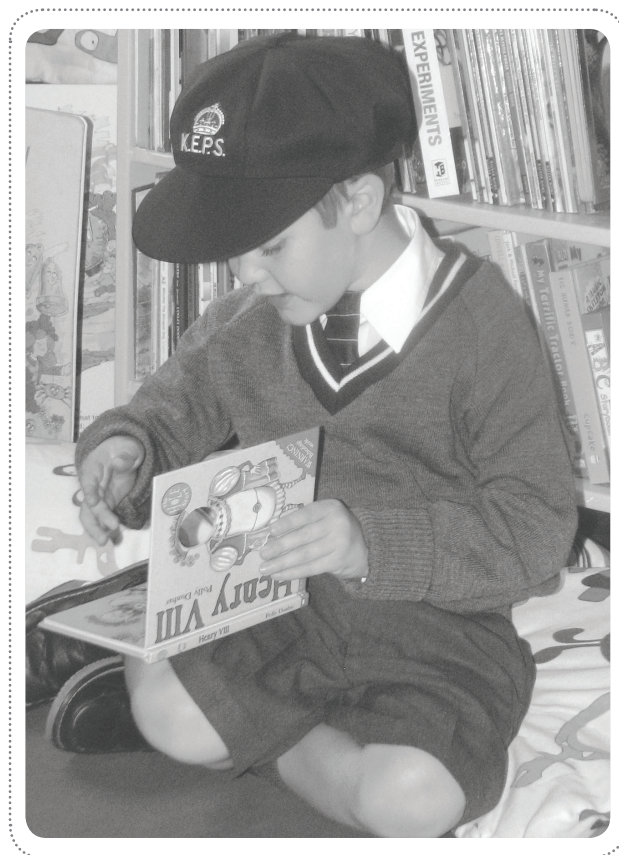
Other items you could include in story time:

- Story tapes
- DVDs or videos

And finally, remember to let learners tell their own stories!

Types of stories to use:

- Fantasy stories
- Factual stories
- Animal stories
- Life skill stories – e.g. stories that deal with living with HIV or AIDS
- Humorous stories
- Counting stories
- Alphabet stories
- Cartoon-style books
- Pop-up books
- Traditional stories
- Class-made books



# How to use posters and visual aids in your classroom

Posters and visual aids make teaching and learning exciting. On the face of it, posters and pictures are colourful, interesting and engaging. But they can offer much more if you choose them carefully and with a specific purpose in mind.

You can use posters in a number of ways. Use them to:

- Introduce a topic, idea or concept.
- Reinforce a topic a concept.
- Stimulate discussion.
- Settle learners and gain their attention.
- Work on observational skills (visual discrimination, figure-ground, differences and likenesses).
- Encourage learners to share their own experiences.
- Extend learners' experience.
- Teach visual literacy (how to 'read' a picture).
- Create stories around the picture.

## CHOOSING A POSTER

You need to choose posters and pictures with a purpose. Ask yourself what it is you need to convey to the learners or what it is you want your learners to get out of it. For instance, if you are trying to teach the concept of opposites, you might use a poster that shows day and night. You could also make your own poster by cutting out pictures and making a collage.

Learn to see the potential in pictures.  
This means knowing how to 'read' a poster  
or picture and identify the learning  
opportunities in them.

Let's look at poster six in this kit. See how  
many learning opportunities this poster offers.



# How to use posters and visual aids in your classroom

## Numeracy:

- **Opposites:** Use the poster to teach the concept of inside and outside. Discuss what activities are performed inside the house and which are performed outside.
- **Counting:** Use this poster to count. Learners can count items in the different rooms.
- **Time:** Day and night – what activities happen during the day and which happen at night.
- **Classification:** Use the poster to classify household items.

## Life Skills:

- **Family Relationships:** Use the poster to talk about family relationships and how family members are connected to each other. Discuss the jobs that each family has around the home.

## Literacy:

- **Visual literacy:** Learners can 'read' the pictures.
- **Speaking:** Learners can talk about what they see or answer questions based on the poster.
- **Storytelling:** Learners can tell a story about one or more of the family members (or any other aspect you choose).

## DISPLAYING POSTERS AND OTHER PICTURES



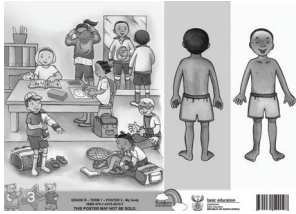


- Change them regularly to suit the current theme or concept being learned.
- Put them in a place that learners can access and at a level where they can see them clearly.
- Try to see the interactive element in posters and pictures. In other words, ask yourself how learners can work with them. For instance, they could label the different objects in the poster.
- Tape sounds that can be used interactively with the poster – for instance, household sounds to accompany a poster showing rooms in the home. Let learners match the sound on the tape to the room that it comes from.

## Other visual aids






- Actual objects that relate to a concept or topic. For instance, you could place a plastic cup, toy cat, small car, cube and coin on the sound table when you teach the letter c.
- Collages made from magazine pictures can also be used. If you cannot find a suitable poster, make one!
- Old photographs
- Puppets

There are 20 theme-related posters in this Grade R Resource Kit 2015. The posters have been carefully designed to provide contexts and content that will help learners achieve the CAPS requirements for Grade R. The posters also support the Rainbow Learner Workbooks for Term one, Term two, Term three and Term four.

The table that follows shows this in more detail:

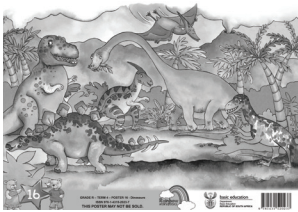
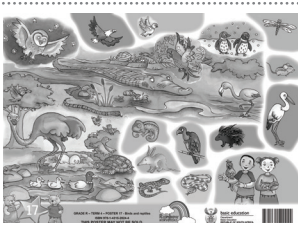
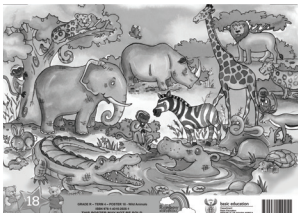

Poster theme	Concepts addressed by the poster
<p>1. ALL ABOUT ME</p> 	<p><b>Counting:</b> Let learners count the girls and boys. Count the animals and the fruit in the trees.</p> <p><b>Safety/Life Skills:</b> Learners can talk about how they get to school and how they can keep safe as they make their way to school.</p>
<p>2. MY CLASSROOM</p> 	<p><b>Categorising:</b> Let learners count the children in the poster. They can count the number of girls, boys, arms, legs, heads etc. Let them count how many children are wearing red shirts and how many are wearing yellow shirts.</p> <p><b>Life Skills/Tolerance:</b> Discuss disability and ask learners to suggest how we can accommodate learners with disabilities.</p>
<p>3. MY BODY</p> 	<p><b>Body awareness:</b> Use the poster to see if learners can identify the different body parts on the pictures and on themselves. Point to a body part on the poster and let learners touch that part on their own bodies.</p> <p><b>Numeracy:</b> Count the number of children on the poster.</p>
<p>4. HEALTHY LIVING</p> 	<p><b>Numeracy:</b> Learners can count the children in the poster.</p> <p><b>Auditory Discrimination:</b> Make recordings of water being used, e.g. a bath running, a shower running, a toilet being flushed, splashing in the bath, brushing teeth. Ask learners to identify these different sounds and to point to the picture to show children making these sounds.</p>
<p>5. FRIENDS</p> 	<p><b>Life Skills (Life Orientation):</b> Use the poster to discuss friendships (linked to the learners' own experiences).</p> <p><b>Language (Direct Speech):</b> Use the poster to (informally) introduce the concept of direct speech - your learners will enjoy creating speech bubbles for the people in the poster.</p>

# How to use posters and visual aids in your classroom

Poster theme	Concepts address by the poster
<p><b>6. MY HOME</b></p> 	<p><b>Auditory Figure Ground and Auditory Discrimination:</b> Prepare a tape recording of running water, a flushing toilet, a TV programme, cooking sounds, etc. Let learners identify, by pointing to the poster, which rooms they would hear these sounds in. Record several sounds simultaneously and ask learners to tell you how many different sounds they can identify.</p> <p><b>Life Skills:</b> Let learners talk about the different activities that take place in each room. Talk about how rooms are designed to suit these activities.</p> <p><b>Matching:</b> Let learners match pictures of furniture (cut from magazines) with the different rooms in the poster.</p>
<p><b>7. SAFETY</b></p> 	<p><b>Visual Perception:</b> Use this poster as a figure-ground exercise – let learners extract the relevant information from the poster. To do this, play the game 'I Spy' and let learners find the object. You can play 'I Spy' by saying the name of the object you want them to find or by saying the first sound of the object (use what suits your learners best).</p> <p><b>Data Collection:</b> Let your learners categorise/sort safe and unsafe items/pictures.</p>
<p><b>8. MY FAMILY</b></p> 	<p><b>Numeracy:</b> Use the poster to introduce the concept of age. Let learners describe the various family members according to their ages. Ask them who is the oldest and who is the youngest.</p> <p><b>Counting:</b> Count the family members. Then count their eyes, their ears, their legs etc.</p>
<p><b>9. SENSES</b></p> 	<p><b>Visual Literacy:</b> Let the learners read the pictures on the right-hand side of the poster. They can also 'read' what sense the children are using in each picture, e.g. touch, smell, taste.</p> <p><b>Life Orientation/Inclusivity:</b> Use the poster to discuss people with disabilities. Talk about different coping strategies, e.g. Braille for the blind, SASL (sign language) for the deaf.</p>
<p><b>10. THE WEATHER</b></p> 	<p><b>Settling Device:</b> Use this poster to settle learners in the morning and focus them. It should become part of your morning routine.</p> <p><b>Environmental Awareness:</b> Use the poster to develop your learners' observation skills in their environment. They can look at the changing sky, trees, plants, etc. in the school environment and in their home environment.</p> <p><b>Measurement:</b> Use the poster to introduce the concept of the passing of time – e.g. talk about how time passes during the course of the school morning, as well as through the course of the day and the year (talk about how the seasons change). Learners should start to understand that physical changes – for example, from light to dark – are indicators of the passage of time.</p>

Poster theme	Concepts address by the poster
<p><b>11. TRANSPORT</b></p> 	<p><b>Life Skills:</b> Use the poster to investigate road safety (Life Orientation). Talk about what type of energy powers each mode of transport (Technology).</p> <p><b>Reasoning and Logic:</b> Use the poster to discuss which mode of transport is used to go, for example, overseas, to the corner spaza, to school, etc.</p> <p><b>Auditory Discrimination:</b> Make a tape recording of the sounds of different vehicles. Let learners match the sound to the correct vehicle in the poster.</p>
<p><b>12. JOBS PEOPLE DO</b></p> 	<p><b>Visual Memory:</b> This visual memory activity is linked to learners' own experiences. Ask them to recall where/when in their experience they have seen or heard about the various community workers in the poster.</p> <p><b>Auditory Perception:</b> If possible, make a tape recording of police and ambulance sirens, the school bell, a dustbin truck, etc. Play the tape (or just make a similar sound yourself) and ask learners to match the sound to the object that makes that sound.</p> <p><b>Speaking and Reasoning:</b> Discuss the buildings (talk about who works there, what is inside, what people do there, etc.).</p>
<p><b>13. WATER</b></p> 	<p><b>Life Skills:</b> Discuss water safety issues at the sea. Learners must know where they can and cannot swim. Talk about sun safety, e.g. using sunscreen, and a sun hat. Talk about the dangers of sunburn.</p> <p>Learners can make paper cut-out hats for the children in the poster.</p> <p><b>Numeracy:</b> Learners can count the sea creatures and the children.</p>
<p><b>14. ON THE FARM</b></p> 	<p><b>Mathematics/Categorising:</b> Learners can distinguish between fruits and vegetables and list them.</p> <p><b>Life Skills:</b> Discuss foods that grow above the ground and below the ground. Discuss different animals found on the farm.</p> <p><b>Vocabulary:</b> Talk about the taste of fruits and vegetables. Set up tasting stations for learners to taste these foods and describe them.</p>
<p><b>15. HEALTHY ENVIRONMENT</b></p> 	<p><b>Mathematics:</b> Use the poster to revise colours.</p> <p><b>Auditory Perception:</b> Make recordings of bottles clanging, tins banging and paper rustling. Have learners identify the sounds. Have tins, bottles and paper for learners to sort. Play one sound and have learners classify the items according to the sound.</p>

# How to use posters and visual aids in your classroom

Poster theme	Concepts address by the poster
<b>16. DINOSAURS</b> 	<p><b>Mathematics:</b> Use the poster to describe size. Let learners describe the biggest and smallest dinosaurs. Let them classify small toy dinosaur animals according to size.</p> <p><b>Visual Discrimination:</b> Let learners match toy dinosaurs with the dinosaurs on the poster.</p>
<b>17. BIRDS AND REPTILES</b> 	<p><b>Visual Discrimination:</b> Let learners find the differences and similarities between the different birds and between the birds and the reptiles. Ask them to find the creatures which are neither bird nor reptile, e.g. dragonfly, anteater, porcupine and mouse.</p> <p><b>Life Skills (Natural Sciences):</b> Use the poster to discuss animal behaviour at night and during the day. Talk about nocturnal and diurnal animals.</p> <p><b>Numeracy:</b> Learners can count the birds and the reptiles separately and discuss if there are more or less birds/animals. They can then count all the animals together.</p>
<b>18. WILD ANIMALS</b> 	<p><b>Auditory Discrimination:</b> Make a tape recording of animal sounds (or let your learners make these sounds and record them). Let learners match the sound to the correct animal in the poster (as well as to other animals they may be familiar with).</p> <p><b>Syllabification:</b> Let learners break the animal names into syllables and clap them.</p>
<b>19. SPORTS</b> 	<p><b>Numeracy:</b> Use the poster to classify ball sports as opposed to non-water sports.</p> <p><b>Life Skills:</b> Use the poster to talk about the different clothing and equipment used in sports.</p> <p><b>Movement:</b> Let learners mime these different sports.</p>
<b>20. CELEBRATIONS</b> 	<p><b>Life Skills:</b> Use the poster to introduce the different celebrations.</p> <p><b>Auditory Discrimination/Life Skills:</b> Make a recording of different short pieces of music and other sounds used in celebrations, e.g. Christmas carols, Chanukah songs, birthday songs, fireworks, bells etc. Learners can identify the different occasions by listening to the sounds.</p>



# The importance of play and how to use games in the classroom

Research shows that play is very important for the development of the young learner. Play develops learners' ability to communicate, their vocabulary, language comprehension, attention span, imagination, concentration and curiosity. It helps learners develop problem-solving strategies and teaches them how to participate in and contribute to a group. There is a direct link between play and learners' ability to master numeracy and literacy skills.

Although there is overwhelming research to support the benefits of play, teachers of ten (and with the best intentions) structure their learning activities to such an extent that free play is reduced or even eliminated from their daily planning.

On these pages, we investigate different types of play and provide suggestions for making your classroom more play-friendly.

## LARGE-MOTOR PLAY

Children love running, crawling, jumping, climbing and sliding.

### Why large-motor play is important:

This kind of play develops coordination, balance and position in space. It helps children learn to cross their midline.

### What you can do to encourage large-motor play:

Provide outdoor opportunities for play – make sure your learners play outside for at least 20-30 minutes daily. See page 8 of this Teacher's Guide for a list of equipment to buy or make.



# The importance of play and how to use games in the classroom

## SMALL-MOTOR (FINE-MOTOR) PLAY

Activities such as threading beads, buttons and reels, peg and pegboard games, and playing with puzzles all contribute to developing learners' small-motor skills.

### Why small-motor play is important:

This kind of play develops fine-motor skills which are important for drawing and writing. Many daily activities such as buttoning and zipping clothes and tying laces all require fine-motor proficiency.



### What you can do to encourage fine-motor play:

Provide daily opportunities for learners to exercise their small-motor skills. Make sure that the literacy learning area is always well stocked with paper (even newspaper will do), as well as with drawing and writing tools. Place puzzles, beads and pegboards in accessible areas of the classroom for learners to use during work time.

## GAMES WITH RULES

Young children enjoy playing games with rules. They also enjoy making up their own games and negotiating the rules amongst themselves.

### Why rules-based play is important:

These kinds of games teach life skills. They teach children how to differentiate between fair and unfair play, how to participate in a group, how to take turns, and how to work cooperatively and manage conflict.

### What you can do to encourage learners to play games with rules:

Begin with simple games that involve two players – for example, Snap. Provide lots of opportunities for non-competitive group games like 'I wrote a letter to my love', 'Ring-a-ring-o'-roses' and 'Broken telephone'. Competitive games like races and catch have their place, but try not to emphasise the aspect of winning (or losing).

## CONSTRUCTION PLAY

Children love building houses, garages, castles and other structures. Teachers and parents are always amazed when learners take a box and turn it into an extraordinary toy that has the ability to occupy them for hours on end.

### **Why construction play is important:**

These types of games encourage design, problem-solving and building skills. In addition, children exercise their creativity and imagination.

### **What you can do to encourage construction play:**

Provide wooden blocks, Unifix™ blocks and Lego™ pieces for children to use. Do not put them all out at once. Alternate them so that learners get a chance to work with different types of construction toys. Cardboard boxes, plastic containers and tins (without sharp edges) also make excellent construction toys – in many ways these items extend the child's imagination even further than their commercial counterparts.

## SENSORY PLAY

Most children enjoy playing with sand, mud and water. Tactile-defensive children may not find these types of activities appealing but they should be gently encouraged to take part.

### **Why sensory play is important:**

This kind of play develops learners' awareness of their five senses.

## MAKE-BELIEVE PLAY

Children enjoy pretend games. They like to pretend they are adults like their parents, doctors or nurses, as well as fictional characters like superheroes, fairies and pirates.

### **Why make-believe play is important:**

This type of play stimulates the child's imagination. It is also language-rich, as learners use language they do not necessarily need or use in their day-to-day activities.

### **What you can do to encourage make-believe play:**

Make sure that the fantasy area is well-stocked with clothing for your learners to dress up in. Use the themes you use in your teaching to influence what type of clothing and supporting accessories you put out – for example, for the theme of community workers ('People who help us'), try to put out items such as a doctor's white coat, a stethoscope and empty medicine bottles. Read lots of stories to stimulate your learners' imagination – the things they read about with you will carry through to their imaginary play.

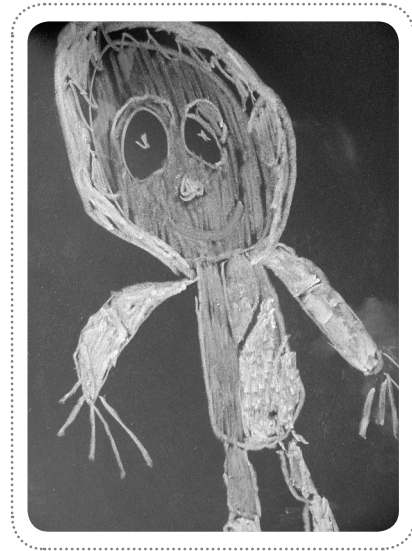
# The importance of play and how to use games in the classroom

## CREATIVE PLAY

In this type of play, children work with any media available – often mixing them to create a desired effect or object.

### Why creative play is important:

This type of play allows children to express their feeling and ideas in a safe, non-threatening way.



### What you can do:

Provide opportunities for creative expression. In the creative learning area, place paint, crayons, pencils, pastels, foil, cellophane (from sweet wrappers) and different sized and textured papers. Modelling clay can also be put out. Make sure to alternate the materials – if too many are put out at once, this could be overwhelming for some children and lead to boredom in others. Place puppets in the reading corner.

Musical instruments and taped music can also be placed in the creative learning area, but this can be quite noisy so make sure it fits in with the other activities you have planned and is not too disruptive. (It is probably best to keep your musical activities for the music-and-movement slot provided for in your daily planner. Set aside five minutes during these sessions for unguided experimentation.)

## CONCLUSION

While the daily planner sets aside specific time for outdoor play and music-and-movement activities, the other activities mentioned here can all be incorporated into learners' work time. While you are working with a small group, the other learners will be moving about freely between the different learning areas you have set up. The activities you prepare and the materials you place in these areas should encourage all sorts of different play. In other words, 'play' should not just be a series of unstructured, random activities – nor should the activities you set up for work time be overly structured so that the element of play is lost.

# How to use flash cards, games and picture cards

The Grade R Resource Kit 2015 consists of various resources for the teacher to use with his/her learners to support teaching and learning. Included in the resource book is a birthday chart, a weather chart, a number chart and an alphabet chart. The Rainbow workbooks contain flash cards, 'take-home' cut-out readers, puzzles and other resources for learners to make and use.

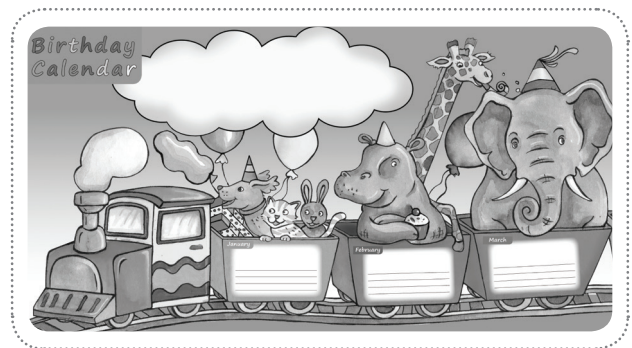
## HOW TO USE THE BIRTHDAY CHART

If possible, laminate the chart. Use a thick water-soluble marker pen to write the learners' names onto it. Use drawing pins or Prestik™ to attach the Birthday Chart to the bulletin board. It should be in a place where it can be seen easily by both you and the learners. It should be a regular feature of the morning ring.

The Birthday Chart is a valuable teaching tool. It can be used to teach a range of skills. It can be used to teach concepts relating to time. Use it to teach the months of the year and the seasons as they occur – for example, 'Today is Sihle's birthday. What month is it? What season does her birthday fall in? How can we tell?'

The concepts of before and after can also be reinforced using the Birthday Chart. Ask: 'Who had a birthday last month? What was the name of the month? Who will have a birthday next month? What is next month's name?'

You should also work with numbers when using the Birthday Chart.



Ask learners how old they are, how old they were yesterday and how old they will be next year.

They can show these numbers using their fingers or other objects, or they can use the number cards on pages 53 and 54 of Rainbow Workbook 1.

As learners refer to the chart, they will also engage with the print. They will 'read' the months of the year and recognise their own and their friends' names. Some learners will be able to recognise actual letters on the chart.

CAPS Life Skills Personal Development requires that learners know their birth date. This is an important skill as their date of birth will be required in many different situations throughout their lives.

# How to use flash cards, games and picture cards

## THE NUMBER MATCHING CARDS ON PAGES 53 AND 54 OF THE RAINBOW LEARNERS' WORKBOOKS

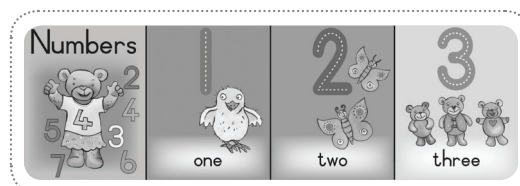
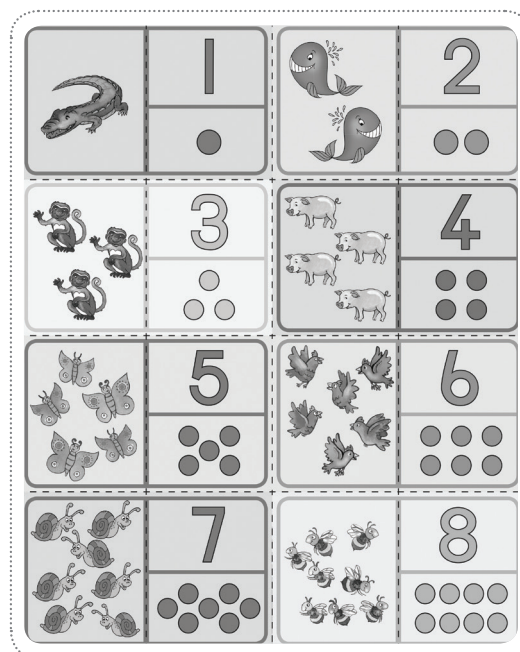
Being able to recognise that a number can be represented by a numeral, word or picture is a very important skill. Our world is filled with numbers represented in different ways. Number recognition is therefore a life skill.

### HOW TO USE THE NUMBER MATCHING CARDS:

Carefully cut out the numeral, word, dot and picture cards. It is a good idea to make a set of cards for each learner. If possible, photocopy the cards. Use the set in Workbook 1 for instruction during small group time. If possible, mount them onto cardboard with glue and laminate the individual cards.

As you introduce a new number to the learners (most teachers choose to introduce a new number every week), get learners to show the number using concrete objects such as buttons or bottle tops. Let learners find the dot card that shows the same number. Ask them to rearrange the buttons to make different patterns. This is number conservation – the ability to recognise that a number can be represented in different ways.

Next, introduce the numeral. Learners can trace the numerals in sand trays, on the carpet, in the air and on each other's backs. Let them make the numeral with their bodies. Finally, introduce the word. Let them match the numeral, number and word.



As new numbers are introduced each week, the activity becomes more challenging as learners are required to select and match numerals, words and pictures from a greater number of cards.

In Grade R, learners are required to recognise and count to ten. This is the minimum expectation. If learners are able to count and recognise numbers beyond this, provide opportunities for them to do so and consolidate what they know. If learners are unable to recognise numbers to ten, provide opportunities for them to work within a number range they are comfortable with – for example, one to five.

## FLASH CARDS

Flash cards are extremely versatile and can be used in different ways. Use sturdy cardboard when making flash cards and try to laminate them to extend their lifespan. Remember to make sure your handwriting is clear and legible.

### HOW TO USE THE FLASH CARDS

- Use them to label items on your theme table.
- Use them to label images on the poster. You can do this yourself or get learners to do it.
- Make a second set by writing each word neatly onto paper or card. Let learners find pairs and match them.
- Let more able learners play Snap in pairs with the cards you have made.
- Let learners match the flash cards to the theme-related pictures at the beginning of every new theme presented in the Rainbow Learners' Workbook.
- Use the flash cards as part of your emergent reading activities. You will need strips of white card for this exercise.

#### Suggestion 1:

Prepare the theme message on a strip of white card. For example:  
Today we are learning about...  
Use the theme flash card to complete the sentence. For example:  
Today we are learning about food.  
Read this sentence every day during morning circle.

#### Suggestion 2:

Ask your learners to make a sentence from a flash card word – for example: legs.  
Write a sentence on a cardboard strip and let them use the flash card word to complete it.  
For example: I have two legs.  
Use the basic sentence structure to make new sentences with the flash card words.  
For example: I have two eyes, I have two feet.

# How to use the additional Resource DVD

A Resource DVD is included in the Grade R Resource Kit 2015. This DVD consists of a compilation of video and audio resources that you can use on your own – for your own reference – and resources that you can use with your learners in the classroom. These resources have been selected from a variety of products that the Department of Basic Education and, in some cases together with their partners, have produced to assist teachers and learners.

## THE FOLLOWING CONTENT IS CONTAINED ON THE DISC

### LAYING SOLID FOUNDATIONS FOR LEARNING (LSF)

Video clips which provide teachers with tips on how to manage their classrooms, teach various aspects of the curriculum with a focus on best practise.

### THE LEARN ENGLISH AUDIO PROJECT (LEAP)

Audio lessons which are aligned to the Grade R Rainbow Workbook.

#### How to use this programme:

- The audio content is used by the teacher in the classroom, but is primarily pitched at learners.
- It is designed to be used in conjunction with the workbook activities.
- The audio content, supports learning by 'modelling' correct pronunciation, phonemes, sentence-structure/patterns and vocabulary usage.

#### Each audio lesson consists of the following elements (which are based on elements within the workbooks):

- Sing along (song)
- Word play (theme vocabulary)
- Sentence play (sentence structure)
- Sound play (phonics)
- Playtime (a game)

#### Sing along

Every audio lesson begins with a song. There are two tracks; one track with lyrics and one without. Use the first track to teach your learners the lyrics. Once they know the lyrics use the second track to sing along to.

#### Word play

Word play introduces learners to the theme related vocabulary. Support the word play activities by making displays of the objects referred to in the lesson or using cut-out pictures from magazines or drawings.



### Sentence play

In Sentence play the theme-related vocabulary or other sentence structures contained in the Rainbow Workbooks are practiced.

### Sound play

Phonics is introduced in Sound play. One of the several techniques used is called slow speak. This technique involves learners sounding out the word into phonemes (sounds). It is an analysis and synthesis exercise which enables learners to decode and encode words when spelling and reading. Make sure that learners do not exaggerate words, i.e. slow speak words in their normal conversational speech.

### Playtime

Each lesson ends with a game that relates to the theme or a skill taught. These games are intended to be extended or adapted to suit your learner's abilities.

### Additional tips

These audio lessons support what you are doing in the classroom with your learners. Here are some tips to help you use this additional support with your learners:

- Work at your own pace. You should not try to complete a full lesson in one session. The lesson can be spread over a week. Choose what you want to use when you want to use it over the course of the week.
- Some exercises can be done daily. For instance, Sing along can be incorporated into your daily routine.
- If learners are required to draw during the audio lesson you should pause the audio. Allow them time to complete the instruction before continuing with the audio lesson.

## TAKALANI

Teachers can use the two videos with their learners.

## WE ARE GETTING THERE

These videos focus on shared teacher experiences: teachers talk about classroom management, the daily planner and classroom organisation.

## TECHNIQUES FOR EFFECTIVE TEACHING

This video provides an overview to the aims and objectives of the audio visual content contained on the Resource DVD.

# Emergent Literacy

## - reading and writing

### WHAT IS EMERGENT LITERACY?

Emergent literacy refers to the knowledge and skills that precede learning to read and write as taught formally in Grade one.

#### Emergent literacy is:

- The earliest phase of reading and writing.
- The initial understanding of what reading and writing is.
- When learners begin to understand that print holds meaning.
- When learners begin to understand that print is a form of communication.

### HOW DO LEARNERS DISPLAY SIGNS OF EMERGENT LITERACY?

- They begin to draw and scribble and 'read' what they have written.
- They handle books and begin to show that they understand the conventions of books.
- They hold the book the right way up, turn the pages and point to words (even though they cannot read them).
- They 'read' the pictures.
- They make up their own stories, e.g. 'Once appollo time...!'

### ATTITUDES THAT LEARNERS SHOULD DISPLAY AND TEACHERS SHOULD ENCOURAGE (SIGNS OF LITERACY READINESS):

#### Learners should:

- Want to listen to stories.
- Want to be read to.
- Be curious about words and letters.
- Explore books (their text and pictures).
- Enjoy songs, poems, rhymes, jingles, books and fantasy play.

### CLASSROOM STRATEGIES TO DEVELOP YOUR GRADE R LEARNERS' LITERACY SKILLS

You need to create a literacy environment. The following eight practical ideas and strategies will help your learners develop literacy skills:

#### I. TALK

- Provide opportunities for conversation in class group, small group, and one-to-one settings.
- When talking with learners:
  - Use uncommon words – words that learners are unlikely to hear in everyday conversations.
  - Extend learners' conversational abilities: encourage descriptive, grammatically mature conversation.
  - Talk about topics that are unfamiliar and that involve knowledge about the world.
  - Listen and respond to what learners say.

## 2. READ

- Read aloud to your class at least once a day.
- Read different types of stories, poems and non-fiction books.
- Provide 'supportive conversations' before, during and after reading.
- Re-read favourite books – this builds familiarity and increases the likelihood that learners will attempt to 'read' these books on their own.

## 3. BUILD PHONOLOGICAL AWARENESS

Provide activities that increase learners' awareness of the sounds of language.

**Activities should include:**

- The playing of games.
- Listening to stories, poems and songs that rhyme (e.g. 'Jack and Jill went up the hill') or have alliteration (when several words begin with the same sound – e.g. 'Ziggy Zebra zigzags to the zoo').
- Sound-matching – for example, say the 'd' sound and let learners choose from cards of a bird, a dog, and a cat.

## 4. PROVIDE ALPHABET ACTIVITIES

Engage children with materials that promote identification of the letters of the alphabet, including:

- ABC books
- Magnetic letters
- Alphabet blocks and puzzles
- Alphabet charts

Teach letter names that have personal meaning for your learners – for example, 'Look, Thabiso and Tebogó's names both start with the same letter.

What sound does it make? That's right, they both start with T.'

## 5. SUPPORT EMERGENT READING

- Create a library corner with different types of reading materials.
- Re-read favourite books to encourage independent reading.
- Include functional print linked to class activities, e.g. daily schedules, a helper poster and labels.

## 6. SUPPORT EMERGENT WRITING

Encourage learners to use emergent forms of writing such as scribble writing and invented spelling by providing:

- A writing table stocked with pens, pencils, markers, paper, and bookmaking materials.
- Shared writing – the teacher writes down text dictated by learners.
- Play-related writing materials in the fantasy corner – e.g. pencils and notepads for taking orders in a restaurant, writing down telephone messages, etc.

# Emergent Literacy

## - reading and writing

### 7. DO SHARED READING ACTIVITIES

- Read Big Books with your learners. (See the Grade R Resource Kit 2015.)
- Make your own Big Books. Enlarge other texts (you can either write them out or enlarge them with a photocopying machine).
- Point to the words in a Big Book story as you read them.
- Draw learners' attention to the following print conventions:
  - The distinction between pictures and print.
  - Reading from left to right and top to bottom (reading direction).
  - Book concepts such as the cover, title and inside story pages.
- Read favourite stories over and over again and encourage learners to read the bits they are familiar with along with you.
- Make sentence strips for your learners to read. These are short, repetitive sentences that include high frequency (common) words that are repeated over and over.

### 8. GIVE LEARNERS INTEGRATED, CONTENT-FOCUSED ACTIVITIES

- Provide opportunities for learners to investigate topics that are of interest to them (in this Grade R Resource Kit 2015 there are 20 learner-friendly themes).
- The objective is for learners to use oral language, reading and writing to learn about their world.
- Read topic-related information books.
- Provide topic-related books for learners to look at on their own.
- Use emergent writing to record observations and information.
- Provide opportunities for dramatic play in the fantasy corner. This will help your learners express what they have learned.

Adapted from an article entitled 'The Essentials of Early Literacy Instruction' by Kathleen A. Roskos, James F. Christie, and Donald J. Richgels (Copyright © 2003 by the National Association for the Education of Young Children)

## TEACHING THE ALPHABET AND PHONICS

### A CHILD'S PERSPECTIVE

The letters of the alphabet look like meaningless signs or marks to young learners. Making sense of these 26 symbols can be quite overwhelming. The fact that each letter also has a unique sound (or sounds) is an added challenge for the learner. Later on, learning that letters also combine to make new sounds, compounds an already difficult learning situation. Learning letter-sound relationships is not easy.

### A SOLUTION

Using 'mnemonics' can help learners identify letter symbols and remember the letter's sound. Simply put, a mnemonic is a device that helps us remember something – it can be a picture, a simple story or both. The picture and story help to reinforce the symbol by making a meaningful visual-auditory association.

Let's imagine you are a Grade R learner. Now, take a look at the letter h below.

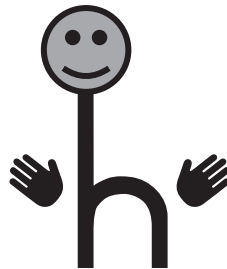
# h

At first glance, it is a meaningless visual. You are then told that it makes a sound, 'huh'. You may also be told it is 'aitch' (i.e. its name). Perhaps you are taught both the sound and the name. You look around and notice other letters that are not dissimilar, for instance the letters b and n! How do you tell them apart?

There are several problems with this approach (or non-approach):

- The h symbol has no context in the life of the learner so he/she struggles to give it any meaning.
- The symbol is not unlike several other letters, and it can therefore be very difficult for a learner to tell the difference between it and other similar-looking letters.

Now, let's repeat the exercise again. Pretend you are a Grade R learner. Your teacher uses a mnemonic to introduce the letter h.



## Happy handyman

You are shown the 'picture symbol' above and your teacher introduces you to Happy handyman – a very happy, helpful handyman. He has a big heart and is very helpful. He always says 'hello' and loves eating honey, hamburgers and hotdogs. His favourite tool is his hammer. In fact, he loves anything that begins with his special sound – 'huh'.

Your teacher then asks you to think of other things Happy handyman loves. You and your classmates offer the following: houses, hats, horses.

This approach is more accessible because:

- The letter is given a context that the learner can relate to.
- The letter's sound, i.e. 'huh', is emphasised and exaggerated.
- Learners can immediately contribute to the learning experience.
- The short story helps the learner remember the symbol and its sound.

# Emergent Literacy

## - reading and writing

PLEASE NOTE: At the level of Grade R, learners need to grasp only the most common sound the letter makes – for instance, 'buh' (for b), 'cuh' (for c) and 'duh' (for d). A letter's name – such as b (bee), c (see) and d (dee) – is not taught at this stage.

### HOW TO TEACH PHONICS IN THE CLASSROOM

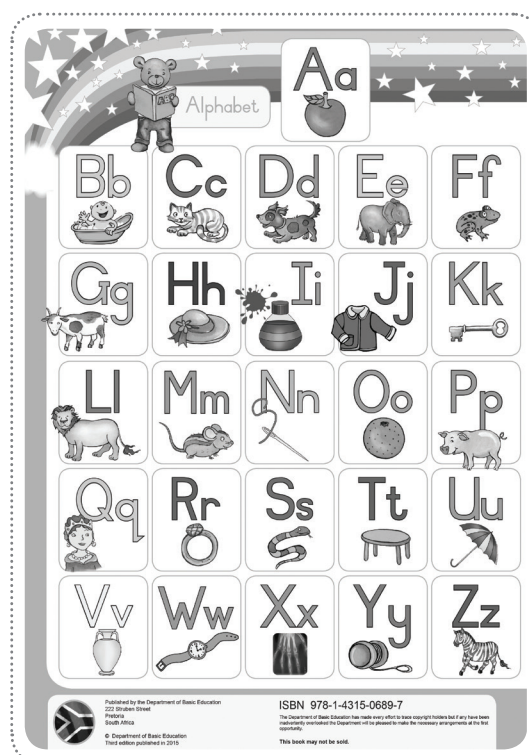
Introduce a new letter each week. There is a suggested sequence in the weekly lesson plans, but because Grade R learners are not yet expected to build words, you can choose to introduce the letters in any sequence you like.

#### Preparation:

- Choose a letter to teach.
- Prepare your phonics (sound) table: Place items beginning with the letter on the table. Label each item neatly.
- Place the letter you have enlarged and decorated on your phonics table.
- Use plain letter templates. Make one copy of the letter for each learner and one for yourself. (If you like, you can make or buy sandpaper letters – these are made from fine-grit sandpaper and are available commercially. Alternatively, you can just trace around the letter template, cut out the copy and mount it on a square of hard cardboard.)
- Prepare a few pegboard letters.

#### Introducing the letter

- Introduce the letter. Show learners the letter you have enlarged and decorated and tell them the story that goes with the letter.
- Point out the items on the table and say their names (sound them out slowly to emphasise the individual sounds, but make a special point of emphasising the first sound in each – which is, of course, the letter you are teaching).
- Ask learners to think of other words that begin with the same sound.
- Ask learners whose names start with this letter to stand up.



### Practice activities

- Get learners to practise forming the letter:
  - They can trace over their copy of the letter template. (If you have given them each a sandpaper letter, they can trace over this.)
  - They can form the letter in the sand tray, in the air or on each other's backs.
  - They can sculpt the letter from modelling clay or play dough.
  - They can use chalk to draw a big version of the letter on the paving in the playground and then 'work out' the shape.
  - They can work in pairs and twist and turn their bodies to make the shape of the letter.
- Let learners decorate the letters. Provide them with any materials they may need to make a three-dimensional letter for themselves. (For example, give each learner a small piece of cottonwool so they can decorate their c-letter templates to look like clouds.)
- Encourage them to talk about the sound of the letter as they work.
- Place pegboards, pegs and pegboard cards of the letter you are teaching on a table for learners to do in their free time.
- Let learners browse through magazines looking for pictures of things that begin with the letter you are teaching.
- Encourage learners to find the letter in their names (not just at the beginning of their names).
- Play lots of listening games where the learner has to listen for the sound being taught. For example, list four words, only one of which starts with the letter being taught, and ask learners to put up their hands when they hear the correct sound.
- Say a CVC (consonant-vowel-consonant) word – for example, 'cat', c-a-t – and ask learners to say what the first sound is and what the last sound is.

Refer to the Lesson Plan book for letter-specific activities.

Remember that you will NOT be able to facilitate all of these activities in a single day. Choose ones that will best reinforce the learning experience for YOUR learners.

### How to deal with capital letters:

The capital letter is introduced in a less formal way. This is done because learners are used to seeing capitals in their names. All other printed labels, except for names, must be presented in the lower case.

# Emergent Numeracy

- number, shape and colour,  
pattern and measurement

## WHAT IS EMERGENT NUMERACY?

Emergent numeracy refers to the knowledge and skills that precede mathematical learning - for example: counting, recognising and working with pattern and measurement.

## HOW DO LEARNERS DISPLAY SIGNS OF EMERGENT NUMERACY?

- They 'count' - e.g. '1, 3, 4, 10!'
- They tell the 'time' - e.g. 'It is 20 o'clock!'
- They are interested in money and its value.
- They build with shapes.
- They play with puzzles.

## ATTITUDES THAT LEARNERS SHOULD DISPLAY AND TEACHERS SHOULD ENCOURAGE (SIGNS OF NUMERACY READINESS)

### Learners should:

- Want to count.
- Want to tell the time, wear a watch, etc.
- Want to deal with money.
- Try to write numbers.

## CLASSROOM STRATEGIES

You need to create a numeracy environment with opportunities to develop numerical concepts. The following eight practical ideas and strategies will help develop numeracy skills:

### I. COUNT

- Provide rote counting activities, including number rhymes.
- Provide concrete counting activities, use blocks, buttons, bottle tops, etc.
- Count everyday objects, e.g. body parts, windows, desks, chair legs.
- Begin counting in the 1-10 range.





## 2. ESTIMATE

Estimating is not the same as guessing. At first, learners will guess but as they begin to understand the concept of estimating better, they will start thinking more about their 'guesses'. Learners also need a numerical vocabulary for estimation. This includes words such as:

- More
  - Less
  - Bigger
  - Smaller
  - How much
  - A lot
  - A little
- Place counters in clear containers and get learners to estimate the number of objects in them.
  - Show learners some counters and ask how many they think you can hold in your hand. Test their estimates. Then ask how many they think they can hold in their hands. Again test the estimates.
  - Start with small numbers, for instance five and work towards bigger numbers.
  - Always test the estimate.

## 3. EXPLORE THE CONCEPT OF SIZE

- Explore the relationships of size by providing Logi shapes and three-dimensional shapes.
- Build your learners' vocabulary to include words that describe the relationships of size. For example: big, bigger, biggest; small, smaller, smallest; large, larger, largest.

## 4. EXPLORE THE CONCEPT OF COLOUR AND SHAPE

- Provide sorting trays and coloured objects to sort. (Egg boxes make good sorting trays.)
- Make and use pegboard cards.
- Call out a short sequence of colours – for example, red, blue, yellow. Let learners recreate the sequence using coloured pegs on a margarine tub.

## 5. EXPLORE THE CONCEPT OF MASS

- Use words such as light, heavy, lighter and heavier.
- Provide objects that learners can pick up and feel.
- Fill the same sized containers with different substances and get learners to see whether they are the same mass or not.

# Emergent Numeracy

- number, shape and colour,  
pattern and measurement

## 6. EXPLORE SPATIAL RELATIONSHIPS

Building a spatial vocabulary is important. Learners can use their bodies to show a particular position in space. You can also use picture cards and let learners describe the positions of the different objects in the pictures. Develop their vocabulary to include words such as:

- In front
- Behind
- Next to
- Over
- Under
- On top
- Bottom
- Left
- Right

## 7. EXPLORE THE CONCEPT OF MONEY

Let learners set up a shop in the fantasy corner. Provide play money and let them pretend to buy and sell goods.

## 8. MEASURE THINGS

Learners should be able to measure using their hands, jugs, cups, a balancing scale, etc.

Include the following vocabulary for length:

- Long, longer, longest
- Short, shorter, shortest

Include the following vocabulary for mass:

- Light
- Heavy
- Lighter
- Heavier

### REMEMBER

When introducing a new numerical concept, let your learners use their bodies first, then use concrete apparatus and finally record the concept. This can be done over a number of days or weeks. For instance, if you are teaching the concept of a circle, first let learners curl up in a ball, then let them sort circles and balls, and finally get them to draw a circle or ball.



# Integrating Life Skills into your daily planning

Integrating Life Skills

into your daily planning

There are three Learning Programmes that guide the Foundation Phase teacher's planning: Literacy, Numeracy and Life Skills. We have already investigated Literacy and Numeracy in the Grade R context and we now look at Life Skills.

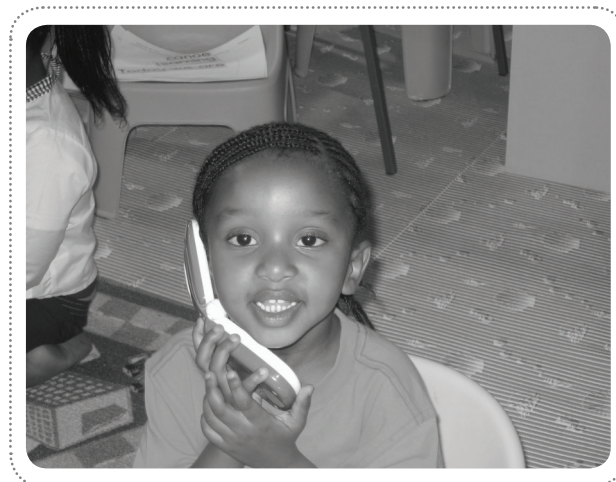
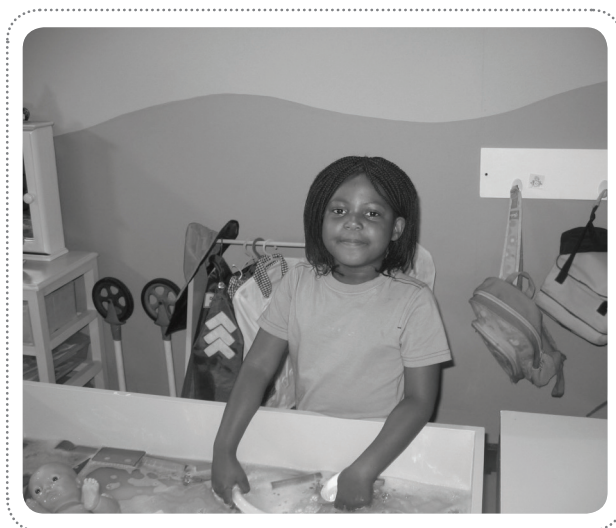
The importance of Literacy and Numeracy cannot be questioned, but it is the Life Skills Learning Programme that lends context to the learning experience.

The Grade R Life Skills Learning Programme is aimed at enabling learners to:

- Develop to their full potential physically, socially, cognitively and emotionally;
- Participate in their environment – i.e. at home, at school and in their communities;
- Understand and apply scientific and technological concepts;
- Understand their rights as citizens;
- Prepare themselves for the world of work; and
- Think creatively.

A good Life Skills Learning Programme must help learners understand and integrate the things they learn at school into their daily lives.

Just as the Mathematics Learning Area is the core of the Numeracy Learning Programme and the Languages Learning Area is the core of the Literacy Learning Programme, the Life Orientation Learning Area is the core of the Life Skills Learning Programme.



# Integrating Life Skills into your daily planning

## CLASSROOM STRATEGIES TO DEVELOP YOUR GRADE R LEARNERS' LIFE SKILLS

- The topics in the Grade R Resource Kit 2015 have been carefully chosen so that learners will be able to relate to them and because they will excite you and your learners as you explore them.
- The topics in the Grade R Resource Kit 2015 have been chosen to cover the core knowledge necessary for learners to explore self, community, culture, relationships, the environment, and health and safety issues.
- Before introducing a new topic from the Grade R Resource Kit 2015, research it (your learners are sure to have a lot of questions that they will want answered). Gather information, pictures and artifacts that you can use. Create a stimulating classroom environment with lots to see and do. Doing this will provide opportunities for learners to think about, draw, collect information and reflect on the topic and its related issues.
- Provide opportunities for exploration and experimentation. Let learners test their ideas. These types of activities help learners develop basic scientific and technological skills.
- Use the theme table, bulletin board, poster and library corner to stimulate discussion about the Life Skills topic so that your learners' language skills are also extended.
- Let learners provide evidence of what they have learned through song (singing and making music with instruments), mime, building, making personal collections of artifacts, painting, modeling, drawing and speaking.
- Show learners how the topic of investigation extends to the real world.
- Ask questions about how the topic of investigation has changed over time. Let learners find out more about the topic and how it has evolved from their elders. They should share this information with the class.



## THE GRADE R RESOURCE KIT 2015 INCLUDES LIFE SKILLS ACTIVITIES THAT:

- **Improve learners' social and personal development**

These activities focus on the intellectual, physical, emotional and social development of the learners. They aim to improve their self-confidence, encourage them to apply their critical and creative thinking skills, and teach them to organise and manage themselves and their activities responsibly.

- **Develop their knowledge of society, relationships and culture**

These activities provide learners with opportunities to develop the knowledge, skills and values needed to develop and maintain healthy relationships. They also help learners to understand and value culture and history, and to participate in the life of their communities.

- **Deepen their understanding of the relationship between people and the environment**

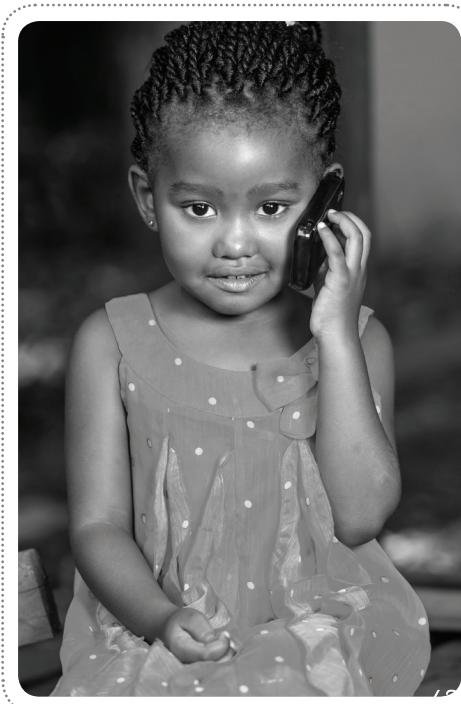
These activities focus on investigations that explore the relationships between people and the environment. They involve developing a very basic understanding of the world as a set of related systems. They provide an opportunity for learners to use science and technology effectively and critically while showing responsibility for the environment and the health of others. They also introduce learners to concepts such as needs and wants, the world of work and basic entrepreneurial skills.

- **Enable them to start making informed choices about their health and safety**

These activities help learners develop knowledge and skills relating to basic personal and community health. They provide opportunities for them learn about their rights and responsibilities, and to understand that health and safety is a right.

- **Improve their physical development and movement skills**

These activities develop learners' fine and gross motor skills.



# The Grade R child – a physical, emotional, social and cognitive profile

Every child is unique. Imagine two babies born at the same hour on the same day. Some differences are immediately obvious. One has dark skin and the other is light. One has blue eyes, the other has black. As they grow, other differences reveal themselves. One learns to walk first while the other speaks first. One needs glasses, the other doesn't.

Most children move through similar stages of development, but not all children do this at the same pace. Each child is unique and different not only in their appearance but also in how they develop and grow.



The indicators on these pages, based on the Department of Education's 'National Early Learning and Development Standards' (NELDS), will help you understand and assess the physical, emotional and social development of the learners in your care.

## PRE-SCHOOL CHILDREN DEMONSTRATE PHYSICAL AND MOTOR ABILITIES AND HAVE AN UNDERSTANDING OF A HEALTHY LIFESTYLE

(Development areas: PHYSICAL and COGNITIVE)

Young children are usually physically very active. Their bodies are developing and growing rapidly. They need nutritious food. Proper healthcare and a safe environment are very important to ensure growth and development.

Pre-school children demonstrate abilities and interest in physical activities.

**For example, they:**

- Jump backwards and forwards.
- Use scissors to cut along a line.

What you can do to help your Grade Rs improve this ability and interest:

- Play catch-me games.
- Play ball games.
- Encourage them to follow simple steps in dances.
- Make simple obstacle courses with boxes, cushions, etc.
- Ask them to help with simple tasks such as lifting or pushing objects.
- Provide round-ended scissors and old magazines for cutting.

### PRE-SCHOOL CHILDREN DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANCE OF GOOD NUTRITION AND HYGIENE

For example, they:

- Know the importance of eating clean food.
- Are interested in trying new foods.
- Can identify some nutritious foods.
- Can help clean up any drinks or food spilt.



What you can do to help your learners increase their understanding:

- Start a food garden and give child some responsibilities in its care. Provide different utensils for the child to use e.g. spoon and fork. Children demonstrate an awareness of health and safety.

What you can do to help your Grade Rs develop their health and safety awareness:

- Help them remember their addresses or describe where they live.
- Point out safety symbols – e.g. a stop sign, the symbol for 'fasten your seatbelt', the symbol for poison.
- If children tell you about an incident that made them feel uncomfortable, show that you are willing to listen.

### PRE-SCHOOL CHILDREN ARE AWARE OF THEMSELVES AS INDIVIDUALS; THEY ARE DEVELOPING A POSITIVE SELF IMAGE AND LEARNING HOW TO MANAGE THEIR OWN BEHAVIOUR

(Development areas: SOCIAL, PHYSICAL and EMOTIONAL)

Children need unconditional love and acceptance and to have this expressed often. Children need to understand who they are and how to develop independence. This will help them develop characteristics that will enable them to take responsibility for themselves and for the well-being of others as they grow up.

# The Grade R child – a physical, emotional, social and cognitive profile

## PRE-SCHOOL CHILDREN ARE BEGINNING TO RECOGNISE THEIR OWN CHARACTERISTICS, ABILITIES AND PREFERENCES

For example, they:

- Can give their full name, age and gender.
- Can say where they live.
- Are becoming more independent and proud of what they can do.
- Know family members and neighbours and others they see regularly.
- Can describe some aspects of themselves – e.g. the colour of their hair.

What you can do to help your Grade Rs recognise their own characteristics, abilities and preferences:

- When in groups, make sure every child is valued for themselves and what they can do.
- When planning an activity or outing, talk to your children about what needs to be prepared beforehand.
- Talk to your children about themselves and comment positively on their features and abilities.

## PRE-SCHOOL CHILDREN ARE LEARNING TO EXPRESS THEIR FEELINGS AND EMOTIONS AND RESPOND TO THOSE OF OTHERS

For example, they:

- Can say what causes some of the feelings they experience.

What you can do to help your Grade Rs express their feelings and respond to those of others:

- Talk about your favourite things and activities and share your reasons for why you enjoy them.  
Encourage your children to share their feelings with you.

## PRE-SCHOOL CHILDREN ARE LEARNING TO REGULATE THEMSELVES AND FOLLOW ROUTINES

For example, they:

- Are developing self-discipline.
- Are able to obey rules.
- Recognise some limits and dangers.
- Usually greet and thank others.





What you can do to help your Grade Rs develop self-control and follow a routine:

- Encourage them to help you make rules and help them understand the reasons for the rules.
- Always greet, thank and show respect for your learners.

## PRE-SCHOOL CHILDREN DEMONSTRATE A GROWING AWARENESS OF DIVERSITY AND THE NEED TO RESPECT AND CARE FOR OTHERS

(Development areas: SOCIAL, EMOTIONAL and COGNITIVE)

Children need to understand that other people may have a different lifestyle to theirs. They need to understand that this diversity in society must be respected.

## PRE-SCHOOL CHILDREN ARE BEGINNING TO UNDERSTAND, APPRECIATE AND RESPECT THE DIFFERENCES AND SIMILARITIES BETWEEN THEMSELVES AND OTHERS

For example, they:

- Play with children of different genders, races and cultures.

What you can do to help your Grade Rs appreciate and respect their differences and similarities:

- Talk to your learners about this issue and show them that you accept and are interested in people who are different to you.
- Use books, outings, celebrations and even television to show your learners that people accept and respect their differences.

## PRE-SCHOOL CHILDREN ARE BEGINNING TO DEVELOP FRIENDSHIPS AND RELATE TO THEIR PEERS INDIVIDUALLY AND IN SMALL AND LARGE GROUPS

For example, they:

- Choose who to play with.
- Join in group games.
- Take turns.
- Show sympathy for others who are unhappy.



What you can do to help your Grade Rs develop friendships and relate to their peers:

- When with other children, encourage them to take turns; play games with them that involve taking turns.
- Praise them when they share with others.

# The Grade R child – a physical, emotional, social and cognitive profile

PRE-SCHOOL CHILDREN INTERACT WITH ADULTS AND DEMONSTRATE THE ABILITY TO ADAPT WELL TO NEW SITUATIONS

For example, they:

- Usually ask for permission to do something.
- Seek help and comfort from familiar adults.

What you can do to help your Grade Rs develop the ability to adapt well to new situations:

- Encourage and support children to find their own solutions but offer help when necessary.

PRE-SCHOOL CHILDREN ARE LEARNING HOW TO THINK CRITICALLY, SOLVE PROBLEMS AND FORM CONCEPTS

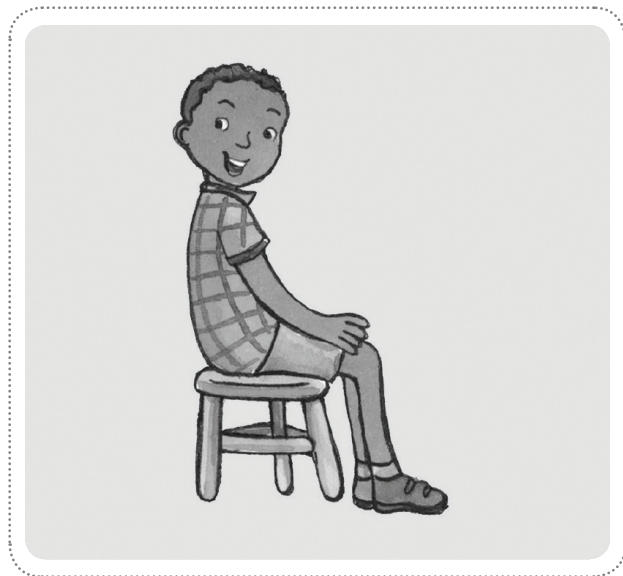
(Development area: COGNITIVE)

The ability to think critically, solve problems and form concepts cuts across all aspects of a child's growth and development. This ability helps children cope and to learn from experiences and different situations.

PRE-SCHOOL CHILDREN USE ALL THEIR SENSES TO MAKE LINKS BETWEEN THEMSELVES AND THE OBJECTS AROUND THEM; THEY ALSO UNDERSTAND THAT CHOICES HAVE CONSEQUENCES (CAUSE AND EFFECT)

For example, they:

- Ask 'why' questions about the effect of certain actions.
- Begin to predict the effect of certain actions.
- Begin to use the future tense.



What you can do to help your Grade Rs understand cause and effect:

- Encourage them to speculate by asking questions such as: 'What if . . . ?' and 'What will happen next?'

### PRE-SCHOOL CHILDREN OFTEN IMITATE REALITY AS THEY ENGAGE IN IMAGINATIVE AND CREATIVE PLAY

For example, they:

- Want to help adults in domestic activities and repeat these on their own.
- Use one or two items of clothing to extend their imaginative play.
- Can describe at least two characters from familiar stories or television programmes.
- Use fantasy figures in imaginative games.
- Act out parts of stories after hearing them.

What you can do to help your Grade Rs develop their imaginations and creativity:

- Give children smaller versions of brooms, cloths, bowls to use.
- Allow children to play with items of clothing like hats, scarves and shoes.
- Read and discuss stories with children and invite them to provide alternative endings.

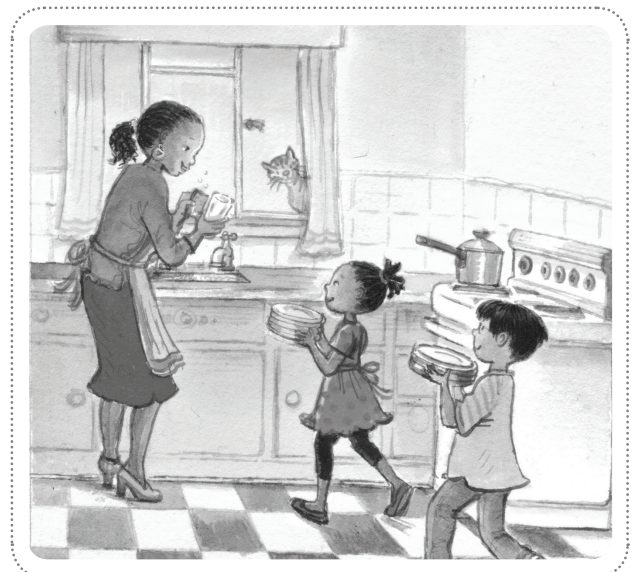
### CHILDREN DRAW ON THEIR EXPERIENCE TO FIND WAYS TO SOLVE PROBLEMS

For example, they:

- Can manage many everyday tasks without guidance.
- Try new ways to complete an activity if unsuccessful at first.

What you can do to help your Grade Rs develop their problem-solving skills:

- Praise them when they try to do a task on their own – e.g. set the table, sort the washing or dress themselves.
- Talk to them about what they are doing and offer suggestions rather than taking over the activity completely.



# The Grade R child – a physical, emotional, social and cognitive profile

## PRE-SCHOOL CHILDREN ARE LEARNING TO COMMUNICATE EFFECTIVELY AND ARE ABLE TO USE LANGUAGE TO EXPRESS THEMSELVES

(Development areas: SOCIAL and COGNITIVE)

Most children are born with the ability to speak. A child who receives a firm grounding in her mother tongue is better able to learn new languages and concepts. Adults should speak, sing, read and listen to young children as they learn to speak and listen, and later to read and write.

## PRE-SCHOOL CHILDREN LISTEN, UNDERSTAND AND RESPOND TO OTHERS

For example, they:

- Talk in complete sentences.
- Take turns in conversations.
- Can be understood even by those not familiar with them.

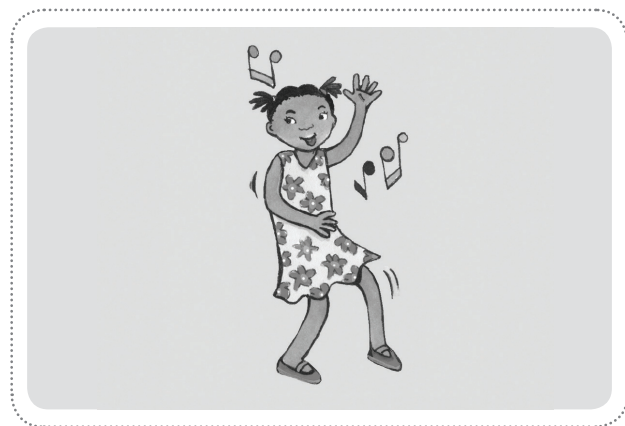
What you can do to develop your Grade Rs' communication skills:

- Include them in conversations whenever possible.
- Encourage them to experiment with new words.

## PRE-SCHOOL CHILDREN ENJOY AND RESPOND TO STORIES, SONGS AND RHYMES

For example, they:

- Tell stories with a mixture of fact and fantasy.
- Enjoy jokes.
- Sing familiar rhymes and songs correctly.
- Can illustrate stories through simple drawings or acting.



What you can do to develop your Grade Rs' ability to communicate, tell stories and express themselves:

- Talk to your learners about what they are doing.
- Encourage them to recall events, prompting when necessary.
- Tell stories about events in the child's past.
- Read and tell a variety of stories of familiar and unfamiliar events.
- Encourage your learners to draw events from their day or from a story they have heard.

## PRE - SCHOOL CHILDREN ARE LEARNING ABOUT MATHEMATICAL CONCEPTS

(Development areas: COGNITIVE and SOCIAL)

Children's play and daily experiences provide opportunities for them to develop an understanding of many mathematical concepts. They do not need formal instruction as such but will benefit if adults talk to them about what they are experiencing.

### PRE - SCHOOL CHILDREN ARE ABLE TO DEMONSTRATE A BASIC UNDERSTANDING OF NUMBER

For example, they:

- Can count by rote up to ten.
- Are beginning to count objects in one to one correspondence up to five.

What you can do to develop your Grade Rs' understanding of number:

- When preparing a group activity, ask them to bring you the correct number of objects for the group.

### PRE - SCHOOL CHILDREN ARE ABLE TO DEMONSTRATE A BASIC UNDERSTANDING OF SYMBOLS, SHAPES, SIZE AND SPACE

For example, they:

- Can recognise and name simple shapes.
- Use measuring utensils.
- Talk about time – e.g. yesterday, today, tomorrow.
- Can classify and match objects.

What you can do to develop your Grade Rs' understanding of symbols, shapes, size and space:

- Provide cups, jugs, and other containers for learners to play with in water when supervised.
- Play matching games.



# Accommodating learners with barriers to learning in the Grade R classroom

Learners with barriers to learning need additional support in order to reach their full potential. Some of these learners are easy to identify – for instance, they may be in a wheelchair, deaf or blind. But most learners with barriers to learning look like any other child – the educational need is not immediately obvious. Knowing what to look for is really important – the earlier you can identify your learners' barriers to learning, the sooner you can take steps to create an inclusive classroom and learning environment that will help them learn to their full potential.



## WHAT ARE BARRIERS TO LEARNING?

A barrier to learning is anything that makes it difficult for a learner to achieve the Expected Levels of Development appropriate for his/her age and/or grade. All barriers to learning and development should be addressed in our classrooms.

## SOME CAUSES OF LEARNING BARRIERS

### LANGUAGE AND COMMUNICATION PROBLEMS

Barriers to learning are experienced by, among others:

- Learners who have to learn in a language that is not their home language.
- Learners who need to use South African Sign Language (SASL) but do not have access to it.
- Learners who are unable to speak properly due to a disability but do not have access to technologies that could help them.

### NEGATIVE ATTITUDES

These include negative attitudes towards:

- Learners with disabilities.
- School (parents and learners).
- Girl children.

### SOCIO-ECONOMIC FACTORS

These include negative attitudes towards:

- Poverty.
- Parents who had limited access to education and therefore cannot help their children.
- Poor self-image.
- Parents who are away at work all day.
- Alcoholism and violence.

### DISABILITIES

**LACK OF PARENTAL RECOGNITION AND INVOLVEMENT**

Many children experience learning barriers because of their parents. For example:

- Parents of blind or deaf children may not know how to communicate with them using alternatives such as Braille or SASL.
- Parents who are uninformed about their children's learning disabilities may not know how to help them overcome their difficulties.
- Many parents don't understand their children's behavioural and/or emotional problems and therefore cannot help them.
- Some parents are unable to cope with their sick children.
- There are unfortunately also parents who are simply not interested in the educational development of their children.

**LEARNING BARRIERS:****A BRIEF OVERVIEW**

(See definitions of each term in the notes that follow.)

**PHYSICAL BARRIERS****Oral Disability**

- Articulation (pronunciation of words).
- Fluency (stammering and stuttering).
- Oral motor skills (difficulty using the lips, tongue and jaw to produce speech).

**Visual Disability**

- Blind
- Low vision
- Visually limited

**Auditory Disability**

- Hearing loss
- Deafness (from birth)
- Deafness (later in life)

**PERCEPTUAL BARRIERS**

(Related to the senses)

**Visual Perception Problem**

- Visual perception
- Visual discrimination
- Visual memory
- Visual sequential memory

**Auditory Perception Problem**

- Auditory perception
- Auditory discrimination
- Auditory memory
- Auditory sequential memory

**MEDICAL BARRIERS**

- Epilepsy
- Diabetes
- Cancer
- Asthma
- Leukaemia

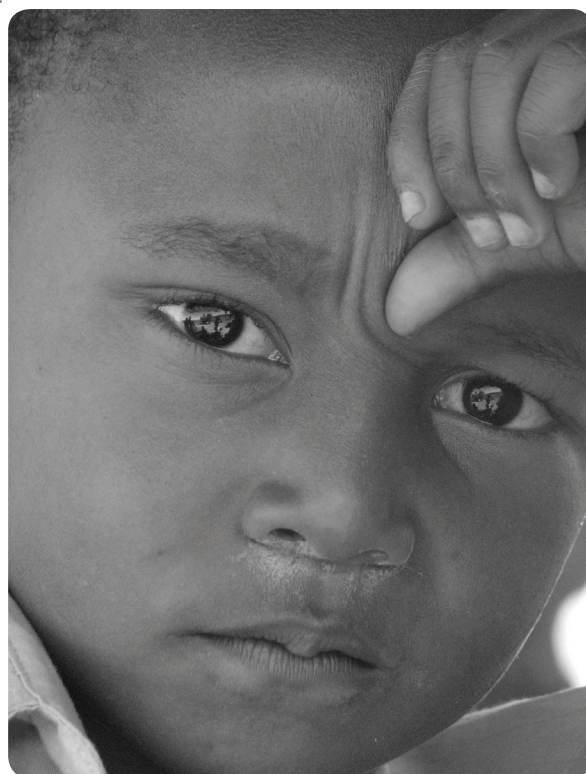
**COGNITIVE BARRIERS**

- Down's Syndrome
- Autism
- Dyslexia
- TBI – Traumatic Brain Injury
- ADHD – Attention Deficit and Hyperactivity Disorder

# Accommodating learners with barriers to learning in the Grade R classroom

## TIPS FOR HELPING LEARNERS WITH LANGUAGE BARRIERS

- Find out more about the language barrier – for example, what is the child's home language, at what age did he/she begin speaking?
- Share your ideas with the learner's parents about how they can encourage and support their child.
- Seat the learner in a place with few distractions.
- Use facial expressions, actions, pictures and objects to explain vocabulary and concepts.
- Encourage translations by other learners.
- Introduce new vocabulary at the beginning of a new theme, topic or concept.
- Pay special attention to abstract concepts – for example, higher, bigger than, etc.
- Use short sentences with pauses between sentences when explaining or giving instructions.
- Repeat concepts, rephrasing them and explaining them as simply and clearly as possible.
- Start with the concrete (explain what you mean by using objects and actions), move to the semi-abstract (pictures) and then to the abstract (writing).
- Gently correct language errors. For example: Learner: 'I eated meat at home.' Teacher: 'Yes, you ate meat at home.'
- Gently expand the learners' vocabulary. For example: Learner: 'My mommy is wearing a dress.' Teacher: 'Yes. Your mommy is wearing a pretty dress today.'
- Do pre-reading activities to introduce new vocabulary and place stories in context – for example, use a poster and flash cards.
- Focus on what the learner is telling you (the message) and not always on how the language is used (or the pronunciation).
- Provide lots of opportunities for the learner to speak.
- Use language games often.





## TIPS FOR HELPING LEARNERS WITH MEMORY AND CONCENTRATION BARRIERS

- Reduce distractions – seat the learner close to you and keep his or her desk clear.
- Keep the learner busy with positive activities – for example, handing out papers for you.
- Demonstrate what is required rather than telling the learner what to do.
- Make eye contact and get down to the learner's level.
- Break tasks down into small steps.
- Allow the learner to move from what is familiar to the unfamiliar.
- Give the learner praise and encouragement, even for slow progress.
- Give the learner extra practice at doing an activity. This ensures that they are able to master the skill and increases confidence.
- Let the learner use a range of materials to master a skill – for example, let them draw shapes in the sand, with finger paint, with a crayon, with a pencil and with a pen.
- Plan a lot of short activities (rather than one long activity) for learners with short concentration spans.
- Include a lot of structure and routine in your and daily programme. This allows the learner to feel secure and builds confidence so that they are keen to try out new learning experiences in the classroom.

## DEFINITIONS

(a) PHYSICAL BARRIERS (the child has a physical problem that makes it more difficult to learn):

**Visual impairment (the child cannot see properly):**

- **Blindness:** The learner has no vision or can only make out light or shape.
- **Low vision:** The learner can see objects up close but has very poor distance vision (even with eye glasses).
- **Visually limited or partially sighted:** The learner can see but his/her level of visual impairment is serious enough for the teacher to adjust teaching and learning.

Some ideas to support learners who find it difficult to see properly:

- If possible, invest in a voice synthesiser programme, a Braille printer and Braille programmes (material should be converted into Braille well in advance).
- Ask parents to volunteer as scribes and readers.

# Accommodating learners with barriers to learning in the Grade R classroom

**Auditory impairment (the child cannot hear properly):**

- Hearing loss can be mild or serious. Deafness can occur in one or both ears.
- Deafness (from birth): The learner was born deaf or became deaf before acquiring (learning) language.
- Deafness (later in life): The learner became deaf after acquiring (learning) language.

Some ideas to support learners who find it difficult to hear properly:

- Make sure the learner has an assistive listening device such as a hearing aid.
- If possible, try to acquire an FM listening system (this lets the teacher talk into a handheld microphone, which transmits the sound of the teacher's voice directly to the deaf or hard-of-hearing learner's hearing aid).
- If possible, enlist in the help of a South African Sign Language (SASL) teacher.

**Oral impairment (the child cannot speak properly):**

- **Articulation (pronunciation of words):** The learner mispronounces words. This could be due to an oral motor skill or oral defect, or as the result of not being able to hear properly.
- **Fluency (stammering and stuttering):** The learner either repeats whole words at the beginning of a phrase or when thinking of how to finish a sentence; or the learner repeats parts of a word and struggles to finish words.
- **Oral motor skills:** The learner has difficulty using the lips, tongue and jaw to produce speech sounds. The learner may also struggle to swallow and eat.

Some ideas to support learners who find it difficult to speak clearly:

- Adjust the speed at which you speak.
- Use shorter sentences.
- Provide opportunities for visual learning – for example, allow learners to respond visually (with drawings and colour at this age) rather than verbally.

**(b) PERCEPTUAL BARRIERS (the child struggles to use one or more of his/her senses to make meaning of something):**

These barriers usually accompany a visual or auditory barrier (see above). The learner cannot recognise, discriminate or interpret stimuli using his or her senses.

Some ideas to support learners with perceptual barriers:

- The Grade R classroom naturally supports learners with these barriers – we encourage learners to use their senses, particularly those of sight, sound and touch. Use the activities in the Lesson Plan Book to help learners overcome their perceptual barriers to learning. Make sure that you create a sensory classroom that includes water, sand and imaginary experiences.

- **Visual and auditory perception:** The learner can recognise and interpret information by using the senses of sight and hearing.

Some ideas to support learners who find it difficult to recognise and interpret information using sight and hearing:

- Use the dotty patterns, pegboards and posters in the Grade R Resource Kit 2015. These activities require the learner to carefully observe and act on visual information (input).
- Speak clearly and at a regular pace (not too fast, nor too slowly). Keep instructions simple. More complex instructions should be broken into bits so that the learner can respond to and act on the information he/she hears.

- **Visual and auditory figure-grounding:** The learner can extract the most important sights and sounds in a body of information.

Some ideas to support learners who find it difficult to recognise and extract the most important sights and sounds in a body of information:

- Games which demand figure-ground perception include puzzles, dominoes and board games like 'Snakes and Ladders'
- Pen and paper activities such as simple mazes and follow-the-line activities also help. Learners can trace the mazes and lines with their fingers.
- Make a short (30-40 second) tape recording of various simultaneous sounds – for example, a car hooting, car engines revving and a bicycle bell. Play it to your learners, then ask them to tell you how many sounds they could hear.

- **Visual and auditory discrimination:** The learner can recognise the difference between a number of objects (visual discrimination) or a number of sounds (auditory discrimination).

Some ideas to support learners who find it difficult to recognise the difference between objects or sounds:

- Any game or activity that demands careful visual attention is a good visual discrimination exercise. Place a busy picture, such as the posters in the Grade R Resource Kit 2015, in a clearly visible place. Ask your learners to find specific items in the picture.
- Play music in the background and ask your learners to perform various actions – for example: 'Walk to the door, turn around twice, then skip back to me.' This is also a good auditory memory activity.
- Sit quietly and ask learners to identify specific sounds in the environment.

# Accommodating learners with barriers to learning in the Grade R classroom

- **Visual and auditory discrimination:** The learner can recognise the difference between a number of objects (visual discrimination) or a number of sounds (auditory discrimination).

Some ideas to support learners who find it difficult to recognise and remember things they have seen or heard before:

- 'Kim's Game' is good visual memory game. Place three items on a tray. Ask your learners to look at them for a few seconds (usually a second per item). Cover the items with a cloth. Now ask the learners to tell you what three items are on the tray. You can also add more items to the tray as their visual memory improves.
- Play clapping games. Clap out a pattern – for example, two fast claps followed by three slow ones. Let your learners copy the pattern.

- **Visual and auditory sequential memory:** The learner can remember the sequence in which he/she saw or heard something – such as the order of the letters in a word, the colours in a string of beads or the events in a story.

Some ideas to support learners who find it difficult to remember the order in which they saw or heard something:

- Play 'Kim's Game' (see explanation above), but ask your learners to recall the sequence in which the items are arranged. Add more items to the tray as they get better at this activity.
- Give each learner four different coloured clothes pegs – for example, red, blue and yellow. Then ask them to peg the pegs onto the rim of a plastic container in the same sequence.

## (c) COGNITIVE BARRIERS (the child has a memory or concentration problem that makes it more of a challenge to learn)

The definition of cognitive barriers is broad. The barrier may be mild or severe, the result of a genetic disorder (e.g. Down's Syndrome) or a chemical disorder.

Below is a list of some cognitive barriers to learning:

- Down's Syndrome
- Autism
- Dyslexia
- TBI – Traumatic Brain Injury
- ADHD – Attention Deficit and Hyperactivity Disorder



**Some ideas to support learners who have cognitive barriers to learning:**

Various barriers are clustered here, but it is important to note that support for each condition is different and very specific. Some of these learners cannot easily be accommodated in mainstream classrooms. As with all learners who experience a barrier to learning, offer emotional support and adapt the learning and teaching so that the learner is able to experience achievement and inclusion.

ADHD learners find the classroom a very stressful place. They find it difficult to remain focused and seldom complete tasks. They are often impulsive, which is disruptive for other learners. Please note that the diagnosis for ADHD must be made by a qualified medical doctor. Here are a few tips that can help the ADHD learner:

- Provide structure. Explain well in advance of an activity what the learner must do. Repeat instructions often. Have the learner repeat them back to you. Use pictures to help them structure their day. Follow the same daily programme – for example, always begin with morning ring.
- Make frequent eye contact. Get down to the learner's level and offer lots of praise. Learn to recognise the learner's achievement and respond every time.
- Reduce distractions and seat the child close to you.

**Here are some tips to help the Down's Syndrome learner:**

- Make learning visual. In other words, model correct behaviours, attitudes, processes and outcomes. Provide lots of practical, hands-on activities.
- Many Down's Syndrome learners wear spectacles. Place them in the front of the class. Try to ensure that all print is enlarged.
- Give the learner time to process information and respond.
- Be positive and offer lots of praise.
- Up to half of learners with Down's Syndrome have hearing loss. Again, seat the learner in the front of the class, look at the learner when speaking to him or her, and repeat instructions frequently. Be aware that those learners with severe hearing loss will probably need a specialist SASL teacher.

**(d) MEDICAL BARRIERS (the child has a health problem that makes it more difficult to learn)**

These learners have chronic or acute health problems. They may live with pain, have low energy levels and require medication. Their school attendance may be erratic, with long periods of absenteeism. The following are some conditions that learners may have:

- Tuberculosis
- Asthma
- Haemophilia
- Lead poisoning
- Leukaemia
- Diabetes
- Epilepsy

**Some ideas to support learners who have medical barriers to learning:**

- Make sure that you understand what medication the learner requires, especially if you have to medicate the learner yourself. If the learner uses assistive medical interventions – such as an inhaler for asthma or insulin for diabetes – make sure you understand the signs that indicate you need to use the apparatus (and make sure you know exactly how to use it). Have the learner's doctor or hospital's numbers available at all times. Know the learner's physical limits – do not over-exert the learner in or out of the classroom. All learners take time to adjust to the classroom for the first time. The learner who is often absent experiences this continually. Be sensitive and supportive each time the learner returns to school.

# Learning styles

The Curriculum Assessment Policy (CAPS) is a flexible curriculum that acknowledges that learners have multiple intelligences and different ways of learning. It is therefore designed so that learners can respond in a manner that best suits their intelligence and learning style. There are eight types of intelligence:

INTERPERSONAL

LINGUISTIC

BODILY  
KINAESTHETIC

NATURALISTIC

MULTIPLE  
INTELLIGENCES

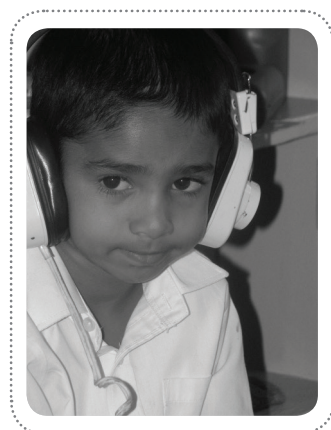
SPATIAL

INTRAPERSONAL

LOGICAL  
MATHEMATICAL

MUSICAL

All learners possess these intelligences to a greater or lesser degree. As teachers, we need to know and be able to identify them because they will help us choose the best teaching and learning strategies for each child. What follows is an explanation of some of these intelligences.



## LOGICAL-MATHEMATICAL INTELLIGENCE/LEARNING STYLE

### How to recognise these learners:

They are typically good at maths and problem-solving skills, they enjoy number and shape patterns, ask 'why' and 'how' questions, reason things out and want to know 'what's next'.

### Learning style:

These learners are interested in problem-solving and testing things and ideas.

## HOW TO DEVELOP AND EXTEND YOUR GRADE R's'

### LOGICAL-MATHEMATICAL INTELLIGENCE

#### Let them solve numerical problems:

- The problems should have a familiar social and environmental context.
- Use tactile shapes for some learners and word problems for others.
- Use numerical language.
- Provide opportunities for learners to hear stories involving numerical word problems.
- Provide learners with opportunities for solving numerical word problems.

#### Other ideas:

Provide objects to sort and classify, gadgets to take apart or fix and magnets to play with. Provide your learners with word problems, riddles and simple mysteries to solve.

## SPATIAL INTELLIGENCE/ LEARNING STYLE

### How to recognise these learners:

They like to design and draw pictures and posters, they use pictures to help them understand concepts, they enjoy puzzles and mazes, and they like to organise objects and areas.

### Learning style:

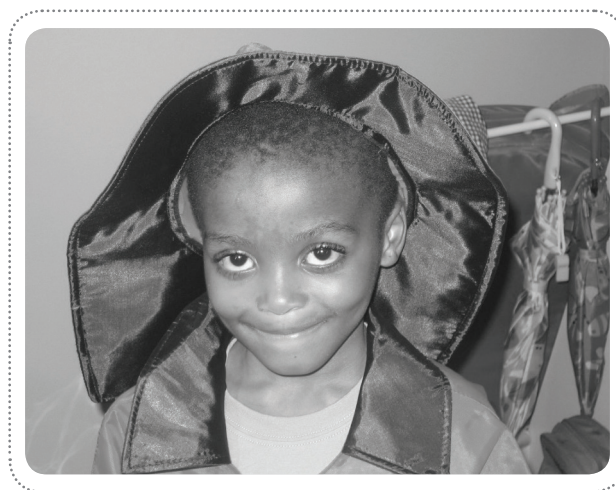
These learners learn best when they see information. They have strong visual imaginations.



# Learning styles

## HOW TO DEVELOP YOUR GRADE R's' SPATIAL INTELLIGENCE

- Provide them with opportunities to visualise and sketch what they see and hear.
- Include painting in their learning experiences.
- Explain new words with drawings, SASL and Braille.
- Have coloured pencils and paper in different shapes, colours, textures and sizes.
- Use pictures from magazines.



### Other ideas:

Do lots of art, including clay work, drawing and painting with your learners. Provide them with stacking activities and a wide range of puzzles and shape games.

## KINESTHETIC INTELLIGENCE/LEARNING STYLE

### How to recognise these learners:

They handle objects skilfully, have good eye-hand coordination, as well as fine and gross motor skills. They are active and enjoy movement. They also like tactile experiences that involve touching, feeling and doing.

### Learning style:

These learners move about freely when learning. They learn best from handling materials, writing and drawing.

## HOW TO DEVELOP YOUR GRADE R's' KINAESTHETIC INTELLIGENCE

Allow them to read standing up, lying down or in whatever position they are most comfortable. Provide pens and pencils, as well as paper that has interesting textures and surfaces. Let them do some physical exercise, designed to relax them, before or after reading and writing activities.

### Other ideas:

Play active games like 'Simon Says', 'Do this, do that' and 'Follow the leader' (these are all games where one child or the teacher performs an action and the rest of the class then has to copy them). Give them stretching exercises to do when they feel fidgety. Let them do role plays and other forms of drama. Incorporate dancing and sporting activities into your daily routine.



## VERBAL -LINGUISTIC INTELLIGENCE/LEARNING STYLE

### How to recognise these learners:

They love language – they pretend to 'read' and love to talk. They also like to tell and listen to stories.

### Learning style:

These learners learn best when concepts are explained to them in a story-like format. They often think out loud.

## HOW TO DEVELOP YOUR GRADE R<sub>s</sub>' VERBAL -LINGUISTIC INTELLIGENCES

Provide opportunities for speeches, role-play, dialogue, interactive games, writing, group work, discussion, listening to tapes and reading.

## INTRAPERSONAL INTELLIGENCE/LEARNING STYLE

### How to recognise these learners:

They have good self-control (they can control their own emotions) and they are comfortable being alone.

### Learning style:

These learners enjoy solitude, like thinking and are happy to work alone.

## HOW TO DEVELOP YOUR GRADE R<sub>s</sub>' INTRAPERSONAL INTELLIGENCE

Provide activities that encourage them to think and use their imaginations. Teach them to value the importance of time spent alone, thinking and dreaming.

### Note:

It is sometimes necessary to draw intrapersonal learners out of themselves. Keep failure to a minimum and use art, dance and music to promote their emotional development.

# Songs

## SONGS LIST

There are two theme-related songs for each theme. It is recommended that a new song be introduced at the beginning of each. Sing the song daily and add to the repertoire – choose songs that are familiar to you and your learners.

Songs suggested in weekly plans are supported by recording available on the Resource DVD in the Grade R Resource Kit 2015. The songs are available in two formats: a version accompanied by singing and an instrumental version. If you are unfamiliar with the song, listen to version accompanied by singing. Alternatively, use the instrumental version.

Have fun with the songs. Change the words, add verses and sing the songs in the language of the learners.

The words for the songs follow.



## I AM SPECIAL (SUNG TO FRÈRE JACQUES)

I am special, I am special

If you look, you will see

Someone very special, someone very special,

It is me, it is me!

☞ Learners point to self.

☞ Learners point to eyes.

☞ Learners point to self.

I am special, I am special

If you look, you will see

Someone very special, someone very special,

It is me, it is me!

☞ Learners point to self.

☞ Learners point to eyes.

☞ Learners point to self.

**Note:** Encourage all of the learners to sing the words and do the actions. Repeat the song a number of times until the learners start to become familiar with it.

## I LIKE CARROTS, I LIKE PEAS

I like \*carrots, I like peas

I like \*\*Tsepo in with me!

1, 2, 3, 4

Out you go and close the door!

I like \*carrots, I like peas

I like \*\*Carla in with me!

1, 2, 3, 4

Out you go and close the door!

\* Change the word 'carrots' to anything the learners say they like.

\*\* Change the name 'Tshepo' to learners' names.

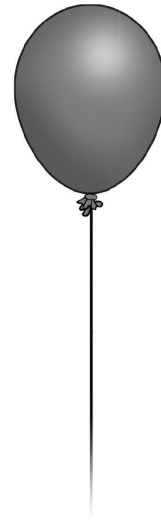


# Songs

## BALLOONS ARE RED

Balloons are red,  
balloons are blue,  
balloons are green  
and yellow too.

Balloons are red,  
balloons are blue,  
balloons are green  
and yellow too.



## WE LOVE OUR CLASSROOM (SUNG TO HERE WE GO ROUND THE MULBERRY BUSH)

We love our classroom, yes we do  
Yes, we do  
Yes, we do  
We love our classroom, yes we do  
It's such a happy place.

## LISTENING, READING, WRITING (SUNG TO POLLY PUT THE KETTLE ON)

Listening, reading, writing  
Spelling and counting  
Listening, reading, writing  
We love school!

Listening, reading, writing  
Spelling and counting  
Listening, reading, writing  
We love school!



## HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes,  
Knees and toes.

Head, shoulders, knees and toes,  
Knees and toes.

And eyes, and ears, and mouth,  
And nose.

Head, shoulders, knees and toes,  
Knees and toes.

Note: Divide the learners into two groups. One group can sing while the other does the actions. They can then swap.



## I HAVE TWO EYES

I have two eyes to see with,

I have two feet to run,






I have two hands to wave with,

And a nose, I have just one.

I have two ears to hear with,

And a heart that beats so true,

And one mouth to say: I love you.

-  Learners point to eyes.
-  Learners run on the spot.
-  Learners wave their hands.
-  Learners touch their nose.
-  Learners put their hands over their ears.

# Songs

## THIS IS THE WAY

This is the way we wash our clothes,  
Wash our clothes, wash our clothes.  
This is the way we wash our clothes,  
So early Monday morning.

This is the way we iron our clothes,  
Iron our clothes, iron our clothes.  
This is the way we iron our clothes,  
So early Tuesday morning.

This is the way we sweep the floor,  
Sweep the floor, sweep the floor.  
This is the way we sweep the floor  
So early Wednesday morning.

This is the way we wash the pots,  
Wash the pots, wash the pots.  
This is the way we wash the pots,  
So early Thursday morning.

This is the way we clean the house,  
Clean the house, clean the house.  
This is the way we clean the house,  
So early Friday morning.

This is the way we bake our cakes,  
Bake our cakes, bake our cakes.  
This is the way we bake our cakes  
So early Saturday morning.

This is the way we go to church,  
Go to church, go to church.  
This is the way we go to church,  
So early Sunday morning.

## THIS IS THE WAY I GET DRESSED

This is the way I get dressed  
I get dressed, I get dressed  
This is the way I get dressed  
So early in the morning.

First my socks and then my shoes  
First my socks and then my shoes  
This is the way that I get dressed  
So early in the morning.

Then my vest, next my shirt  
Then my vest, next my shirt  
This is the way that I get dressed  
So early in the morning.



**FRIENDS (SUNG TO JESUS LOVES ME)**

Tasha loves me  
This I know,  
She's my best friend  
She told me so.

Can you sing the best friend song?  
Hold my hand  
And sing along!

Yes, Tasha loves me!  
Yes, Tasha loves me!  
Yes, Tasha loves me!  
Because she told me so.

Lebo loves me  
This I know,  
He's my best friend  
He told me so.

Can you sing the best friend song?  
Hold my hand  
And sing along!

Yes, Lebo loves me!  
Yes, Lebo loves me!  
Yes, Lebo loves me!  
Because he told me so.



# Songs

## THE WINTER SONG (SUNG TO THE FARMER'S IN THE DELL)

Winter's come along,  
Winter's come along,  
The days are short, the nights are long.  
Winter's come along.

The winter air is cold,  
The winter air is cold,  
It freezes noses, ears, and toes.  
The winter air is cold.

The winter sky is grey,  
The winter sky is grey.  
Put on your coat, your hat, your gloves,  
The winter sky is grey.



## I HAVE A HOME (SUNG TO I HAVE A BODY)

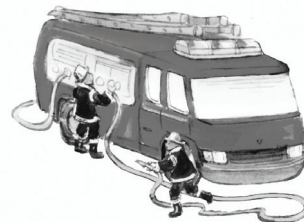
I have a home.  
A very cosy home,  
And I share it with my family.

It has a bathroom,  
A kitchen and a bedroom,  
And we live here very happily.

## I'M A LITTLE FIREFIGHTER (SUNG TO I'M A LITTLE TEAPOT)

I'm a little firefighter on the go.  
Here is my helmet, here is my hose.  
When I see a fire, hear me shout.  
Turn on the water and put the fire out!

I'm a little firefighter on the go.  
Here is my helmet, here is my hose.  
When I see a fire, hear me shout.  
Turn on the water and put the fire out!

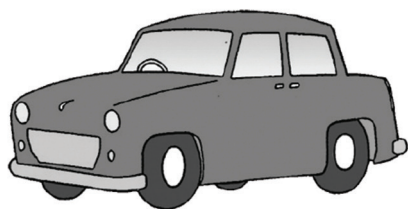




## LOOK LEFT, RIGHT (SUNG TO ROW, ROW, ROW YOUR BOAT)

Look left, right and left again  
Before you cross the street  
Wait for all the cars to clear  
Make sure they're nowhere near.

Look left, right and left again  
Before you cross the street  
Wait for all the cars to clear  
Make sure they're nowhere near.



## MY FAMILY (SUNG TO I HAVE A BODY)

I have a family,  
A very special family,  
And they go everywhere with me.

And in my family  
I have daddy  
And he goes everywhere with me.  
With a hug, hug here  
And a hug, hug there  
A big cuddly hug everywhere.

I have a family,  
A very special family,  
And they go everywhere with me.

I have a family,  
A very special family,  
And they go everywhere with me.

And in my family  
I have mommy  
And she goes everywhere with me.  
With a kiss, kiss here  
And a kiss, kiss there  
A big sweet kiss everywhere

I have a family,  
A very special family,  
And they go everywhere with me

# Songs

## FOOD (SUNG TO MY BONNIE LIES OVER THE OCEAN)

Our baker bakes donuts and pastries  
Our baker bakes cakes and cookies  
Our baker bakes great pies and cupcakes  
He bakes them for you and for me.

### Chorus

Yummy, so yummy  
We all like to go shop for food  
Don't we?  
Yummy, so yummy  
We all like to go shop for food!

The butcher makes chicken sositias  
The butcher makes chops and patties  
The butcher makes beef and pork sausage  
He makes them for you and for me.

### Chorus

The greengrocer sells fruit and veggies  
Melons, bananas, mealies.  
He also sells carrots and apples  
He sells them for you and for me, for me.

### Chorus



## THE SEASON SONG (SUNG TO THE FARMER'S IN THE DELL)

Summer's come along,  
Summer's come along.  
The nights are short, the days are long.  
Summer's come along.

The summer air is hot,  
The summer air is hot,  
It toasts noses, ears, and toes.  
The summer air is hot.

Winter's come along,  
Winter's come along.  
The days are short, the nights are long.  
Winter's come along.

The winter air is cold,  
The winter air is cold,  
It freezes noses, ears, and toes.  
The winter air is cold.



## THE WHEELS ON THE BUS

The wheels on the bus go round and round  
Round and round, round and round.  
The wheels of the bus go round and round,  
All day long.

The wipers on the bus go swish swish swish,  
Swish swish swish, swish swish swish.  
The wipers on the bus go swish swish swish,  
All day long.

The hooter on the bus goes beep beep beep  
Beep beep beep, beep beep beep.  
The hooter on the bus goes beep beep beep,  
All day long.



## TEN LITTLE AEROPLANES

One little, two little, three little aeroplanes  
Four little, five little six little aeroplanes  
Seven little, eight little, nine little aeroplanes  
Ten little aeroplanes flying high!

Ten little, nine little, eight little aeroplanes  
Seven little, six little, five little aeroplanes  
Four little, three little, two little aeroplanes  
One little aeroplane flying high!

# Songs

## DOCTOR, DOCTOR (SUNG TO TWINKLE, TWINKLE)

Doctor, doctor, I feel ill  
What is wrong? Do I need a pill?  
I've a fever, I'm so hot  
Now my body's full of spots!

Do I need to go to bed?  
Will the pain go from my head?

Doctor, doctor, I feel ill  
What is wrong? Do I need a pill?  
I've a fever, I'm so hot  
Now my body's full of spots!

Do I need to go to bed?  
Will the pain go from my head?

Doctor, doctor, I feel ill  
What is wrong? Do I need a pill?  
I've a fever, I'm so hot  
Now my body's full of spots!

Doctor, doctor what do you say?  
Will this sickness go away?

## THE KIDS IN THE POOL (SUNG TO THE WHEELS ON THE BUS)

The kids in the pool go splash, splash, splash,  
splash, splash, splash, splash, splash, splash,  
The kids in the pool go splash, splash, splash all day long.

The kids in the pool go kick, kick, kick,  
Kick, kick, kick, kick, kick, kick,  
The kids in the pool go kick, kick, kick all day long.

The kids in the pool blow their bubbles,  
Blow their bubbles, blow their bubbles,  
The kids in the pool blow their bubbles all day long.



## THE ANIMALS WENT IN TWO BY TWO

The animals went in two by two, hurrah! hurrah!  
The animals went in two by two,  
The elephant and the kangaroo  
And they all went into the ark,  
For to get out of the rain.

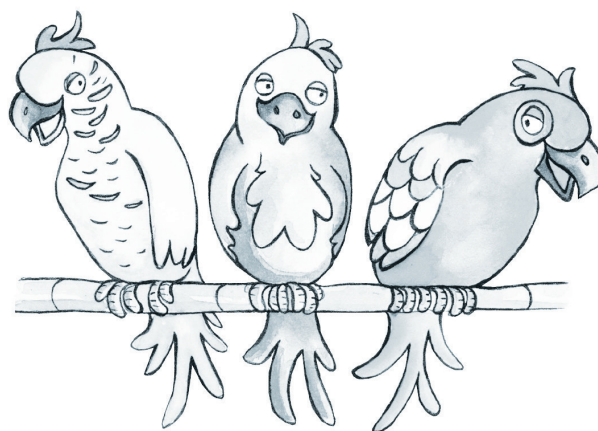
The animals went in three by three, hurrah! hurrah!  
The animals went in three by three,  
The wasp, the ant and the bumble bee  
And they all went into the ark,  
For to get out of the rain.

The animals went in four by four, hurrah! hurrah!  
The animals went in four by four,  
The great hippopotamus stuck in the door  
And they all went into the ark,  
For to get out of the rain.

The animals went in five by five, hurrah! hurrah!  
The animals went in five by five,  
They warmed each other to keep alive  
And they all went into the ark,  
For to get out of the rain.

The animals went in six by six, hurrah! hurrah!  
The animals went in six by six,  
They turned out the monkey because of his tricks  
And they all went into the ark,  
For to get out of the rain.

The animals went in ten by ten, hurrah! hurrah!  
The animals went in ten by ten,  
If you want anymore we can sing it again.  
And they all went into the ark,  
For to get out of the rain.



# Songs

## FARMER MANDLA (SUNG TO YANKEE DOODLE WENT TO TOWN)

Farmer Mandla planted seeds  
Riding on a tractor;  
He ploughed them in  
Then watered them a little bit later.

### Chorus

Farmer Mandla keep it up,  
Farmer Mandla ... Viva! (Shout Viva!)  
Grow our fruit and vegetables,  
It helps us to grow bigger.

Carrots, spinach, tomatoes  
Are grown in the summer  
Our moms will cook them up for us,  
Cos veggies makes us stronger!

### Chorus

Cabbage, turnips, asparagus  
Grow in the cool of winter  
Our moms turn them into soups for us,  
Cos soups keep us warmer!

### Chorus

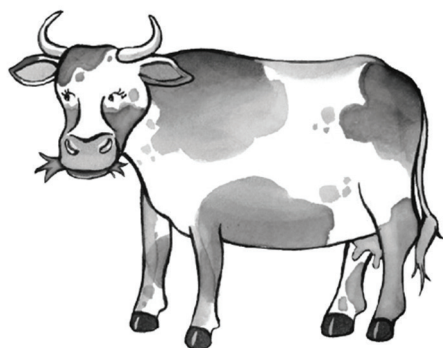


## OLD MACDONALD HAD A FARM

Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a cow, E-I-E-I-O.  
With a moo-moo here and a moo-moo there  
Here a moo there a moo,  
Everywhere a moo-moo.  
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a dog, E-I-E-I-O.  
With a woof woof here and a woof woof there  
Here a woof there a woof,  
Everywhere a woof woof.  
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.  
And on his farm he had a horse, E-I-E-I-O.  
With a neigh neigh here and a neigh neigh there  
Here a neigh there a neigh,  
Everywhere a neigh neigh.  
Old MacDonald had a farm, E-I-E-I-O.



# Songs

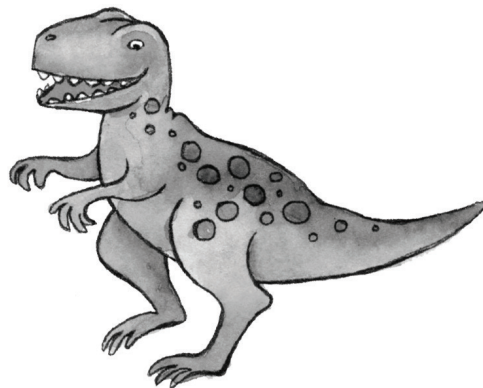
## OUR EARTH

The Earth is ours to enjoy  
For every little girl and boy  
But we must always be aware  
That all its beauty we must share  
With all the children still to come  
Who want to laugh and play and run  
Around the trees and in the fields.

So we must keep our planet free  
From messy trash and debris  
With air that's clean and fresh and clear  
For all to breathe from year to year  
We must never ever abuse  
Our sweet Earth that is ours to use.

## TYRANNOSAURUS REX (SUNG TO MARY HAD A LITTLE LAMB)

Dinosaurs walked on Earth,  
Walked on Earth, walked on Earth,  
Dinosaurs walked on Earth,  
A long, long time ago.  
T-Rex was the Dino King,  
Dino king, Dino king,  
T-Rex was Dino king  
A long, long time ago.  
T-Rex was six meters tall,  
Six meters tall, six meters tall,  
T-Rex was six meters tall,  
A long, long time ago.



## FIVE LITTLE OWLS

Five little owls on a moonlit night  
Five little owls are quite a sight.  
Five little owls are you keeping score?  
One flew away! And then there were four.  
Four little owls happy as can be.  
One flew away then there were three.  
Three little owls calling Who, Who  
One flew away and that left two.  
Two little owls having lots of fun.  
One flew away and that left one.  
One little owl we are almost done.  
He flew away and that leaves none.

## I'M A LITTLE TURTLE (SUNG TO I'M A LITTLE TEAPOT)

I'm a little turtle with a shell,  
I have four legs, a head, and tail,  
When I get so scared I want to hide,  
I pull my legs and head inside.



## FIVE LITTLE MONKEYS

Five little monkeys jumping on the bed.  
One fell off and bumped his head.  
Mama called the doctor and the doctor said,  
'No more monkeys jumping on the bed!'

Four little monkeys jumping on the bed.  
One fell off and bumped his head.  
Mama called the doctor and the doctor said,  
'No more monkeys jumping on the bed!'

Three little monkeys jumping on the bed.  
One fell off and bumped her head.  
Mama called the doctor and the doctor said,  
'No more monkeys jumping on the bed!'

Two little monkeys jumping on the bed.  
One fell off and bumped her head.  
Mama called the doctor and the doctor said,  
'No more monkeys jumping on the bed!'

One little monkey jumping on the bed.  
She fell off and bumped her head.  
Mama called the doctor and the doctor said,  
'No more monkeys jumping on the bed!'

## FIVE LITTLE ELEPHANTS BALANCING

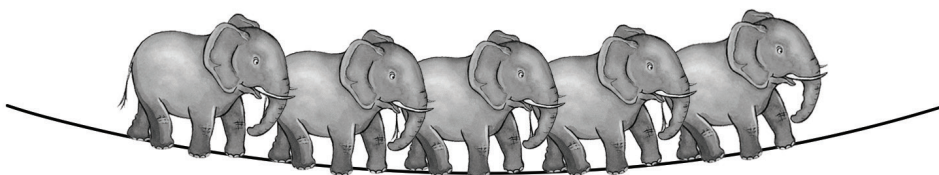
One blue elephant balancing,  
Step by step on a piece of string,  
Thought it was such a wonderful stunt,  
That he called for another elephant.

Two blue elephants balancing,  
Step by step on a piece of string,  
Thought it was such a wonderful stunt,  
That they called for another elephant.

Three blue elephants balancing,  
Step by step on a piece of string,  
Thought it was such a wonderful stunt,  
That they called for another elephant.

Four blue elephants balancing,  
Step by step on a piece of string,  
Thought it was such a wonderful stunt,  
That they called for another elephant.

Five blue elephants balancing,  
Step by step on a piece of string,  
All of a sudden the piece of string broke,  
And down came all the elephant folk.



## THE GAME SONG

School is over, time to play  
Time to play, time to play  
School is over, it's time to play  
Boys and girls!

Hide and seek! Will you play?  
Will you play? Will you play?  
Skipping, Hopping, Catches too  
Will you play?

## CAN YOU KICK A SOCCER BALL (SUNG TO MARY HAD A LITTLE LAMB)

Can you kick a soccer ball,  
A soccer ball, a soccer ball?  
Can you kick a soccer ball,  
Can you score a goal?

Can you dribble as you run,  
As you run, as you run?  
Can you dribble as you run,  
Are you having fun?



## JINGLE BELLS

Jingle bells, jingle bells,  
Jingle all the way,  
Oh, what fun it is to ride  
In a one horse open sleigh.  
Jingle bells, jingle bells,  
Jingle all the way,  
Oh, what fun it is to ride  
In a one horse open sleigh.